

- G** verb *be* [+], subject pronouns: *I, you*, etc.
V days of the week, numbers 0–20
P vowel sounds (/ɪ/, /i:/, /æ/, /e/, /eɪ/, /aɪ/), word stress

Lesson plan

The context of this first lesson is a salsa class where several people meet and introduce themselves. The lesson starts with the drama, and Sts practise basic greetings, asking names, etc. They then focus on the grammar of the verb *be* in positive sentences and on subject pronouns. In Pronunciation, Sts are introduced to word stress and the *English File* system of teaching the sounds of English. Here they begin by focusing on six vowel sounds. There is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity, which pulls together the various strands of the lesson.

There is an Entry Test on *Oxford English Hub* which you can give Sts before starting the course.

Video material

Listening – *A salsa class*
 Pronunciation – vowel sounds

More materials

For teachers

Photocopiables

Grammar verb *be* [+], subject pronouns: *I, you*, etc. p.178
Vocabulary Days of the week / Numbers 0–20 p.267 (instructions p.263)
Communicative You say, you answer p.224 (instructions p.214)

Oxford English Hub

Entry test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Pre-teach conversation 2 in **b** by introducing yourself. Say *Hi / Hello, I'm (...)*, and ask three or four Sts *What's your name?* When they answer, pretend sometimes not to have heard them properly, and say *Sorry?* and put your hand to your ear.

1 LISTENING & SPEAKING recognizing names

- a** In this video Sts see six scenes in a salsa class where three characters, Dan, Jasmine, and Ed meet. Books open. Focus on the photos of the people (1–4). Then tell Sts to watch the video *A salsa class* and match the four people to the names. Play the video. Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

1 Dan 2 Jasmine 3 Laura 4 Ed



See conversations in Student Book on p.8

- b** Play the video again all the way through. Then ask Sts to read the conversations and match them to photos A–F. Play it again if necessary. Check answers.

ANSWERS

1 D 2 A 3 F 4 C 5 E 6 B

Finally, go through each line of the conversations, eliciting / explaining the meaning of any words / phrases that Sts don't understand.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c** **1.2** Explain that in English some words are said more strongly than others, e.g. in *Nice to meet you*, *Nice* and *meet* are pronounced more strongly than *to* and *you*. Model and drill the phrase, and encourage Sts to try to copy the rhythm.

Play the audio for Sts to listen and repeat the conversations. Encourage them to try to copy the rhythm of the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.



1.2

Same as video script in Student Book on p.8, with repeat pauses

EXTRA IDEA Put Sts in groups of three, and tell them to take roles (Jasmine, Dan, and Ed). Tell them to focus on the photos and explain that they are going to act out conversations 2, 3, 4, and 5. First, they should practise by reading the conversations aloud, then they should try to act them out. If there's time, get Sts to swap roles.

- d** Focus on the exercise and the example. Explain that *Hello* and *Hi* mean the same, but *Hi* is more informal. Get Sts, in pairs, to complete the gaps with words from the list. Check answers and highlight that the words / phrases on the right are more informal than those on the left.

ANSWERS

2 I'm... 3 Good 4 Thanks 5 Bye

- e** Focus on the example sentences in the speech bubble. Get Sts to introduce themselves to the class.

2 GRAMMAR verb *be* [+], subject pronouns

- a** Focus on the instructions and on the first sentence, *I am Laura*. Then read the second sentence, *I'm Laura*, and explain that *I'm* is the contraction of the two words *I* and *am*. Tell Sts that when people speak, they normally use contractions. Give Sts a minute to complete the other four gaps, looking back at the conversations if necessary, and check answers.

ANSWERS

2 'm 3 's 4 're 5 's

- b Tell Sts to go to **Grammar Bank 1A** on p.132. Explain that all the grammar rules and exercises are in this section of the book.

Grammar notes

Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.

Highlight also that in English there is only one form of *you*, which is used for singular and plural, and for formal or informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

In English, there are masculine and feminine pronouns, which can be difficult for people who identify as neither gender (known as *non-binary*), or both. In recent years, there has been a push to add more gender-neutral pronouns into the English language. The most common gender-neutral pronoun is the singular *they / them / theirs*. For example, you can say 'I called an electrician to fix the light. They're coming at 2 p.m.'

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level, it is unrealistic to expect Sts to fully understand grammar rules in English.

Focus on the example sentences and play audio  **1.3** for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially *You're* /jʊə/ (or /jɜ:/, which is very common now), *We're* /wɪə/, and *They're* /ðeə/. Then go through the rules with the class.

Now focus on the exercises for **1A** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 are 2 is 3 are 4 is 5 am 6 is 7 are 8 is 9 is 10 am
b 1 It's Friday. 2 They're at school. 3 I'm very well.
4 You're in my class.
c 1 He's 2 We're 3 She's 4 It's 5 They're

Tell Sts to go back to the main lesson **1A**.

EXTRA PRACTICE OPTION Use the **1A Grammar photocopiable activity**.

- c  **1.4** Play the audio and get Sts to listen and repeat the pronouns and contractions.

1.4

- | | |
|---------------|-----------------|
| 1 I, I'm | 5 it, it's |
| 2 you, you're | 6 we, we're |
| 3 he, he's | 7 they, they're |
| 4 she, she's | |

EXTRA SUPPORT Write the words on the board so that Sts know what they are saying.

- d  **1.5** Focus on the example and tell Sts they're going to hear a full form of the verb and that they must say the contracted form.
Play the audio, pausing after each phrase, and elicit a response from the whole class.

1.5

- 1 I am (*ping*) I'm
- 2 you are (*ping*) you're
- 3 he is (*ping*) he's
- 4 she is (*ping*) she's
- 5 it is (*ping*) it's
- 6 we are (*ping*) we're
- 7 they are (*ping*) they're

Now repeat the activity with individual Sts.

- e Point to a male student whose name you remember and say *He's (Antonio)*. Then point to a female student and elicit *She's (Maria)*.

Put Sts in pairs, and ask them to continue naming other Sts, using *He's / She's*.

3 PRONUNCIATION vowel sounds, word stress

Pronunciation notes

It is important to point out to Sts that with vowels (*a, e, i, o, u*), there is no one-to-one relation between a letter and a sound, e.g. the letter *e* can be pronounced in more than one way, e.g. *he, yes, and they*. However, reassure Sts that there are common combinations of letters which are usually pronounced the same way and these will be pointed out to them as the course progresses.

- a  Focus on the **Vowel sounds** box and go through it with the class. Tell Sts that English has 20 vowel sounds, and that the *English File* pronunciation system has an example word to help them remember each sound. Learning the sounds will help them to pronounce words more clearly and confidently.

Focus on the six sound pictures (*fish, tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how words are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

Tell Sts that the two dots in the symbol /i:/ mean that it's a long sound.

Now focus on the example words in the column under each sound picture, e.g. *it, this, in*. Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g. say *fish, it, this, in; tree, he, we, meet*, etc.

Play the first section of the video. Get Sts to watch and repeat the picture word (*fish*), then the sound (/ɪ/) and watch the mouth position, and finally repeat each of the three example words (*it, this, in*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat after each sound and word. Play again if necessary.



See sounds and words in Student Book on p.9

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA IDEA Get Sts to close their book. Dictate some of the words in the chart in random order for them to write down.

b **1.6** Focus on the **Word stress** box and go through it with the class. Elicit / Explain the meaning of *syllables* (= units into which a word is divided).

Now focus on the words. These are words that many Sts will probably already know, and some are 'international', e.g. *hotel*, *internet*. Write *airport* on the board. Elicit / Teach that it has two syllables. Then explain that all words of two or more syllables have one which is stressed (pronounced more strongly than the other(s)). Then say *airport* both ways (*airport* and *airport*) and ask Sts which way they think is correct (*airport*). Underline *air* on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it isn't where they would expect it.

! Warn Sts that even if the same or a similar word exists in their language, the stress may be on a different syllable.

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

Now play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers.

1.6

airport computer email hotel internet museum pasta
pizza salad sandwich university website

Now get Sts to practise saying the words, individually or in pairs.

