

G present simple ⊕ and ⊖: *I, you, we, they*

V food and drink

P /dʒ/ and /g/

Lesson plan

The context of this lesson is what people have for breakfast and how important breakfast is.

Sts begin by revising some food and drink words which have already come up, before going to the **Vocabulary Bank** to learn more. The vocabulary is then recycled in a video activity. Sts read an article where different people talk about their breakfasts, and the article is then used to present the *I, you, we*, and *they* forms of verbs in the present simple. Sts then listen to three people talking about their favourite meal of the day, where they have it, and what they have. In Pronunciation, Sts have more practice in word stress and pronouncing consonant sounds. The lesson builds up to a speaking activity, where Sts talk about their eating habits and what people eat in their country. Finally, Sts write a paragraph about their own typical breakfast.

Video material

Vocabulary – food and drink

More materials

For teachers

Photocopiables

Grammar present simple ⊕ and ⊖: *I, you, we, they* p.151
Communicative Talk about food p.188 (instructions p.170)
Vocabulary Food and drink p.223 (instructions p.211)

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of some 'international' food words on the board, e.g. *pasta, pizza, sushi, burgers, croissants*, etc. If possible, choose words that are the same or very similar in your Sts' L1. You might be able to elicit more words from the class. Model and drill pronunciation.

Ask *Where are these foods from?* and elicit a response, e.g. *Pasta and pizza are from Italy*, etc.

1 VOCABULARY food and drink

a Books open. Focus on the photos and elicit any words that Sts know.

Focus on the task and make sure Sts understand what they have to do.

b 5.1 Play the audio for Sts to listen and check.

Check answers by getting Sts to spell the words for you to write on the board, and then to tell you the letter of the photo. Model and drill the pronunciation of the food and drink words: *tea* /ti:/, *cheese* /tʃi:z/, *orange juice* /'ɒrɪndʒ dʒu:s/, *sandwich* /'sænwɪtʃ/, and *eggs* /egz/.

5.1

- 1 E tea
- 2 C cheese
- 3 B orange juice
- 4 A sandwich
- 5 D eggs

c Tell Sts to go to **Vocabulary Bank Food and drink** on p.122.

Vocabulary notes

Pronunciation

You may want to highlight that:

- *ea* is pronounced /i:/ in *tea* and *meat*, but /e/ in *bread* and *breakfast*.
- *vegetables* and *chocolate* both have a syllable which is not pronounced: /'vedʒtəblz/, /'tʃɒklət/.
- the *d* in *sandwich* /'sænwɪtʃ/ is not usually pronounced.
- the *s* in *sugar* is pronounced /ʃ/.

Meals

Lunch is the word we use for the meal eaten at midday or in the early afternoon, and *dinner* is usually in the evening (however, in some parts of the UK, some people call the midday meal *dinner* if it is their main meal of the day).

Supper can also be used to refer to the evening meal.

Verbs

The verbs *eat* and *drink* describe the general actions, e.g. *I eat a lot of bread. I don't drink coffee*. However, we usually use *have* with meals, e.g. *have breakfast*, and to describe what we eat / drink at a particular meal, e.g. *I have toast and tea for breakfast*.

5.2 Focus on **a**. Play the audio for Sts to listen and repeat the words 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.

5.2

See **Food and drink** in Student Book on p.122

5.3 Now focus on the **Meals** box in **b**. Play the audio for Sts to listen and repeat the words and phrases 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.

5.3

See **Meals** box in Student Book on p.122

Finally, focus on **Activation** and ask Sts to cover the words in **a** with a piece of paper, look only at the photos (they do this for each row of photos), and say the words. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems they are still having to focus on at the end of the activity.

Tell Sts to go back to the main lesson **5A**.

- d**  In this video Sts see clips of a supermarket. Different products are circled and an arrow shows that they have been put into a trolley. Sts have to watch and try to remember what the person bought.

Focus on the task and the photo, and elicit that what they can see is a trolley. Tell Sts that they must just watch the video and not write anything down, but try to remember what goes into the trolley.

Play the video once and pause when the pause symbol appears. Then put Sts in groups or teams, and set a time limit for them to try to remember the 13 things in the trolley.

When time is up, play the video to see the blank grid. Then reveal the pictures one by one, and elicit the words from Sts, who also tick them off their lists.

Get feedback to see which pair or team got the most items.

ANSWERS

1 orange juice 2 potatoes 3 pasta 4 rice 5 yoghurt
6 bread 7 cereal 8 milk 9 chocolate 10 salad 11 butter
12 fish 13 meat

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

2 READING & SPEAKING

- a** Focus on the instructions and the photos of breakfasts, and elicit the food words which Sts already know, e.g. *coffee, fruit, etc.*
- Now focus on the question and make sure Sts understand the meaning of *important*. Model and drill pronunciation. Give Sts time to read the article and comments, and answer the question. Tell them not to worry about the gaps in the comments.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

a Nadine, Pablo, Sakura **b** Rob

EXTRA SUPPORT Read the article out loud with the class to help Sts understand the comments.

