

G can / can't**V** more verb phrases**P** can / can't: /ə/, /æ/, and /ɑː/, sentence rhythm

Lesson plan

Can is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests.

This lesson focuses on two of the most common uses: permission and possibility. Can for ability is mentioned briefly in the **Grammar Bank**, but is taught in *English File Elementary*.

The lesson begins with a text about driving tests and licences in different countries. The grammar is presented in a series of posts and a conversation about a young woman learning to drive. Then there is a pronunciation focus on sentence rhythm and on can / can't (particularly the difference between the positive and negative forms).

The vocabulary focus is on more verb phrases, especially those used in the context of permission / possibility, e.g. *pay, park*.

Finally, Sts role-play conversations between tourists and locals about what people can / can't do in their town, and then they write a few sentences to give tourists useful information.

More materials

For teachers

Photocopiables

Grammar can / can't p.157

Communicative Can you? p.196 (instructions p.172)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board: _____ a car. Use mime to elicit *drive a car, start a car, stop a car, and park a car*. Write them on the board. Model and drill pronunciation.

Then teach *driving licence* and *driving test*, and explain that you can *pass* or *fail* a test.

1 READING & SPEAKING

- a** Books open. Focus on the instructions and the title of the text. If you didn't do the **Optional lead-in**, make sure Sts know the verb *drive*. Model and drill pronunciation. Put Sts in pairs. Give them time to read the text and complete the gap. Get Sts to compare with a partner.

- b** **8.1** Play the audio for Sts to listen and check. Check answers and make sure Sts understand *to pass* and *fail* (a test), and the difference between *a theory test* and *a practical test*. See if any pairs guessed all answers correctly.

ANSWER

test

8.1

See text in Student Book on p.48 and answer key

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

- c** Focus on the task. Go through the questions with the class. Put Sts in pairs to ask and answer the questions. Elicit answers from individual Sts.

EXTRA SUPPORT Get Sts to ask you the questions. Answer for your country as an example.

If you are from the same country as the Sts, you could answer about the UK, using this information: *You can get a driving licence at 17. You need to take a theory test. The practical test is quite difficult. The average number of lessons is 45 hours, plus over 20 hours practice. Less than 50% pass first time.*

2 GRAMMAR can / can't

- a** Focus on the instructions and make sure Sts know what a *post* is (= a message sent using social media). Give Sts time to match the posts and photos.
- b** **8.2** Play the audio for Sts to listen and check. Check answers. You could explain the meaning of *instructor* and remind Sts what you need to do to get a driving licence in the UK (i.e. pass a theory test and a practical test).

ANSWERS

1 B 2 C 3 A

8.2

See posts in Student Book on p.48

Deal with any vocabulary problems that arise.

- c** **8.3** Focus on the instructions and make sure Sts understand the situation. Play the audio once the whole way through for Sts just to read and listen at the same time.

8.3

See conversation in Student Book on p.48 and answer key

Now play the audio again and get Sts to complete the conversation with the verbs in the list. Play again as necessary.

Check answers. You could explain the meaning of *book lessons*.

ANSWERS

1 help 2 book 3 start 4 meet 5 come 6 come

- d** **8.4** Focus on the instructions. You might want to pre-teach *turn right / left* and *traffic lights*.

Play the audio once the whole way through for Sts to listen and answer the question. Play again as necessary. Check the answer. You could try to elicit why she doesn't pass. (*Because she turns left, not right. / She doesn't stop at a red traffic light. / She doesn't see that it is no parking.*) You could also try to elicit what the examiner says to her. (*You need more driving lessons.*)

ANSWER

No, she doesn't.

8.4

(script in Student Book on p.90)

E = examiner, A = Anna

E Good morning, Ms Jones.

A Er, good morning. I'm very nervous.

E Can you start the car, please?

A OK.

E OK. Turn right. Right, not left.

A Sorry!

E The traffic lights are red! Stop!

E OK, can you park the car, please?

A Can I park here?

E No, you can't. Look, it's no parking. Park over there.