EXTRA IDEA If Sts have got dictionaries with them, for example on their phones, get them to look up a word, e.g. *airport*, and show them that stress is marked in dictionaries with a stress mark before the stressed syllable, e.g. /'eəpɔ:t/. If not, copy a dictionary entry onto the board, or use an online dictionary entry if you have an interactive board.

c Get Sts to copy the chart and write the words from **b** under the correct heading. Point out that the first one (*airport*) has been done for them.

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

ANSWERS

Food	Technology	Places
pasta	computer	airport
pizza	email	hotel
salad	internet	museum
sandwich	website	university

d Write the three categories on the board. Then give Sts one minute to try to add more English words to each column. Write their answers on the board. Underline the stressed syllable, and model and drill the correct pronunciation.

EXTRA SUPPORT After one minute, put Sts in pairs to compare their answers.

4 VOCABULARY days of the week, numbers 0–20

a **1.7** Focus on the photo and elicit that the two people are Ed and Jasmine.

Play the audio for Sts to complete the gaps.

Check answers.

1.7

Ed See you on Saturday. Bye.

Jasmine Goodbye, Ed.

b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156 and get them to do **Parts 1** and **2**. Explain that these pages (**Vocabulary Banks**) are their vocabulary section where they will first do the exercises, and will then have the pages for reference to help them learn and remember the words.

Focus on **1 Days of the week** and get Sts to do **a** individually or in pairs.

1.8 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.8

Days and numbers, 1 Days of the week

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Now either use the audio to drill the pronunciation of the days, or model and drill them yourself. Ask Sts where the stress is (always on the first syllable). Give further practice of any words your Sts find difficult to pronounce. Sts may have problems with *Tuesday* /'tju:zdeɪ/, *Wednesday* /'wenzdeɪ/, and *Thursday* /'θɜ:zdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowel sounds in *Tuesday* and *Thursday*.

1.9 Now focus on the instructions for **c**, and play the audio for Sts just to listen.

1.9

See phrases in Student Book on p.156

Highlight the stressed syllables (*weekend*, *weekday*, *today*, etc.). Elicit / Explain the meaning of any words Sts don't know.

Now either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Then focus on **Activation**. Get Sts to cover the days of the week with a piece of paper and say them in order. Now ask them *What day is it today? And tomorrow?*

Finally, focus on the **Capital letters** box and go through it with the class.

Now focus on **2 Numbers 0–20** and get Sts to do **a** individually or in pairs.

Vocabulary notes

Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

1.10 Now do **b**. Play the audio for Sts to listen and check. Check answers.

ANSWERS

5 five 7 seven 11 eleven 12 twelve 15 fifteen
18 eighteen 20 twenty

1.10

2 Numbers 0–20

zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Explain / Elicit that numbers 13–19 are stressed on the second syllable.

Give further practice of any numbers your Sts find difficult to pronounce.

! When we count in a list, 1, 2, 3, 4, etc., we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g. *Room 13*, they are stressed on the second syllable. We recommend that you teach this pronunciation, as it is important for Sts to later distinguish between, e.g. 13 (*thirteen*) and 30 (*thirty*).

EXTRA SUPPORT Most Sts will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0 to 20. Then do the same counting backwards, starting from 20.

Now focus on **Activation**. Get Sts to cover the words with a piece of paper, leaving the numbers visible.

Finally, focus on the **Phone numbers** box and go through it with the class. Highlight that 0 is usually pronounced /əʊ/ in telephone numbers, although *zero* can also be used.

Tell Sts to go back to the main lesson **1A**.

EXTRA PRACTICE OPTION Use the **1A Vocabulary** photocopiable activity.

EXTRA IDEA Dictate a dozen numbers between 0 and 20. Make sure you write them down on a piece of paper. Then check answers, by eliciting the numbers and writing them on the board.

c **1.11** Focus on the example and tell Sts they will hear two words (days of the week or numbers), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class.

1.11

Monday, Tuesday, (*ping*) Wednesday
eighteen, nineteen, (*ping*) twenty
Tuesday, Wednesday, (*ping*) Thursday
eight, nine, (*ping*) ten
thirteen, fourteen, (*ping*) fifteen
Friday, Saturday, (*ping*) Sunday
Sunday, Monday, (*ping*) Tuesday
ten, eleven, (*ping*) twelve
sixteen, seventeen, (*ping*) eighteen

Now repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Model and drill the question *What's your phone number?* Get Sts to ask three Sts sitting near them. They should write down the phone numbers so that they can check them.

! Tell Sts they can invent their phone numbers if they prefer. Get feedback from the class.

5 LISTENING & SPEAKING

recognizing places and numbers

a **1.12** Focus on the six places (*airport, sandwich bar, etc.*) and make sure Sts understand them. Tell Sts they're going to listen to six short conversations. The first time they listen, they should just try to understand where the conversation is taking place and write a number 2–6 in the boxes. Point out that the first one (*sandwich bar*) has been done for them.

! Make sure Sts write 2–6 in the boxes before the words *airport, sandwich bar, etc.*, and not in the spaces, e.g. after *Gate number*.

Play the audio once for Sts to identify the place. Play again if necessary, and then check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

2 language school 3 airport 4 taxi 5 hotel 6 museum

1.12

(script in Student Book on p.127)

- 1 A A cheese and tomato sandwich, please.
B That's five pounds twenty.
- 2 A So, Anna, your classes are on Tuesday and Thursday mornings.
B Qué? Sorry?
A Your classes are on Tuesday and Thursday mornings.
- 3 The British Airways flight to Rome is now boarding at Gate number nine.
- 4 A Where to, madam?
B Manchester Road, please. Number sixteen.
- 5 A Here's your key, sir. Room twelve.
B Thank you.
- 6 A Here we are.
B Oh no! It's closed.
A Look, it says, 'Closed on Monday'.

b Focus on the words on the right in **a**. Elicit / Explain the meaning of *Gate*, etc. Now tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation.

Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the gaps.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

ANSWERS

- | | |
|-------------------|--|
| 1 sandwich bar | 5 pounds 20 |
| 2 language school | Classes on Tuesday and Thursday mornings |
| 3 airport | Gate number 9 |
| 4 taxi | 16 Manchester Road |
| 5 hotel | Room 12 |
| 6 museum | Closed on Monday |

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **1.13** Focus on the examples and tell Sts they're going to hear a sentence and they must respond to it.

Play the audio, pausing after each sentence to elicit a response from the whole class.

 1.13

- 1 Hello. Nice to meet you. (*ping*)
 - 2 What day is it today? (*ping*)
 - 3 Hi. What's your name? (*ping*)
 - 4 What's your phone number? (*ping*)
 - 5 Bye. See you on Monday. (*ping*)
 - 6 Have a nice weekend. (*ping*)
 - 7 Hi. This is Anna. (*ping*)
 - 8 Hello. How are you? (*ping*)
-

Now repeat the activity, eliciting responses from individual Sts.

- d** Tell Sts to imagine that they're at a party where they don't know anyone. If possible, get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage them to shake hands, or use a locally appropriate gesture, and say *Sorry?* if they don't hear the other student's name.

G verb *be* □ and ?

V countries, numbers 21–100

P /ə/, consonant sounds /tʃ/, /f/, /dʒ/, word stress

Lesson plan

The context of this lesson is sporting events, a time when fans from many countries gather together. Sts complete their study of the verb *be* and learn how to say where they and other people are from. They start the lesson by learning vocabulary for countries and nationalities, and this language is then practised in a world quiz. Next, Pronunciation covers the schwa /ə/, a sound which occurs in many English words, and three consonant sounds, which are difficult for many nationalities. The Grammar section, *be* in negative sentences and questions, is then presented through three interviews between a journalist and sports fans from different countries. Sts then practise asking where people are from. There is then a second Vocabulary section where Sts learn numbers 21–100, and a Pronunciation and Listening section which focuses on word stress in numbers, and practises numbers through listening and playing *Bingo*.

