

- G** present continuous
V common verb phrases 2: travelling
P sentence rhythm

Lesson plan

In this lesson, Sts learn a new verb form, the present continuous, used to talk about actions happening now. The lesson begins with a presentation of the new grammar through a phone call between a woman who is on a business trip and her husband at home. Then, in Pronunciation, Sts focus on sentence rhythm in present continuous sentences, and get further practice with a video activity. In Vocabulary, Sts learn common verb phrases related to travel, and then they listen to some short travel-related conversations. In Reading, Sts read and match messages sent between two people trying to meet at the cinema. The lesson ends with a communication activity in which Sts describe pictures to each other.

Video material

Pronunciation – sentence rhythm

More materials

For teachers

Photocopiables

Grammar present continuous p.159

Communicative Guess what I'm doing! p.198 (instructions p.173)

Vocabulary Common verb phrases 2: travelling p.230 (instructions p.213)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these phrases on the board:

- 1 *st* _____ in a hotel
- 2 *d* _____ your homework
- 3 *r* _____ a book
- 4 *w* _____ a film on TV
- 5 *m* _____ dinner

Then get Sts to complete the phrases with the correct verb. Check answers.

ANSWERS

1 stay 2 do 3 read 4 watch 5 make

Make sure Sts understand the meaning of all the phrases. Model and drill pronunciation.

1 GRAMMAR present continuous

- a** **9.1** Books open. Focus on the task and the picture, and elicit where everyone is (*Tony is in the kitchen, Carol is in her hotel room, the grandmother and daughter are in the living room, and the two sons are in the bedroom.*).

Play the audio once the whole way through for Sts to read and listen, and underline the three things that Tony says that aren't true.

Check answers.

ANSWERS

- 1 She's doing her homework.
- 2 They're reading.
- 3 I'm making dinner.

9.1

See conversation in Student Book on p.54

Deal with any vocabulary problems that arise.

- b** Focus on the instructions. Give Sts time to read all the highlighted verbs in the phone conversation and then circle the correct option in the rule.
Check the answer.

ANSWER

now

- c** Tell Sts to go to **Grammar Bank 9A** on p.108.

Grammar notes

Present continuous (*be + verb + -ing*)

Highlight that when we talk about activities we are doing right now, we use the present continuous, not the present simple, e.g. *I'm watching TV now*. NOT *I watch TV now*.

Other typical mistakes include: incorrect word order, e.g. *You're working now? What you are doing?*, or leaving out the verb *be*, e.g. *I working now*.

! You may want to point out to Sts that some verbs, e.g. *like, love, want*, and *need*, are not usually used in the present continuous. They are normally used in the present simple, e.g. *I like this music*. NOT *I'm liking this music*.

Spelling rules

Highlight that the spelling rules for the *-ing* form in the present continuous are the same as those Sts learned for activities, e.g. *camping, travelling*, in **8B** (see the **Grammar notes** in **8B** on p.101).

Focus on the example sentences and play audio **9.2** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

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

Now focus on the exercises for **9A** on p.109 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 'm driving 2 're doing 3 's working 4 's playing
 5 're studying 6 're swimming
b 1 're sitting 6 'm not reading, 'm watching
 2 isn't watching, 's sleeping 7 's talking
 3 are...doing, 'm shopping 8 Are...having, 're having
 4 'm going, 'm not working 9 's talking, 'm phoning
 5 Is...doing, 's playing 10 Are...getting

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

- d** **9.3** Explain to Sts that they are going to hear some sounds that represent things that Tony is doing. They have to use the present continuous to describe the actions. Play the audio for the sound effect for 1, then pause the audio and focus on the example.
- Now play each sound effect, and then pause the audio to give Sts time to write their answers.
- Get Sts to compare with a partner, then play the audio again, pausing after each sound effect, and elicit answers.