- b**  **5.4** Now tell Sts to read the comments again and this time to complete the gaps with words for food or drink. Tell them to look at the photos. Point out that the first one (*croissant*) has been done for them.
- Give Sts time to complete the gaps.
- Play the audio for Sts to listen and check.
- Check answers.

ANSWERS

2 milk 3 fruit 4 yogurt 5 coffee 6 rice 7 fish

5.4

See article and comments in Student Book on p.30 and answer key

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. Other lexis Sts may ask about are *healthy, I'm hungry, traditional, different, and a*

lot of. Highlight that we use *I'm* before *hungry*, not *I have*, which may be what Sts use in their L1. You may also need to explain that *miso* is a paste made from beans, used in Japanese cooking, especially soup.

- c** Tell Sts to read the comments again and circle the places people have their breakfast and underline any other words for food and drink that they didn't write in the gaps. Check answers.

ANSWERS

places: a café (Marta), at home (Pablo, Sakura), at work (Rob)

other words for food and drink: espresso, toast, miso soup, green tea

- d** Focus on the questions. You could tell Sts if breakfast is important for you, what you have, and where you have it. Give Sts time to think about their answers.
- Put Sts in pairs and give them time to ask and answer the questions. Monitor and help.
- Get feedback by asking some Sts to tell the class what their partner has for breakfast.

3 GRAMMAR present simple and : *I, you, we, they*

- a** Focus on the instructions and give Sts time to complete the sentences.
- Check answers and write them on the board.

ANSWERS

1 have 2 like 3 have 4 don't have 5 don't eat
6 don't drink

- b** Tell Sts to go to **Grammar Bank 5A** on p.100.

Grammar notes

The *I, you, we*, and *they* forms of the present simple are the same, e.g. *I have, you have, we have, they have*. The verb endings don't change, unlike in many languages. Highlight that it is the subject pronoun *I / you / we / they* that changes, not the verb (*have*). For this reason, it is essential to always use pronouns – otherwise it won't be clear which person you are talking about.

In this context, *do* is called an *auxiliary verb*. It is used to form negatives and questions. In the present simple, for *I, you, we*, and *they*, we use *don't* before the infinitive form of the verb to form negatives. *Don't* is the contraction of *do not*. Remind Sts that native speakers nearly always use the contracted form *don't* in spoken English.

Focus on the example sentences and play audio  **5.5** 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 **5A** on p.101 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 have eggs 2 don't drink coffee 3 like chocolate
4 eat fish 5 eat rice 6 don't have sugar 7 don't like cheese
8 eat vegetables
- b** 1 don't have, have 2 don't eat, eat 3 drink, don't drink
4 don't go, go

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

- c** Focus on the emojis in the instructions and the speech bubble, and elicit the meaning of *I like / I don't like*. Model and drill the pronunciation.

Now tell Sts to go to **Vocabulary Bank Food and drink** on p.122.

Put Sts in pairs and get them to tell each other what food and drink they like and dislike.

EXTRA SUPPORT Write *I like* and *I don't like* on the board for reference. Demonstrate first by telling Sts about foods you like and don't like.

Get some feedback from the class.

Tell Sts to go back to the main lesson **5A**.

4 LISTENING

- a** **5.6** Focus on the instructions and the phrase *favourite meal*. Tell Sts they are going to listen to three people talking about their favourite meal. Point out each person's answer in the chart (i.e. Anna – *dinner*, Will – *lunch*, etc.). Tell Sts they are going to listen to Anna and they must complete the first column in the chart. If you know your Sts' L1, you may want to pre-teach the adverbs of frequency *usually* and *always*, which come up in this audio.

Play the audio once the whole way through for Sts to listen and do the task. Play again as necessary.

Check answers.

ANSWERS

1 home, restaurant 2 Meat, fish, vegetables 3 wine

5.6

(script in Student Book on p.88)

Anna My favourite meal of the day is dinner. I usually have dinner at home, but sometimes at a restaurant. I usually have meat or fish and vegetables, and if I'm at a restaurant, I have a glass of wine.

- b** **5.7** Now tell Sts to focus on the second column in the chart.

Play the audio, pausing after Will to give Sts time to write.

Play again as necessary.

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

ANSWERS

4 work 5 chips 6 Water, coffee

Finally, repeat the process for Sarah.

ANSWERS

7 home, café 8 Fruit, egg, croissant 9 Coffee, tea, hot chocolate

5.7

(script in Student Book on p.89)

Will My favourite meal of the day is lunch. I'm always hungry then. I have lunch at work – we have a canteen there. I have different things for lunch, but always with chips – I love chips. Sometimes a burger and chips, sometimes fish and chips. I drink water with my lunch, but after lunch, I have a coffee, an espresso.

Sarah My favourite meal of the day is breakfast. I usually have it at home, but on Wednesday I have my yoga class and I have breakfast

at a café near the yoga studio. At home I have fruit and an egg, and coffee or tea. But at the café I have a croissant and hot chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.88 and 89, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** Focus on the question and give Sts a few minutes to think about their answer.