Video material

Vocabulary – countries

Pronunciation – /ə/

Pronunciation – /tʃ/, /f/, /dʒ/

Vocabulary – numbers 21–100

More materials

For teachers

Photocopiables

Grammar verb *be* □ and ? p.179

Vocabulary The world p.268 (instructions p.263)

Communicative Nationalities bingo p.225 (instructions p.214)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *continent* on the board and elicit / teach its meaning. Ask Sts how many continents there are (*seven*) and if they can name them (from largest to smallest: *Asia, Africa, North America, South America, Antarctica, Europe, Australasia*). Answers to this question might differ as some people say there are five continents (counting North and South America as one); some also might not include *Antarctica*.

1 VOCABULARY countries

a 🎧 Books open. Focus on the title of the lesson and check Sts understand the meaning of *world*. Model and drill its pronunciation.

Now focus on the six countries and make sure Sts know what they are.

Tell Sts that they are going to watch six short clips of football fans from these countries and they must write a number 1–6 in the boxes.

Play the video once for Sts to watch and complete the task. Get them to compare with a partner, and then check answers.

ANSWERS

1 Brazil 2 Spain 3 Mexico 4 Egypt 5 France 6 Italy

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

b Tell Sts to go to **Vocabulary Bank Countries** on p.157.

Focus on **1 Continents** and get Sts to do **a** individually or in pairs.

🎧 **1.14** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🎧 1.14

Countries, 1 Continents

5 Africa, African

7 Antarctica, Antarctic

3 Asia, Asian

2 Europe, European

1 North America, North American

6 Australasia, Australasian

4 South America, South American

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **c**. Get Sts to cover the words with a piece of paper, leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on the compass points, and model and drill the pronunciation: *north* /nɔːθ/, *east* /iːst/, *south* /sauθ/, *west* /west/.

Focus on **2 Countries and nationalities** and get Sts to do **a** individually or in pairs.

Vocabulary notes

The nationality word is normally the same as the word for the language of the country, e.g. in *Italy* the language is *Italian*, in *Hungary* the language is *Hungarian*. However, some countries are different, for example in *Brazil* the language is *Portuguese*, and in some countries like *Switzerland* there are several official languages (*German, French, Italian, and Romansch*).

Countries sometimes change their names, e.g. *Türkiye* used to be called *Turkey*. If Sts have heard the old form, explain that it is now out of date. Occasionally two forms of a country name are acceptable, e.g. *The Czech Republic* can also be referred to as *Czechia*.

🎧 **1.15** Play the audio for Sts to listen and check. Check answers.

1.15

2 Countries and nationalities

- 3 England, English
- 6 Ireland, Irish
- 2 Poland, Polish
- 5 Scotland, Scottish
- 1 Spain, Spanish
- 4 Türkiye, Turkish
- 9 Germany, German
- 7 Mexico, Mexican
- 8 the United States, American
- 14 Argentina, Argentinian
- 18 Australia, Australian
- 10 Brazil, Brazilian
- 12 Egypt, Egyptian
- 11 Hungary, Hungarian
- 16 India, Indian
- 13 Italy, Italian
- 17 Nigeria, Nigerian
- 15 Russia, Russian
- 20 China, Chinese
- 19 Japan, Japanese
- 21 Vietnam, Vietnamese
- 24 the Czech Republic, Czech
- 22 France, French
- 23 Switzerland, Swiss

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. If your Sts' country is not in the list, teach it with the nationality adjective, and elicit which group the adjective belongs to.

Focus on the **Capital letters, Australasia / Oceania**, and **The United Kingdom** box and go through it with the class.

Now focus on the instructions for **b**. Get Sts to cover each group of words with a piece of paper, leaving the flags visible. Sts look at the flags and try to remember both the countries and nationalities.

Finally, focus on **Activation** and the example. Put Sts in pairs and get them to tell their partner the six countries they chose and which continent they are in.

EXTRA IDEA Put Sts in pairs. **A** says a country, e.g. *Italy*, and **B** says where the country is, e.g. *Italy is in Europe*.

Tell Sts to go back to the main lesson **1B**.

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

- c** Tell Sts they are going to do a countries and nationalities quiz. Before they start, draw their attention to the example speech bubbles. Focus on the expressions *I think...* and *I'm not sure*. Teach / Elicit their meaning and drill the pronunciation.

1.16 Put Sts in pairs and focus on 1 in *The World Quiz*. Now tell Sts they are going to hear music from the six countries and they must write the countries for a–f. Play the audio once for Sts to listen and complete the task. Check answers.

ANSWERS

- 1 a England b Scotland c Italy d Russia e India f Argentina

1.16

(six short pieces of music)

Now set Sts a time limit to do questions 2–4. Tell them that all the answers to questions 2, 3, and 4 are from the continents and countries in the **Vocabulary Bank**.

Check answers and find out who got the most correct answers.

ANSWERS

- 2 a North America b Africa c Asia d Europe e South America
- 3 a Germany b Spain c Ireland d Poland e Switzerland f Hungary
- 4 a Japanese b Turkish c Nigerian d French e Mexican f Australian g Vietnamese

2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

Pronunciation notes

The /ə/ sound occurs before or after stressed syllables and is the most common vowel sound in English. Final unstressed -er is always pronounced /ə/.

/tʃ/ the letters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.

/ʃ/ the letters *sh* are always pronounced /ʃ/, e.g. *she*, *shop*. The letters *s* and double *ss* are very rarely pronounced /ʃ/, e.g. only in *sure*, *sugar*, *Russian*, *passion*, and a few other words.

/dʒ/ *j* is always pronounced /dʒ/, e.g. *Japanese*. *g* is usually pronounced /dʒ/ before *e* or *i* (e.g. *German*, *giraffe*), but is pronounced /g/ before all other vowels, e.g. *gate*, *goodbye*, and sometimes before *e* and *i*, e.g. *get*, *give*, etc.

- a** Focus on the box **The /ə/ sound** and go through it with the class. Model and drill the sound. Before you play the video, you may want to point out that some words, e.g. *computer*, can have more than one /ə/ sound in them (it has two). Also show Sts that the stressed syllable has been underlined in the example words.

Play the video for Sts to watch and repeat the picture word (*computer*), then the sound (/ə/), and watch the mouth position. Highlight how the speaker's mouth is barely open as she makes the sound. Then get them to repeat after each individual word.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat.



See sound and words in Student Book on p.10

- b** Focus on the **Consonant sounds** box and go through it with the class.

Now focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the first section of the video. Get Sts to watch and repeat the picture word (*chess*), then the sound (/tʃ/) and watch the mouth position, and finally repeat the sentence (*Charles isn't Czech, he's French*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the sentences. Then play the video again, getting Sts to repeat after each sound and sentence. Play again if necessary.



See sounds and sentences in Student Book on p.10

Put Sts in pairs to practise saying the sentences.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c** **1.17** Here Sts recycle some of the country and nationality words that they learned in the **Vocabulary Bank**.

Tell Sts they will hear the name of a country and they must say the nationality. Focus on the example.

Play the audio, pausing after each country, and elicit the nationality from the class.

1.17

- 1 Scotland (ping) Scottish
- 2 Türkiye (ping) Turkish
- 3 China (ping) Chinese
- 4 Germany (ping) German
- 5 Hungary (ping) Hungarian
- 6 Brazil (ping) Brazilian
- 7 France (ping) French
- 8 Poland (ping) Polish
- 9 Argentina (ping) Argentinian
- 10 Japan (ping) Japanese

Now repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

3 GRAMMAR verb *be* □ and ?

- a** **1.18** Focus on the instructions, and on the photos and conversations.

Play the audio, pausing after each interview for Sts to write the country or nationality.

Check answers.

ANSWERS

- 1 Brazil, Brazilian 2 Australia 3 German, Switzerland

1.18

See interviews in Student Book on p.11 and answer key

- b** Give Sts two minutes to read the interviews again and complete the chart. Point out the example (*you aren't*).
Get Sts to compare with a partner, and then check answers by copying the chart onto the board and getting Sts to tell you how to complete it.