ANSWERS

- 2 He's watching (football on) TV.
- 3 He's drinking (Coke, a beer, etc.).
- 4 He's playing a video game.
- 5 He's having a shower.
- 6 He's going to bed.

9.3
(sound effects)

- e** Focus on the instructions and example. Get Sts to write the names of people in their family, or friends, and as they write the names, tell them to think about what the people are doing now. If they don't know, tell them to guess.

EXTRA SUPPORT Give Sts time to write their sentences.

Put Sts in pairs and get them to tell their partner about the people on their lists.

Get some feedback from various Sts and find out if any of the people are doing the same thing.

EXTRA IDEA Sts can do this by asking and answering questions with their partner. Model a conversation like this one and write it on the board for Sts to refer to:

A (looking at **B**'s list of names) *Who's Maria?*

B *She's my mother.*

A *What's she doing now?*

B *I think she's working.*

2 PRONUNCIATION sentence rhythm

Pronunciation notes

Remind Sts that words that carry important information are said more strongly than others, e.g. in '**What** are you **doing**?' '*I'm making dinner.*' (The underlined words are the ones which communicate the message.) To pronounce well, with a good rhythm, Sts need to stress these words more strongly and pronounce unstressed words less strongly. Obviously, the ability to do this will improve with time and is not something Sts can pick up immediately.

Being aware of the way important words are stressed in English will also help Sts with understanding English, as these are the words they need to listen out for when listening.

- a** **9.4** Focus on the conversation and remind Sts that the words in **bold** are stressed.
- Play the audio once the whole way through for Sts just to listen.

9.4

See conversation in Student Book on p.55

Now play it again, pausing after each question or sentence for Sts to listen and repeat.

- b** Put Sts in pairs and get them to practise the conversation in **1a**.

Make sure they swap roles. Monitor and help.

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

- c** This video has twelve clips and shows people doing things on repeat.

Focus on the photo and elicit what the girl is doing (*she's having breakfast / eating cereal*).

Play the video once for Sts to watch. Now tell Sts you're going to play it again and when you say a student's name, they have to very quickly say what the person is doing before the clip changes. Turn the sound down a bit and replay the video, calling out a different student's name at the beginning of each clip.

Pause the video when the final complete grid appears.

ANSWERS

- 1 She's having breakfast / eating cereal.
- 2 He's having a shower.
- 3 She's going to the gym.
- 4 They're having dinner.
- 5 They're doing housework.
- 6 They're watching TV.
- 7 She's listening to music.
- 8 He's reading a book.
- 9 She's eating an orange.
- 10 He's drinking coffee.
- 11 She's studying English / practising her English.
- 12 They're travelling.

- d** Focus on the instructions and the two speech bubbles with the questions.

Put Sts in pairs and use the video grid to get them to practise the questions and answers for each picture. Monitor and help Sts with sentence rhythm.

3 VOCABULARY & LISTENING common verb phrases 2: travelling

- a** Focus on the instructions and do this as a whole-class activity.

ANSWERS

- 1 staying 2 phoning

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

9.5 Focus on **2 Travelling**. Play the audio for Sts to listen and repeat the 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.

9.5

See Travelling in Student Book on p.126

Now focus on **Activation**. Get Sts to cover the verb phrases and look at the questions *What's she / he doing?* and *What are they doing?* Model and drill the questions 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.

EXTRA SUPPORT Before putting Sts in pairs to ask and answer about the photos, get them to cover the verb phrases, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary** photocopiable activity.

- c** **9.6** Focus on the instructions and sentences 1–4.
You could point out that in 1 and 2 the auxiliary is already there for Sts.
Play the audio once the whole way through for Sts just to listen.