Put Sts in pairs or small groups and get them to tell each other what their favourite meal is.

Get some feedback from the class. With a show of hands, you could find out which is the class's favourite meal.

5 PRONUNCIATION /dʒ/ and /g/

Pronunciation notes

The sounds in this lesson are both consonant sounds. For information on /dʒ/, see the **Pronunciation notes** in **2A**. You might want to highlight the following sound-spelling rule.

- /g/ This sound only occurs where there is the letter *g*. You could remind Sts that the letter *g* is always pronounced /g/ when it comes after a vowel at the end of a word, e.g. *bag* and *dog*, and often at the beginning and in the middle of a word, e.g. *glasses* and *sugar*, before *a*, *o*, and *u*. However, before *e* and *i*, the letter *g* is often pronounced /dʒ/, e.g. *German*, *orange*.

- a** **5.8** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.8

See sounds and words in Student Book on p.31

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

Then 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. You might want to highlight the silent letter in *vegetables*.

Now repeat the same process for *girl* /g/.

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

Give further practice as necessary.

Get Sts, in pairs, to practise saying the words.

Finally, focus on the **g and j** box and go through it with the class.

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

5.9

See sentences in Student Book on p.31

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

Finally, put Sts in pairs and get them to practise saying the sentences. Monitor and help.

Get individual Sts to say the sentences to the class.

EXTRA CHALLENGE Dictate some more words with the letter *g* in them and get Sts to write them in the correct row in **a**, e.g. *Germany, Egypt, bag, dog, glasses, mug, charger, green, ugly, good*.

6 SPEAKING

- a** Focus on the task and make sure Sts understand the meaning of *true*.
- Now focus on the questionnaire and the two sections, *You* and *Your country*, and make sure Sts understand all the phrases. Highlight that where there is a question word, it tells Sts what kind of word or phrase they should put in the gaps, and where there are two alternatives (as in some of the sentences in the *Your country* section), they should choose one of the words / phrases to complete the gaps. Demonstrate by telling them a few sentences about you and your country.
- Give Sts time to complete the sentences so that they are true for them and their country.
- b** Focus on the first speech bubble and the question *What about you?*, used to check the listener's statement. You could tell the class where you have breakfast, and then ask a student *What about you?* If you are not from your Sts' country, focus on the first phrase in the *Your country* section, and say what people from your country have for breakfast, then ask *What about in your country?*
- Then put Sts in pairs and give them time to talk about each sentence. In the *You* section, they should say alternate sentences, but each time finish with *What about you?* In the *Your country* section, if Sts are from the same country, they should agree in their answers. If not, they just tell each other what happens in their country.
- Monitor and help.
- Get some feedback from individual Sts.

EXTRA SUPPORT If your Sts are all from the same country, you could do the *Your country* section as a whole class.

7 WRITING a comment post

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

- a** Focus on the title, *A comment post*, and make sure Sts understand it.
- Focus on the instructions and then give Sts time to read Marcos's comment.
- Before eliciting Sts' opinions on whether they like Marcos's breakfast, elicit each item he has and check Sts know the meaning: *orange, apple, bread, butter, jam*. Model and drill pronunciation.
- If you didn't focus on the word *healthy* in Paulo's text in **2**, then focus on it here. If you did, check Sts can remember what it means.
- Now tell Sts if you like or don't like Marcos's breakfast, and then ask *What about you?* With a show of hands, you could find out how many Sts like his breakfast.

- b** Focus on the instructions and give Sts time to look at the highlighted words and then complete sentences 1–3. Check answers.

ANSWERS

1 but **2** or **3** and

Check Sts know the meaning of the three words.

EXTRA SUPPORT Write the following sentences on the board to help Sts understand how to use *and*, *or*, and *but*.
I like tea. I like coffee. → *I like tea **and** coffee.*
Some days I drink tea. Some days I drink coffee. → *I drink tea **or** coffee.*
I like cereal. I don't like toast. → *I like cereal, **but** I don't like toast.*

- c** Give Sts time to write their own comments. Tell them to use Marcos's comment as a model. They can begin with *For breakfast, I have...* Give Sts six to eight minutes to write about 50 words for this task.
- Go around the room to monitor and help as Sts are writing. However, don't make a lot of corrections at this time. Allow Sts to focus on putting their ideas down on paper.

EXTRA IDEA You could get Sts to post their comments around the classroom. Then Sts can circulate around the room and read about their classmates' breakfasts. (Check to make sure that their comments don't have too many errors before Sts put them up.)

- G** present simple [?]: *I, you, we, they*
V common verb phrases 1
P /w/ and /v/, sentence rhythm and linking

Lesson plan

The focus of this lesson is on forming questions in the present simple using *I / you / we / they* with some common verb phrases.