A Sorry. I'm very nervous.

E Well, Ms Jones, I'm sorry, but you need more driving lessons.

- e Tell Sts to look at the posts in **a** and the conversation in **c** and to complete the chart. Point out that the first one (*can*) has been done for them.

Check answers.

ANSWERS

☐ I **can't** answer the questions.

☐ **Can** you come at 8.30?

✓ Yes, I **can**.

x No, I **can't**.

- f Tell Sts to go to **Grammar Bank 8A** on p.106.

Grammar notes

Can / Can't are used to talk about permission (*You can park there* = it is permitted) and possibility (*Can I book some driving lessons?* = *Is it possible for me to book some lessons?*). NB *Can* for ability is taught in *English File Elementary*.

There are only two possible forms: *can* or *can't* (there is no change for the third person).

The negative *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.

Questions with *can* are formed by inverting the subject and *can*. *Can* is the auxiliary, not *do*.

The verb after *can* is the infinitive, e.g. *You can park here*. NOT *to* + infinitive ~~*You can to park here*~~.

Focus on the example sentences and play audio 8.5 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **8A** on p.107 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 Can we sit here?

2 I can't drink this.

3 James can help us tomorrow.

4 Can you come to lunch on Sunday?

5 You can finish work early today.

6 We can't park here.

7 Can we watch TV after dinner?

8 He can't go to school today.

b 1 can't drive 2 Can, stay 3 Can, swim 4 can walk

5 can, go 6 can watch 7 Can, come 8 can't listen

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

3 PRONUNCIATION & LISTENING *can / can't*: /ə/, /æ/, and /ɑː/, sentence rhythm

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

1

- Can* is usually unstressed = /kən/ in positive sentences, e.g. *You can take photos*. Your Sts may find this difficult to hear and to say. However, getting the stress correct is vital because if they stress *can*, the listener may think they are saying a negative sentence.
- Can* in *Can I park here?* can be stressed /kæn/ or unstressed /kən/ depending on how fast you are speaking. It is always stressed in positive short answers, e.g. *Yes, I can*. However, *can* is usually unstressed in questions with a question word, e.g. *Where can we park?*

2 The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can* instead of *can't*). The pronunciation of *can't* varies among different groups of native English speakers, e.g. in standard American English, it is usually pronounced /kænt/. In standard British English, it is usually pronounced /kɑːnt/, but there are regional variations. If your own pronunciation of *can't* is different from what is on the audio, you may want to model the sentences yourself. The important thing is for Sts to make sure that they stress *can't* and, as ever, the aim in pronunciation is intelligibility rather than perfection.

- a 8.6 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.6

See sounds and sentences in Student Book on p.49

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

Now focus on the question and answer after *computer*. Remind Sts that the pink letter is the /ə/ sound, and that the words in **bold** are stressed. Play the audio, pausing after each sentence for Sts to listen and repeat, encouraging them to copy the rhythm.

Now repeat the same process for *cat* /æ/ and *car* /ɑː/. Play the audio again from the beginning, pausing after each question and answer for Sts to listen and repeat. Give further practice as necessary.

Finally, repeat the activity, eliciting responses from individual Sts.

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**  **8.7** This section gives Sts practice in distinguishing between *can* and *can't*. Focus on the sentences and give Sts time to read them.

Play the audio once the whole way through for Sts to hear the difference between the sentences. Try to elicit what the difference is – the negative *can't* /kɑːnt/ is longer and is stressed compared to the shorter and unstressed *can* /kən/.

8.7

See sentences in Student Book on p.49

- c**  **8.8** Now tell Sts that they are going to hear only one of the sentences (*a* or *b*) and they have to circle the letter of the one they hear.

Play the audio, pausing for Sts to circle *a* or *b*.

Play the audio again for Sts to listen and check.

Check answers, getting Sts to read out the letter *a* or *b* and the full sentence.

