

- G** present simple: *he, she, it*
V jobs and places of work
P third person -es, sentence rhythm

Lesson plan

This lesson starts with Vocabulary, where Sts learn the words for some common jobs and places of work (e.g. *in an office*). They are then introduced to the third person singular (*he, she, it*) of the present simple. This is the only verb form in the present tense that is different, as there is a change to the verb ending (+ -s or -es, e.g. *works, teaches*), and the auxiliary used (*does / doesn't* rather than *do / don't*) to form questions and negatives. For this reason, a whole lesson has been devoted to this point as beginners will need time to assimilate it. The context of this lesson is a school reunion. The new grammar point is presented through a video, where two old school friends are in a café talking (not always very sympathetically) about a school reunion which took place the day before, and other classmates they haven't seen for years. This leads into Pronunciation, where Sts practise the three possible third person -es sounds, /s/, /z/, and /ɪz/. Then Sts read about people who use English in their work, e.g. a Spanish waiter serving tourists in Madrid. There is a second pronunciation focus on sentence rhythm, and then Sts talk about the jobs of two people they know and whether they use English at work. Finally, Sts write a couple of paragraphs about the two people they spoke about.

Video material

Grammar – present simple: *he, she, it*

More materials

For teachers

Photocopiables

Grammar present simple: *he, she, it* p.153

Communicative What do they do? Where do they work? p.191 (instructions p.171)

Vocabulary Jobs and places of work p.225 (instructions p.212)

For students

Workbook 6A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write six dashes on the board and play *Ten Chances* with the word *doctor* (see p.29 for how to play). Tell Sts that the word is a job, making sure Sts know what *job* means. When the word has been guessed, ask Sts if they know any other English words for jobs, and write them on the board.

1 VOCABULARY jobs and places of work

- a** **6.1** Focus on the task. Play the audio once the whole way through for Sts just to listen.
 Play it again and give Sts time to do the task.
 Check answers.

ANSWERS

1 taxi driver 2 teacher 3 receptionist

6.1

- 1 **A** Where to?
B Piccadilly Circus, please.
 2 Can you be quiet, please? Open your books at page fifty-nine. Quadratic equations.
 3 **A** Here's your key, Mr Abrams. It's room two oh five on the second floor.
B Thanks.

- b** Tell Sts to go to **Vocabulary Bank Jobs and places of work** on p.124.

Vocabulary notes

Highlight that:

- in English, we always use *a* or *an* before jobs, e.g. *He's a teacher. My sister's an actor.*
 You occasionally still hear the words *actress* or *waitress* being used for women, but *actor* and *waiter* are almost always used for both sexes nowadays.
- an assistant* is someone who helps others. For example, a shop assistant helps customers in shops and serves them.

There are various different prepositions used when saying what people do, e.g. *work for a company, be at school / university, work in an office*, etc. It is important to highlight these from the beginning, but it will take Sts time to use them correctly.

- 6.2** Look at **1 What do they do?** 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 pronunciation yourself, or using the audio, and getting choral and individual responses.

6.2

See **What do they do?** in Student Book on p.124

Now focus on **b**. Get Sts to cover the words and look at the questions in the speech bubbles, *What does he / she do?*, and explain / elicit that this is the same as *What is his / her job?* Model and drill the examples in chorus and individually.

Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

- 6.3** Now focus on **c**. Play the audio for Sts to listen and repeat the sentences.

6.3

See sentences in Student Book on p.124

Highlight that we say *work for a company, be at school / university*. Elicit / Explain the meaning of *unemployed* and *retired*.

Now focus on **d**. If Sts are working, check that they know how to say their own job and get them to write it on the

line. Write any new jobs on the board. Get Sts to underline the stress in these words.

If Sts are not working, get them to write what is true for them, e.g. *I'm at school.* / *I'm a student.* / *I'm unemployed.* / *I'm retired.*

6.4 Look at **2 Where do they work?** and focus on **a**. Play the audio for Sts to listen and repeat the phrases 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.

6.4

See *Where do they work?* in Student Book on p.124

Highlight that we use usually say *work in a place*, but with *home*, we use the preposition *from*, i.e. *from home*.