9.6

(script in Student Book on p.90)

- 1 **A** Oh look! An Inter Milan football shirt. It's perfect for Johnny!
B Yes, good idea. Oh...it's very expensive.
A Football shirts are always expensive. OK. What can we get for Jessica?
B She likes football, too.
A Yes, but she never wears football shirts. What about this bag?
B I don't know. Does she like bags?
A She loves bags...
- 2 **A** Tom, do I need my swimming things?
B Yes, the hotel's near the beach. Can you see my phone charger?
A Yes, here it is. Do you want me to put it in the suitcase or in your bag?
B In my bag, please. Thanks.
- 3 **A** Good morning. How can I help you?
B Hello, I want a car for three days, please – for today, Tuesday, and Wednesday.
A No problem, what kind of car would you like?
B A small car is fine. It's just me.
A Is a Honda Jazz OK?
B Yes, great.
A Can I see your driving licence?
B Yes, here you are.
- 4 **A** Is that a number thirteen?
B Yes. I think it is. No, it's a twenty-three.
A Another twenty-three? I don't believe it! That's the third one. And no thirteen...
B Another one's coming now. Let's see. Yes. That's a thirteen.
A At last!

Now play it again, pausing after each conversation to give Sts time to write. Tell Sts they should use verb phrases they have just learned in the **Vocabulary Bank Common verb phrases 2: Travelling**.

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

ANSWERS

- 1 buying presents
- 2 packing (a suitcase)
- 3 is renting a car
- 4 are waiting for a bus

- d** Focus on sentences 1–4. Put Sts in pairs and give them time to think about what the correct words are, but tell them not to write them yet.

Play the audio again, pausing after each conversation to give Sts time to circle the answer.

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

ANSWERS

- 1 football shirt, bag
- 2 is
- 3 small, three
- 4 23, 13

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 READING

- a** Focus on the instructions and make sure Sts understand the situation. Tell Sts that Mike and Lina are friends who are going to the cinema, but they are not together now, so they are texting / messaging each other.

Make it clear that Mike's messages 1–5 are in the correct order and that Lina answers each one of the messages, so Sts should write the letter of Lina's responses next to Mike's messages. Give Sts time to read Mike's messages and then match them to Lina's answers.

Get Sts to compare with a partner.

- b** **9.7** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

- 1 B 2 D 3 C 4 A 5 E

9.7

See messages in Student Book on p.55

- c** Focus on the instructions and give Sts time to find the words or phrases for definitions 1–5.

Get Sts to compare with a partner.

- d** **9.8** Play the audio for Sts to listen and check.
Check answers.

9.8

- 1 outside
- 2 a lot of traffic
- 3 box office
- 4 to walk towards somebody

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

5 SPEAKING

Put Sts in pairs, **A** and **B**, and get them to sit face to face if possible. Tell them to go to **Communication The same or different?**, **A** on *p.80* and **B** on *p.84*.

Go over the instructions and make sure Sts understand what they have to do.

When they have finished, get them to describe some of the pictures.

ANSWERS

- 1 D (In A the woman is reading a book; in B she's reading a tablet.)
- 2 D (In A the man is packing his suitcase; in B he's carrying it.)
- 3 S
- 4 D (In A the boys are waiting for a bus; in B they're waiting for a train.)
- 5 D (In A the woman is wearing a sunhat and she isn't wearing sunglasses; in B she isn't wearing a sunhat, but she is wearing sunglasses.)
- 6 S
- 7 D (In A the couple are leaving the hotel; in B they're going into the hotel.)
- 8 D (In A the girl is buying a T-shirt; in B she's buying an umbrella.)

G present continuous or present simple?

V clothes

P /ɜː/, other vowel sounds

Lesson plan

This lesson helps Sts understand the difference between the present continuous and the present simple.

The context is the world of a private investigator. The lesson begins with a reading activity which contrasts the different aspects of the job of a private investigator, and examples from the text are used to present the grammar. In Vocabulary & Pronunciation, Sts learn some common items of clothing and practise the /ɜː/ sound, and the theme of the private investigator is carried on in the video practice. They then listen to a student who is doing work experience in a clothes shop. Finally, the new grammar and vocabulary are pulled together in a speaking activity where Sts talk about the clothes they are wearing at the moment and the clothes they wear in different seasons and for particular occasions.

