

G word order in questions: *be* and present simple

V common verb phrases 2: free time

P /w/, /h/, /eə/, and /aʊ/

Lesson plan

The topic of this lesson is free-time activities. The lesson begins with an article about what British people do at the weekend. This is followed by an interview with a British woman who talks about her typical weekend. Then in Vocabulary, Sts learn some more common verb phrases to describe free-time activities, which are then practised with a video. In Grammar, the focus is on word order in questions (both with the verb *be* and the present simple of other verbs). The pronunciation focus is on four more sounds, /w/, /h/, /eə/, and /aʊ/. The lesson ends with a speaking activity where Sts use the grammar and vocabulary to talk about what they do at the weekend.

Video material

Vocabulary – common verb phrases: free time

More materials

For teachers

Photocopiables

Grammar word order in questions: *be* and present simple p.155

Communicative Free time questionnaire p.193 (instructions p.171)

Vocabulary Common verb phrases 2: free time p.227 (instructions p.212)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *Saturday* and *Sunday* on the board. Ask Sts what we call these two days, and elicit *the weekend*.

Then ask *Who needs to work or study on Saturdays?* and get a show of hands. Then do the same for Sundays.

Ask Sts who said they worked on Saturday or Sunday what free days they have during the week.

1 READING & LISTENING

a Books open. Focus on the photos and the percentages in the list. Point out how to say the symbol %. Then focus on the title of the article and elicit / explain what it means. Give Sts time to read the article and then, in pairs, ask them to try to complete the gaps with the percentages in the list.

b **7.1** Play the audio for Sts to listen and complete the article.

Check answers.

ANSWERS

1 75% 2 66% 3 46% 4 48% 5 10%

7.1

See article in Student Book on p.42 and answer key

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

c **7.2** Focus on the task and make sure Sts understand the question. Before playing the audio, point out the **Glossary** and go through it with the class.

Play the audio once the whole way through.

Check the answer.

ANSWER

Yes. She does the same thing every weekend, except when she's on holiday.

7.2

(script in Student Book on p.89)

I = interviewer, K = Kat

I Do you go out on Friday night?

K Yes, my husband Eddie and I always go out for a drink or for dinner.

I Where do you go?

K We usually go to our local pub because they have good food there. We sometimes meet friends there, too.

I What time do you get up on Saturday and Sunday?

K On Saturday, at seven thirty. On Sunday, it depends. At about nine?

I What do you usually do on a Saturday?

K I work from nine to four. I'm a hairdresser, and we're open on Saturdays. Then, after work, I go to the supermarket and buy food for the week. In the evening, we usually stay at home and watch TV. My husband's a big football fan, and he always watches *Match of the Day*.

I Where do you usually have lunch on Sunday?

K With my parents, or sometimes Eddie's parents. My dad makes a very good Sunday lunch – he's the cook in the family.

I Are you tired on Sunday evening?

K Yes, because in the afternoon we need to do housework. Cleaning, washing – things like that.

I Do you do the same thing every weekend?

K Yeah – more or less. Except when we're on holiday.

I What's your favourite part of the weekend?

K Friday night, definitely!

d Focus on the task and give Sts time to read the sentences. Point out the example.

Play the audio again for Sts to listen and mark each sentence with a day of the week.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS

1 Su 2 Sa 3 Su 4 Fr 5 Sa 6 Su 7 Fr 8 Sa 9 Sa

EXTRA CHALLENGE Get Sts to look at what Kat does on Saturday and Sunday, and number the things in the order

she does them. Play the audio again for Sts to check. Check answers.

ANSWERS

Saturday

- 1 She gets up at 7.30.
- 2 She works until 4.00.
- 3 She goes to the supermarket.
- 4 She watches TV.

Sunday

- 1 She gets up at 9.00.
- 2 She has lunch with her parents.
- 3 She does housework.

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.

- e Put Sts in pairs or small groups to answer the question. Get some feedback from various pairs or groups. You could tell the class if your weekends are all the same or different.

2 VOCABULARY common verb phrases 2: free time

- a This exercise focuses on three verb–noun collocations that Sts heard in the interview with Kat. Focus on the instructions and give Sts a few minutes to complete the sentences.
- b  7.3 Play the audio for Sts to listen and check. Check answers.

ANSWERS

- 1 go 2 meet 3 stay

7.3

See sentences in Student Book on p.42 and answer key

- c Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on p.126.