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

Now focus on **c**. Get Sts to write a sentence with their place of work or study. Write any new places on the board. Finally, focus on **Activation**. Model and drill the example question and get Sts to answer in chorus and individually. Then get Sts to ask and answer questions about the jobs in pairs. Monitor and help, correcting pronunciation where necessary.

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopyable activity.

- c** Focus on the instructions. Give Sts time to choose a job from the **Vocabulary Bank** on p.124.
Tell Sts to stand up and mingle and ask at least five other Sts the two questions.
Get some feedback from various Sts.

2 GRAMMAR

present simple: *he, she, it*

- a** In this video drama, two old school friends, Sarah and Julia, are having a coffee together. Sarah was at a school reunion the previous night, and she is showing Julia some photos on her phone. While they are criticising some of their old school friends, one of them suddenly appears. Focus on the photos. Elicit / Explain that the two women in the larger photo are looking at photos of a school reunion which took place the day before. (if necessary, explain that a school reunion is when people from the same school meet again some years later) The smaller photos are ones that were taken at the reunion. Focus on the task and model and drill the pronunciation of the names. You may want to tell them that *Matt* is short for *Matthew*.
Play the video once with subtitles. Then give Sts time to do the task. Get them to compare with a partner and then check answers.

EXTRA SUPPORT You may want to put the subtitles on for the first watch.

ANSWERS

Anna C Julia A Laura E Matt D Sarah B



J = Julia, S = Sarah, L = Laura

J So, who's that with you?
S It's Anna, you know, the intelligent girl.
J Anna? Wow...She's very different. Her hair's blonde.
S Yes, and she doesn't wear glasses now.
J What does she do?
S She's a journalist. She works for a newspaper – *The Times*, I think.
J Is she good?
S I don't know. I don't read *The Times*.
J And who's that – the man with grey hair?
S It's Matt! Remember?
J Matt? No! What does he do?
S He's a teacher. He teaches French.
J Where does he work?
S At our old school.
J At our old school? How sad!
S Yes, and he's married to Laura.
J Laura? From our class? Really?
S Yes.
J Is that her?
S Yes, that's her, with Matt.
J Very ugly shoes.
S Yes, horrible.
L Sarah, hi! Great to see you again!
J Laura!
L Oh, and Julia.
J Yes...er, hi, Laura. Great photos.
L What? Oh, yes – good party.
J I love your shoes – they're beautiful.
L Thanks!

- b** Focus on the task. Go through sentences 1–8 and make sure Sts understand them. Play the video again. Then give Sts time to complete the sentences with names. Get them to compare with a partner and then check answers.
Ask them if they agree that the shoes are ugly, or if they like them!

EXTRA CHALLENGE Get Sts to try to complete the sentences from what they remember from the first watch, and then watch the video again without subtitles to check.

ANSWERS

1 Anna 2 Matt 3 Laura 4 Anna 5 Matt 6 Laura
7 Matt 8 Anna

- c** Focus on the instructions and give Sts time to read sentences 1–8 again and to complete the chart.
Check answers and write them on the board. Highlight the changes from first person singular to third person.

ANSWERS

He works in a school.

He has a good job.

She doesn't wear glasses.

- d** Tell Sts to go to **Grammar Bank 6A** on p.102.

Grammar notes

Present simple: *he, she, it*

The *he, she, and it* forms of the present simple are different from the other forms. The positive form of the verb always finishes with an *-s* (or *-es*). At this level, Sts will probably find it difficult to remember to add the *-s / -es* and will need constant reminding.

Highlight that we form *he / she / it* negatives by putting *doesn't* /'dʌznt/ (NOT *don't*) before the infinitive form. Emphasize that there is no *-s* on the main verb in these sentences. A typical mistake is: *He doesn't works here.*

Doesn't is the contracted form of *does not*. Remind Sts that native speakers usually use contractions in spoken English. Highlight that we use *does* (NOT *do*) with *he, she, or it* and the infinitive to make questions, e.g. *Does she work for our magazine?*

! If Sts ask about the meaning of *does*, tell them that, like *do*, it is a word we need in the present simple to help make negatives and questions and it cannot be translated.