ANSWERS

□	I'm not	you aren't	it isn't
?	Am I	Are you	Is it

Finally, go through the interviews, eliciting / explaining the meaning of any words or phrases that Sts don't understand. You might want to point out the different

use of *sorry* in the last interview. In **1A** Sts saw *Sorry* being used to ask someone to repeat something. Here the interviewer uses it to apologize – to show he feels bad about getting the nationality wrong.

- c** Tell Sts to go to **Grammar Bank 1B** on p.132.

Grammar notes

Remind Sts that in conversations it is more common to use contractions in negatives than the full form.

In the negative, the verb *be* can be contracted in two ways, e.g. *You aren't Italian* (contracting *not*) or *You're not Italian* (contracting *are*). *English File* at lower levels normally uses the former.

With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

Focus on the example sentences and play audio **1.19** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **1B** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 I'm not Irish.
2 They aren't Argentinian.
3 It isn't in South America.
4 You aren't Vietnamese.
b 1 Am I in room 10? Yes, you are.
2 Is it Swiss? No, it isn't.
3 Are they students? No, they aren't.
4 Is he from the USA? Yes, he is.
5 Are you Jada Bell? No, I'm not.
c 1 's 2 Are 3 'm 4 'm 5 Are 6 'm 7 Is 8 isn't 9 's
10 Are 11 'm

Tell Sts to go back to the main lesson **1B**.

EXTRA PRACTICE OPTION Use the **1B Grammar photocopiable activity**.

- d** **1.20** Focus on the example and tell Sts they will hear ten questions, and each time they must respond with a short answer.

Play the audio, pausing after each question to elicit a response from the whole class.

1.20

- 1 Is Sydney the capital of Australia? (ping) No, it isn't.
- 2 Are you English? (ping) No, I'm not.
- 3 Is Asterix French? (ping) Yes, he is.
- 4 Are the Simpsons English? (ping) No, they aren't.
- 5 Is sushi Chinese? (ping) No, it isn't.
- 6 Are Zara and Mango from Italy? (ping) No, they aren't.
- 7 Is Glasgow in Scotland? (ping) Yes, it is.
- 8 Are Honda and Suzuki Japanese? (ping) Yes, they are.
- 9 Is JK Rowling American? (ping) No, she isn't.
- 10 Is New York the capital of the United States? (ping) No, it isn't.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE Play the audio again and ask Sts for the correct answers where appropriate, e.g. '*Is Sydney the capital of Australia?*' '*No, it isn't. The capital of Australia is Canberra.*'

- e Focus on the instructions and tell Sts to write similar questions to those they heard in **d**, beginning with *Is...?* or *Are...?* Give them some more examples if necessary, and then set a time limit for Sts, in pairs, to write three questions.
- Monitor and check what they are writing. Then put two pairs together and get them to answer each other's questions.
- Get feedback from a few pairs.

4 SPEAKING

- a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where are they from?**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully, and focus on the two example questions (*Where's X from?* and *Where in (country)?*). Tell Sts they have to ask these questions for each of their three people and write the answers in the chart.

Sit **A** and **B** face-to-face. **A** asks their questions about person 1 to **B** and writes the information in the chart.

B now asks **A** about person 2, and they then take turns to ask and answer.

When they have finished, get them to compare charts, and then get feedback from some pairs.

Tell Sts to go back to the main lesson **1B**.

- b Focus on the instructions and give Sts time to choose a different country from **Vocabulary Bank Countries** on p.157 and then think of a city there.

Get Sts to ask you the questions first.

! The answer to *Where are you from?* is usually *I'm from (town)* when you're in your own country, and *I'm from (country)* or *I'm (nationality)* followed by the town when you're abroad.

Get Sts to stand up and ask five other Sts the questions.

Finally, ask a few Sts where they are from.

EXTRA SUPPORT In a multilingual class, get Sts to use their real towns and countries / nationalities.

5 VOCABULARY numbers 21–100

- a This video revises numbers 1–20, which Sts did in **1A** and pre-teaches some numbers up to 100. Focus on the photo and elicit how to say the numbers (*five, sixteen, and seventeen*). Tell Sts they are going to watch a video of different sports where numbers are spotlighted. Focus on the photos and check Sts understand the meaning of *spotlighted*.

Play the video. Sts think how to say the spotlighted numbers.

Then play the video again and pause on each spotlighted frame. Check answers by eliciting the numbers. Sts may know the numbers above 20, but tell them to make a guess about how to say them if not. Model and drill the numbers, getting Sts to repeat them.

ANSWERS

(basketball) five, sixteen, seventeen
(football) eleven, six
(drag racing) thirteen, twenty
(American football) forty-eight, fifty-two
(baseball) thirty-eight, seventy-nine, sixty-two

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156 and get them to do **Part 3**.

Focus on **3 Numbers 21–100** and get Sts to do **a** individually or in pairs.

1.21 Now do **b**. Play the audio for Sts to listen and check.

Check answers and write the numbers on the board.

ANSWERS

30 35 40 43 50 59 60 67 70 72 80 88 90
94 100

1.21

3 Numbers 21–100

twenty-one, thirty, thirty-five, forty, forty-three, fifty, fifty-nine, sixty, sixty-seven, seventy, seventy-two, eighty, eighty-eight, ninety, ninety-four, a hundred

EXTRA SUPPORT Play the audio again or say the numbers yourself, pausing after each number for Sts to repeat.

Finally, focus on **Activation**. Sts work individually and choose ten numbers from 21 to 100, which they write on a piece of paper. Put Sts in pairs and get them to dictate their numbers to their partner, who writes them down.

When they have swapped roles, they can compare pieces of paper to check for mistakes.

Tell Sts to go back to the main lesson **1B**.

EXTRA IDEA A numbers game which Sts always enjoy is *Buzz*. You may want to play it now or at any other time when you want to revise numbers.

Get Sts to sit or stand in a circle and count out loud. When they come to a number which contains three (e.g. 13) or a multiple of three (e.g. *three, six, nine*, etc.), they have to say 'Buzz' instead of the number.

If a student makes a mistake, either saying the number instead of 'Buzz', or simply saying the wrong number, he / she is 'out', and the next player begins again from number one.

Carry on until there is only one student left, who is the winner, or until the group have got to 30 without making a mistake.

You can also play *Buzz* with seven as the 'wild' number, and go up to 50.

- c **1.22** Write a simple sum on the board, e.g. $3 + 1 = .$ Elicit how to say it (*three plus one is...*). Then elicit the answer *four*. Tell Sts they are going to hear eight sums and they must write down the answers.

Play the audio and get Sts to write the answers to the sums.

Check answers by eliciting the numbers onto the board.

ANSWERS

1 25 2 33 3 47 4 50 5 66 6 81 7 99 8 100

1.22

- 1 A What's twelve plus thirteen? (*ping*)
B Twenty-five
2 A What's twenty-five plus eight? (*ping*)
B Thirty-three
3 A What's twenty-one plus twenty-six? (*ping*)
B Forty-seven

- 4 A What's thirty-five plus fifteen? (*ping*)
B Fifty
- 5 A What's fifty-two plus fourteen? (*ping*)
B Sixty-six
- 6 A What's seventy plus eleven? (*ping*)
B Eighty-one
- 7 A What's eleven plus eighty-eight? (*ping*)
B Ninety-nine
- 8 A What's ten plus sixty plus thirty? (*ping*)
B A hundred

6 PRONUNCIATION & LISTENING word stress, understanding -teen and -ty numbers in conversations

Pronunciation notes

As Sts have seen in the **Vocabulary Bank**, 13, 14, etc. are stressed on the second syllable, and 30, 40, etc. are stressed on the first syllable. However, 13 / 30, 14 / 40, etc. can sound very similar and are often confused. Native speakers sometimes need to clarify which number they mean, by saying, e.g. 'one three' or 'three oh' to make it clear whether they are saying 13 or 30.