Video material

Vocabulary – clothes

More materials

For teachers

Photocopiables

Grammar present continuous or present simple? p.160

Communicative A board game p.199 (instructions p.173)

Vocabulary Clothes p.231 (instructions p.213)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *A private investigator*, and elicit what it means (= a private detective who is not in the police, and also sometimes called *a private eye*). Model and drill pronunciation. Elicit from Sts different things that a private investigator does and write their ideas on the board, e.g. *follows / watches people, finds missing people, finds information*, etc. You could also pre-teach *client* (= the person a private investigator works for).

1 READING

a Books open. Focus on the title of the article and if you didn't do the lead-in, elicit or teach the meaning of *private investigator*. Then focus on the photos and elicit Sts' answers to the question. You could get a show of hands to see which photo is the most popular choice.

b **9.9** Focus on the article and the instructions.

Focus on the **Glossary** and go through it with the class. Model and drill pronunciation of the words. You might want to tell Sts that people who have *clients* are people who provide a service, for example a lawyer, a hairdresser, an accountant, etc. You could also point out the meaning of *check out* (= find out if something is correct in this

context. Sts may have come across the other meaning of *check out* = pay your bill and leave a hotel).

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

Give Sts time to check their answers to **a** and answer the question.

Check answers.

ANSWERS

The top photo shows a private investigator on a normal day.
b

9.9

See article in Student Book on p.56

c Focus on the instructions. Give Sts time to read sentences 1–8 and make sure they understand them.

Give Sts time to read the text again and mark 1–8 T (true) or F (false).

Get Sts to compare with a partner, and then check answers. Deal with any other new vocabulary in the article.

ANSWERS

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

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

ANSWERS

2 It's a long day, not just 9.00 to 6.00.

3 He usually meets new clients in person.

5 He's watching someone for his client.

6 He doesn't want the woman to see his face.

7 It's sometimes exciting working in the street, but waiting in a car is often boring.

d Focus on the question and elicit opinions from the class.

2 GRAMMAR present continuous or present simple?

a Focus on the instructions and the sentences.

Give Sts time to complete the sentences with the two verbs in either the present simple or the present continuous. Point out that the first one (*works*) has been done for them.

b **9.10** Play the audio for Sts to listen and check.

Check answers and elicit which verb form is used in each one.

ANSWERS

2 's working (present continuous)

3 wears (present simple)

4 's wearing (present continuous)

9.10

See sentences in Student Book on p.56 and answer key

c Focus on the instructions. Tell Sts to look at the completed sentences in **a** to help them.

Check answers.

ANSWERS

1 every day 2 today / now

EXTRA IDEA Get Sts to look at the completed sentences in **a** again and elicit why each verb form is used in the completed gaps.

ANSWERS

- 1 *works* (present simple because it's usual)
- 2 *'s working* (present continuous because it's just today, not usual)
- 3 *wears* (present simple because it's usual)
- 4 *'s wearing* (present continuous because it's just today, not usual)

d Tell Sts to go to **Grammar Bank 9B** on p.108.

Grammar notes

It is important to make clear that there is a definite distinction in the use of the two present forms in English, which may (or may not) exist in your Sts' own language(s). In English, you have to use the present continuous (not the present simple) to talk about things which are happening at the moment of speaking, e.g. *Hello! What are you doing?* NOT *Hello! What do you do?*

You have to use the present simple (not the present continuous) for habitual actions, e.g. *I get up at 8.00 every day.* NOT *I'm getting up at 8.00 every day.*

If you know your Sts' L1, you might want to make some comparisons.

NB The use of the present continuous with a future meaning is taught in *English File* Pre-intermediate.