Spelling rules: third person -s

Highlight that most verbs make the *he / she / it* form by adding *-s*, e.g. *eats, drinks*.

Verbs ending in *-ch, -sh, -s, -z, -ss, -zz, and -x* make the *he / she / it* form by adding *-es*, e.g. *watches, finishes, kisses*.

Verbs ending in a consonant + *y* make the *he / she / it* form by changing the *y* to *i* and adding *-es*, e.g. *studies*. This change does not occur when the verb ends in a vowel + *y*, e.g. *plays*.

Point out that spelling rules for verbs in the third person singular are the same as those for plural nouns (see Student Book **3A** on p.96 and the **Pronunciation notes** in the next section).

The verbs *have, do, and go* are irregular in the *he / she / it* form and change to *has, does, and goes*. Highlight that *goes* /gəʊz/ and *does* /dʌz/ are pronounced differently.

Focus on the example sentences and play audio 6.5 for Sts to listen and repeat. Encourage them to copy the rhythm. You may want to point out that the sentences *It works / It doesn't work* are a different meaning of the verb *work* (= *It isn't broken / It's broken*).

Then go through the rules with the class.

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

Now focus on the exercises for **6A** on p.103 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 reads magazines
- 2 studies Italian
- 3 Does, speak English
- 4 doesn't eat fish
- 5 does, work
- 6 doesn't speak Italian
- 7 Does, like cats
- 8 has two brothers
- 9 does, eat for lunch
- 10 watches a lot of TV
- 11 does, do
- 12 doesn't need a new car

- b 1 listens 2 goes 3 don't work 4 Does, live 5 finishes
- 6 has 7 don't watch 8 Do, want 9 do, go 10 doesn't eat
- 11 Does, like 12 doesn't have

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar photocopiable activity**.

3 PRONUNCIATION third person -es

Pronunciation notes

The rules for pronouncing the third person *-s* are the same as those for pronouncing the *-s* of plural nouns (see **Pronunciation notes** in **3A** on p.46).

The difference between the /s/ and /z/ endings is small, and you may not wish to focus too much on it at this level. We suggest you highlight the /ɪz/ pronunciation of the *-es* ending in verbs that end in *-sh* and *-ch*, e.g. *watches, teaches*. Stress that this adds an extra syllable to the word: *watch* = one syllable; *watches* = two syllables. Write examples on the board showing the stressed syllables, e.g. *watches, teaches*.

- a 6.6 Focus on the aim, *third person -es*, and tell Sts that the endings of present simple verbs with *he, she, and it* have the same pronunciation rules as plural nouns, e.g. *books* /s/, *bags* /z/, *watches* /ɪz/.

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

6.6

See list of words in Student Book on p.37

Now play the audio again for Sts to listen and circle the verbs where the final *-es* is pronounced /ɪz/.

Check answers.

ANSWERS

finishes, teaches, watches

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

Give further practice as necessary.

EXTRA CHALLENGE Get Sts to circle the verbs before playing the audio.

- b 6.7 Focus on the instructions and the example, and tell Sts they will hear a sentence with *I* and then they will hear either *he, she, it, a name, or a family member*. They have to say the sentence again, beginning with the word(s) they just heard.

Play the example, pausing for Sts to say *He lives in New York* in chorus. Make sure Sts understand what they have to do before continuing.

Play the rest of the audio and give Sts time to say the third person forms in chorus.

6.7

- 1 I live in New York. He (*ping*) He lives in New York.
- 2 I finish work at eight. She (*ping*) She finishes work at eight.
- 3 I teach English. My brother (*ping*) My brother teaches English.
- 4 I watch CNN. She (*ping*) She watches CNN.
- 5 I write books. He (*ping*) He writes books.
- 6 I go to university. John (*ping*) John goes to university.
- 7 I don't eat meat. My sister (*ping*) My sister doesn't eat meat.

- 8 I don't read newspapers. My husband (*ping*) My husband doesn't read newspapers.
 9 Do you work? He (*ping*) Does he work?
 10 Do you drink coffee? She (*ping*) Does she drink coffee?

