

- G** singular and plural nouns
V things, *in*, *on*, *under*
P final -s and -es

Lesson plan

Four different styles of desks provide the context for the presentation of both vocabulary and grammar in the lesson. Sts begin by looking at pictures of the four desks, and the objects on them, and then go on to learn more words for everyday things. The grammar focus is on singular and plural nouns, and Sts then focus on the pronunciation of the final -s or -es in plural nouns. There is then a second vocabulary focus, where Sts learn how to use *in*, *on*, and *under*, after which all the language from the lesson is practised in Speaking and Listening.

Video material

Pronunciation – final -s and -es

Grammar – singular and plural nouns

More materials

For teachers

Photocopiables

Grammar singular and plural nouns p.181

Vocabulary Things p.270 (instructions p.263)

Communicative Mystery objects p.227 (instructions p.215)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Make sure you have five of the things taught in **Vocabulary Bank Things** (p.159) in your bag, e.g. a phone, a purse or wallet, etc. Pre-teach some of the vocabulary from the lesson, first with the bag itself, by asking Sts *What's this?* and eliciting *It's a bag*, and continuing with the things in your bag.

Write the words for the things on the board, and model and drill pronunciation.

1 VOCABULARY things

- a** Books open. Focus on the pictures on p.16 and make sure Sts understand the four adjectives, *tidy* (= with everything in the right place), *untidy*, *techie* (= a person who is expert in or enthusiastic about technology, especially computers), and *personalized* (= full of personal things, e.g. photos). Model and drill the pronunciation of the four words, e.g. *techie* /'teki/.

Now focus on the question and make sure Sts understand its meaning.

Elicit a few answers from the class. You could tell the class which desk is like yours.

- b** Focus on the instructions and put Sts in pairs. Many of the things in the pictures are revision of classroom language, but there are a few new ones which some Sts might know, and which will be in the **Vocabulary Bank Things**.

Set a time limit, and when time is up, elicit Sts' answers and write them on the board.

See which pair got the most words.

ANSWERS

1 a pen 2 a computer 3 a phone 4 a book 5 a chair
 6 glasses 7 a printer 8 a tablet 9 a laptop 10 a lamp
 11 a picture 12 a photo

- c** Tell Sts to go to **Vocabulary Bank Things** on p.159 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to highlight that:

- an *identity card* is often abbreviated to an *ID card*
- When they first became popular, we used to talk about mobile phones to distinguish them from landlines, and the same is true of smartphones – we used the term to distinguish them from ordinary mobile phones. Nowadays we tend to simply talk about *phones*, unless we want to highlight what kind of phones they are, e.g. on a form where we may need to distinguish between a mobile number and a landline.
- a *purse* is normally used by a woman, and a *wallet* by a man. A purse also normally has a place for coins, whereas a wallet usually doesn't.

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

Check answers.

2.1

Things

- | | |
|---------------------|---------------------|
| 16 a bag | 15 a newspaper |
| 22 a bank card | 32 a notebook |
| 33 a calendar | 28 a pen |
| 10 a charger | 17 a pencil |
| 13 a coin | 1 a phone |
| 6 a diary | 9 a photo |
| 25 a dictionary | 21 a piece of paper |
| 24 earphones | 26 a purse |
| 2 a file | 20 scissors |
| 4 glasses | 5 sunglasses |
| 23 headphones | 27 a tablet |
| 14 an identity card | 29 a ticket |
| 12 a key | 8 a tissue |
| 31 a lamp | 11 an umbrella |
| 3 a laptop | 7 a wallet |
| 18 a magazine | 19 a watch |
| 30 a mask | |

Then 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 **Plural nouns** box and go through it with the class.

Now focus on **Activation**. Model and drill the two questions, *What is it?* (for singular objects) and *What are they?* (for plural objects). Stress that *What are they?* is only for the five plural objects, *earphones*, *glasses*, *headphones*, *scissors*, and *sunglasses*. Demonstrate by holding up an

object, e.g. a pen, and ask *What is it?* to elicit *It's a pen*. Then do the same with a pair of glasses or scissors, etc.

In pairs, get Sts to cover the words with a piece of paper, look at the photos, and ask the appropriate question.

Tell Sts to go back to the main lesson **2A**.

EXTRA PRACTICE OPTION Use the **2A Vocabulary** photocopiable activity.

- d** Focus on the first desk (the tidy desk). Ask the class if they can now name all the things on the desk, including some of the other (unnumbered) things. Elicit answers and then repeat with the other three desks.

POSSIBLE ANSWERS

The tidy desk: a file, glasses

The untidy desk: a diary, a notebook, a phone, pens, pencils, pieces of paper, scissors

The techie desk: a charger, headphones, a watch, pieces of paper

The personalized desk: a bag, a laptop, a pencil, a phone, a piece of paper

2 GRAMMAR & PRONUNCIATION

singular and plural nouns, final -s and -es

- a** Focus on the chart and get Sts to complete it individually or in pairs.

Point out that the first one (*an umbrella*) has been done for them.

Check answers.