Vocabulary notes

You might want to highlight that:

- we use *play* + names of ball and racket sports, e.g. *golf*, *football*, *tennis*, etc.
- we also use *play* with musical instruments, e.g. *play the piano*. With musical instruments, we use *the* (*play the piano*), but not with sports (*play football*).
- we say *do exercise* and *do sport* (in general).

-  7.4 Look at **1 Free time** and focus on **a**. Play the audio for Sts to listen and repeat the verbs and verb 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.

7.4

See Free time in Student Book on p.126

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

Monitor and help. Make a note of any pronunciation problems.

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

Now focus on **Activation**. Write *sometimes* and *never* on the board. Demonstrate the activity by making sentences about yourself, e.g. *I sometimes go to the beach, I never play the piano*. Elicit sentences with *sometimes* and *never* from two or three Sts, and then ask Sts to continue in pairs.

Monitor and help. Make a note of any common mistakes and deal with them afterwards on the board.

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Vocabulary** photocopiable activity.

- d  This video consists of ten clips of free-time activities. Tell Sts that they are going to watch the video, and then need to try to remember the ten activities. Focus on the photo and elicit that the first verb phrase is *meet friends*. Play the video and pause when the blank grid appears (at 01:50). Put Sts in pairs and tell them that they must try as quickly as possible to remember what the other nine phrases are. When one pair has finished, elicit their answers and write them on the board. Then play the video to check with the completed grid.

ANSWERS

- 1 meet friends
- 2 play the piano
- 3 go to the cinema / go out
- 4 go for a walk (in the mountains)
- 5 play tennis
- 6 do exercise
- 7 swim
- 8 go to the beach
- 9 travel
- 10 play computer games (video games)

3 GRAMMAR word order in questions: *be* and present simple

- a Focus on the task. Elicit the first question and write it on the board (*What's your favourite part of the weekend?*). Give Sts a few minutes to write the other three questions. Check answers and write them on the board.

ANSWERS

- 1 What's your favourite part of the weekend?
- 2 Are you tired on Sunday evening?
- 3 What do you usually do on Saturday?
- 4 Do you do the same thing every weekend?

Give Sts time to see if they can remember Kat's answers. Elicit the answers from individual Sts.

ANSWERS

- 1 Friday night
- 2 Yes
- 3 I work from nine to four. After work, I go to the supermarket and buy food for the week. In the evening, I usually stay at home and watch TV.
- 4 Yes, except when we are on holiday.

- b Tell Sts to go to **Grammar Bank 7A** on p.104.

Grammar notes

Questions with *be*

Remind Sts that to make a question with the verb *be*, you simply invert the subject and the verb, so *They are American* becomes *Are they American?* and *This is your coat* becomes *Is this your coat?* It's important to highlight again that questions with *be* do not use the auxiliary *do*.

In questions with *be*, Sts sometimes forget to invert the subject and verb. Typical mistakes include: *Ana's a student?* *Your brother's at university?*

Questions with other verbs

Remind Sts that with other main verbs in the present simple, you need to first use the auxiliary *do* or *does*, then the subject, and then the main verb in the infinitive, so *She lives in London* becomes *Does she live in London?*

If a question has a question word, e.g. *What* or *Where*, then the question word always comes first.

The acronyms **ASI** (Auxiliary verb + Subject + Infinitive) and **QuASI** (Question word + Auxiliary verb + Subject + Infinitive) will help Sts remember the correct word order in questions in the present simple (with verbs other than *be*).

In questions with the auxiliaries *do* or *does*, Sts may leave out the auxiliary or get the word order wrong.

Typical mistakes include: *You live with your parents?* *How you do spell it?*

Focus on the example sentences and play both audio 7.5 and 7.6 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 **7A** on p.105 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 What 2 How 3 What 4 Who 5 When 6 How
7 Where 8 Where

b 1 Where do your brothers work?
2 Is this your phone?
3 What time does the film start?
4 Does your husband speak Spanish?
5 How is your family?
6 Are we late for class?
7 Do your children like sushi?
8 What time does your wife finish work?
9 Why are you tired?

10 Who do you play tennis with?
c 1 Is 2 do 3 are 4 Are 5 do 6 Does 7 is 8 does
9 Do

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopiable activity.