Focus on the example sentences and play audio  **9.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **9B** on p.109 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules in **Grammar Bank 8B** if they are not sure how to spell the *-ing* forms.

Check answers, getting Sts to read out the full sentences.

ANSWERS

- a**
- 1 I'm working
 - 2 Are you doing, I'm playing
 - 3 She works
 - 4 We're staying
 - 5 are you driving, I'm not driving, I'm having
 - 6 rains
 - 7 have, I'm having
- b**
- 1 's raining
 - 2 have
 - 3 're skiing
 - 4 Are... watching, 'm doing
 - 5 get up, have
 - 6 is travelling
 - 7 do... go
 - 8 's wearing
 - 9 are... going, go

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopyable activity.

3 VOCABULARY & PRONUNCIATION

 clothes; /ɜː/, other vowel sounds

a Focus on the instructions and give Sts time to match the words and pictures.

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

ANSWERS

- 1 a shirt 2 a suit 3 trousers 4 a jacket

b Tell Sts to go to **Vocabulary Bank Clothes** on p.129.

Vocabulary notes

Some clothes words only exist in the plural, e.g. *jeans*, *shorts*, and *trousers*. These words cannot be used with *a*, e.g. NOT *a trousers*. Other words for clothes, e.g. *socks* and *shoes*, are usually plural, but can be used in the singular.

 **9.12** 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.

9.12

See Clothes in Student Book on p.129

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

For **Activation**, put Sts in pairs and get them to ask and answer questions about their classmates' clothing. Monitor and help, correcting pronunciation where necessary.

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Vocabulary** photocopyable activity.

Pronunciation notes

Remind Sts that the two dots in /ɜː/ mean that this sound is long.

Point out that this sound is a longer version of the /ə/ sound that Sts focused on in **4A**.

er, *ir*, and *ur* are usually pronounced /ɜː/, e.g. *verb*, *first*, *nurse*.

or is usually pronounced /ɜː/ after the letter *w* – the most common examples are *work*, *word*, and *world*. However, note that *or* after other letters is usually pronounced /ɔː/, e.g. *forty*, *airport*.

You could also remind Sts that when *er* and *or* are unstressed, e.g. at the end of many job words, they are pronounced /ə/ (the schwa), e.g. *waiter*, *doctor*.

c  **9.13** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

9.13

See sound and words in Student Book on p.57

Focus on the sound picture *bird*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *bird*. Remind Sts that the

pink letters are the /ɜ:/ 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*.

- d** Focus on the six sound pictures and elicit the sounds:
egg /e/, *boot* /u:/, *cat* /æ/, etc.
 Give Sts time to put the clothes words in the list in the correct column.
 Get Sts to compare with a partner.
- e** **9.14** Play the audio for Sts to listen and check.
 Check answers.

9.14

egg /e/ dress, sweater
boot /u:/ shoes, suit
cat /æ/ cap, hat, jacket
phone /əʊ/ coat
owl /aʊ/ trousers
tree /i:/ jeans

Now play the audio again, pausing after each group of words for Sts to listen and repeat.
 Put Sts in pairs and get them to practise saying the words.

f Focus on the sentences. Put Sts in pairs and get them to practise saying them.

EXTRA SUPPORT Before putting Sts in pairs to practise saying the sentences, model and drill them.

- g** This video is designed as if a private investigator is taking photos of eight people he's watching. The final photo of each person freezes, and the letters *a* and *b* appear on the clothes. Then Sts make a sentence *He's / She's wearing a (a) and a (b)*, also using the colours of the clothes items.
 Focus on the photo and elicit *She's wearing an orange coat and blue jeans* and write it on the board.
 Put Sts in pairs. Play the video. Pause after the final photo of person 2 and get Sts in pairs to write the sentence. Continue with the other six people.
 Finally, play the video again, and for each person elicit the sentence and write it on the board. Each pair that gets the sentence completely right (articles, spelling, word order, etc.) gets two points, if they have one mistake they get one point, and more than one mistake they get no points.
 Get feedback to find out which pair has the most points.