- a **1.23** Play the audio and get Sts to repeat the numbers. You could ask *What's the difference between the numbers in a and b?* Elicit ideas, then focus on the **Pronunciation -teen and -ty** box and go through it with the class. Point out that 13, 14, etc. are stressed on the second syllable, and 30, 40, etc. are stressed on the first syllable. Sts will practise this difference in the next part of the lesson. Point out that with compound numbers, e.g. *twenty-one, thirty-five, forty-three*, etc., the main stress is on the second number, e.g. *twenty-one, thirty-five, forty-three*. You could tell Sts that this means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers, particularly for example in a noisy environment like a restaurant or café.

1.23

See numbers in Student Book on p.11

- b **1.24** Tell Sts that they will hear seven conversations, and in each conversation they will hear just one number from each pair in **a**.

Play the audio twice and Sts circle *a* or *b*.

Check answers.

ANSWERS

1 a 13 2 b 40 3 a 15 4 b 60 5 a 17 6 b 80 7 b 90

1.24

(script in Student Book on p.127)

- 1 **Announcer** The train waiting on platform thirteen is the nine forty-eight Great Western train to Oxford, calling at Slough, Reading, Didcot Parkway, and Oxford.
A That's our train. Platform thirteen. Come on.
B OK. Let's go.
- 2 A Excuse me! How far is it to Dublin?
B It's about forty kilometres.
A Thanks a lot.
- 3 A Just one more game. Come on!
B Fifteen-love.
A Fantastic serve!

- 4 A Will all passengers on flight B-A two three four to Budapest please go to Gate sixty immediately.
B Gate sixty. Is that our flight?
C No, it's to Budapest, not Bucharest.
- 5 A How much is that?
B Two pizzas and a Coke. That's seventeen pounds.
- 6 A What's your address?
B It's eighty Park Road.
A Sorry?
B Eighty, eight-oh. Park Road.
- 7 A OK, can you be quiet, please? Open your books on page ninety.
B What page is it?
C Page ninety.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

EXTRA CHALLENGE Ask Sts what each conversation is about.

- c Draw this bingo card on the board for Sts to copy.

In pairs, Sts complete their bingo card with six numbers from **a**. They must only choose one from each pair, e.g. either 13 or 30, but not both.

Call out random numbers, choosing from the pairs of numbers in **a**. Keep a note of the numbers you call out. If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out *Bingo!*

Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play again if there is time.

- G** possessive adjectives: *my, your*, etc.
V classroom language
P /əʊ/, /uː/, /ɑː/, the alphabet, sentence stress

Lesson plan

The context for this lesson is the classroom, and signing up for an English course. The lesson starts with a focus on classroom language, which helps Sts to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification. There is also a section with common instructions in the online classroom. Sts then learn the pronunciation of the alphabet and practise it with common abbreviations. Next, Sts watch an online interview between a student and a teacher at a language school in the UK, and learn how to give personal information and practise spelling. This leads into the grammar focus on possessive adjectives. The different elements of the lesson are brought together in the final activities, where Sts do a communication activity discovering what some actors' and singers' real names are, and a writing focus where they complete an application form for a visa.

Video material

Vocabulary – *Classroom language: in the online classroom*

Pronunciation – /əʊ/, /uː/, /ɑː/

Listening – *A new student* (lead-in)

Listening – *A new student* (full video)

More materials

For teachers

Photocopiables

Grammar possessive adjectives: *my, your*, etc. p.180

Vocabulary Classroom language p.269 (instructions p.263)

Communicative Personal information p.226 (instructions p.214)

For students

Workbook 1C

OPTIONAL LEAD-IN (BOOKS CLOSED) Point to a few things in the classroom (from Vocabulary **a**) and ask Sts what they are. Write the words on the board, and model and drill pronunciation.

1 VOCABULARY classroom language

- a** Books open. Focus on the picture and get Sts to match the words and pictures. Point out that the first one (*a window*) has been done for them.
- b** **1.25** Play the audio for Sts to listen and check. Check answers.

1.25

- | | |
|--------------|-------------|
| 5 a board | 2 a picture |
| 7 a chair | 6 a screen |
| 8 a computer | 9 a table |
| 10 a desk | 3 a wall |
| 4 a door | 1 a window |

Now play it again to drill the pronunciation of the words. Give further practice of any words your Sts find difficult to pronounce.

- c** Focus on the two small pictures. Model and drill the two questions *What's this?* and *What's that?* Check the answer to the question. Demonstrate the meaning by touching your chair and asking *What's this?* Then point to the window and ask *What's that?*

ANSWER

this is for a singular object near you; *that* is for a singular object far from you.

In pairs or as a whole class, get Sts to point to objects and ask and answer the questions.

- d** Tell Sts to go to **Vocabulary Bank Classroom language** on p.158. **The teacher says** section helps Sts recognize and respond to common instructions used in the classroom. Get Sts to do **a** individually or in pairs.

1.26 Now do **b**. Play the audio for Sts to listen and check.

Check answers. Make sure the meaning of each phrase is clear by miming or getting Sts to mime.

1.26

Classroom language

- 7 Open your books, please.
 11 Go to page eighty-four.
 13 Do exercise a.
 5 Read the text.
 1 Look at the board.
 12 Close the door.
 2 Work in pairs.
 10 Answer the questions.
 9 Listen and repeat.
 6 Stand up.
 3 Sit down.
 8 Turn off your phone.
 4 Please stop talking!

In **You say** Sts learn phrases they themselves may need to use in class. Get Sts to do **c** individually or in pairs.

Vocabulary notes

You could tell Sts that we use *please* at the beginning or end of a phrase to be polite, e.g. *Please come here.* OR *Come here, please.*

1.27 Now do **d**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts know what all the phrases mean.

1.27

Classroom language

- 19 Sorry, can you repeat that, please?
14 Sorry I'm late.
18 I don't understand.
15 Can I have a copy, please?
22 How do you spell it?
17 I don't know.
21 How do you say *gato* in English?
20 Can you help me, please?
16 What page is it?

Either use the audio to drill the pronunciation of the sentences and questions, or model and drill them yourself. Encourage Sts to use the right rhythm.

EXTRA IDEA Get Sts to cover the sentences and questions with a piece of paper, leaving the pictures visible. Sts look at the pictures and try to remember the sentence or question.

Finally, focus on **Activation**. Tell Sts from now on you want them to try to use the phrases from this lesson. It's a good idea to have a poster on the wall with this classroom language for Sts to refer to.

Tell Sts to go back to the main lesson **1C**.

EXTRA PRACTICE OPTION Use the **1C Vocabulary** photocopiable activity.

EXTRA IDEA Tell Sts you are going to give them some instructions and they must act out what they hear. Read each classroom instruction one at a time and get Sts to follow them: Stand up; Sit down; Open your books; Go to page twelve; Look at exercise one b; Close your books; Listen and repeat 'Nice to meet you.'; Answer the question 'Where are you from?'

- e Tell Sts they are going to watch *Classroom language*: In the online classroom, a video showing useful online classroom language.
Give Sts time to read the seven sentences.
Play the video for Sts to watch and see how the sentences are used.
Now play the video again and get Sts to repeat 1–7.
Give further practice of any words your Sts find difficult to pronounce, e.g. *camera* /'kæmrə/, *mute* /mju:t/, etc.
You might want to tell Sts that *breakout rooms* can also be called *chat rooms*.



See sentences in Student Book on p.12

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

2 PRONUNCIATION /əʊ/, /u:/, /ɑ:/, the alphabet

Pronunciation notes

Remind Sts that the two dots in the symbols /u:/ and /ɑ:/ mean that it's a long sound.

Remind Sts that /əʊ/ is a diphthong, i.e. two sounds together, /ə/ and /ʊ/, if you think this will help them.

- a Focus on the three sound pictures (*phone*, *boot*, *car*).
Now focus on the example words in the columns, e.g. *close* (verb), *go*, and *Poland*. Elicit / Explain that the pink

letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g. say *phone*, *close*, *go*, etc.
Play the first section of the video. Get Sts to watch and repeat the picture word (*phone*), then the sound (/əʊ/) and watch the mouth position, and finally repeat each of the three example words (*close*, *go*, *Poland*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.