A conversation between a British and an American woman travelling on a plane provides the context for Sts to revise positive and negative forms of *I, we, you, and they* in the present simple, and it also introduces the grammar of question formation. After the grammar presentation and practice, Sts go to the **Vocabulary Bank** to learn a group of common verb phrases, which are then recycled in the listening (the two women from the first activity meet again on the return flight). In Pronunciation, Sts focus on two consonant sounds, /w/ and /v/, and they practise sentence rhythm and linking. Finally, all the language is brought together in the speaking activity, where Sts ask and answer questions about lifestyle before writing a few sentences about themselves.

More materials

For teachers

Photocopiables

Grammar present simple [?]: *I, you, we, they* p.152
Communicative Do you...? p.189 (instructions p.170)
Vocabulary Common verb phrases 1 p.224 (instructions p.211)

For students

Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise present simple [?] and [?] sentences by writing the following on the board:

	<i>football.</i>
	<i>tennis.</i>
<i>I like</i>	<i>dogs.</i>
<i>I don't like</i>	<i>cats.</i>
	<i>tea.</i>
	<i>coffee.</i>

Model and drill pronunciation of the nouns and then of *I like / don't like*.

Put Sts in pairs and demonstrate the activity yourself by making true sentences using *I like / I don't like*. Point out that you don't use *the* before the nouns, e.g. NOT *Hike the football* (because you are making general statements).

Sts practise in pairs, taking turns to say what they like / don't like.

Get some feedback.

1 GRAMMAR present simple [?]: *I, you, we, they*

- a** **5.10** Books open. Focus on the lesson title and elicit / explain *flight*. Then focus on the pictures and ask Sts a few questions about them, e.g. *Where are the people? Who is the man?*, etc.

Now focus on the task and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and number the pictures. Make it clear to Sts that at this stage, they are not expected to understand every word of the conversation; they just need to get a general idea of what is happening. Sts will get help here from the sound effects and from words they already know.

Get Sts to compare with a partner, and then play the audio again, pausing after each section to check answers.

ANSWERS

A 3 B 1 C 4 D 2

5.10

See conversation in Student Book on p.32 and answer key for c

- b** Get Sts to uncover the conversation and focus on the instructions. Sts have seen all the words in the list in previous lessons, but you might want to quickly check that they can remember what they mean.

There is quite a lot of new vocabulary in the conversation, so Sts will need to use the pictures as a guide.

Give Sts time to read the conversation and decide what the missing words are.

- c** Get Sts to compare answers, and then play the audio again for them to listen and check.

Play again, pausing after each gap, and elicit the answers onto the board.

ANSWERS

1 book 2 New York 3 children 4 meat 5 pasta 6 time

Go through the conversation with Sts line by line. Elicit / Explain any words or phrases that Sts don't understand, e.g. *writer, Do you know...?, Do you want...?*, etc. Highlight that *oops* (**Part 4**) is an exclamation word that we sometimes use when someone has a small accident or does something by mistake. Here, Eve knocks Wendy as she gets out of her seat.

Highlight also the sentence *I need to go to the toilet*. Elicit the meaning of *need* and explain that after *need*, you can use a noun, e.g. *I need a piece of paper*, or *to + a verb* in the infinitive, e.g. *I need to be home at five o'clock*.

- !** The question *Do you have children?* can also be asked as *Do you have **any** children?* However, at this level, we think it is easier to teach the question without *any*.

- !** Sts may ask about the meaning of *do* here. Explain that we use *do* to make a question, in the same way as they learned in the last lesson that we use *don't*. This will be explained later in the grammar section.

Elicit a reaction from the class, using L1 if necessary, by asking *Is the American woman happy that it's almost the end of the flight? Why?*

EXTRA IDEA Get Sts to practise the conversation in pairs.

- d** Get Sts to complete the missing words in the question and short answers.

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

ANSWERS

1 Do 2 do 3 don't

EXTRA CHALLENGE Put Sts in pairs to underline all the questions and short answers in **Part 2** of the Listening. Check answers together.

ANSWERS

Eve Do you live in New York?

Wendy No, I don't. I live in London. My husband and I work for a British company.

Eve Oh! Do you have children?

Wendy No, we don't.

Eve I have two sons and a daughter. David and Andrew are at university and Carla's at school. Look. Here are some photos... This is a photo of our holiday in Barbados. Do you know Barbados?

Wendy No, I don't.

e Tell Sts to go to **Grammar Bank 5B** on p.100.

Grammar notes

We use the auxiliary verb *do* + the infinitive of a verb to form present simple questions. *Do* in this context cannot be translated. It simply indicates to the other person that you are going to ask a question in the present tense. Explain to Sts, using L1 if necessary, that the infinitive is the base form of a verb. It is the form used after verbs like *can* (*Can I have a coffee, please?*) and is sometimes used with *to*, for example after adjectives, e.g. *Nice to meet you*. Highlight the use of the short answers *Yes, I do* and *No, I don't*, which can be used as an alternative to just answering *Yes* or *No*. You might add that a simple *Yes* or *No* can sound too abrupt to an English speaker.