Then repeat the activity, eliciting responses from individual Sts.

4 READING

- a Do this as a whole-class activity. Write any new jobs on the board. Model and drill their pronunciation.
 b Focus on the article and read the introduction together (as far as *Write and tell us.*). Make sure Sts understand the phrase *have in common*.
 Tell Sts to read the rest of the article and complete the two gaps with jobs from the **Vocabulary Bank Jobs and places of work** on p.124.
 Get Sts to compare with a partner.
 c **6.8** Play the audio for Sts to read and listen at the same time.
 Check answers.

ANSWERS

1 waiter 2 receptionist

6.8

See article in Student Book on p.37

- d Focus on the **Why...? Because...** box and go through it with the class. Model and drill the pronunciation of the two words.
 Now focus on the instructions and give Sts time to read questions 1–5.
 Give Sts time to read the article again.
 Put Sts in pairs and get them to answer the questions.
 Check answers.

ANSWERS

- 1 Because a lot of tourists don't speak Spanish.
- 2 He helps customers with the menu and he says what the special dishes are.
- 3 She works for a multinational company.
- 4 She welcomes people and she answers the phone.
- 5 Because it's the language of the company.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

5 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

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

- a **6.9** Focus on the instructions and the conversation. Remind Sts that the words in **bold** are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.
 Play the audio the whole way through for Sts to listen and read at the same time.

6.9

See conversation in Student Book on p.37

- b **6.10** Play the audio again, pausing after each line if necessary, for Sts to listen and repeat. Encourage them to try and copy the rhythm on the audio by stressing the words in **bold** more strongly and by saying the others more lightly and quickly.

6.10

Same as script 6.9 with repeat pauses

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

- c Focus on the instructions and tell Sts they are going to have a similar conversation as in **a** about two people they know.
 Focus on the question prompts and the example. Elicit the other questions Sts will need to ask, using the prompts:
Where does she work?
Does she speak English at work?
Does she like her job?

Model and drill the questions. Then put Sts in pairs, **A** and **B**. Get **A** to tell **B** who his / her first person is.

B then asks the four questions.

Then **B** tells **A** who his / her first person is. **A** then asks the four questions.

They then repeat this for their second person. Monitor and help with vocabulary.

Get feedback and find out about some of the Sts' friends' or relatives' jobs. If some Sts discuss jobs that aren't on the vocabulary list, write these on the board and encourage Sts to add them to their notebooks.

EXTRA SUPPORT Demonstrate the activity by getting Sts to ask you first about a friend's or a relative's job.

EXTRA IDEA If most of your class have jobs, elicit the questions *What do you do? Where do you work? Do you speak English at work? Do you like your job?* Then get them to ask each other the questions.

6 WRITING

Focus on the instructions and get Sts to read the model paragraph. Point out that the sentences are the answers to the questions in **5c**.

Give Sts time to write about their two people. Monitor and help. Correct any mistakes on the board.

- G** adverbs of frequency
V a typical day
P /j/ and /ju:/, sentence rhythm

Lesson plan

The context of this lesson is daily routine, and it begins with a questionnaire, *Are you a morning person?*, about typical morning activities. This leads into learning the vocabulary to talk about daily routines, and a grammar focus on using adverbs of frequency. We have deliberately limited the choice of adverbs to the four most common ones – *always*, *never*, *usually*, and *sometimes*. The focus is on their position with the present simple (other adverbs of frequency, and their position after *be*, are taught in *English File Elementary*). Pronunciation focuses on the /j/ sound, e.g. *usually*, and on sentence rhythm. Sts then consolidate the grammar and vocabulary in a speaking and writing activity where they first talk about their typical evening, and then write about their typical morning. The lesson ends with a video about a day in the life of a tour guide in New York.

Video material

Listening – *A day in the life of a New York tour guide* (full video, extracts)

More materials

For teachers

Photocopiables

Grammar adverbs of frequency p.154

Communicative What do you usually do? p.192 (instructions p.171)

Vocabulary What's the word? p.226 (instructions p.212)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *a.m.* and *p.m.* on the board and elicit that they refer to the time (before midday and after).