See sounds and words in Student Book on p.12

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b **1.28** Focus on the alphabet. Explain that it's important to know how to say the English alphabet because you often need to spell names, surnames, town names, email addresses, passwords, etc. (especially when you're talking on the phone).
Play the audio for Sts to repeat the groups of letters.



1.28
See alphabet in Student Book on p.12

- c **1.29** Focus on the chart. Explain that the letters are in columns according to the vowel sound of each letter. Elicit the seven picture words and sounds (Sts have seen them all before).
Then show Sts how the letters in each column have the same vowel sound, e.g. *train*, A, H, J; *tree*, B, E, etc.
Put Sts in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart, and writing them in the correct column. Do the first one with them (C). Write it on the board and ask Sts how to say it and which column it goes in (*tree*). Give Sts a time limit, e.g. three minutes, to complete the chart.
Play the audio once for Sts to listen and check answers (you may want to copy the complete chart onto the board).



1.29
train /eɪ/ A H J K
tree /i:/ B C D E G P T V
egg /e/ F L M N S X Z
bike /aɪ/ I Y
phone /əʊ/ O
boot /u:/ Q U W
car /ɑ:/ R

Now play the audio again, pausing after each sound for Sts to repeat the group of letters.

- d **1.30** Focus on the groups of letters and explain that these letters are often confused. Play the audio for Sts just to listen to the different sounds.



1.30
See letters in Student Book on p.12

- e **1.31** Tell Sts that now they are going to hear just one letter from each group in **d**. They will hear the letter twice.
Play the audio and tell Sts to circle the letter they hear.
Check answers.

1.31

1 E, E 2 J, J 3 Q, Q 4 C, C 5 B, B 6 M, M
7 V, V 8 Y, Y

- f Focus on the phrases and tell Sts that they are all things that we normally refer to just using abbreviations (the **bold** letters). Put Sts in pairs and get them to practise saying the abbreviations. Make sure they understand all the phrases.

Check answers.

EXTRA IDEAS

- Write the following on the board and get Sts to say the abbreviations.
 - E**nglish as a **F**oreign **L**anguage
 - a **V**irtual **P**rivate **N**etwork
 - D**ate of **B**irth
 - F**requently **A**sks **Q**uestions
 - I**ntelligence **Q**uotient
- Play *Ten Chances*.
 - Think of a word Sts know, preferably of at least eight letters, e.g. *nationality*. Write a dash on the board for each letter of the word and the numbers 1–10 below:

1	6
2	7
3	8
4	9
5	10

- Sts call out letters one at a time. If the letter is in the word (e.g. A), fill it in each time it occurs, e.g. A . Only accept correctly pronounced letters. If the letter is not in the word, write the letter next to the number 1 on the board. Write the next wrong letter next to number 2, then number 3, and so on.
- The object of the game is to guess the word before Sts have used up all ten chances.
- Sts can guess the word at any time, but each guess is punished with 'wrong guess' written next to the available number.
- The student who correctly guesses the word comes to the board and chooses a new word. Sts can also play in pairs / groups, writing on a piece of paper.

3 LISTENING & SPEAKING

understanding personal information

- a This video shows Micaela, a student who is signing up for English classes, having an online interview with Harry, a teacher at the school.
- This activity is a video lead-in. Sts will watch the beginning part (41 seconds) of the full video that is in **b**. Focus on the task and the photo of Harry and Micaela.
- Tell Sts they are going to watch the beginning of a video called *A new student*.
- Play the video for Sts to watch and answer the questions. Check answers. Point out that Harry says *You're on mute*. Elicit what he could also have said (*Please unmute your microphone*).

ANSWERS

Harry is a teacher at a language school. Micaela is a student. Micaela is on mute.



H = Harry, M = Micaela

H Hello? Hello? Can you hear me?

M (Hi, yes, fine. I can hear you.)

H Sorry? You're on mute.

M Is it OK now?

H Yes, fine now! Hello, I'm Harry, from English House Language School.

M Hi, Harry.

H Hi there. OK, can I check your details first?

- b Now focus on the language school enrolment form and make sure Sts know the meaning of the word *form*. Go through the different headings on the form and make sure Sts understand them. Explain the difference between *first name* and *surname*, using the names of famous people who you think Sts will know, e.g. *Brad Pitt*, showing that *Brad* is his first name and *Pitt* his surname (or family name). Sts may also not know *age* and *postcode*.

Tell Sts they will now watch the whole interview and they must complete the form with Micaela's information.

Play the video once for Sts just to watch. Then play it again, pausing to give Sts time to complete the gaps. Play again if necessary.

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

ANSWERS

2 Vazquez 3 25 4 Argentina 5 Buenos Aires 6 Florida
165 7 m.vazquez@mail.com 8 +54 1115 8934 5568



[see extract in a]

M Yes, of course.

H What's your first name?

M Micaela.

H How do you spell it?

M M-I-C-A-E-L-A.

H M-I-C-A-E-L-A – is that right?

M Yes, that's right.

H And...what's your surname?

M Vazquez.

H Vazquez. Is that V-A-S-?

M No, it's V-A-Z-Q-U-E-Z.

H V-A-Z-Q-U-E-Z. OK. Er. How old are you, Micaela?

M I'm twenty-five.

H Where are you from?

M I'm from Argentina.

H Where in Argentina?

M From Buenos Aires.

H What's your address?

M It's Florida one six five.

H Florida's the street name? Number one six five?

M Yes.

H What's your postcode?

M Sorry?

H You know, the postcode.

M Ah yes. It's C- one zero zero five A-A-C.

H C- one zero zero five A-A-C. Great. What's your email address?

M It's M dot vazquez at mail dot com.

H And what's your phone number?

M My mobile or my home phone, my landline?

- H Both – mobile and landline.
 M My mobile is plus five four – that's for Argentina – then one one, one five, eight nine three four, five five six eight.
 H Plus five four, one one, one five, eight nine three four, five five six eight. Great. And your landline?
 M Plus five four, one one, six zero two three, five four four two.
 H Plus five four, one one, six zero two three, five four four two.
 M That's right.
 H OK, that's great. So, what do you do, Micaela?
 M I'm at university. I'm a medical student...

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.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c **1.32** Now focus on the teacher's questions and give Sts a couple of minutes to read them, and think about the missing question words. Highlight that they are the questions they heard Harry ask in the video. Point out that the first one (*What's*) has been done for them.
 Play the audio once. Play it again, pausing if necessary.
 Check answers and elicit the meaning of *How old are you?*
 You might also want to tell Sts that we usually shorten *What's your email address?* to *What's your email?*

! The question *How old are you?* and the answer *I'm 25* are with the verb *be*. In your Sts' L1, a different verb may be used, e.g. *have*.

ANSWERS

2 How 3 What's 4 How 5 from 6 What's 7 What's
 8 email 9 number

EXTRA CHALLENGE Get Sts to complete the questions before they listen, and then listen and check.

1.32

See questions in Student Book on p.13 and answer key

- d Focus on the **Sentence stress** box and go through it with the class. Remind Sts that getting the rhythm right when they speak will help them to understand and be understood.
 Play the audio again, pausing after each question for Sts to repeat the questions. Encourage them to copy the rhythm.

EXTRA SUPPORT Play the audio, pausing after each question for Sts to underline the stressed words. Check answers.

ANSWERS

- 1 What's your first name?
- 2 How do you spell it?
- 3 What's your surname?
- 4 How old are you?
- 5 Where are you from?
- 6 What's your address?
- 7 What's your postcode?
- 8 What's your email (address)?
- 9 What's your phone number?

Then play the audio again for Sts to repeat the questions, copying the rhythm.

- e Focus on the **Saying email addresses** box and go through it with the class.

EXTRA CHALLENGE Teach *underscore* (_) and *hyphen* (-), and mention *double* for letters in spelling, e.g. *Ella*.

Put Sts in pairs, **A** and **B**, and get them to sit facing each other. Explain that they're going to role-play the interview they watched on the video, and ask and answer the questions in c. **A** is the teacher, and **B** is a new student. **A** is going to interview **B**.