Focus on the example sentences and play audio 5.11 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 **5B** on p.101 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. If necessary, remind Sts to use capital letters at the beginning of the sentences and questions in **b**.

ANSWERS

a 1 Do, don't 2 don't 3 Do, don't 4 don't 5 Do, don't
6 do, don't 7 Do, don't, don't 8 Do, do 9 Do, don't
10 Do, do, don't

b 1 I don't know.
2 Do you live near here?
3 I don't like football.
4 Do you want a sandwich?
5 They work in the city centre.
6 I have two sisters.
7 Do you speak French?
8 I don't need a big car.
9 Do you go to German classes?
10 I don't have a watch.
11 Do you listen to music in the car?
12 I don't work on Sundays.

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

2 VOCABULARY common verb phrases 1

a Focus on the instructions and point out that the first one (1 d) has been done for them.

Give Sts a few minutes to match the phrases.

Check answers.

ANSWERS

2 a 3 c 4 e 5 b

b Tell Sts to go to **Vocabulary Bank Common verb phrases 1** on p.123.

Vocabulary notes

Highlight the irregular pronunciation of the verb *live* /lɪv/. Sts might expect /laɪv/, especially as *like* /laɪk/ is taught here, too. You could tell Sts that *i* + consonant + *e* is usually /aɪ/.

Highlight also the use of the preposition *to* in *listen to the radio*, but remind Sts that if there is no object after *listen*, you don't use *to*. Compare *Please listen!* and *Listen to me*.

5.12 Focus on the instructions for **a**. Play the audio and get Sts to listen and repeat the phrases in chorus. Make sure Sts understand the meaning of each phrase. 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.

5.12

See Common verb phrases 1 in Student Book on p.123

5.13 Now focus on **b**. Focus on the example and then demonstrate the activity by saying part of a phrase, omitting the verb, and eliciting the complete phrase from the class, e.g.: **T** tea; **Sts** drink tea.

Play the audio and pause after the first prompt (*in a flat*) and elicit the phrase (*live in a flat*) from the class. Make sure Sts are clear what they have to do before continuing. Play the rest of the audio, and give Sts time to say the phrases in chorus.

5.13

1 in a flat (ping) live in a flat
2 breakfast (ping) have breakfast
3 TV (ping) watch TV
4 to the radio (ping) listen to the radio
5 the newspaper (ping) read the newspaper
6 fast food (ping) eat fast food
7 tea (ping) drink tea
8 English (ping) speak English
9 a coffee (ping) want a coffee
10 a dog (ping) have a dog
11 cats (ping) like cats
12 in a bank (ping) work in a bank
13 Spanish (ping) study Spanish
14 to English classes (ping) go to English classes
15 a new car (ping) need a new car

Then repeat the activity, eliciting responses from individual Sts.

Now focus on the speech bubbles in **Activation**. Put Sts in pairs and get them to ask and answer questions.

Get some pairs to ask and answer in front of the class.

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

- c Focus on the instructions and the examples.
Give Sts time to write their four true sentences.
- d Get Sts to read their sentences to each other and see if any of them are the same.
Get some feedback from various pairs.

3 LISTENING

- a **5.14** Focus on the picture and establish the context for the listening by asking questions, e.g. *Who is she? (She's Eve, the British woman from the flight.), Where is she? (She's in a taxi.)*

Focus on the instructions and check that Sts understand *end* and *back to the airport*.

Focus on the options in sentences 1–10. Give Sts time to read them and ask you about any words they don't understand, e.g. *traffic, gate*.

Play the audio for Sts to circle the correct option. You could pause after each question and give Sts time to choose the correct answer. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. For 8, you could ask Sts if they can remember a similar expression to *Have a good day*, which they saw in **2A** (*Have a nice day.*).

ANSWERS

1 b 2 a 3 a 4 b 5 b 6 b 7 a 8 b 9 a 10 a

5.14

(script in Student Book on p.89)

T = taxi driver, E = Eve, A = announcement

T Where to, ma'am?

E Hello. To the airport, please.

T JFK or Newark?

E JFK, please.

E Oh dear. The traffic is bad this morning.

T Yes. It's terrible. Where are you from?

E I'm from Manchester, but I live in London. Are you from New York?

T No, ma'am, I'm from Puerto Rico.

E Oh, do you like New York?

T It's a great city, but it's very expensive.

E London is very expensive, too. Do you have children?

T I have two daughters.

E Oh, really? I have two sons and a daughter. David and Andrew are at university, and Carla's at school...

T OK. Here we are.

E How much is that?

T That's eighty-seven dollars fifty.

E Here's a hundred dollars. Keep the change.

T Thanks. Have a good flight.

E I need to hurry. I'm late!

A This is the final call for flight BA six-four-one to London Heathrow. Would all passengers please proceed to Gate B-five.

- b **5.15** Focus on the task, making sure Sts know what a *surprise* is.

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

Check the answer.