Then tell Sts you want them to say either *Good morning*, *Good afternoon*, or *Good evening* when you say what the time is.

Then say, e.g. *It's 9 a.m.*, and elicit *Good morning*. Continue to give Sts practice with all three expressions.

1 LISTENING & SPEAKING

- a** Books open. Focus on the questionnaire *Are you a morning person?* and elicit / explain what *morning person* means (a person who is very awake and energetic in the morning, but is usually tired in the evening). Give Sts time to read the questions. Then go through them, making sure Sts understand each one.

Give Sts time to think about their answers.

- b** **6.11** Focus on the photo and caption. Tell Sts that they are going to listen to Hannah answering the eight questions in the questionnaire, but the first time they listen, they only need to find out if she likes mornings. Go through

the Glossary and model and drill the pronunciation of the words. Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

ANSWER

Yes, she does.

6.11

(script in Student Book on p.89)

I = interviewer, H = Hannah

I Hannah works for the BBC. She has a son, Kit, who's three years old. Hannah, what time do you usually get up?

H I get up at seven. But I also get up in the night, because Kit usually calls me. I tell him to sleep, but he usually comes into my bed.

I Do you usually feel tired?

H Yes, I always feel tired!

I Do you have a shower or a bath in the morning?

H I turn on the TV for Kit and then I have a bath in five minutes.

I Do you always have breakfast?

H Yes, I need breakfast every day!

I Where do you have it?

H I have it in a café on the way to work.

I What do you have for breakfast?

H I have a coffee, and sometimes I have some toast with avocado. It's delicious.

I What time do you go to work?

H The perfect time to leave the house is at eight, but we usually leave at twenty past eight.

I Do you usually need to hurry in the morning?

H Yes, always!

I Do you like mornings?

H Yes. I love mornings.

I Why?

H Because I love my job, and I'm happy to go to work!

- c** Play the audio again for Sts to listen for Hannah's answers to questions 1–8 in the questionnaire. They can write the question number and a short answer on a piece of paper. Play the audio again as necessary.

Check answers by playing the audio again and pausing after Hannah answers each question.

Check answers.

ANSWERS

- 1 She gets up at 7.00.
- 2 Yes, she always feels tired.
- 3 Yes, she has a bath in the morning.
- 4 Yes, she always has breakfast. In a café.
- 5 She has a coffee and sometimes some toast with avocado.
- 6 She goes to work at 8.20.
- 7 Yes, she always needs to hurry.
- 8 Yes, because she loves her job and is happy to go to work.

Highlight any new useful lexis, e.g. *leave*, etc.

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

- d** **6.12** Tell Sts they are now going to listen and repeat questions 1–8 in **a**.

Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm.

Give further practice as necessary.

6.12

See questions 1–8 in a in Student Book on p.38

- e Tell Sts they are now going to interview each other. Demonstrate the activity by getting Sts to ask you some or all of the questions in the questionnaire. Give simple answers that Sts can understand.
- Put Sts in pairs, **A** and **B**. Ask Sts **B** to close their books. Tell Sts **A** to ask Sts **B** the questions and to write down their answers on a piece of paper.
- Then they swap roles. Monitor and help.
- When Sts have finished, get some feedback. Ask a few Sts to tell you if their partner is a morning person or not, and why.

EXTRA CHALLENGE You could get Sts to change pairs and tell another student what they know about their first partner, e.g. *Amy gets up at 7.30. She has a shower, etc.*

2 VOCABULARY a typical day

- a Tell Sts to go to **Vocabulary Bank A typical day** on p.125.

Vocabulary notes

make and do

Make and *do* are problematic verbs for many Sts who use one verb in their L1 for both meanings. If Sts want to know more about the difference, you could tell them that *make* usually means *create (something new)*.

Highlight that *do housework* means doing jobs in the house, like cleaning or ironing. Sts may confuse this with *homework* (= work a teacher gives you to do at home).

go with to and the

If Sts want more information about why we don't use *the* before *work*, *school*, and *bed*, give them a simplified rule and tell them that we don't use *the* with more general words for places, only with more specific ones that not everyone goes to, e.g. *the gym*. If you have university students in the class, tell them that we also say *go to university* NOT *go to the university*.