ANSWERS

1 a 2 b 3 b 4 a

8.8

- 1 We can park here.
- 2 I can't help you.
- 3 You can't sit here.
- 4 Max can go with me.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Get Sts **A** to say either sentence *a* or *b* for items 1–4 to Sts **B**, who listen and say *a* or *b*, depending on which sentence they understand. Sts **A** say *yes* or *no*. Then they swap roles.

- d** Focus on the conversation in **2c**. Put Sts in pairs and assign roles (Anna and the instructor). Tell Sts to practise the conversation and then swap roles.

Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

You could get some pairs to perform the conversation for the class.

- e**  **8.9** Tell Sts they are going to listen to four conversations with *can* and they have to work out where the people are.

Play the audio once the whole way through and get Sts to complete the gaps in 1–4 with places.

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

Play the audio from the beginning, pausing after each conversation, and elicit where the people are. You could ask Sts to say how they guessed. If Sts ask why we use the different prepositions *on* and *in*, tell them they will focus on this later in **10B**.

ANSWERS

1 train 2 shop 3 restaurant 4 street

8.9

(script in Student Book on p.90)

- 1 **A** Excuse me, can I sit here?
B Er, yes, I think it's free.
A Thanks.
- 2 **A** Can I help you?
B Do you have this T-shirt in large?
A Just a moment. Sorry, we only have small and medium at the moment. I can phone and see if they have a large in another store.
B No, that's OK, thanks.
- 3 **A** Are you ready to order?
B Yes, can I have the burger, but with salad, not chips?
A Yes, madam, that's fine. And for you, sir?
C The pasta, please.
A And to drink?
- 4 **A** Hey! You can't sing here.
B Why not?
A Because you need a permit.
B Where can I get a permit?
A You need to go online and look for...

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.90, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 VOCABULARY more verb phrases

- a** Focus on the instructions and make sure Sts know the meaning of *sign*. If you have any on the classroom wall, you could point to them. Tell Sts they need to complete each sentence with *can* or *can't* and a verb from the list. Go through the list of verbs and make sure Sts know what they all mean.

Focus on the example and remind Sts of the use of the impersonal form of *you* in the sentence *You can't swim here* (*you* = people in general).

Give Sts time to complete the sentences, and then get them to compare with a partner.

- b**  **8.10** Play the audio for Sts to listen and check. Check answers, getting Sts to read full sentences.

8.10

- 1 You **can't** swim here.
- 2 You **can** park here.
- 3 You **can** have a coffee here.
- 4 You **can't** pay cash here.
- 5 You **can't** use your phone here.
- 6 You **can** use the internet here.
- 7 You **can't** take photos here.
- 8 You **can't** play football here.
- 9 You **can** change money here.
- 10 You **can't** drive fast here.

- c** Ask Sts to cover sentences 1–10 and look at the signs. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say the *can* / *can't* sentences for 1–5 and Sts **B** for 6–10. Then they should swap roles.

Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

5 SPEAKING & WRITING

- a** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist. Where can I...?**, **A** on p.80 and **B** on p.84.

Give Sts time to read the instructions and check they understand them. Deal with any new vocabulary, e.g. *museum*. Model and drill pronunciation.

! If your Sts are all from the same town, encourage Sts **A** to pretend that they don't know anything about the town. If all the Sts are from different countries or towns / cities, get them to do the activity about their home town, so for example, if a **B** student is from Lima, he / she should answer (and later write) about Lima.

Tell Sts they are going to do a role-play where **A** is a tourist and **B** lives in the town **A** is visiting.

Demonstrate the activity by getting a student **A** to ask **B** the first question in each of the two sections (*Where can I have a good, cheap meal? / Can I take photos in museums?*). Encourage **B**, the local person, to give a clear answer, e.g. *You can have a good, cheap meal in* (name of restaurant or part of town), and if possible to add some extra information, e.g. *It's a very nice restaurant*. For the second question, encourage **B** to use a short answer (*Yes, you can / No, you can't*).

Give Sts **A** time to ask their questions. Monitor and help.

EXTRA SUPPORT Give Sts time to read the questions they will be asked and to think of their answers.