4 PRONUNCIATION /w/, /h/, /eə/, and /aʊ/

Pronunciation notes

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

- /w/ For information on this sound, see the **Pronunciation notes** in **5B**. Note that most question words, e.g. *What*, *Where*, *Why*, are pronounced /w/. The most common exception is *Who*, which is pronounced /hu:/.
• /h/ For information on this sound, see the **Pronunciation notes** in **1A**.
• /eə/ The letters *ere* are sometimes pronounced /eə/, e.g. *where*, but can also be /ɪə/, as in *here*.
• /aʊ/ The letters *ou* and *ow* are often pronounced /aʊ/, e.g. *house*, *brown*. NB *ow* can also be /əʊ/, as in *window*.

- a 7.7 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.7

See sounds and words in Student Book on p.43

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 *house* /h/, *chair* /eə/, and *owl* /aʊ/.

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

7.8

See conversations in Student Book on p.43

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

Finally, give Sts time in pairs to practise the activity, asking and answering the questions.

Make sure Sts swap roles.

5 SPEAKING

- a Focus on the task and questions. Elicit from the class what the missing words are.

ANSWERS

1-8 Do you, do you 9 Are you 10 do you 11 's

Check Sts are making the questions correctly by getting them to ask you all of them. Give answers for yourself.

Explain that later they will ask the questions, but now they just have to think about their answers.

- b** Focus on the examples. Demonstrate the activity by asking a few Sts the first question, *Do you go out on Friday or Saturday night?*

Then put Sts in pairs to ask and answer the questions and write their partner's answers.

Monitor and help.

EXTRA CHALLENGE Encourage Sts to ask for and add extra information.

- c** Focus on the task and example. Get Sts to find new partners. With their new partners, they ask and answer questions about their first partner's weekend. Remind them to use *does* in non-*be* questions and to use the correct pronouns and possessive forms (*he, she, his, her*). For question 9, they will need to ask *Is he / she...*? and for question 11, they will have to change *your* to *his* or *her*. Monitor and help. Make notes of any problems and deal with these at the end.

- G** imperatives, object pronouns: *me, him*, etc.
V kinds of films
P sentence rhythm

Lesson plan

In this lesson, actors on a film set provide the context for introducing imperatives and object pronouns.

The lesson starts with a conversation in which two actors are acting a scene in a film and the film director is giving them instructions. This allows Sts to see the new grammar in context before going to the **Grammar Bank** to practise it. In Vocabulary, Sts learn words for different film genres, e.g. *a comedy, a drama*, etc. Then Sts listen to five people talking about the Spider-Man films and the actors in them, with more practice of object pronouns. This leads into Pronunciation, where Sts practise sentence rhythm in conversations similar to the listening. The lesson ends with Sts giving their own opinions about actors and films.

More materials

For teachers

Photocopiables

Grammar imperatives; object pronouns: *me, him*, etc. p.156

Communicative What do you think of...? p.194 (instructions p.172)

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of some actors and film directors on the board. Then ask *What does he / she do?* and elicit *He's / She's an actor. He's / She's a film director*, etc. You may need to remind Sts that nowadays we use *actor* for both men and women. Then ask Sts if they know any more film directors, and if they think they are good.

1 GRAMMAR imperatives, object pronouns: *me, him*, etc.

- a** **7.9** Books open. Focus on the instructions and questions. Tell Sts not to write anything the first time they listen.

Play the audio once the whole way through for Sts to read and listen at the same time and answer the questions. Tell them not to worry about the gaps.

EXTRA CHALLENGE Get Sts to cover the conversation and just listen.

Check answers.

ANSWERS

She doesn't know if she loves Sam.
 She likes Paul, but she doesn't love him.

7.9

See conversation in Student Book on p.44

- b** Now play the audio again and get Sts to circle the correct verbs. Point out that the first one (*Be*) has been done for them.

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

ANSWERS

1 Be 2 Come 3 Listen 4 Don't talk 5 Don't cry 6 go
 7 Open 8 stand 9 look at 10 Don't say

- c** **7.10** Tell Sts to cover the conversation and to look at sentences 1–6 and the words in the list. Point out that the first one (*Us*) has been done for them. You could tell Sts that the gaps are all object pronouns and explain that a subject pronoun is used for a person who does an action, and an object pronoun is for the person who receives the action. Give Sts time to complete the task.