- 6.13 Focus on **a**. Play the audio for Sts to listen and repeat the phrases 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.

6.13

See A typical day in Student Book on p.125

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

- 6.14 Focus on the instructions for **b** and the example. Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Each time, ask them *What number is the picture?*

Now play the audio from the beginning, pausing after each sentence for Sts to listen and point to the picture.

ANSWERS

She finishes work at six o'clock: Picture 7
She goes to the gym: Picture 10
She watches TV: Picture 14
She goes shopping: Picture 9
She goes to work: Picture 4
She does housework: Picture 13
She gets up at a quarter to seven: Picture 1
She goes to bed at half past eleven: Picture 16
She makes dinner: Picture 11
She has a coffee: Picture 5
She has dinner at half past eight: Picture 12

6.14

Lisa has lunch at one o'clock.
She finishes work at six o'clock.
She goes to the gym.
She watches TV.
She goes shopping.
She goes to work.
She does housework.
She gets up at quarter to seven.
She goes to bed at half past eleven.
She makes dinner.
She has a coffee.
She has dinner at half past eight.

Focus on the instructions for **Activation**. Elicit the first five sentences, i.e. **In the morning:** *She gets up at a quarter to seven; She has breakfast; She has a shower, etc.*

Then get Sts to continue in pairs. Remind them to use the third person -s. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit Lisa's day from the whole class, picture by picture.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

- b Focus on the instructions and demonstrate the activity, or get a good student to demonstrate.

Put Sts in pairs and get them to continue miming or drawing.

Monitor and help. Correct any mistakes on the board.

EXTRA SUPPORT Let Sts refer to **Vocabulary Bank A typical day** on p.125 if they can't remember all the verb phrases.

3 GRAMMAR adverbs of frequency

- a Focus on the chart and elicit the days of the week from the letters at the top of the chart.

Then elicit the meaning of the highlighted words by looking at the ticks and crosses and asking *How many days?* (*always* = five days, *never* = no days, *usually* = four days, *sometimes* = two days).

If you know your Sts' L1, you may want to elicit a translation of these words.

Focus on the matching task. Tell Sts that 1–4 are the first halves of a sentence and a–d are the second halves. Tell Sts they have to read the sentences and match the two parts. Point out that the first one (1 c) has been done for them.

Give Sts time to complete the task.

Get Sts to compare with a partner, and then check answers by asking individual Sts to read out the complete sentence.

ANSWERS

2 d 3 a 4 b

b Tell Sts to go to **Grammar Bank 6B** on p.102.

Grammar notes

With all verbs except *be*, adverbs of frequency go before the main verb. At this level, we have not focused on adverbs of frequency with *be*. This is taught in *English File Elementary*.

In positive sentences, adverbs of frequency usually go between the pronoun and the verb, e.g. *I always have coffee for breakfast*.

! *Sometimes* and *usually* can also be used at the beginning of a sentence, but it is probably best to just give Sts a simple rule at this level.

In questions, adverbs of frequency go before the main verb.

Highlight that we always use a positive verb with *never*, e.g. *I never eat meat*. NOT *I never don't eat meat*.

You may want to tell Sts that in a negative sentence, adverbs of frequency go between *don't* / *doesn't* and the main verb, e.g. *I don't usually have breakfast*. However, this is not practised in the exercises.

Focus on the example sentences and play audio 6.15 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 **6B** on p.103 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 My husband sometimes goes

2 I always have

3 We usually have

4 I never go

5 Do they usually go

6 Jan sometimes has

7 Does the restaurant usually close

8 She never goes

9 I usually do

10 I sometimes make

b 1 sometimes goes 2 always do 3 usually have

4 never have, always have 5 always gets 6 never speak

7 sometimes watch 8 never drink 9 usually finish

10 sometimes drink

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

4 PRONUNCIATION /j/ and /ju:/, sentence rhythm

Pronunciation notes

/j/

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

- /j/ The letter *y* at the beginning of a word is pronounced /j/, e.g. *yes*.
- The sound /j/ is not pronounced the same as the letter *j*, which is pronounced /dʒ/.