Get Sts to swap roles, so **B** is now the tourist. Monitor and help.

If there's time, get one or two pairs to perform their role-play for the class.

Tell Sts to go back to the main lesson **8A**.

- b** Focus on the instructions and the example. Make sure Sts write about their home town.

Elicit a couple more examples from Sts and write them on the board (*You can go to good concerts; You can't smoke in restaurants...*).

Give Sts time to write their four sentences. Monitor and help.

Get some general feedback from the class. If all the Sts are from the same town, see if they agree with the sentences that other Sts have written.



- G** like / love / hate + verb + -ing
V activities
P /ʊ/, /u:/, and /ɪ/, sentence rhythm

Lesson plan

This lesson focuses on things that people like doing.

Sts begin by learning some common free-time activities in Vocabulary, e.g. *swimming*, *travelling*, and this is practised with a video. Then the grammar (*like / love / hate + verb + -ing*) is presented through the context of a dating website. In Pronunciation & Speaking, Sts practise the short and long vowel sounds /ʊ/ and /u:/, and the /ɪ/ sound, as well as sentence rhythm. They then say whether they like the activities in the Vocabulary section. Next, Sts read various posts in which people around the world say what they like doing alone and what they like doing with friends, and then write their own post. Finally, Sts watch a video about a choir.

Video materials

Vocabulary – activities
 Listening – *Singing in a choir*

More materials

For teachers

Photocopiables

Grammar *like, love, hate + verb + -ing* p.158
 Communicative What do you like doing? p.197 (instructions p.173)
 Vocabulary Activities p.228 (instructions p.213)

For students

Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *free time* on the board and elicit the meaning (Sts saw this phrase in **7A**). Ask *What do people do in their free time?* and elicit verbs onto the board, e.g. *read, watch TV*, etc.

1 VOCABULARY activities

- a** Books open. Focus on the task and either do this as a whole-class activity or get Sts to complete the missing letters individually.
 Ask *What's the activity in 1?* and elicit *running*. Don't ask *What's she doing?*, as the present continuous is not taught until **9A**. Check answers.

ANSWERS

1 running 2 watching TV 3 travelling

- b** Tell Sts to go to **Vocabulary Bank Activities** on p.128.

Vocabulary notes

When we talk about activities, we usually use the *-ing* form of the verb, because we see the activity as a noun, e.g. *Swimming is good exercise, I love walking*, etc.

You may want to focus on the spelling rules for the *-ing* form (see Grammar Notes) when teaching the vocabulary.

- 8.11** Play the audio for Sts to listen and repeat the activities in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Highlight that the *-ing* ending is not stressed. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

8.11

See Activities in Student Book on p.128

Focus on **Activation**. Get Sts to cover the activities and give them time to look at the photos and say the activities. They could do this individually or with a partner. Monitor and correct any mistakes in pronunciation while Sts do this.

Then, with Sts looking only at the photos, elicit all the activities from the class, helping them with pronunciation. Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the 8B Vocabulary photocopiable activity.

- c** The video consists of 12 clips showing activities. Each clip begins with a small circle in the centre which expands until the whole screen is revealed.

Focus on the photo and elicit that the activity is *shopping*. Then play the video. Sts will see with the first clip (*shopping*) how it works. With clip two, pause as soon as it begins (00:20) and elicit guesses. Then reveal a bit more and elicit more ideas until the whole screen is revealed. Repeat for the rest of the clips.

When the final grid comes up, tell Sts to write down the twelve words. Check the spelling of each activity and write them on the board.