Check answers, getting Sts to read the sentences in full. Highlight that although the word *them* is pronounced /ðem/ when said in isolation, it is usually pronounced /ðəm/ when it follows other words, e.g. *Open them* /ðəm/.

ANSWERS

2 me 3 you, me 4 him 5 it 6 them

7.10

See extracts in Student Book on p.44 and answer key

Deal with any vocabulary problems that arose.

- d** Tell Sts to go to **Grammar Bank 7B** on p.104.

Grammar notes

Imperatives

Highlight the simplicity of imperatives in English. There are only two forms: positive and negative, e.g. *Wait, Don't wait*. Elicit / Give a few more examples of imperatives, encouraging Sts to give the negative forms, e.g. *Sit down, Look, Listen, Go, Speak*, etc.

Object pronouns

Like subject pronouns, object pronouns are used to refer to people and things when we don't want to repeat a noun, e.g. *Rachel likes Jim, but she doesn't love him*.

Highlight that *it* is used for things, *him* for a man or boy, and *her* for a woman or girl. You may want to remind Sts that *her* is also the possessive adjective for a woman. The plural form *them* is used for both people and things.

Highlight that the object pronouns for *it* and *you* are the same as the subject pronouns.

Focus on the example sentences and play both audio

7.11 and **7.12** 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 **7B** on p.105 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 Close 2 Don't eat 3 Don't play 4 Speak 5 Go
6 Don't make 7 Sit, open 8 Don't read 9 Don't worry
b 1 it 2 him 3 them 4 her 5 them 6 me 7 us 8 you

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopiable activity.

- e **7.13** Focus on the example and explain to Sts that they will hear a subject pronoun and they should say the object pronoun.
Play the example, pausing after the speaker says / for Sts to say *me* in chorus.
Continue playing the audio, pausing after each item for Sts to listen and respond in chorus.

7.13

- 1 I (*ping*) me
- 2 you (*ping*) you
- 3 he (*ping*) him
- 4 she (*ping*) her
- 5 it (*ping*) it
- 6 we (*ping*) us
- 7 they (*ping*) them

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write all the object pronouns on the board for Sts to look at while listening.

- f **7.14** Focus on the instructions and example. Ask why the new sentence uses *her* and elicit that it is because Daisy is a woman.
Play the audio, pausing after each item for Sts to listen and respond in chorus.

7.14

- 1 I love Daisy. (*ping*) I love her.
- 2 I don't like dogs. (*ping*) I don't like them.
- 3 I like your house. (*ping*) I like it.
- 4 Wait for Daniel. (*ping*) Wait for him.
- 5 Read the book. (*ping*) Read it.
- 6 I love cats. (*ping*) I love them.
- 7 Speak to your mother. (*ping*) Speak to her.
- 8 I don't like your brother. (*ping*) I don't like him.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write *him, her, it, them* on the board as a reminder for Sts.

- g Put Sts in groups of three and get them to act out the conversation in **b**.
Monitor and help. Make sure they swap roles.
You could get a group to perform the role-play for the class.

2 VOCABULARY kinds of film

Vocabulary notes

This list of kinds of film is deliberately quite restricted. You may want to teach other types, e.g. *rom-coms*, or *superhero films* which could be used to describe Marvel films like the Spider-Man series.

- a Focus on the instructions. Tell Sts to match film types 1–7 to film titles A–G.
Put Sts in pairs and give them time to do the task.
b **7.15** Play the audio for Sts to listen and check.
Check answers. You could ask Sts if they know any of the films in A–G.

7.15

- 1 D action films
- 2 C animations
- 3 E comedies
- 4 F dramas
- 5 A horror films
- 6 G science fiction films
- 7 B westerns

- c **7.16** Play the audio for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.16

- 1 action films
- 2 animations
- 3 comedies
- 4 dramas
- 5 horror films
- 6 science fiction films
- 7 westerns

EXTRA IDEA You could write each kind of film on the board and elicit from the class titles of recent films, or films everyone knows, for each category.

3 LISTENING

- a Focus on the posters and photos, and do the question as a whole-class activity.
Ask Sts if they have seen any of the films. You could tell them that the first films about Spider-Man were in the 1970s and there have been many since then, most recently *The Amazing Spider-Man* (2012), and three sequels, *Spider-Man: Homecoming* (2017), *Spider-Man: Far from home* (2019), and *Spider-Man: No way home* (2021).
The most recent films are part of Marvel Cinematic Universe. (Tom Holland stars as Spider-Man in several other Marvel films, too.)
Now ask Sts if they know any of the actors. You could tell Sts that Tom Holland is British, (1996–) and that Zendaya (1996–) and Emma Stone (1988–) are both American.
b **7.17** Focus on the instructions. Make sure Sts understand that the speakers are answering questions about the Spider-Man series, not just one film.
Play the audio once the whole way through for Sts to listen and find out which speakers liked all the films.
Get Sts to compare with a partner, and then check the answer.