ANSWERS

(two) umbrellas a watch a diary

Now ask Sts if they can guess why we use *an* (not *a*) before *umbrella*.

ANSWER

Because it begins with a vowel sound, not a consonant sound.

- b** Tell Sts to go to **Grammar Bank 2A** on p.134.

Grammar notes

Singular nouns

We usually use singular nouns for things with *a* / *an* (the indefinite article).

Articles are easy for some nationalities and more difficult for others, depending on Sts' L1. Here the focus is mainly on the indefinite article. Some nationalities may not have an indefinite article, and others may confuse the number *one* with the indefinite article as it may be the same word in their L1.

Plural nouns

The system in English of making regular nouns plural is very straightforward, we simply add an *s*.

es (/ɪz/) is added to some nouns when it would be impossible to pronounce the word by adding just an *s*, e.g. *watches*. A very small number of English words have an irregular plural form, e.g. *child* – *children*.

Focus on the example sentences and play audio **2.2** for Sts to listen and repeat. Then go through the rules with the class.

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

! Articles are very easy for some nationalities and more difficult for others, depending on Sts' L1. If articles are a

problem for your Sts, give more examples to highlight the meaning of *the*.

Then go through the rules for regular and irregular plurals with the class.

Highlight particularly the pronunciation of -es (/ɪz/) in *watches* and *boxes*.

Now focus on the exercises for **2A** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences in **b**.

ANSWERS

a 1 **a** window, windows 2 **a** key, keys 3 **an** identity card, identity cards 4 **a** country, countries 5 **a** watch, watches 6 **an** exercise, exercises 7 **a** person, people 8 **an** email, emails 9 **a** box, boxes 10 **a** woman, women

b 1 They're children. 2 It's a purse. 3 They're men. 4 It's an umbrella. 5 They're sunglasses. 6 They're scissors. 7 It's a charger. 8 They're diaries. 9 It's a coin. 10 It's an egg.

Tell Sts to go back to the main lesson **2A**.

EXTRA PRACTICE OPTION Use the **2A Grammar** photocopiable activity.

Pronunciation notes

When plural nouns end in *s*, the *s* is pronounced either as /s/ or as /z/ depending on the previous sound. The difference is small, and difficult for Sts at this level to hear or produce (they will tend to pronounce all endings as /s/), and you simply want to point it out. You may want to explain to Sts that it is helpful to be accurate, as sometimes the difference can produce misunderstanding, e.g. *eyes* /aɪz/ and *ice* /aɪs/. The full rules are:

- 1 -s is pronounced /s/ after these unvoiced* sounds: /k/, /p/, /f/, /t/, e.g. *books*, *maps*, *cats*.
- 2 -s is pronounced /z/ after all other (voiced*) endings, e.g. *phones*, *keys*, *photos*. This is by far the biggest group.

*Voiced and unvoiced consonants

Voiced consonant sounds are made by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made without vibration in the throat, e.g. /p/, /k/, /t/, /s/, etc.

The diagrams in the video with consonant sounds show where the sound is coming from.

You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds.

However, a common error is the tendency to add the /ɪz/ pronunciation to nouns which don't need it, e.g. *files* as /faɪlɪz/, etc. This rule, i.e. when to pronounce -es as /ɪz/, is easier to help Sts with, and is the main focus of the exercises here.

- c** **!** Focus on the chart. Elicit the two sound picture words (*snake* and *zebra*) and the sounds /s/ and /z/. If your Sts have problems hearing the difference between these two sounds, tell them and demonstrate that the /s/ is like the sound a snake makes, and the /z/ is like the sound made by a bee or a fly.

Play the video and get Sts to watch and repeat the sounds and words.



See sounds and words in Student Book on p.17

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

d **2.3** Focus on the **Final -s or -es** box and go through it with the class.

Now ask Sts to circle the words in 1–8 where -es is pronounced /ɪz/.

Get them to compare their answers with a partner.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 classes 4 boxes 5 pieces 7 pages



2.3

See words in Student Book on p.17

Now play the audio again for Sts to listen and repeat.

e In this video Sts will play a version of Kim's Game, i.e. a memory game. Tell Sts they are going to see 12 numbered objects, some singular and some plural. When they have seen all 12 objects, they will disappear, and Sts have to try to remember what they were.

Make sure Sts don't write as they watch. Play the video and pause it as indicated on the screen when all the objects have disappeared (01:24). Put Sts into pairs or groups and set a time limit for them to write down all the objects they can remember in the correct order. When time is up, play the rest of the video to reveal the objects, pausing before each one is revealed to ask Sts what they think they are going to see. At the end, find out who remembered the most objects, and whether any pairs got both the objects and the order right.

ANSWERS

1 a mask 2 a charger 3 tissues 4 coins 5 sunglasses
6 keys 7 an umbrella 8 earphones 9 notebooks 10 pieces of paper 11 a watch 12 bank cards

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

EXTRA IDEA You could play the memory game in class. Put a number of objects somewhere all Sts can see them or stick 12 photos of objects to the board. Give Sts 30 seconds to memorize the objects. Then remove one of the objects and move the others around, or remove all the photos from the board and put 11 back up. Sts have to name the missing object.