ANSWERS

1 shopping 2 cycling 3 painting 4 singing 5 swimming
 6 sleeping 7 running 8 doing yoga 9 camping 10 flying
 11 cooking 12 walking

2 GRAMMAR like / love / hate + verb + -ing

- a** Focus on the instructions. Tell Sts they are going to read information on a dating website (a website where people can find a new partner).
 Focus on the website and on the verbs *love* and *hate*. Remind Sts that in English, we use *love* to say *I love you*, but we also use it to mean we like something very much, e.g. *I love playing the piano*. Explain / Elicit that *hate* in *I hate shopping* is a stronger way of saying *I don't like...*
 Give Sts time to read the information about the six people and deal with any vocabulary problems. Highlight the difference between *shopping* and *buying*: *shopping* = going to (usually several) shops to buy food, clothes, etc. and *buying* = giving money in exchange for something. We always put a noun (a thing) after *buying*, e.g. *buying shoes, books*, etc., but not after *shopping*.

Now ask Sts to read the information again and, in pairs, match the women and men. Explain that they need to complete 1–3 with the name of the most suitable man. Focus on the gapped sentence and get Sts to say who they think are a good ‘match’. Encourage them to explain their choices. Get them to begin *We think...* and then ask the rest of the class if they agree.

ANSWERS

- 1 Isabella and Ryan because she loves playing the piano and he likes classical music; she likes doing sport and he loves running and cycling; and she doesn't like travelling and he hates flying.
- 2 Angie and Luke because she loves buying clothes and he loves shopping; and she likes the cinema and he likes watching films.
- 3 Adriana and Daniel because she loves walking in the mountains and he likes camping; and she likes good food and he loves cooking.

- b** Focus on the instructions and make sure Sts understand what they have to do. Do this as a whole-class activity.

ANSWERS

1 love 2 like 3 don't like 4 hate

- c** Tell Sts to go to **Grammar Bank 8B** on p.106.

Grammar notes

When another verb follows *love*, *like*, or *hate*, the *-ing* form is normally used, e.g. *camping*, *cooking*, not the infinitive, e.g. *I like camping*. NOT *I like camp*.

To + the infinitive after *like* and *love* is sometimes used (especially in American English), e.g. *I like to swim*, but it is easier for Sts at this level to learn the verb + *-ing* form.

Highlight that *I hate getting up early* is a stronger way of saying that you don't like getting up early.

Spelling rules

- For most verbs, simply add *-ing* to the infinitive to make the *-ing* form, e.g. *reading*, *watching*.
- For verbs ending in *-y*, don't change the *y* to an *i* (as we do in third person singular, present tense), e.g. *fly* – *flying* NOT *flīing*.
- For verbs ending in *-e*, drop the *e* before adding *-ing*, e.g. *cycle* – *cycling*.
- Highlight also that there are a few exceptions to the rule about dropping the final *e* before adding *-ing*. These are *be*, and verbs ending in *-ee*, e.g. *see* and *agree*.
- For verbs ending in consonant + one vowel + consonant, double the final consonant and add *-ing*, e.g. *running*, *swimming*. We don't double *x*, e.g. *boxing*, or *w*, e.g. *snowing*.

Focus on the example sentences and play audio **8.12** 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 **8B** on p.107 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. For **a**, get Sts to write the answers on the board or elicit how to spell each verb. For **b**, get Sts to read the full sentences.

ANSWERS

- a** 1 meeting 2 stopping 3 buying 4 going 5 crying
6 writing 7 running 8 cycling 9 getting 10 driving
11 sitting 12 using 13 putting 14 hearing 15 finishing

- b** 1 She likes cooking.
- 2 Do you like travelling?
- 3 I love shopping for presents.
- 4 They don't like watching TV.
- 5 Does your father like playing chess?
- 6 George doesn't like doing exercise.
- 7 My mother loves reading detective novels.
- 8 We don't like flying.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopyable activity.

3 PRONUNCIATION & SPEAKING /ʊ/, /uː/, and /ɪ/, sentence rhythm

Pronunciation notes

Remind Sts that the two dots in the symbol /uː/ mean that it's a long sound.

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

- The most common pronunciation of *oo* is the long sound /uː/, e.g. *food*, *school*, *soon*. However, *oo* is sometimes pronounced using the short /ʊ/, e.g. *good*, *book*, *look*.
- The letters *-ng* at the end of a word (and without an *e* after them) are always pronounced /ɪ/ in English, e.g. *thing*, *wrong*. However, *-nge* is usually pronounced /ndʒ/, e.g. *change*.