ANSWER

Speakers 2 and 4

7.17

(script in Student Book on p.89)

- 1 A Do you like the Spider-Man films?
B I like the last one. It's great. I don't know the others.
- 2 A Do you like the Spider-Man films?
B Yes. They're brilliant.
A Do you like Emma Stone?
B She's OK, but I prefer Zendaya in *No Way Home*.
- 3 A Do you like the Spider-Man films?
B No, I hate the Marvel films. I think they're awful.
- 4 A Do you like the Spider-Man films?
B Yes, I love them. And the actors are fantastic.
A Do you like Tom Holland?
B I really like him. I think he's great.
- 5 A Do you like the Spider-Man films?
B Sorry, I don't know them.

You could highlight the meaning of *really* (= very or very much) in *I really like him*.

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.

- c Focus on the instructions and give Sts time to read the five extracts. You could put Sts in pairs and get them to see if they can remember who or what the **bold** pronouns refer to.

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

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

ANSWERS

- 1 It = the last Spider-Man film
- 2 She = Emma Stone
- 3 they = Marvel films
- 4 him, he = Tom Holland
- 5 them = the Spider-Man films

- d Do this as a whole-class activity. You could elicit more examples of science fiction films that Sts know. You could tell Sts what you think of science fiction films, too.

4 PRONUNCIATION & SPEAKING

sentence rhythm

Pronunciation notes

Remind Sts that in English, the words that carry the important information are said more strongly than others, e.g. in *Do you like Tom Holland?*, the words *like Tom Holland* are stressed more strongly than *Do you*. For more information on sentence rhythm, see the **Pronunciation notes** in 3B.

When we give a positive or negative opinion, we often stress the adjective more strongly, e.g. *I don't like him. He's awful*.

- a 7.18 Focus on the task and the conversations. Remind Sts that the words in **bold** are stressed.

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

7.18

See conversations in Student Book on p.45

Now play the audio again, pausing after each question and answer for Sts to listen and repeat. Encourage them to copy the rhythm.

- b Put Sts in pairs and get them to practise the conversations in a.

You could get some pairs to read the conversations in front of the class.

- c Focus on the instructions and the chart. For the first column, you could elicit the Star Wars films as an example of a series. You could also tell Sts that nowadays the word *actor* is used for both men and women.

Give Sts time to complete their chart with films / people that they like (or don't like). Make sure they write the kinds of film in the plural, e.g. *action films*.

- d Focus on the instructions. Explain that the questions should all start with *Do you like...*, and encourage Sts to use *Yes, I like him / her / them (a lot)* or *No, I don't like him / her / them* in their answers. Tell Sts to use *What about you?* to ask the question back to their partner. Encourage them to use adjectives, too, e.g. *very / really good, fantastic, great, terrible*, etc. You could write these on the board to remind Sts to use them.

Put Sts in pairs and get them to ask and answer about the information in their chart in c.

Get some feedback from various pairs by asking, e.g. *What actors do you like? What kinds of film do you like?*

What's the date?

Practical English saying the date, talking on the phone

Vocabulary months, ordinal numbers

Pronunciation /θ/

Lesson plan

In this lesson, Sts learn how to say the date in English. This involves first teaching Sts the months of the year. Sts then learn ordinal numbers, which are presented through a general knowledge quiz. Saying the date is then presented through a video where Rob realizes that he has forgotten his father's birthday. As this is the Beginner level, Sts are just taught one way of saying the date, i.e. *the first of May* (as opposed to *May the first*). Sts then listen to a telephone conversation between Rob and Jenny about her forthcoming trip to Britain which involves them understanding various dates, and they learn some useful phrases.

Video material

Practical English Episode 4

More materials

For teachers

Photocopiables

Communicative Famous birthdays p.195 (instructions p.172)
Vocabulary Months and ordinal numbers p.229 (instructions p.212)

Oxford English Hub

Quick Test 7
File 7 Test

For students

Workbook Practical English 4

OPTIONAL LEAD-IN (BOOKS CLOSED) Play the number game *Buzz*. For instructions, see **2B, 3 Vocabulary**, exercise **f** on p.39.