Tell **A** to start the interview: *Hello. What's your first name?*, etc. Remind Sts to write down the answers.

! Tell Sts they can invent their ages, addresses, and phone numbers if they prefer.

EXTRA CHALLENGE Get **B** to listen and answer the questions with their book closed.

Get Sts to swap roles.

Get some quick feedback by asking a few Sts about their partners, e.g. *What's his address?* *What's her email address?*

4 GRAMMAR possessive adjectives

- a Focus on the two conversations, and get Sts to complete the gaps. Point out that the first one (*you*) has been done for them.
 Check answers.

ANSWERS

2 I 3 your 4 My

- b Tell Sts to go to **Grammar Bank 1C** on p.132.

Grammar notes

In some languages the possessive adjective agrees with the following noun, i.e. it can be masculine, feminine, or plural, depending on the gender and number of the noun that comes after. In English, nouns don't have gender, so possessive adjectives don't change, and the use of, e.g. *his* / *her* / *their*, simply depends on whether we are talking about something belonging or related to a man, a woman, two or more people, or people in general.

Remind Sts that *your* is used for singular and plural.

Focus on the example sentences and play audio **1.33** for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the **it's or its?** box and go through it with the class.

Now focus on the exercises for **1C** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Their 2 Her 3 Our 4 its 5 your 6 His 7 My
 8 your 9 Her 10 Our
 b 1 Her 2 their 3 your 4 she 5 He 6 his 7 your
 8 Our 9 My 10 She

Tell Sts to go back to the main lesson **1C**.

EXTRA PRACTICE OPTION Use the **1C Grammar** photocopiable activity.

- c **1.34** Focus on the examples and tell Sts they are going to hear a sentence, e.g. *I'm Lena*, and they must change it using a possessive adjective and the word *name* (*My name's Lena*).

Play the audio, pausing after each sentence, and elicit a response from the whole class.

1.34

- 1 I'm Lena. (*ping*) My name's Lena.
- 2 You're Hamza. (*ping*) Your name's Hamza.
- 3 Hi. We're Mike and Mia. (*ping*) Our names are Mike and Mia.
- 4 He's Pablo. (*ping*) His name's Pablo.
- 5 They're William and Harry. (*ping*) Their names are William and Harry.
- 6 She's Carla. (*ping*) Her name's Carla.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT The first time you could pause the audio and give Sts time to write the transformed sentences. Then repeat, getting Sts to cover what they wrote and do the transformations orally.

- d** 1.35 Focus on the photos and ask Sts if they know the people. You could tell Sts that John Legend is an American actor and singer, and Billie Eilish is an American singer and songwriter. Make sure they understand the meaning of *real* (= actually true, in this case names, e.g. on their passport or ID).

Ask the question to the class and for each photo, elicit with a show of hands who thinks they are their real names.

Play the audio for Sts to listen and check.

Check answers.

1.35

(script in Student Book on p.127)

John Legend isn't his real name. His real name is John Roger Stephens.

Billie Eilish is her real name. Her full name is Billie Eilish Pirate Baird O'Connell.

- e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's his / her real name?**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully. Explain / Elicit the meaning of *actor* (= a man or woman in a film), and *singer* (= a person whose job is singing). Then drill the question *What's his real name?* or *What's her real name?*

Give Sts a minute to put crosses next to the names they think aren't real. Then sit **A** and **B** face-to-face. **A** asks their questions to **B** and writes the information in the chart. **B** now asks **A** their questions.

At the end of the activity, get Sts to compare charts to check they have spelled the real names correctly.

Tell Sts to go back to the main lesson **1C**.

5 WRITING completing a form

This is the first time Sts are sent to the **Writing Bank** at the back of the Student Book. Here Sts will find model texts, with exercises and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) in class, but set the actual writing task for homework.

Tell Sts to go to **Writing Bank 1** on p.115.

- a** Focus on the application form for a visa. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:
- *family name*; elicit its synonym *surname*, which Sts saw in **1C**

- *sex*, for the gender of the person (male or female)
- *single, married, divorced*
- *birth*

Get Sts to match 1–3 to headings A–C in the form.

Check answers.

ANSWERS

1 C 2 A 3 B

- b** Give Sts time to read the visa form in **a** and correct the wrong information in 1–6. You could tell Sts that not all the sentences are incorrect.

Check answers.

ANSWERS

- 2 Her family name is **Ferreira Campos**.
- 3 She's **single**.
- 5 Her landline number is +55 (15) 555-**1108**.

EXTRA SUPPORT Do the first two as a class.

- c** Focus on the **Capital letters** box and go through it with the class. Tell them to highlight any rules which are different from their L1 (e.g. nationalities and languages are not written with a capital letter in several languages).

Give Sts time to look at the form in **a** again and find uses 1–7.

Check answers.

ANSWERS

- 1 first names and family names: **Lorena Ferreira Campos**
- 2 countries, nationalities: **Brazil, Brazilian**
- 3 towns and cities: **Salvador, Sorocaba**
- 4 street names: **Rua Doutor Azevedo Sampaio 1101**

- d** Focus on the paragraph and get Sts to copy it out, using capital letters where necessary.

Check answers by eliciting from Sts the words which need capital letters and writing the paragraph on the board.

ANSWERS

My name is **Marek**. I'm from **Gdansk** in **Poland**, and I speak **Polish**, **German**, and a little **English**. **My** teacher is **American**. **Her** name's **Kate**. **My** English classes are on **Tuesdays** and **Thursdays**.

EXTRA SUPPORT Quickly revise how to say the alphabet in English before Sts try to correct the paragraph.

EXTRA IDEA Get Sts to write their own paragraphs on a piece of paper, check for capital letters, and then swap the paragraph with another student. They read the new paragraph and see if they agree with the capital letters.

- e** Give Sts a few minutes to complete the form. You could tell Sts that they can invent their answers if they want to.
- f** Remind Sts to check that they use capital letters correctly. Go round checking Sts are completing the form correctly. Then elicit answers from individual Sts for each section.

EXTRA IDEA If you want to give extra practice with personal information questions, get Sts to use the form to interview each other.

A new city

Practical English checking in
Vocabulary in a hotel

Lesson plan

This is the first in a series of six Practical English lessons (one episode every other File) which teach Sts functional language to help them 'survive' in English in travel and social situations. All the content for these lessons is on video. The functional language is embedded within a video drama called *Pictures of you*. This has a storyline based on two characters, Ben Fischer, a 25-year-old American who goes to London to study a Master's in Photography, and Izzy Silva, who works as a courier in London. Both Ben and Izzy have a passion for photography. The first part of the video in this lesson sets the scene and introduces the main characters. The second part introduces the functional language, and the final video moves the story on again.

Apart from teaching Sts functional language, the skills focus throughout these lessons is on training Sts to follow and enjoy video in English. Each part of the video has two Watch tasks. The first is usually a simple heads-up task so that Sts focus on watching and understanding the story. The second task is generally a longer comprehension task usually done after Sts have seen the video and not while they are watching.

The lessons end with a focus on useful Social English phrases which have come up during the episodes.

Pictures of you continues with Season 2 in Pre-intermediate and Season 3 in Intermediate.

Video material

Pictures of you Episode 1

More materials

For teachers

Oxford English Hub

Quick Test 1

File 1 Test

For students

Workbook

Practical English 1

Can you remember...? 1

OPTIONAL LEAD-IN If you know your Sts' L1, introduce this lesson by giving the information in the lesson plan.

1 BEN ARRIVES IN LONDON

a ▶ In this part of the video, *Ben arrives in London*, Sts will be introduced to one of the main characters, Ben (and Izzy appears briefly at the end of the scene).

Books open. Focus on the photo and tell Sts that the man is called Ben and that he is at Victoria train station in London.

Give Sts time to look at the items in the two lists and make sure they know the meaning of all the words. You may want to tell them that they begin by seeing photos of Ben and photos he has taken, and then they see him arriving in London.

Play the video once.

Then get Sts to tick the items they saw.