/ju:/

In many English words, a /j/ sound is inserted before the /u:/ sound, either at the beginning of a word e.g. *use*, *usually*, *university*, or in the middle of a word, after some consonants, e.g. *music*, *beautiful*, *new*.

Sentence rhythm

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

a 6.16 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

6.16

See sounds and words in Student Book on p.39

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

Now repeat the same process for the /ju:/ sound.

Then play the audio again from the beginning, pausing at the end of 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 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 6.17 Focus on the conversation and play the audio once the whole way through for Sts just to listen. Remind them that the words in **bold** are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

6.17

See conversation in Student Book on p.39

Now play the audio again for Sts to listen and repeat, encouraging them to try to copy the rhythm on the audio by stressing the **bold** words more strongly and by saying the others more lightly and quickly. Pause and play again as necessary. Highlight that *about* means more or less, approximately.

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

- c Now tell Sts they are going to ask and answer the questions in **b** about a typical weekday. Demonstrate the activity by getting Sts to ask you the questions and answer them. Try to use *about* in one of your answers, e.g. *I go to bed at about 10.30*, and write the sentence on the board.

Put Sts in pairs and get them to ask and answer the questions, paying special attention to sentence stress. Monitor and help. You could expand this activity by writing a few more verb prompts on the board, e.g. *have breakfast, go to work*, etc.

Make a note of any general problems Sts are having and deal with these on the board at the end.

Get some feedback from various Sts.

EXTRA SUPPORT Draw a clock on the board and use it to quickly revise the time with the class before they ask each other the questions.

- d Focus on the instructions and make sure Sts understand all the lexis, e.g. *outside class, fast food*. Then focus on the example and highlight the extra information. Demonstrate the activity by telling Sts about yourself with some of the phrases. Encourage Sts to add a bit of extra information or a reason.

Ask a few Sts to make a true sentence with the first prompt. If they use *always* or *usually*, you could ask them *What music?*

Now put Sts in pairs and tell them to make true sentences. Monitor and help. Make a note of any general problems and deal with them at the end.

Get some feedback from various pairs.

EXTRA SUPPORT You could ask Sts to write the sentences and then read them out to a partner.

EXTRA CHALLENGE At the end, you could get Sts to tell the class a sentence about their partner, e.g. *Ivan always drinks espresso after lunch*.

5 SPEAKING & WRITING

- a Tell Sts they are going to use the pictures in the **Vocabulary Bank A typical day** to tell a partner about their typical evening. Focus on the example and elicit more example sentences from two or three Sts, e.g. *I usually have dinner at about half past six. Then I watch TV...* Tell Sts to go to **Vocabulary Bank A typical day** on p.125. Put Sts in pairs and get them to continue describing their typical weekday evening, and to use adverbs of frequency whenever appropriate.

Get feedback from some Sts.

EXTRA CHALLENGE Get fast finishers to talk about their typical Saturday or Sunday.

Tell Sts to go back to the main lesson **6B**.

- b Write on the board: *My typical morning and afternoon*, and write a sentence with the first expression on p.125 (*get up*) on the board, e.g. *I usually get up at seven o'clock*. Ask Sts to copy the title from the board and write a sentence saying what time they get up in the morning. Check to make sure Sts understand the task. Then tell Sts to refer back to the **Vocabulary Bank** on p.125 for the phrases they need to write about their typical

morning and afternoon (during the week). Remind them to use adverbs of frequency and time words.

Monitor and help while they do so.

If you are short of time, Sts could do this for homework.

EXTRA IDEA Get Sts to write their texts on a piece of paper, and not in their notebooks. Take in Sts' texts, and read one out to the class. Ask Sts to guess who wrote it. Repeat with as many other texts as you have time for.

6 LISTENING

- a  This video is a short documentary about a day in the life of a New York tour guide.

Focus on the photo. Ask Sts to identify which person in the photo is a tour guide (the man on the right of the group).