3 VOCABULARY & SPEAKING *in, on, under*

a Tell Sts to look at the photos and complete the sentences with *in, on, or under*.

Check answers.

ANSWERS

1 on 2 in 3 under

EXTRA SUPPORT Give more practice by putting your pen in different places, e.g. under a book, on the table, etc., and asking Sts *Where's the pen?*

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication in, on, under, A** on p.104, **B** on p.109.

Go through the instructions with Sts carefully, and focus on the example question (*Where's the charger?*). Elicit the question for a plural object, e.g. headphones (*Where are the headphones?*). Tell Sts they have to ask these questions for the objects in their list, and then they must draw the object in the correct place in the picture. Elicit / Explain the meaning of *draw*.

Sit **A** and **B** face-to-face if possible. **A** asks their first question about the charger to **B** and draws the item in picture 1. When **A** has finished asking about all their objects, Sts swap roles and **B** now asks **A** about the file. When they have finished, get them to compare pictures. Finally, elicit some sentences from the class about the objects in both pictures.

ANSWERS

Picture 1

The charger is in the bag.

The glasses are on the book.

The keys are under the desk.

The laptop is on the chair.

The scissors are on the book.

The umbrella is under the chair.

The wallet is on the desk.

Picture 2

The file is under the desk.

The headphones are in the bag.

The magazine is under the bag.

The phone is on the chair.

The photo is on the desk.

The tissues are in the bag.

The watch is on the book.

Tell Sts to go back to the main lesson **2A**.

4 LISTENING *listening for detail*

a **2.4** Focus on the task. Elicit / Explain that *a study* is another term for a room in a house where you work / study, read, or write. Make sure Sts understand that the first time they listen, they just need to number the places in the left-hand column that the three speakers talk about. Play the audio for Sts to listen and complete the task. Check answers.

ANSWERS

3 in her bag 1 on his desk 2 in her study



2.4

(script in Student Book on p.127)

1 On my desk I have my computer. I have some pens and pieces of paper. I have a lamp, and a photo of my family. Oh, and a phone. It's very tidy.

2 In my study I have a desk, a table, and two chairs. I have a lot of books and a big dictionary on the desk – it isn't very tidy! And I have a map of the world on the wall.

3 I have a lot of things in my bag. I have my phone. I have the charger for my phone. I have my sunglasses, tissues, and a mask. And I have my house keys and my purse.

b Play the audio again, and this time, tell Sts to write the things each person has. Play the audio again if necessary. Check answers.

ANSWERS

Speaker 1: a computer, pens, pieces of paper, a lamp, a photo, a phone

Speaker 2: a desk, a table, two chairs, books, a dictionary, a map

Speaker 3: a phone, a charger, sunglasses, tissues, a mask, keys, a purse

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127–8, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c In pairs, Sts tell each other what they have in their bag, on their desk, or where they work or study.

EXTRA SUPPORT You could get Sts to write what they have first.

Get some feedback on what things Sts have, and who has a tidy desk or study.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Tell them they are going to play *What is it?* **A** closes his / her eyes. **B** gives **A** things and asks *What is it? What are they?*

- G** adjectives: *bad, good, etc.*
V colours, adjectives, modifiers: *very / really, quite*
P long and short vowel sounds

Lesson plan

In this lesson, iconic aspects of the USA are used to introduce common adjectives and their grammatical position with nouns, and Sts learn to give simple descriptions of things. They begin with a vocabulary focus on common adjectives. The grammar of adjectives is presented through a quiz about American icons, which includes common adjective / noun phrases such as *The White House* and *New York*, which should be familiar to Sts in English or in their own language. After the grammar practice, Sts go on to a pronunciation focus on long and short vowel sounds, which also serves to recycle the adjectives. Sts then do a picture-difference activity, before reading an article about the differences between British and American English.

Video material

Grammar – adjectives

Pronunciation – long and short vowel sounds

More materials

For teachers

Photocopiables

Grammar adjectives p.182

Vocabulary Opposites crossword p.271 (instructions p.263)

Communicative Can you name...? p.228 (instructions p.215)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *the USA* on the board and ask Sts to tell you things which they think are typically American, e.g. *Hollywood films, hamburgers, etc.* Write their suggestions on the board.

1 VOCABULARY colours, adjectives

- a** Books open. Focus on the question. Sts need to add the missing vowels. If necessary, refer Sts to the image of the US flag on p.19.

Get Sts to compare with a partner, and then write the answer on the board.

ANSWER

red, white, blue

EXTRA SUPPORT Before Sts start, elicit the five vowels. Then to get Sts to revise the alphabet, elicit the missing letters, or ask a student to spell the whole word.

- b** **2.5** Individually or in pairs, Sts complete the colours. Play the audio for Sts to listen and check.

Check answers by eliciting the missing letters onto the board. Model and drill pronunciation. Highlight especially the pronunciation of *orange* /'ɒrɪndʒ/.