ANSWERS

- 1 She's wearing an orange coat and blue jeans.
- 2 She's wearing a pink skirt and a brown jacket.
- 3 He's wearing a grey suit and black shoes.
- 4 He's wearing a red T-shirt and blue shorts.
- 5 She's wearing a white shirt and green trousers.
- 6 She's wearing a red cap and pink trainers.
- 7 She's wearing a yellow coat / jacket and a grey sweater.
- 8 She's wearing a black dress and a black hat.

4 LISTENING & SPEAKING

- a** Focus on the instructions. You could tell Sts in their L1 that the expression *work experience* is widely used to mean work for young people – often students – who want to experience a professional working environment. Most students in the UK do work experience for one or two weeks in a year and do not get paid.
 Do the question as a whole-class activity.
- b** **9.15** Focus on the instructions and make sure Sts understand the task.
 Play the audio once the whole way through for Sts to listen and answer the question.
 Check the answer.

ANSWER

She is positive.

9.15

(script in Student Book on p.90)

I = interviewer, S = Sandra

- I** Hi, Sandra. Tell us a bit about your experience. Where are you working?
S I'm working in a clothes shop called FatFace.
I What kind of clothes does FatFace have?
S Er, well, clothes for men and women, informal clothes, trousers, T-shirts, sweaters – things like that.
I What do you do every day?
S Well, er, I help the customers to find the clothes that they're looking for. It's a big shop and it has a lot of things. People sometimes can't see the things that they want.
I Do you like working there?
S Yes, I love it. The people are really nice to me. I'm making a lot of new friends.
I Is there anything you don't like?
S Well, we can't sit down: we're standing up all the time. So that's quite hard.
I But in general, you're happy?
S Oh yes. And when my two weeks finish, they say I can work here on Saturdays! That's great for me. I really like working in a clothes shop.
I What do you wear at work?
S We wear clothes from the shop.
I Are the clothes that you're wearing today from FatFace?
S Yes, they are!

- c** Focus on the instructions and questions 1–6. Give Sts time to read them.
 Now play the audio again for Sts to listen and answer the questions. Play again as necessary.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Clothes for men and women, informal clothes, trousers, T-shirts, sweaters
- 2 She helps the customers to find the clothes that they're looking for.
- 3 The people are really nice to her. She's making a lot of new friends.
- 4 They can't sit down.
- 5 She can work there on Saturdays.
- 6 From the shop / FatFace.

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.

d Go through questions 1–3 with the class, checking Sts understand the lexis, e.g. *summer*.

Put Sts in pairs and get them to discuss the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Do a quick review of colours by pointing to various items around the class and asking *What colour is it?*

EXTRA SUPPORT Answer some of the questions yourself before putting Sts in pairs.

Would you like to come?

Practical English inviting and offering
Pronunciation sentence rhythm

Lesson plan

In this lesson, Sts learn to make invitations and offers using *Would you like...?*, and to accept or decline these politely. These skills are presented in the context of a video in which Rob invites a friend to a football match, and once there, offers to buy food and a drink. In Pronunciation, Sts practise making invitations and offers using *Would you like...?*, with a focus on sentence rhythm. Continuing the theme of invitations, Sts then watch another video where Jenny meets her ex-boyfriend in the street and has a coffee with him. In Speaking & Writing, Sts practise inviting each other to a party, as well as accepting and declining an invitation – they do this first orally and then in writing.

Video material

Practical English Episode 5

More materials

For teachers

Photocopiables

Communicative *Would you like to...?* p.200 (instructions p.173)

Oxford English Hub

Quick Test 9

File 9 Test

For students

Workbook Practical English 5

OPTIONAL LEAD-IN (BOOKS CLOSED) Say you have two tickets for something that you think many of your Sts would like to do (e.g. a football match or a concert involving a well-known singer or group).