Focus on the task and model and drill the pronunciation of the places in the list, especially *Greenwich* (= /'ɡrɛnɪtʃ/) You may want to explain the meaning of *village* (= a very small town), and that Greenwich Village was originally separate from New York City. Focus also on the **Glossary** and go through it with the class.

Play the video once. Get Sts to compare with a partner and check answers.

ANSWERS

- 1 Brooklyn
- 2 Times Square
- 3 Central Park
- 4 Greenwich Village
- 5 Wall Street



L = Louisa, P = Peter

L Hi! I'm Louisa. I'm in New York. I'm from England, but I'm here to learn about the life of a tour guide.

Peter Greenwald is a New York tour guide. He lives in a small apartment in Brooklyn. He usually gets up at eight o'clock. Peter has a big breakfast. He usually has fruit and cereal, and sometimes he has an omelette. He leaves the house at nine o'clock.

Peter works for a company called Real New York Tours. His tours always begin in Times Square. Every morning, he goes there by subway. Peter usually arrives at about nine forty-five. He meets his group and tells them about the tour. At ten o'clock, the tour begins.

P OK, let's go!

L Peter takes them to places of interest all around Manhattan. They have lunch in Greenwich Village. Peter usually has a real New York pizza. The tour ends in Wall Street.

P Old Wall Street. This is a very old street. The New York Stock Exchange is here.

L After work, Peter takes the subway back to Brooklyn. Then he relaxes. He usually reads a book. Sometimes, he watches TV. He goes to bed at about eleven o'clock. He needs to sleep. Every day he walks about six miles!

Peter is an excellent tour guide. He loves his job, and he loves New York.

- b Focus on the task, and give Sts time to read the sentences and options. Play the video again. Then get Sts to choose the right option. After they have compared with a partner, check answers.

ANSWERS

- 1 b 2 b 3 c 4 b 5 b 6 b 7 c 8 a

- c  Focus on the task and give Sts time to read sentences 1–3. Play the extracts from the video for Sts to watch and complete the sentences.
Check answers.

ANSWERS

1 Every morning 2 After 3 Then



See sentences in Student Book on p.39 and answer key

- d Do this as a whole-class activity.
Elicit answers from individual Sts. Encourage them to say why if possible.

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

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub

Quick Test 6

File 6 Test

Progress Test Files 1–6

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 water 2 sugar 3 milk 4 cheese 5 orange juice
b 1 read 2 listen 3 go 4 live 5 get 6 watch 7 do
8 speak 9 have 10 drink
c 1 unemployed 2 waiter 3 retired 4 nurse 5 journalist
d 1 (a) quarter to eight / seven forty-five
2 ten past nine
3 twenty-five past five / five twenty-five
4 half past three / three thirty
5 five to seven / six fifty-five

e 6.18 For instructions on how to use this section, see p.42.

6.18

See words and phrases in Student Book on p.131

PRONUNCIATION

ANSWERS

a 1 /j/ yacht 2 /dʒ/ jazz 3 /w/ witch 4 /v/ vase 5 /g/ girl
c 1 potatoes 2 police officer 3 always 4 usually 5 cereal

CAN YOU understand this text?

ANSWERS

a 1 meat 2 vegetables 3 good 4 potatoes 5 Don't
6 hamburgers 7 every 8 coffee 9 small 10 Stop

CAN YOU understand these people?

ANSWERS

1 b 2 c 3 c 4 a 5 c



1 John

I = interviewer, J = John

I What do you usually have for breakfast?

J Um, just toast and a cup of tea, maybe.

2 Hanna

I = interviewer, H = Hanna

I Do you live in a house or a flat?

H It's a house.

I Where is it?

H It's in Stockport, outside Manchester.

3 Lisa

I = interviewer, L = Lisa

I Do you have children?

L I have children, yes I do. I have one son. He's sixteen.

4 Susan

I = interviewer, S = Susan

I What do you do?

S I'm retired.

I Do you like being retired?

S I do...very much.

5 Kieran

I = interviewer, K = Kieran

I What time do you get up during the week?

K Um, quite early. Usually before eight a.m.

I And at weekends?

K At the weekends, much later. About ten a.m.