1 VOCABULARY months

Vocabulary notes

- Christmas Day: The day when Christians celebrate the birth of Christ. It is celebrated on 25th December.
- New Year's Day: The first day of the new year, in most countries 1st January.
- Halloween: A holiday celebrated on 31st October in which children dress up and go around the neighbourhood, calling out *Trick or treat?* People then give them sweets or other 'treats'.
- Valentine's Day: Celebrated on 14th February, it is the day of romance.
- Thanksgiving: Each year on the fourth Thursday in November, American and Canadian families get together for Thanksgiving, originally a day when people thanked God for the harvest.

a Books open. Focus on the instructions. Explain / Elicit what *special* means.

Focus on the names of the special days. Ask Sts which of these special days are celebrated in their country. If Sts are not familiar with a holiday, explain it without saying which month it is in.

Focus on the months and model and drill pronunciation. Sts may have difficulty with *January* /'dʒænjuəri/ and *February* /'februəri/.

Now get Sts to match the special days to the months. Tell them to guess if they are not sure.

Check answers.

ANSWERS

1 C 2 A 3 E 4 B 5 D

b Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.127.

Vocabulary notes

Depending on your Sts' L1, some of the months of the year in English may be similar in their language. However, the word stress is probably different, and it's important that Sts focus on this.

7.19 Look at **1 Months** and focus on **a**. Give Sts time to read the list of months. Now play the audio for Sts to listen and repeat the months in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult months. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.19

See Months in Student Book on p.127

Focus on the **Capital letters** box and explain that in English months begin with a capital letter. If appropriate, compare this with Sts' L1.

Now focus on **Activation**. Get Sts to cover the months and focus on the abbreviations. Get them to remember and say the months individually or with a partner.

EXTRA IDEAS

- Test Sts by telling them to close their books. Write the abbreviations for the months on the board in order (numbered 1–12), e.g. *Jan, Feb*, and elicit the month from Sts.
- Get Sts to test each other in **A / B** pairs. **A** says a number, e.g. *five*, and **B** then says the month (*May*).
Tell Sts to go back to the main lesson **Practical English 4**.
- Put Sts in small groups of three or four and get them to answer questions 1–4.
Check answers.

ANSWERS

- 1 February
- 2 May
- 3 January, June, July
- 4 September, October, November, December

2 VOCABULARY & PRONUNCIATION ordinal numbers; /θ/

- a Focus on the quiz and go through the nine questions, making sure Sts understand them and the three options. Now focus on the words in red (*first*, *second*, etc.) and elicit / explain that these are 'ordinal numbers', so called because they tell us the order of something.

Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.

- b  **7.20** Play the audio, pausing after each number for Sts to listen and check.

Check answers and elicit more information for each question, e.g. *Who is Lionel Messi?* Find out who got the most correct answers.

ANSWERS

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

7.20

(script in Student Book on p.89)

- 1 Messi's first name is Lionel.
- 2 The second meal of the day is lunch.
- 3 The third book in the trilogy *The Lord of the Rings* is *The Return of the King*.
- 4 The fourth letter on the top row of a keyboard is R.
- 5 The city with a famous street called Fifth Avenue is New York.
- 6 The sixth president of the USA was John Quincy Adams.
- 7 The seventh Star Wars film is *The Force Awakens*.
- 8 The eighth month of the year is August.
- 9 The Ninth Legion was a group of soldiers from Rome.

Tell Sts to cover the quiz. Write the number 1 on the board and ask *What's the number? (one), What's the ordinal? (first)*. Do the same for 2 and 3. Finally, write number 4 on the board and see if the class can remember *fourth*.

- c Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.127.