Invite individual Sts using *Would you like to come with me to (a Taylor Swift concert) on Saturday?* and teach the answers *I'd love to. Thanks. / I'm sorry, I can't. I'm busy on Saturday.* Write these on the board, and model and drill pronunciation. Finally, when you have invited several people, write the question on the board, and model and drill pronunciation.

1 INVITING AND OFFERING

a  This video has two scenes. First, in the office, Rob invites his colleague Alan to a football match and they arrange to meet there. Later, at half time at the match, Rob suggests getting something to eat and drink.

Books open. Focus on the task and get Sts to cover the conversations and focus on the photos.

Play the video, *Inviting and offering*, once the whole way through for Sts to watch and listen and number the photos.

Check answers.

ANSWERS

A 2 B 1 C 3



R = Rob, A = Alan, B = barman

R Hey, Alan. Would you like to come to the match with me on Sunday? It's Norwich against Chelsea, and I have two tickets.

A Wow! What time's the match?

R It's at four o'clock.

A Yeah, I'd love to. Thanks.

R Would you like to meet for lunch first?

A Sorry, I can't. It's my mum's birthday, and I need to have lunch with her. But I can meet you there.

R Great. Let's meet at half past three at the entrance to the Tube station.

A Fine. See you there.

A They are playing really badly. I hope the second half is better.

R Me too. I know they can win. Would you like a burger?

A No, thanks. I'm not very hungry.

R How about a coffee?

A Yeah, great.

R Um, a burger and a water, please.

A And I'd like a coffee.

B Milk and sugar?

A Yes, please.

b Get Sts to uncover the conversations. Point out the **Glossary** and go through it with the class.

Tell Sts to read the conversations and think about what the missing words might be.

Now play the video again for Sts to watch and listen and complete the gaps. Pause after each conversation to give Sts time to write.

Check answers.

ANSWERS

1 match 2 Sunday 3 4.00 4 lunch 5 birthday 6 3.30
7 know 8 burger 9 hungry 10 coffee 11 water 12 milk

Go through the conversations line by line and focus on any new or unfamiliar expressions, e.g. *It's Norwich against Chelsea*, etc. You may want to point out that the *w* is silent in *Norwich*.

Remind Sts of the use of *Wow!* to express surprise or happiness.

Point out to Sts that native speakers often use *yeah* instead of *yes*, e.g. when Alan accepts the invitation, he says *Yeah, I'd love to*.

c Focus on the question and do it as a whole-class activity.

ANSWER

Would you like...? means *Do you want...?* and *I'd like...* means *I want...*, but both are more polite.

Now focus on the **Would you like...?** box and go through it with the class.

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.

2 PRONUNCIATION sentence rhythm

Pronunciation notes

Good sentence rhythm depends on stressing the important words in a sentence and linking some words together. Here Sts get intensive practice of asking *Would you like...?* questions with good rhythm.

- a  **9.16** Focus on the two questions and tell Sts that they are going to 'build' them bit by bit.

Play the audio once the whole way through for Sts just to listen. Remind Sts that the words in **bold** are stressed more strongly.

9.16

See words in Student Book on p.59

Now play the audio again, pausing at the end of each line for Sts to listen and repeat. Check that Sts are linking *would* and *you*. If Sts are having problems, model the words yourself for them to repeat.

- b Focus on the instructions and speech bubbles. Elicit the eight questions from the class. Then model and drill them. Now ask one of the questions with *Would you like a...?* to elicit the two possible answers *Yes, please. / No, thank you*. Then ask one of the questions with *Would you like to go to a...?* to elicit the two possible answers *Yes, I'd love to. / Sorry, I can't*.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to ask about the first photos in each group. Sts then take turns asking each other about the things in the photos and responding. Monitor and help.

Get some pairs to perform for the class.