2.5

black yellow grey orange brown pink green purple
silver gold

EXTRA IDEA Tell Sts they are going to watch the video from **1B** again with the football fans. Tell them for clips 1–3 they must write down the colours on the fans' T-shirts and for clips 4–6 the colours of the flags. This could be done individually or in teams as a competition. Play the video (with or without sound) for Sts to watch and write down the colours. Check answers.

ANSWERS

- 1 yellow and green
- 2 red, blue, and yellow with white and orange numbers
- 3 green with white numbers
- 4 red, white, and black
- 5 blue, white, and red
- 6 green, white, and red

- c** Focus on the instructions, and model and drill the two questions.

Put Sts in pairs and get them to ask each other about things in the classroom.

EXTRA SUPPORT Give more practice of colours, getting Sts to ask each other about different flags in **Vocabulary Bank Countries and nationalities** (p.157), e.g. *What colour is the Polish flag?*, etc.

- d** Tell Sts to go to **Vocabulary Bank Adjectives** on p.160.

Vocabulary notes

Three of the adjectives here have two meanings: *old* (opposites *young* or *new*), *right* (opposites *wrong* or *left*), and *short* (opposites *tall* or *long*). Make sure Sts are clear about the different meanings and their opposites.

Focus on the pictures and tell Sts they have to match the numbered pictures to the pairs of adjectives. Get Sts to do **a** individually or in pairs.

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

Check answers.

2.6

Adjectives

19 beautiful	ugly	11 long	short
2 big	small	14 old	new
7 cheap	expensive	16 old	young
4 clean	dirty	15 rich	poor
5 easy	difficult	13 right	left
1 fast	slow	12 right	wrong
6 full	empty	3 safe	dangerous
9 good	bad	8 the same	different
18 high	low	10 strong	weak
17 hot	cold	21 tall	short
20 light	dark		

Then either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **c**. Put Sts in pairs and get them to test each other. **A** (book open) says an adjective, e.g. *full*, and **B** (book closed) answers *empty*. They then swap roles.

Focus on the **Modifiers: very / really, quite** box and go through it with the class.

Get Sts to do **Activation**, checking that they know the names and places before they start.

Check answers.

POSSIBLE ANSWERS

Mount Kilimanjaro is very high and cold.
Elon Musk is South African and very rich.
The *Mona Lisa* is beautiful, old, and quite small.
The Pyramids are very old and very big.
Australia is very big and really hot.

Finally, focus on the **Opinion adjectives** box and go through it with the class. Model and drill the adjectives.

Tell Sts to go back to the main lesson **2B**.

EXTRA PRACTICE OPTION Use the **2B Vocabulary** photocopiable activity.

2 GRAMMAR adjectives

- a** Focus on the photos in *American Icons* and the **Adjectives** and **Nouns** in the circles. Then focus on the example (*American football*) and make sure Sts know what they have to do.

Put Sts in pairs and set a time limit, e.g. two or three minutes, for Sts to label the photos.

Check answers.

ANSWERS

2 blue jeans 3 fast food 4 High Line 5 White House
6 French fries 7 yellow taxis 8 New York

- b** Focus on the instructions and give Sts time to circle the correct word or phrase in 1 and 2.

Check answers. Elicit / Explain that adjectives go before a noun, and adjectives don't change before a plural noun.

ANSWERS

1 French fries 2 yellow

- c** Tell Sts to go to **Grammar Bank 2B** on p.134.

Grammar notes

The grammar of adjectives in English is simple.

There is only one possible form, which never changes, so an *s* is never added when the adjective is with a plural noun, e.g. *different sentences* NOT *different~~s~~ sentences*.

When an adjective is with a noun in a phrase, there is only one possible position: before the noun, e.g. *a new car*, *a big house*.

However, Sts sometimes get confused because when the adjective goes with a noun, the order is, e.g. *a fast car*, but if it is in a question with *be*, it goes after the subject, e.g. *Is your car fast?*

Focus on the example sentences and play audio  **2.7** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **2B** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 It's a very big house.
2 Is Louis French?
3 It's an expensive watch.
4 Is it an easy exercise?
5 Is your girlfriend Polish?
6 These questions are very difficult.
7 Are they cheap tickets?
8 My new glasses are very good.
b 1 It's a very hot day.
2 Is your teacher Australian?
3 That car isn't very fast.
4 It's a bad idea.
5 Are you good students?
6 English is quite easy.
7 My brother is really strong.
8 This is a slow train.

Tell Sts to go back to the main lesson **2B**.

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

EXTRA IDEA Get Sts to close their books and try to remember the phrases in *American Icons*. You could do this as a whole-class activity or get Sts to do it in pairs. If Sts worked in pairs, check answers.

- d**  In this video, Sts will watch a series of nine clips and make nine adjective + noun phrases. The video starts with a numbered grid showing all the clips. Then each clip 1–9 enlarges to fill the screen. Finally, the numbered grid appears at the end.

Focus on the instructions and the example (*tall trees*). Tell Sts they should write down a noun + adjective for each clip.

Play the video once. Sts write their answers. They can work individually or in pairs / groups. Pause the video when the final grid appears and give Sts time to review their answers for each clip.