Vocabulary notes

Highlight that:

- we put the two letters after the number to distinguish it from a normal (cardinal) number. Remind Sts again that the two letters are the last two letters of the ordinal number, e.g. *first* → *1st*.
- *first*, *second*, and *third* are irregular in that they are completely different in form from the cardinal numbers *one*, *two*, and *three*.
- all the other ordinals are formed by adding *th* to the cardinal number, pronounced /θ/.
- the following ordinals are slightly irregular in their full written form:
 - *fifth* /fɪfθ/ (compare with ordinal, *five*)
 - *eighth* /eɪtθ/ (compare with ordinal, *eight*)
 - *ninth* /naɪnθ/ (compare with ordinal, *nine*)
 - *twelfth* /twelfθ/ (compare with ordinal, *twelve*)

-  **7.21** Look at **2 Ordinal numbers** and focus on **a**. Play the audio and get Sts to repeat the ordinal numbers 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. You may want to model and drill some of the trickier ones yourself, e.g. *fifth* /fɪfθ/, *eighth* /eɪtθ/, and *twelfth* /twelfθ/.

7.21

See **Ordinal numbers** in Student Book on p.127

-  **7.22** Now focus on **b**. Point out that we say *twenty-first*, *twenty-second*, *twenty-third* NOT ~~*twenty-oneth*~~, ~~*twenty-twoth*~~, ~~*twenty-threeth*~~. Play the audio and get Sts to repeat the ordinal numbers in chorus. Pause the audio as necessary. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.22

See **Ordinal numbers** in Student Book on p.127

Give Sts time to practise saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having, and focus on these when Sts finish.

Focus on **Activation**. Get Sts to cover the words, look at the numbers, and say the numbers. They can do this individually or with a partner.

Tell Sts to go back to the main lesson **Practical English 4**.

EXTRA PRACTICE OPTION Use the **Practical English 4 Vocabulary** photocopyable activity.

Pronunciation notes

The letters *th* can only be pronounced in two ways: /θ/ as in *thumb* /θʌm/ or /ð/ as in *mother* /ˈmʌðə/, and there are no easy rules to give Sts. They have already focused on this voiced* sound /ð/ in **3B**. The /θ/ sound in *thumb* is unvoiced*.

*For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on p.46.

It is hard for many Sts to produce the /ð/ sound, and so the aim here should be for intelligibility and helping Sts to at least make a reasonable approximation of the sound.

- d  **7.23** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.23

See **sound and words** in Student Book on p.46

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

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

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

Give further practice as necessary.

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

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

- e** **7.24** Focus on the instructions and the example.
 Play the example, pausing after *one* for Sts to say *first* in chorus.
 Play the audio and pause after the next number (*three*).
 Ask Sts what the ordinal number is (*third*). Play the audio, so Sts can hear the correct answer. 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 ordinal numbers in chorus.

7.24
 one (*ping*) first
 three (*ping*) third
 five (*ping*) fifth
 nine (*ping*) ninth
 twelve (*ping*) twelfth
 sixteen (*ping*) sixteenth
 twenty (*ping*) twentieth
 twenty-two (*ping*) twenty-second
 twenty-seven (*ping*) twenty-seventh
 thirty-one (*ping*) thirty-first

Then repeat the activity, eliciting responses from individual Sts.

3 SAYING THE DATE

- a** This is the first of two video scenes. Here Rob is at work when he realizes that he has forgotten his father's birthday.
 Focus on the title, *Saying the date*, and explain / elicit the meaning of *date*.
 Now focus on the instructions and the conversation.
 Highlight that three of the missing words in the spaces are ordinal numbers.
 Play the video, *Saying the date Part 1*, once the whole way through for Sts just to watch and listen.
 Now play it again and get Sts to complete the task.
 Check answers. You might want to point out to Sts that *dad* is an informal way of saying *father*.

ANSWERS

1 2nd 2 1st 3 2nd 4 birthday



R = Rob, A = Alan
R What's the date today?
A I think it's the second of June.
R Are you sure? Isn't it the first?
A No, definitely the second.
R Oh no! It's my dad's birthday.

- b** Focus on the instructions. Play the video again, pausing after each line for Sts to watch and repeat.
 Put Sts in pairs and get them to practise the conversation. Make sure they swap roles. Monitor and help.
 Get some pairs to perform the role-play for the class.
c In the second scene Rob visits his father to wish him a happy birthday.
 Focus on the instructions and give Sts time to read questions 1–3.

Play the video, *Saying the date Part 2*, for Sts to watch and complete the task. Play again as necessary.

Check answers.

ANSWERS

1 Rob goes to his father's house.
 2 A bottle of wine
 3 The 2nd July

R = Rob, H = Henry
R Dad!
H Rob, hi!
R Hi. This is for you.
H For me? It's my favourite wine. Thanks, Rob. But why?
R For your birthday, of course! Happy birthday!
H Rob, it isn't my birthday today! My birthday's on the second of July! Today's the second of June.
R Oh no I...
H Don't worry. Come in! Have a glass of wine...