ANSWER

Because Wendy, the American woman, is on the same flight.

5.15

(script in Student Book on p.89)

An = announcement, At = attendant, E = Eve, W = Wendy

An This is the final call for flight BA six-four-one to London

Heathrow. Would all passengers please proceed to gate B-five?

At1 Can I see your passport and boarding pass, please?

E Here you are.

At2 Good afternoon, madam. Your boarding pass, please? Seat thirty-D. This way, please.

E Oh, what a nice surprise! We meet again!

W Oh, hello!

Finally, ask *Is the American woman happy to see the British woman again?*

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.89, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 PRONUNCIATION & SPEAKING /w/ and /v/; sentence rhythm and linking

Pronunciation notes

/w/ and /v/

The /w/ and /v/ sounds are often confused because in several languages w is pronounced /v/.

You may want to highlight to Sts the following sound-spelling patterns.

- /w/ The letter w (without h) is always pronounced /w/ at the beginning of a word, e.g. *watch*. The letters *wh* are usually pronounced /w/, e.g. *what* and *where*, but there are some exceptions, e.g. *who* /hu:/.
- /v/ The letter v is always pronounced /v/, e.g. *live*.

Sentence rhythm and linking

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

For information on linking, see the **Pronunciation notes** in **4B**.

- a **5.16** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.16

See sounds and words in Student Book on p.33

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

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

Now repeat the same process for *vase* /v/.

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**  **5.17** Focus on the sentences and remind Sts that the words in **bold** are the ones which are stressed (because they carry the important information).
Play the audio once the whole way through for Sts just to listen.
Highlight the linked phrases, e.g. *live in a / Yes, I do*, and model and drill the pronunciation.

 5.17

See sentences in Student Book on p.33

- c** Play the audio again, pausing after each sentence for Sts to listen and repeat.
Then repeat the activity, eliciting responses from individual Sts.
- d**  **5.18** Tell Sts they are going to hear five short sentences or questions and they must write them down.
Play the audio once the whole way through for Sts just to listen.

 5.18

- 1 I work in a café.
- 2 I eat a lot of fruit.
- 3 Do you need an umbrella?
- 4 Do you have a cat?
- 5 I want a sandwich.

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

Get Sts to compare with a partner, and then check answers, eliciting the sentences onto the board.

ANSWERS

See script 5.18

EXTRA IDEA Play the audio again, pausing after each item and getting Sts to listen and repeat. Then put Sts in pairs and get them to practise saying the sentences.

- e** Focus on the instructions and the example. Elicit / Explain the meaning of *near*. Model and drill pronunciation.
Go through the other nine questions, checking Sts know the meaning of all the lexis, e.g. *a gym*. Model and drill any words you think Sts might have problems with.
Give Sts time to complete 2–10 with the verbs from the list. Check answers by asking individual Sts to read the two phrases aloud (they should include the verb with each phrase, e.g. *live near here, live in a house*).

ANSWERS

- 2 have 3 watch 4 listen 5 read 6 eat 7 drink 8 speak
9 need 10 go

Remind Sts that *have* has two meanings:
have = possession, as in *have a dog*, and *have* = eat, as in *have breakfast*.

- f** Focus on the instructions and speech bubbles. Remind Sts that we use *do* to make questions in the present simple. Elicit the possible answers (*Yes* or *Yes, I do.* / *No* or *No, I don't.*).
Model and drill some or all of the questions. Encourage Sts to use the correct sentence rhythm and not to overstress *Do you...?*
Demonstrate the activity by getting the class to interview you first, asking you some or all of the questions. Give true answers and, where possible, try to give some extra information, but use language within the Sts' range.

Put Sts in pairs and get them to take turns asking and answering questions with the phrases. Encourage them to give extra information in their answers.

Monitor and help with pronunciation and sentence rhythm. Correct any mistakes on the board.

What time is it?

Practical English telling the time

Vocabulary the time, saying how you feel

Pronunciation /ɒ/, silent consonants

Lesson plan

In this lesson, Sts learn how to tell the time. In most languages, there are two possible ways of telling the time: digital (hour + minutes), e.g. *seven forty*, *six twenty*, and analogue (minutes before *(to)* or after *(past)* the hour), e.g. *twenty to six*, *twenty past six*. Sts will hear both if they travel to an English-speaking country. To avoid confusing them with two forms, the focus here is on the more common analogue time. Teachers may want to point out the alternative (digital time) to Sts, so they will recognize it if they hear it, and can use it if they find it easier. After Sts have learned and practised telling the time, they focus on words with silent consonants, such as *half* and *Wednesday*. The next vocabulary focus is on a few adjectives describing how you feel. After listening to Jenny and her friend, Amy, on a night out, Sts practise some useful phrases.

Video material

Practical English Episode 3

More materials

For teachers

Photocopiables

Communicative Time bingo p.190 (instructions p.170)

Oxford English Hub

Quick Test 5

File 5 Test

For students

Workbook Practical English 3

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise numbers 1–30. Get Sts to count around the class, first normally, then in twos (2, 4, 6, etc.), in threes (3, 6, 9, etc.), and finally with fives (5, 10, 15, etc.).