Play the video again and check answers. Pause after clip 1 and elicit the example. Continue eliciting answers for clips 2–9. At the end, find out who got the most correct answers.

ANSWERS

2 a dirty dog 3 an empty bus 4 fast cars 5 a cold drink
6 a light room 7 a long train 8 old coins 9 an untidy desk

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

3 PRONUNCIATION long and short vowel sounds

Pronunciation notes

Many Sts will find it difficult to hear the difference between some or all long and short vowel sounds, as they may not have these sounds in their L1. You can help Sts to hear the difference by exaggerating the long sounds. The videos will help by showing Sts the correct mouth position.

- a**  Play the video and get Sts to watch and repeat the sounds and words.



See words and sounds in Student Book on p.19

Elicit that /i:/, /a:/, /ɔ:/, and /u:/ are long sounds. Remind Sts that the two dots in the phonetic symbol mean that it is a long sound.

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

- b** **2.8** Focus on the instructions. Tell Sts they are going to hear two adjectives for each sound, and they must write them in the chart.

Play the audio, pausing after each pair to give Sts time to write.

Get Sts to compare with a partner, and then play the audio again.

Check answers.

2.8

fish /ɪ/ rich, big

tree /i:/ easy, cheap

cat /æ/ black, bad

car /ɑ:/ fast, dark

clock /ɒ/ hot, wrong

horse /ɔ:/ small, short

bull /ʊ/ full, good

boot /u:/ blue, new

Then play the audio again, pausing after each group for Sts to repeat.

- c** Focus on the two groups of words and the example, and explain the activity. Make sure Sts understand that the vowel sound should be the same in the adjective and the noun. Remind Sts to use the article *a* with singular nouns. Put Sts in pairs and give them time to write the phrases.

EXTRA IDEA You could make **c** into a race with a time limit of, for example, three minutes.

- d** **2.9** Play the audio for Sts to listen and check.

Check answers and find out if any pairs have made nine correct phrases.

2.9

a big city a black bag cheap jeans dark glasses

a good book hot chocolate new boots a short story

Then play the audio again to drill the pronunciation of the phrases.

EXTRA CHALLENGE Get Sts to make adjective + noun phrases about things in the classroom, e.g. *a dirty board, big windows, a brown bag*, etc.

EXTRA IDEA You could dictate a few more rhyming phrases to the class, e.g. *a grey day, an old photo, a black cat*, etc.

4 SPEAKING

- a** Focus on the instructions, and then give Sts time to think of eight things they have.

EXTRA SUPPORT You could get Sts to write the eight things they have.

Put Sts in pairs and get them to tell each other about their eight things.

Get some feedback from individual Sts.

EXTRA IDEA Before getting feedback, ask Sts if they can remember the eight things their partner has. Get Sts to tell each other *You have...*

- b** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication The same or different?**, **A** on p.105, **B** on p.110.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face. **A** describes the odd pictures and **B** describes the even pictures. **A** starts by describing picture 1, and **B** must say if their picture is the same or different. Then **B** describes picture 2, and **A** responds.

When Sts have found the eight pictures where there are differences, tell them to compare pictures to see if they have correctly identified them.

ANSWERS

The same: Pictures 2, 6, 8, 12

Different: Pictures 1, 3, 4, 5, 7, 9, 10, 11

Tell Sts to go back to the main lesson **2B**.

5 READING identifying paragraph topics

- a** Focus on the title of the article and elicit what it is about (the differences between the two languages).

Give Sts time to read the article and complete the headings. Point out that the first one (*Vocabulary*) has been done for them.

Get Sts to compare with a partner.

- b** **2.10** Play the audio for Sts to listen to the article and check answers to **a**.

Check answers.

ANSWERS

2 Spelling **3** Grammar **4** Pronunciation

2.10

See article in Student Book on p.19 and answer key

EXTRA CHALLENGE You could ask the class what nationality they think the speaker is. With a show of hands find out who thinks the speaker is British (*The speaker is British*).

- c** Tell Sts to cover the article and answer questions 1–4.

Check answers.

ANSWERS

1 postcode, holiday, lift

2 colour, centre

3 See you on Friday.

4 No, they're very different.

EXTRA SUPPORT Get Sts to uncover the article and read it again to check their answers, and then check answers as a class.

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

- d** Do this as a whole-class activity. Other common American words include *movie, cookie, apartment, soccer*, etc.

- G** imperatives, *let's*
V feelings: *hungry, thirsty*, etc.
P linking

Lesson plan

In this lesson, Sts begin by learning adjectives to describe states and feelings, e.g. *hungry, happy*. They then listen to a series of conversations between a couple with a baby, who are in a car going on holiday. One of the women becomes increasingly irritated, and the baby tired, hungry, etc. as the journey goes on. This serves as a context to present more imperatives (Sts have already learned some in **Classroom language**) and phrases to make suggestions beginning with *Let's*... Following this is a pronunciation focus on connected speech, which is aimed at helping Sts to understand native speakers. There is then a Speaking activity with Sts role-playing different situations and asking each other what's wrong. After that Sts watch a documentary about safe car journeys, and the lesson ends with Sts writing messages, notes, and notices.