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

Highlight that the British convention for saying dates is to say, for example *the fourth of May*. Sts may also come across *May the fourth*, but at this level, it is better for Sts to just learn one way.

Explain that although we don't have to use an ordinal when writing a date (see the three different ways of writing it), we always use the ordinal when saying the date: *the fourth of May* NOT *four May*.

Highlight that we say, but don't write, *the* and *of*, e.g. (*the*) *4th (of) June*.

! You may want to point out that the American English convention for writing dates is to give the month first and then the day, e.g. *8/12 = 12th August*.

- d** **7.25** Focus on the instructions and the dates.

Play the audio for Sts to listen and repeat. Give further practice as necessary.

7.25

See dates in Student Book on p.47

Focus on the first date again. Elicit how to say it (*the first of January*) and write it on the board.

Put Sts in pairs and give them time to practise saying the dates. Note any problems and focus on them at the end. Finally, ask individual Sts to say each of the dates.

- e** Focus on the instructions and make sure Sts know the word *tomorrow*. Put Sts in pairs to answer the three questions.
 Elicit answers.
f Focus on the instructions. Model and drill *When's your birthday?* Elicit an answer (month and day, not year) from a student.
 Get Sts to stand up and ask other Sts *When's your birthday?* Tell them to make a list of names and dates.
! If your class is very large, tell them just to ask ten Sts. Put Sts in pairs or small groups to compare lists. Get them to make a list with the number of birthdays in each month. Which month has the most birthdays?

If Sts see they are missing a birthday on their lists, they should ask *When is (name)'s birthday?*

- g** Focus on the instructions and the speech bubble. Demonstrate the activity yourself by writing down three birthdays on the board, as in the example, and telling Sts whose birthdays they are, e.g. *My mother's birthday is the fourth of October.*

Give Sts a few minutes to write down their three important birthdays. Monitor and help as needed.

Put Sts in pairs and get them to tell each other about their important birthdays.

Get some feedback from the class.

EXTRA PRACTICE OPTION Use the **Practical English 4 Communicative** photocopiable activity.

4 TALKING ON THE PHONE

- a**  In this scene Rob phones Jenny to talk about her trip to London, but it is not a good moment for her to talk so they reschedule the call.

Focus on the photo and ask Sts to describe it (*Jenny is on the phone*).

Focus on the question and then play the video, *Talking on the phone*, once the whole way through for Sts to watch and answer the questions. You may want to pre-teach the word *trip* before Sts watch and listen.

Check the answer.

ANSWER

He wants to talk about her trip to London (in March).



J = Jenny, R = Rob, JM = Jenny's mum

J Hello?

R Hello. Is that, uh, Jennifer Zielinski?

J Yes. Who's that?

R This is Rob Walker.

J I'm sorry, who?

R Rob Walker. I work for London24seven. We need to talk about your trip to London in March. Er...you arrive on the twelfth of March and you leave on the nineteenth, is that right?

J I'm really sorry, Mr Walker...er...Rob, but I'm not at work. Today is a holiday here.

R A holiday?

J Yes, you know, it's Thanksgiving. I'm at my parents' house, with my family.

R Thanksgiving. Of course. Sorry. We don't have Thanksgiving in England.

J No problem. Listen, call me on Monday at work. No, not Monday, Tuesday.

R Tuesday the third of December?

J Yes.

JM Jenny! Hurry up!

J Er, talk to you on Tuesday. Thanks for calling.

R Bye.

J Bye.

- b** Focus on the instructions and give Sts time to read sentences 1–5.

Play the video again for Sts to mark the sentences *T* (true) or *F* (false). Play again as necessary.

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

ANSWERS

1 F 2 F 3 T 4 F 5 F

EXTRA CHALLENGE Get Sts to correct the false sentences. Check answers.

ANSWERS

1 Rob thinks Jenny arrives in London on **12th March**.

2 He thinks she leaves on the **19th March**.

4 She is with her **family**.

5 Rob needs to call Jenny on Tuesday **3rd** December.

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.

5 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.47

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.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation using some of the **Useful phrases** and including at least two dates. When they have finished, get a few pairs to act out their role-play for the class. The others should listen and make a note of the dates.