1 TELLING THE TIME

- a** ▶ In this video, *Telling the time*, there are three short scenes in which Rob either asks or is shown the time.

Books closed. Show Sts your watch or a picture of a watch, and ask *What is it?* (*a watch*). Then point to the clock in the classroom (or draw one on the board), and ask *What is it?* (*a clock*). Say *What time is it?* and then look at your watch, the classroom clock, or at your mobile phone. Now model and drill the question and write it on the board.

Books open. Focus on the instructions and ask Sts to cover the conversations with a piece of paper.

Play the video for Sts to watch and listen and match the conversations and photos. Play again as necessary.

Check answers.

ANSWERS

1 A 2 C 3 B



See conversations in Student Book on p.34

Now tell Sts to uncover the conversations. Play the video again and tell Sts to read and listen at the same time.

Explain / Elicit new vocabulary as you go, e.g. *tired*, *hurry*. Sts will be able to understand the times (*eleven o'clock*, *a quarter to eight*, etc.) because of the clocks in the photos.

Highlight that *seven forty-seven* is digital time, but Sts should have no problem with this.

You could focus on the sentences with *need* (*I need to go* and *You need to hurry*) and remind Sts that after *need*, you can use a noun, e.g. *I need a coffee*, or *to + verb*, e.g. *I need to go*.

Finally, ask *Is Rob usually early or late for things?* and elicit that he's usually late.

- b** ▶ Play the video, *Telling the time* (*Listen and repeat*), for Sts to watch and repeat. Make sure Sts pronounce *quarter* as /'kwɔ:tə/ and *half* as /hɑ:f/ (pointing out the silent /l/). Give further practice of any phrases Sts found difficult.



Same as previous video with repeat pauses

Then get Sts to practise the conversations in pairs.

! There are two common ways of asking the time: *What's the time?* and *What time is it?* Here *What time is it?* is taught, as it is easier for Sts to move from this to questions with the present simple, like *What time do you finish work?*

- c** Focus on the instructions and either get Sts to do it in pairs or do it as a whole-class activity. Tell Sts to look at the clock in photo A and ask *What time is it?* (*It's eleven o'clock.*) Do the same for photo B (*It's half past ten.*) and photo C (*It's a quarter to eight.*).

2 VOCABULARY the time

- a** ▶ **5.19** Give Sts time to look at the clocks and read the times.

Then play the audio and get Sts to listen and repeat the times in chorus. Pause the audio as necessary. Give further practice of words which your Sts find difficult.

▶ 5.19

See times in Student Book on p.34

Focus on *o'clock* and explain that we sometimes use the word *o'clock* when we are just saying the hour, as in *It's one o'clock* or *It's six o'clock*, but you can also say *It's six*. We don't use *o'clock* when including minutes in the time, e.g. *It's twenty past four* NOT ~~*It's twenty past four o'clock.*~~

Remind Sts of the pronunciation of *half* and *quarter*. You might also mention that some people don't put *a* in front of *quarter*, e.g. *It's quarter past three*. Both are correct.

- b Tell Sts to cover the times and look at the clocks. Give them time to practise saying the times to themselves. Monitor and help, correcting pronunciation as necessary. Note any general problems, and focus on them on the board at the end.

With the first line of sentences covered, ask individuals *Watch one. What time is it?* Do the same for all the watches, calling on Sts at random. Sts could also practise this in pairs.

- c  **5.20** Focus on the instructions. Draw a clock on the board like the ones in the Student Book, with no hands. Play the audio and pause after the first time. Ask a student to come to the board and draw the time. Then get Sts to draw the time (*twenty to nine*) on the first clock in their books.

Play the rest of the audio, pausing after each item to give Sts time to draw the hands on their clocks.

Get Sts to compare with a partner, and then check answers by writing the times on the board, or by getting individual Sts to come to the board to draw the time on each clock.

5.20

(script in Student Book on p.89)

- 1 It's twenty to nine.
- 2 It's quarter past seven.
- 3 It's five past two.
- 4 It's twelve o'clock.
- 5 It's half past eight.
- 6 It's quarter past eleven.

Focus on the **The time** box and go through it with the class. Highlight that you can always use digital time, and this has become more common with digital watches and mobile phone use. However, the analogue use of telling the time is still widely used by native speakers.

- d Put Sts in pairs to practise asking and answering about the clocks.

Monitor and help as needed. Note any problems and write these on the board.

- e Put Sts in pairs, **A** and **B**. Tell them to go to **Communication What time is it?**, **A** on p.79 and **B** on p.83.

Sts each have ten clocks, five of which are complete and five of which have no clock hands. Sts share information and draw the missing clock hands.

Go through the instructions with Sts and get a strong pair to demonstrate. Monitor and help.

When Sts have finished, get them to compare their clocks and check the times.