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

ANSWERS

In Ben's photos: Ben, a camera, a plane, a bus

In London: a train station, a girl, a bike, a phone



B = Ben, E = Emma, I = Izzy

B I'm Ben. I'm twenty-five. I'm American. I'm from a small town in California. I'm on my way to London. I'm a Master's student at Tensquare School of Photography. I start this week. This is my first time in England. It's very exciting.

B Hi, Emma.

E Ben! How's London?

B Great!

E Mom and Dad say hi. Where are you?

B I'm near the hotel, I think...

I Hey! Look out! Tourists!

b This task helps Sts to understand the conversation in more detail.

Focus on sentences 1–6 and give Sts time to read them, making sure Sts understand all the lexis, e.g. *first, second, mum, sister*. Point out that the first one (25) has been done for them.

Play the video again.

Then give Sts time to circle the correct word in 2–6, and then get them to compare with a partner.

Check answers.

ANSWERS

2 American **3** California **4** student **5** first **6** sister

Play the video again from 01:06, where Ben is nearly run over by the girl on the bike. Elicit what she says to warn him to get out of the way (*Hey! Look out!*) and when she stops at the junction (*Tourists!*). Elicit / Point out that Ben looks the wrong way when he crosses the road (They drive on the right in the US), which is why Izzy says *Tourists!*

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 CHECKING IN

a 1.36 Focus on the symbols. Give Sts, in pairs, a few minutes to match the words and symbols.

Play the audio for Sts to check.

Check answers.

1.36

- 4 a double room
- 6 the lift
- 5 the ground floor
- 1 Reception
- 3 the bar
- 2 a single room

Focus on the phonetics next to each word. Now play the audio again, pausing after each word for Sts to repeat.

- b Tell Sts to cover the words, look at the symbols, and say the words. They could either test themselves or a partner.
- c In this part of the video, *Checking in*, Sts will see Ben checking into his hotel and meeting Izzy (the bike courier who nearly hit him in the street).

Give Sts time to read questions 1–2.

Focus on the photo at the bottom of the column and elicit / explain where Ben is (*at a hotel*) and who he is talking to (*the receptionist*). Now focus on the heading, *Checking in*, and elicit / teach its meaning.

Play the video for Sts to watch.

Then give Sts time to answer the two questions.

Check answers.

ANSWERS

- 1 four 2 12

Elicit / Teach what Izzy's job is (*She is a bike courier, someone who delivers parcels and letters by bike*). You could do this in Sts' L1.

Point out that when Ben and Izzy bump into each other in the hotel lobby, they both say *Sorry*. Highlight that in the UK and US in this situation, it is common for both people to apologize.



B = Ben, I = Izzy, R = receptionist

B & I Sorry!

R Good morning.

B Hi. I have a reservation for four nights. My name is Ben Fischer.

R Can you spell your surname, please?

B Yeah, it's F-I-S-C-H-E-R.

R Can I have your passport, please?

B Just a moment. Here you go.

R Thank you. Can you sign here, Mr Fischer?

B Sure.

R Thank you. Here's your key. It's room twelve, on the second floor. The lift is over there.

B The lift? Oh, the elevator.

R Yes. Would you like a map of London?

B Yes, please.

R Here you are. Enjoy your stay, Mr Fischer.

B Thank you.

- d Now focus on the conversation in the chart. Ask Sts *Who says the **You hear** sentences?* and elicit that it is the receptionist. Then ask *Who says the **You say** sentences?* and elicit that here it is Ben. These phrases will be very useful for Sts if they need to check into a hotel in English.

Point out the **British and American English** box. You could say in Sts' L1 that while British and American people speak the same language, there are some small differences in vocabulary, e.g. *flat* (British English) – *apartment* (American English), and spelling, e.g. *colour*

(British English) – *color* (American English). They will see more of these differences in **2B**.

Give Sts a minute to read through the conversation and think what the missing words might be.

Then play the video again, and get Sts to complete the gaps. Play again if necessary.

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

ANSWERS

- 1 morning 2 spell 3 passport 4 key 5 lift 6 map

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. You might want to highlight that we use *over there* to indicate something which is some distance away from the speakers.

- e Focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses. Encourage Sts to copy the rhythm and intonation. You might want to point out to Sts that as the speaker is Ben, he has a light American accent.
- Play the video.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is the receptionist. Get them to read the conversation aloud, and then swap roles.

Now focus on the **Requests and offers** box and explain what a *request* is (= asking for sth) and an *offer* (= say you will do sth for somebody). Then go through the information with the class. Highlight that *Can I have...?* is one of the most common ways to ask for something in English (much more common than *Can you give me...?*). Highlight that *Would you like...?* is a common way to offer somebody something (= *Do you want...?*) and the normal answer is *Yes, please. / No, thanks*. Give examples as necessary, and model and drill pronunciation, paying special attention to *Would / wʊd/*.

- f Focus on the **Greetings** box and go through it with the class. You could also teach *Goodnight* at this stage, emphasizing that it is used only when saying goodbye to somebody at night or when you go to bed. It cannot be used as a greeting (= to say hello to somebody). A typical mistake is to use *Goodnight* instead of *Good evening*. Ask Sts which greeting they would use now if they met someone.

You might want to point out that Ben's reply, *Hi*, is less formal than *Good morning*.

Now focus on role-play 1. **A** is the receptionist. They read the **You hear** part with the new information. Point out that they need to change *It's room 12, on the second floor* to *It's room 14, on the second floor*.

B should quickly read the **You say** phrases again before starting. Remind Sts **B** that they should use their own first name and surname.

A starts. Monitor and help.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write their role-play instructions on the board.

Now focus on role-play 2. Sts should swap roles in their pairs. Point out the different hotel room number.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write their role-play instructions on the board.

When they have finished, you could get a few pairs to perform in front of the class.

3 IN THE PARK

- a**  In this last scene, *In the park*, Sts will see Ben follow Izzy into the street where she tries out his camera. They talk and later she takes him to her favourite park nearby. Focus on the photos and give Sts time to think in which order they might happen.

Now play the video for Sts to watch and number the photos in order.

Check answers.

ANSWERS

A 2 B 3 C 1 D 4



I = Izzy, B = Ben

- I Hey, Mr Fischer.
 B Hi.
 I Is that the new Sony?
 B What? Oh...yeah, it is.
 I Cool. This is a great camera!
 B Um...
 I Can I take a photo?
 B Uh...Sure...
 I Not here. Outside. Come on!
 B Is my bag OK here?. Thank you. Wait...wait!
 I I love this camera. You're American, right?
 B Yeah, I am. But my dad's from Mexico.
 I Where are you from in the US?
 B I'm from California. From a very small town.
 I What do you think of London?
 B It's nice. I like it.
 I Are you on holiday?
 B No. I'm a student.
 I Where?
 B At the Tensquare School of Photography. I start on Thursday.
 I Tired?
 B I'm very tired.
 I Come with me. Come on. Let's go. This is my favourite park.
 B It's...perfect! Thank you.
 I You're welcome. Sorry. Work. Time to go. Bye, Mr Fischer.
 B Ben...My name's Ben...Wait, what's your name?

- b** Give Sts time to read sentences 1–6 and see if they can remember who said them.

Play the video again, so Sts can watch and complete the task.

Get Sts to compare with a partner, and then check answers. When Ben says he is a student at Tensquare School, some Sts may notice that Izzy reacts to the name. The reason for this will become apparent as the story develops.

ANSWERS

1 I 2 B 3 I 4 B 5 I 6 B

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 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class. Highlight that they are all from the video. Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.
- b**  Play the video for Sts to watch and check. Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

1 Sure. 2 Yes, I am. 3 It's nice. I like it.
 4 No, I'm a student. 5 You're welcome.

Now play the video again, pausing as necessary, for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

This regular exercise gives students a chance to give their opinion on what is happening or going to happen in *Pictures of you*. In File 1, Sts have very limited English, but they can use what they know to say something about Ben and Izzy.

Put Sts in pairs and get them to tell their partner what they think of items in the list. You could demonstrate the activity first.

Elicit some feedback from the class.