Video material

Listening – *Have a safe journey!*

More materials

For teachers

Photocopiables

Grammar imperatives, *let's* p.183

Communicative Dominoes p.229 (instructions p.215)

For students

Workbook 2C

OPTIONAL LEAD-IN (BOOKS CLOSED) Mime being hot and cold, and elicit *I'm hot* and *I'm cold*, and write them on the board. Model and drill pronunciation.

1 VOCABULARY feelings

- a** Books open. Give Sts a time limit to match the adjectives and pictures. Point out that the first one (*bored*) has been done for them.
- b** **2.11** Play the audio for Sts to listen and check. Check answers.

2.11

- | | |
|-------------------|------------------|
| 5 I'm angry. | 8 I'm hungry. |
| 1 I'm bored. | 2 I'm sad. |
| 3 I'm cold. | 10 I'm stressed. |
| 6 I'm frightened. | 12 I'm thirsty. |
| 11 I'm happy. | 7 I'm tired. |
| 4 I'm hot. | 9 I'm worried. |

When Sts have finished checking their answers, focus on the **Collocation** box and go through it with the class.

Vocabulary notes

In English, feelings are expressed using the verb *be* and an adjective. In some other languages, they are expressed using the verb *have* + a noun, and this causes Sts to make mistakes like *I have hot*, etc. For this reason, it is important to highlight the structure here as well as the adjectives themselves.

Play the audio again, pausing after each phrase for Sts to listen and repeat. Model and drill any phrases which are difficult for your Sts to pronounce, e.g. *I'm thirsty*. Make sure Sts can hear and pronounce the difference between *angry* /'æŋɡri/ and *hungry* /'hʌŋɡri/. You could tell them about the new portmanteau word *hangry* which means 'angry because you are hungry'!

Then give further practice by calling out the numbers of some pictures for Sts to tell you how the person feels using the verb *be*, e.g.

T Number 5

Sts *They're angry.*

- c** Focus on the instructions and the example sentences. Demonstrate the activity by telling Sts how you feel, using the phrases in **a**. Remind Sts of the modifiers *very* and *quite*. In pairs, Sts cover the words, look at the pictures, and make true sentences about themselves. Get some feedback, asking the class about a few of the adjectives, e.g. *Who's thirsty?*, and getting a show of hands.

2 LISTENING & READING inferring mood, following a story

- a** Set the scene by going through the instructions and telling Sts to cover the conversations on p.21 and only look at the pictures. In pairs, Sts tell each other how they think the people feel in each picture. Elicit ideas about how everybody in the story feels at different stages, but **don't** tell Sts if they are right or not.
- b** **2.12** Focus on the gapped sentences and give Sts time to read them. Elicit / Explain that the missing words are all adjectives for feelings. Point out that the first one (*stressed*) has been done for them. Now play the audio for Sts to listen and look at the pictures. The sound effects should help them to understand the story. Give Sts time to complete the gaps.

2.12

See story in Student Book on p.21

- c** Focus on the story on p.21 and play the audio again for Sts to read and listen at the same time. Tell them to check their answers as they listen. Check answers.

ANSWERS

Picture 2: thirsty, hungry

Picture 3: hot, cold, worried

Picture 4: tired

Go through the story and deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- d** **2.13** Focus on the instructions and play the audio for Sts to listen to the end of the story. Play the audio again if necessary.

Check whether it is a happy ending by getting a show of hands.

ANSWER

Yes. A police officer stops them because the back light of their car isn't on, but the police officer isn't angry with them because of Alfie, and they go to their hotel.

2.13

(script in Student Book on p.127)

L = Lisa, M = Mel, P = police officer

L The Highland Hotel's twenty miles from here.

M Fine. No problem. Let's go there.

L Yes. Alfie's asleep now.

M Great.

L Mel! Look! A police car!

M OK, OK.

P Good evening. Turn off the engine, please. Thank you. Can I see your driving licence? Thank you.

M What's the problem, officer?

P One of your back lights isn't on.

M Oh dear. I'm very sorry, officer. We're on our way to the Highland Hotel. We're very near now. And we're with a baby.

P Ah, what a beautiful baby! What's his name?

L Alfie.

P Oh dear, sorry! OK...go to your hotel. But please drive very slowly. And fix your light. There's a garage near the hotel.

M Yes – thank you, officer.

P Goodbye. Goodbye, Alfie!

M Good boy, Alfie.

EXTRA IDEA You could ask Sts if they're more similar to Mel or Lisa on car journeys.

3 GRAMMAR imperatives, let's

- a** Tell Sts to look at the highlighted phrases in the story and to complete the chart. Point out that the first one (*Turn*) has been done for them.

Check answers.

ANSWERS

Imperatives

Turn right.

Be careful!

Look for a hotel.

Don't turn left!

Don't drive fast!

Don't worry.

Suggestions

Let's stop at a café.

Let's **go** there.

Let's **not** stop.

- b** Tell Sts to go to **Grammar Bank 2C** on p.134.