Sentence rhythm

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

- a** **8.13** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.13

See sounds and words in Student Book on p.51

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

Now repeat the same process for *boot* /uː/ and *singer* /ɪ/. 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 position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

- b** **8.14** Focus on 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 once the whole way through for Sts to read and listen at the same time. Make sure they understand it all.

8.14

See conversation in Student Book on p.51

Now play the audio again, pausing after each sentence or question for Sts to listen and repeat. Encourage them to copy the rhythm on the audio by stressing the words in **bold** more strongly and by saying the others more lightly and quickly.

Now get Sts to practise the conversation in pairs.

Then get them to swap roles.

- c Focus on the task. In the examples highlight the use of *What about you?* to return the question and the use of *Me too!* in the answer.

Tell Sts to go to **Vocabulary Bank Activities** on p.128.

You could demonstrate the activity by telling Sts whether you like / love or don't like / hate the first three or four activities.

Put Sts in pairs and give them a few minutes to talk about the rest of the activities. Monitor and make a note of any difficulties Sts are having.

Highlight any general mistakes on the board.

Get some feedback from various pairs.

Tell Sts to go back to the main lesson **8B**.

4 READING & WRITING

- a Focus on the instructions and the title of the posts. Make sure Sts understand the meaning of *alone*.

Give Sts time to read the posts and complete the activities. Point out that the first one (*cooking*) has been done for them.

- b  **8.15** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 eating 2 travelling 3 shopping 4 dancing 5 watching
6 running 7 going 8 driving 9 listening 10 singing

8.15

See posts in Student Book on p.51 and answer key

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

Finally, tell Sts to tick two people they agree with.

NB Some of the people like doing two different things, but Sts can tick the person even if they only like doing one of the things.

- c Put Sts in pairs and get them to compare who they ticked.
d Focus on the title of the posts again.

Tell Sts to write their own answer to the questions on a piece of paper, but not to put their name on it. Tell them that they can write unrelated answers if they like, e.g. *I like driving alone. I like going to concerts with friends.*

Monitor and help with vocabulary and spelling.

Collect the answers and shuffle them. Read out each answer in turn and then ask the class *Who do you think it is?* Elicit from the class the name of the student who wrote it.

EXTRA IDEA With a small class, you could number the answers and stick them on the wall for Sts to read and guess the name of the student who wrote each one. Then check answers to find out who guessed the most correctly.

5 LISTENING

- a  This video is about a group of people who love singing. We see them rehearse, and then individual members answer questions. Finally, we hear the first two verses from one of their performances.

Focus on the photograph and tell Sts that they're going to watch a video about a choir. Model and drill the pronunciation /'kwɔɪə/ and elicit that it means a group of people who sing together.

Focus on the task, and if necessary elicit / explain the meaning of *pop*, *folk*, and *jazz*.

Play the video. Check the answer and ask Sts' opinions about the song and the choir's singing.

ANSWER

b

Cultural notes

Scarborough Fair is an old English folk song. It dates from the early eighteenth century, and is about a man and a woman who used to be lovers. The song can have many verses, but only three are performed in this video. The singer tells somebody who is going to Scarborough to say hello to his old lover, and to give her a series of impossible tasks which she must perform if she wants to be with him again – making a shirt with no seams or stitching, and finding an acre of land between the sea and the beach. The implication is that they will never be together again. In some versions the woman also gives the man impossible tasks to perform.

Many artists have performed this song, most famously Simon and Garfunkel in 1966, whose version appeared on the soundtrack of the film *The Graduate* in the following year.



I = interviewer, F = Freddie, S = Steph, A = Alex, T = Tegan, N = Nell

I This is a choir. They're called the Oxford Gargoyles. A gargoyle is a type of statue. You see them on a lot of old buildings in Oxford and other cities.