Tell Sts to go back to the main lesson **Practical English 3**.

EXTRA PRACTICE OPTION Use the **Practical English 3 Communicative** photocopiable activity.

3 PRONUNCIATION /ɒ/, silent consonants

Pronunciation notes

/ɒ/

The sound /ɒ/ is sometimes the letter *o*, e.g. *coffee* and *not*, but can exceptionally be the letter *a*, especially after *w*, e.g. *want*, *watch*, *what*. However, you may want to remind Sts to be careful with the letters *o* and *a*, as they have several other pronunciations, depending on the word.

Silent consonants

English words frequently have consonants that are not pronounced, i.e. that are 'silent'. It is important for Sts to realize that in English, spelling and pronunciation do not always go together.

Encourage Sts to cross out silent letters when they learn new words, e.g. *listen*.

It is also common for English words to be pronounced with fewer syllables than appear in the written word, e.g. *Wednesday* /'wenzdeɪ/ and *interesting* /'ɪntrəstɪŋ/.

- a  **5.21** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.21

See sound and words in Student Book on p.35

Focus on the sound picture *clock*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *clock*. Remind Sts that the pink letters are the /ɒ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning 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  **5.22** Write the word *half* on the board and say it /hɑːf/. Ask *Which letter is not pronounced?* Elicit that the letter *l* is not pronounced: it is silent.

Focus on the **Silent letters** box and go through it with the class.

Now focus on the instructions. Play the audio once the whole way through for Sts just to listen. Highlight that the letters with a red strikethrough line are silent.

5.22

See words in Student Book on p.35

Now play the audio again for Sts to listen and repeat. Remind Sts that *Wednesday* looks as if it has three syllables, but in fact it is pronounced as a two-syllable word /'wenzdeɪ/. The first *d* and the second *e* are both silent.

Put Sts in pairs and get them to practise saying the words. Finally, get a few individual Sts to say the words.

- c  **5.23** Give Sts a minute to look at the conversations and note the words with silent letters.

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

5.23

See conversations in Student Book on p.35

Put Sts in pairs and get them to practise the conversations. Ask two or three pairs to practise each conversation for the class.

EXTRA SUPPORT Before Sts practise in pairs, play the audio, pausing after each line for Sts to listen and repeat.

4 VOCABULARY saying how you feel

- a** **5.24** Pretend to be, for example, very hot, by miming. Write on the board: *I'm hot. = I feel hot.* Focus on the title, saying how you feel, and explain / elicit its meaning. Now focus on sentences 1–5 and make sure Sts understand what they mean. Play the audio once the whole way through for Sts just to listen.

5.24

See sentences in Student Book on p.35

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Give extra practice as necessary, focusing on the words which Sts find most difficult.

- b** Focus on the instructions and give Sts a few minutes to match 1–5 in **a** to a–e. Get Sts to compare with a partner.
- c** **5.25** Play the audio for Sts to listen and check. Check answers.

5.25

- a** **3** I'm hungry. Time for lunch.
b **1** I'm tired. Time for bed.
c **2** I'm cold. It's five degrees this morning.
d **5** I'm thirsty. I need a glass of water.
e **4** I'm hot. It's thirty-five degrees!

Highlight that we use *be*, NOT *have*, with *hot*, *cold*, *hungry*, etc. because they are adjectives. Many languages express these feelings using *have* + noun.

Now either put Sts in pairs and get them to ask and answer the question *How do you feel at the moment?*, or do it as a whole-class activity.

If Sts worked in pairs, ask a few pairs how they feel.

5 A NIGHT OUT

- a** In another situation where the time is important, Jenny meets Amy as they are going to a show together. Focus on the instructions and the five places in the list. Make sure Sts know what they mean. Model and drill their pronunciation. Play the video, *A night out*, once the whole way through for Sts to watch and listen and tick the two places Jenny and Amy go to. Check answers.

ANSWER

Sts should tick: a theatre and a restaurant.



A = Amy, J = Jenny

- A** Hi. Sorry I'm late. What time's the show?
J Don't worry. It's at eight o'clock.
A What time is it now?
J It's OK. It's only twenty to eight.
A What a great show!
J Yes, fantastic. I'm hungry. Do you want a pizza?
A What time is it?
J Quarter to eleven.

A It's late, and I'm tired.

J Come on. I know a really good Italian restaurant near here.

A Oh, OK. Let's go.

EXTRA CHALLENGE You could play the video again and write these questions on the board:

Who is late, Amy or Jenny? (Amy)

Is the show good? (Yes)

Who is tired? (Amy)

What restaurant do they go to? (An Italian restaurant)

What do they eat? (Pizza)

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.

- b** Focus on the instructions and give Sts time to read 1–3. Make sure they understand what they mean. Play the video for Sts to watch and listen and complete the sentences with the times. Play again as necessary. Get Sts to compare with a partner, and then check answers.

ANSWERS

1 eight o'clock **2** twenty to eight **3** a quarter to eleven

6 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.35

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

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