Grammar notes

Imperatives

Emphasize the simplicity of imperatives in English. There are only two forms, e.g. *Stop.* / *Don't stop.*

Emphasize too that an imperative can sound abrupt in English if you are asking somebody to do something, e.g. *Close the door (please).* *I'm cold.* Here it would be much more normal to use a polite request with *Can...*, e.g. *Can you close the door, please?*

Let's (= *Let us*) + infinitive is used to make suggestions which include the speaker.

A positive suggestion is made by using *Let's* + infinitive, e.g. *Let's go to the cinema.*

A negative is made with *Let's not*, e.g. *Let's not eat here.*

Focus on the example sentences and play audio **2.14** for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the **Can you...?** box and go through it with the class.

Now focus on the exercises for **2C** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 Read 2 don't speak 3 Go 4 Don't watch 5 Have
6 Be 7 Take 8 Don't be

b 1 Let's go 2 Let's turn off 3 Let's do 4 Let's not take
5 Let's stop 6 Let's not go, Let's watch

Tell Sts to go back to the main lesson **2C**.

EXTRA PRACTICE OPTION Use the **2C Grammar** photocopiable activity.

- c** Tell Sts to look at the eight signs and to write a positive or negative sentence for each, using the verb phrases from the list. Point out that the first two have been done for them.

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

ANSWERS

3 Don't eat or drink here.

4 Turn off your phone.

5 Don't take photos.

6 Don't go in here.

7 Cross the road now.

8 Be careful.

- d** Get Sts to cover the list of phrases and look at the signs. In pairs, Sts tell each other the phrases.

Get some feedback from the class, by calling out a number and getting Sts to tell you the meaning.

EXTRA CHALLENGE Ask Sts where they might see these signs, e.g. *Don't smoke here* in a station, *Turn off your phone* in the classroom, *Don't take photos* in a museum, etc.

EXTRA IDEA Tell Sts that in the *Classroom language* video in **1C** all the phrases Harry uses are imperatives. Play the video again with the sound off. Pause at the end of each section and elicit the phrases from the Sts.

4 PRONUNCIATION linking

- a  **2.15** Focus on the **Connected speech** box and go through it with the class. Explain that in English, when people speak fast, they don't pronounce each word separately. They tend to run them together and this can make it difficult for Sts to hear what has been said.

Tell Sts they will hear six short sentences and they must write them down.

Play the audio, pausing after each sentence to give Sts time to write. Play again if necessary.

Check answers by writing the sentences on the board.

2.15

- 1 Turn off your phone.
- 2 Let's eat in this café.
- 3 Take a book with you.
- 4 Let's open the windows.
- 5 Let's stop at a hotel.
- 6 Don't open the door.

- b Individually or in pairs, Sts practise saying the six sentences. Encourage them to try to say them fast and link the words like on the audio.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's the matter?**, **A** on p.105, **B** on p.110.

Carefully go through the instructions and example conversation in **a** with the class, explaining and drilling the question *What's the matter?*, and explain the expression *cheer up* (= be happy). Then focus on **b** and **c**, and explain that Sts are going to have similar conversations using prompts 1–4 and responding with a phrase, e.g. *Thanks*, *OK*, *Good idea*, etc.

Demonstrate the activity with a good student.

Then sit **A** and **B** face-to-face if possible. **A** asks **B** *What's the matter?*, **B** responds with their first prompt, and they have a mini conversation. They then have three more conversations, using **B**'s other prompts.

A and **B** then swap roles, and **B** asks *What's the matter?*

When they have finished, focus on **d**. Sts should try to do all eight conversations without looking at their books.

EXTRA SUPPORT Write the eight adjectives (*bored*, *cold*, etc.) on the board to remind Sts how to start.

Tell Sts to go back to the main lesson **2C**.

6 LISTENING using visual clues to understand advice

- a  Tell Sts they are going to watch a documentary about car journeys. Make sure they know the meaning of the title, *Have a safe journey!*, and a *tip* (= a small piece of advice).

In pairs, Sts think of three tips for a long car journey.

EXTRA SUPPORT To help Sts, pre-teach the verbs *plan*, *check*, and *take*. Write them on the board.

Elicit some feedback from various pairs.

Play the video for Sts to watch and see if their tips are mentioned.

Elicit from the class which of their tips were mentioned.



Here are ten top tips to make your car journey safe.

Tip one: Plan your journey. Look at a map and plan where to stop on the way.

Tip two: Check your car. Is it ready for a long journey? Do it yourself or take it to a garage.

Tip three: Listen to traffic information on the radio, or check on the internet, before you start your journey.

Tip four: Take a map with you in the car, or have a map app on your phone – satnav (or GPS) isn't always right.

Tip five: Take bottles of water. People are often thirsty on long car journeys.

Tip six: If you have children in the car, take books, games, and tablets with you. Then the children can watch videos or read. When children are quiet, the driver is less distracted.

Tip seven: Check that all the passengers in the car have their seat belt on.

Tip eight: Check that you have petrol. Don't wait until your petrol tank is nearly empty before you look for a petrol station.