Today the Oxford Gargoyles have a rehearsal. They have a new song to practise, an old English folk song called *Scarborough Fair*. Let's find out more about the choir and the people in it. How many people are in the choir?

F There are thirteen people in the choir.

I Are you all students?

S Yes, we're all students at Oxford University.

I What do you study?

S I study music.

A I study music.

T I study music.

N I study languages, specifically French and Italian.

I How often do you practise?

N We practise twice a week – on Wednesdays and Saturdays.

I How long do you practise for?

S Each rehearsal is three hours long.

I How often do you give concerts?

T We usually give concerts once a month.

I Where do you give concerts?

N We give concerts in lots of different locations. We give concerts in bars, and in theatres, and in churches.

I What kind of music do you like singing?

S I like singing lots of different types of music, especially jazz and opera.

I Do you think everybody can sing?

F I think everyone can sing because everyone can talk.
 T I think everybody can learn how to sing.
 A I think everyone apart from my dad can sing. Yes.
 I Why do you like singing?
 F I love music and I love being able to make music with my own body, my own voice, without needing any extra tools.
 N I enjoy singing a lot because I think it's a really fun thing to do, and it's also a very social activity, so you can do it with anyone, with any of your friends, and you can do it at any time, or in any place.
 S I like singing because I feel happy when I sing.
 I Do you prefer singing solo or with a group?
 T I definitely prefer singing in a group because I like singing with my friends and I think it's really fun to be able to sing together.
 A It's nice to sing solos, but it is more pressure as well.
 S I like both solo singing and choir singing.

b Give Sts time to read the twelve sentences.

Play the video again, encouraging Sts just to watch and not write. Pause at 01:20 and give them time to circle the correct options in 1–6. Play until the end, then get Sts to do 7–12 and compare with a partner. Check answers.

Finally, find out how many of the class like singing, and if any of them sing in a choir.

EXTRA CHALLENGE First put Sts in pairs and ask them to try to circle some of the correct options from memory. Then play the video again.

ANSWERS

1 Oxford 2 old 3 thirteen 4 university 5 music
 6 Saturdays 7 three 8 month 9 bars 10 jazz 11 father
 12 in a group

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

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

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub

Quick Test 8

File 8 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 play 2 pay 3 walk, ski 4 meet, go 5 go, swim
6 do, play
b 1 seventh 2 twelfth 3 twentieth 4 thirty-first 5 March
6 May 7 July 8 November
c 1 cooking 2 camping 3 travelling 4 flying 5 painting
6 running 7 swimming

d 8.16 For instructions on how to use this section, see p.42.

8.16

See words and phrases in Student Book on p.131–2

PRONUNCIATION

ANSWERS

a 1 /au/ owl 2 /θ/ thumb 3 /u:/ boot 4 /ŋ/ singer
5 /ʊ/ bull
c 1 thirtieth 2 January 3 July 4 seventeenth 5 single

CAN YOU understand this text?

ANSWERS

a 1 St George's Market
2 The *Titanic* museum
3 World-class golf
b Sts should tick: 2, 3, 5, and 7

CAN YOU understand these people?

ANSWERS

1 a 2 b 3 a 4 c 5 b



1 Spencer

I = interviewer, S = Spencer

I What do you usually do in the evening after school?

S Um, I usually go to sports practices, and finish homework, and have dinner and things.

2 Sahil

I = interviewer, S = Sahil

I What kind of films do you like?

S Normally action movies or comedy.

I Do you usually watch films at home or at the cinema?

S Depends. If it's a good action movie, I like to go out and watch.

3 Susan

I = interviewer, S = Susan

I When's your birthday?

S My birthday is the fifth of April.

I What do you usually do on your birthday?

S Go out for a meal with family and friends.

4 Nell

I = interviewer, N = Nell

I Do you drive to work?

N Yes, I do.

I Can you park near where you work?

N Yes, there's a car park at my office.

5 Richard

I = interviewer, R = Richard

I What do you like doing at the weekend?

R Er, I like cycling, walking, um, socializing, cooking.