- c Put Sts in pairs and get them to practise the conversations in **1b**. The person playing Rob should read the barman's line, too.

Make sure they swap roles.

You could get a pair to perform the conversations for the class.

EXTRA PRACTICE OPTION Use the **Practical English 5 Communicative** photocopiable activity.

3 MEETING AN OLD FRIEND

- a  In this video Jenny meets an old boyfriend in the street, and he persuades her to have a coffee with him. Focus on the instructions and question, and make sure Sts understand *ex-boyfriend*.

Play the video, *Meeting an old friend*, once the whole way through for Sts to watch and answer the question. Play again as necessary.

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

ANSWERS

He invites her to have a coffee.
He invites her to a Picasso exhibition.
He invites her to have dinner or see a show.



S = Steve, J = Jenny

S Hi, Jenny. What a surprise!

J Hi, Steve.

S How are you? You're looking great.

J Thanks. I'm well. How about you?

S I'm OK. Hey, it's starting to rain. Would you like a coffee?

J Oh, thanks, Steve, but I have a meeting in an hour.

S Oh, come on, Jenny. I'd like to talk to you.

J OK. A quick coffee.

S Jenny, I'd like to ask you something.

J Yes?

S There's an exhibition of Picasso at the MOMA next week. I know you love Picasso. Would you like to come with me?

J Listen, Steve. I'm really busy at work at the moment. Next week isn't a good week for me.

S Sure. No problem. Maybe we can meet one evening – when you have more time – and have dinner or see a show?

J Listen, Steve. I don't think it's a good idea. But thanks. Oh, look at the time! I need to go. Let's ask for the check.

- b Focus on the instructions and give Sts time to read sentences 1–5. Make sure they understand all the lexis in the options.

Play the video again for Sts to watch and listen and circle the correct answer.

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

ANSWERS

1 well 2 starting to rain 3 an hour 4 can't 5 isn't

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.

4 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.59

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**. When they have finished, get a few pairs to act out their conversation for the class.

5 SPEAKING & WRITING an email

- a  **9.17** Focus on the instructions. Before playing the audio, you might want to check Sts know the meaning of *busy*. Model and drill its pronunciation.

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



9.17

See conversations in Student Book on p.59

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

Then put Sts in pairs and get them to practise the conversations. Make sure they swap roles.

- b** Focus on the instructions. Highlight that Sts should use the conversation in **5a** as a model to role-play a conversation using their own ideas.

Put Sts in pairs, **A** and **B**, and get them to role-play their own conversations. Monitor and help as needed.

Make sure they swap roles.

- c** Tell Sts they need to invite their classmates to their party. When they accept an invitation, tell them to make sure they make a note of whose party they are going to and when, so they don't accept two invitations on the same day.

Now get Sts to stand up and move around the classroom, inviting as many people as possible to their party.

Monitor and help as needed.

Ask a few Sts when their party is and how many people are coming.

- d** Ask Sts to go to **Writing Bank An email** on p.87.

Focus on **a** and get Sts to read the email and answer the question.

Check the answer.

ANSWER

Lucy invites Kate to (have) dinner on Thursday.

Now focus on **b** and get Sts to read Kate's email and choose the correct phrases.

Check answers.

ANSWERS

I'm sorry, but I can't come

Maybe see you at the weekend?

Focus on the **Emails** box in **c** and go through it with the class.

Focus on the instructions for **d** and put Sts in pairs. Highlight that the invitations have to include the day and time.

Sts write their emails inviting their partner. Monitor and help as needed. Make sure Sts are including all of the information.

Now focus on **e** and get Sts to exchange their invitation with their partner. When Sts have read the invitation, they should write a reply, accepting or declining the invitation. Now focus on **f** and get Sts to give their reply to their partner.

Get some feedback from various pairs and find out what kind of invitations Sts made (i.e. to the cinema, to a party, for coffee, etc.) and what kind of excuses they used if they declined.