Tip nine: After driving for two hours, stop for fifteen minutes. Have a snack, and get some fresh air. If you're very tired, have a coffee or a drink with caffeine.

Finally, tip ten. This is very, very important. Don't use your phone.

Phoning and texting are very dangerous because you don't concentrate on the road.

Have a safe journey!

- b Give Sts time to read tips 1–10 and point out that the first one (*Plan*) has been done for them. Elicit / Explain any words they may not know, e.g. *seat belt*.

Play the video again. To help Sts, you could pause the video after each tip to give them time to complete them.

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

ANSWERS

2 car 3 traffic 4 map 5 water 6 tablets 7 Check
8 petrol 9 stop 10 phone

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 Do this as a whole-class activity.

7 WRITING messages, notes, and notices

Tell Sts to go to **Writing Bank 2** on p.116.

- a Focus on the three short texts. Get Sts to match texts 1–3 to places A–C.

Check answers.

ANSWERS

1 C 2 A 3 B

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

- b Get Sts to read the short texts in **a** again and decide who each one is for.

Check answers.

ANSWERS

1 C 2 B 3 A

- c Focus on the **Imperatives in short texts** box and go through it with the class. Tell them to highlight use 2 if it is different from their L1.

Individually or in pairs, Sts find three examples of imperatives in the texts, and match them to uses 1 and 2 in the box.

Check answers.

ANSWERS

- A *Come to our book sale!* Use 2
- B *Please make salad for lunch.* Use 1
- C *Don't tell Sam!* Use 1

- d Individually or in pairs, Sts cross out the extra word in sentences 1–4, then write the sentence again beginning with a capital letter. Point out the example.

Check answers.

ANSWERS

- 1 ~~To visit~~ Visit my website.
- 2 ~~You don't~~ Don't use my computer.
- 3 Please ~~to~~ make fajitas.
- 4 Please don't ~~to~~ worry.

EXTRA IDEA Remind Sts that the video *A salsa class* they watched in **1A** starts with an advert for the salsa class. Elicit any information Sts can remember. If they can't remember anything, elicit onto the board what should be on the advert, e.g. what the class is, where it takes place, how much it costs, etc. Then play the video for Sts to see the advert at the beginning. Pause the video for Sts to check if their information is on the advert.

- e Go through the instructions and make sure Sts understand what they have to do. Check Sts understand *band* (= a small group of musicians who play popular music together).

Make sure Sts are making notes and not writing full sentences.

- f Go through the instructions with the class.

Get Sts to do the writing in class or set it for homework.

- g Remind Sts to check their texts for mistakes, e.g. with capital letters or spelling, and the use of imperatives.

There are two pages of revision and consolidation after every two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available.

The first page revises the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first page as a mini-test on Files 1 and 2. The Pronunciation section sends Sts to the **Sound Bank** on p.174–5. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the **Sound Bank** videos showing the mouth position for each sound. If you don't want to use these in class, tell Sts to look at them at home and to practise making the sounds and saying the words.

The second page presents Sts with a series of skills-based challenges. Although this is Elementary level, the activities are generally designed to match typical exam-type tasks where possible. First, in Can you understand this text?, there is a reading text which is of a slightly higher level than those in the Files, but which revises grammar and vocabulary Sts have already learned. In the listening in Can you understand these people?, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could set these sections / activities as homework. Finally, in Can you say this in English?, there is a speaking challenge which assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can tick the boxes if they feel confident that they can do them.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub

Quick Test 2

File 2 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 from 2 to 3 in 4 at 5 off
b 1 Read 2 Work 3 Share 4 Turn on 5 Answer
c 1 file (the others are numbers)
2 Chinese (the others are countries)
3 France (the others are nationalities / languages)
4 Nigeria (the others are continents)

5 sixteen (the others are multiples of ten)
6 Germany (the others are days of the week)
7 purse (the others are always used in the plural)
8 school (the others are part of a classroom)
9 wallet (the others are things you read)
10 happy (the others are negative adjectives)
d 1 bad 2 easy 3 clean 4 low 5 right

PRONUNCIATION

ANSWERS

c 1 tree 2 car 3 jazz 4 fish 5 shower
d 1 address 2 Italy 3 expensive 4 sunglasses 5 thirteen

CAN YOU understand this text?

ANSWERS

a b
b A 2 B 5 C 4 D 1 E 3

▶ CAN YOU understand these people?

ANSWERS

1 b 2 c 3 c, a 4 c



1 Mallini

I = interviewer, M = Mallini

I What's your name?

M Mallini.

I How do you spell it?

M M-A-L-L-I-N-I.

2 Olga

I = interviewer, O = Olga

I Where are you from?

O Originally I'm from Russia.

I And where in Russia?

O Moscow.

3 Mairi

I = interviewer, M = Mairi

I What's your name?

M My name's Mairi.

I How do you spell it?

M M-A-I-R-I.

I Where are you from?

M I'm from Edinburgh.

I Where's that?

M That's in Scotland.

4 Jake

I = interviewer, J = Jake

I Are you tidy or untidy?

J I'm very tidy.

I What's on your desk?

J On my desk I have all of my pencils and my computer.