

G present simple $\oplus$ and $\ominus$

V verb phrases: *cook dinner, do homework, etc.*

P third person -s

Lesson plan

Different aspects of life in Britain provide the context for Sts to meet the present simple for the first time. They begin by learning a group of common verb phrases, and then, in a short text where eight people from Britain say what they like about their country, they see how the verb forms change for positive and negative forms and in the third person singular (question forms are presented separately in **3B**). Sts then practise the pronunciation of the third person (verb + -s or -es), as well as the vocabulary and grammar, talking about themselves and about a partner. The lesson ends with Reading and Speaking. Sts read a text adapted from a BBC website, in which foreigners who live in Britain say what they find strange about it, and Sts compare what they think about their country.

More materials

For teachers

Photocopiables

Grammar present simple $\oplus$ and $\ominus$ p.184

Vocabulary Verb phrases p.272 (instructions p.264)

Communicative I work... He works... p.230 (instructions p.215)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *eat drive read* on the board. Ask Sts for words that can go after these verbs. Elicit ideas from the class and write them on the board.

1 VOCABULARY verb phrases

a **3.1** Books open. Give Sts time to look at the verb phrases.

Tell them they are going to hear a sound effect for each verb phrase and they must listen and number them.

Play the audio for Sts to listen and complete the task.

Play it again, pausing after each sound effect to check the answer. Model and drill the pronunciation of the phrases.

ANSWERS

- 1 drink mineral water 2 watch TV 3 play the guitar
4 like animals 5 speak German

3.1

(sound effects)

b Tell Sts to go to **Vocabulary Bank Verb phrases** on p.161 and get them to do **a** individually or in pairs. Many of these verbs may already be familiar to them.

Vocabulary notes

You could point out that *have* can be used for possessions, but also with both food and drink (*have a sandwich, have a coffee*) and is more common when we talk about specific meals, e.g. *have breakfast / lunch*. *Eat*, e.g. *eat fast food*, can only be used for food.

You might also want to make sure Sts are clear about the meaning of *take* (*an umbrella*). Give a clear example like *Take an umbrella with you. It's raining*. Sts may think that this verb means *carry* (e.g. *Can you carry my bag for me? It's very heavy*).

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

Check answers.

3.2

Verb phrases

- | | |
|------------------------|------------------------|
| 19 cook dinner | 22 need a new passport |
| 14 do housework | 12 play tennis |
| 20 do exercise | 15 play the guitar |
| 24 do homework | 7 read a book |
| 17 drink mineral water | 16 say sorry |
| 23 drive a car | 5 speak German |
| 18 eat vegetables | 4 study history |
| 9 go to the cinema | 13 take an umbrella |
| 3 have a garden | 1 want a coffee |
| 8 like animals | 10 watch TV |
| 11 listen to music | 21 wear glasses |
| 6 live in a flat | 2 work in an office |

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

Finally, focus on **Activation**. Get Sts to cover the verbs and use the photos to test themselves or their partner.

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Vocabulary photocopiable activity**.

c **3.3** Focus on the example and tell Sts they will hear the second part of some verb phrases and they must say the whole verb phrase.

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

3.3

- 1 TV (*ping*) watch TV
2 the guitar (*ping*) play the guitar
3 mineral water (*ping*) drink mineral water
4 to music (*ping*) listen to music
5 glasses (*ping*) wear glasses
6 a garden (*ping*) have a garden
7 vegetables (*ping*) eat vegetables
8 to the cinema (*ping*) go to the cinema
9 history (*ping*) study history
10 exercise (*ping*) do exercise

Now repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE In pairs, Sts do a similar activity to the listening. **A** (book open) says the second part of a verb phrase from the **Vocabulary Bank**, e.g. *dinner*, and **B** (book closed) has to guess the whole phrase, e.g. *cook dinner*.

2 GRAMMAR present simple ⊕ and ⊖

- a** Ask Sts *What do you think of when you hear the word 'Britain'?* to elicit some ideas and write them on the board. You could tell Sts that *Britain* and *Great Britain* are the same.

Focus on the instructions and the words / phrases in the list, and help Sts with vocabulary if necessary, e.g. *BBC*, *freedom*. Elicit / Explain what *weather* means. Point out that the first one (*multiculturalism*) has been done for them.

Give Sts time to read the article and complete the task.

- b** ④ **3.4** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

2 language 3 gardens 4 freedom 5 BBC 6 pubs
7 weather 8 Indian food

④ 3.4

See article in Student Book on p.24 and answer key

Finally, deal with any new vocabulary. Model and drill pronunciation.

EXTRA CHALLENGE Tell Sts to cover the article and, in pairs, try to remember what each person likes.

- c** Focus on the instructions, and get Sts to answer the questions in pairs.
Check answers.

ANSWERS

- The letter *-s* is added because they are third person singular (*he, she, it*).
- I don't have, it doesn't rain
We use *don't* to make negatives with *I, you, we*, and *they*.
We use *doesn't* to make negatives with *he, she*, and *it*.

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

- d** Tell Sts to go to **Grammar Bank 3A** on p.136.

Grammar notes

Emphasize to Sts the relative simplicity of the present simple. There is only one different verb ending in the present simple (third person singular verbs add an *-s* or *-es*). All other forms are the same as the infinitive. For this reason, the use of the pronoun (*I, you*, etc.) is not optional as it is in many languages. It is essential, as it identifies which person is being referred to.

In the negative, highlight the use of *don't* and *doesn't*, which are put before the infinitive. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.

Highlight that *goes* /gəʊz/ and *does* /dʌz/ both end with *-oes*, but are pronounced differently.

Focus on the example sentences and play audio ④ 3.5 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Be careful with some he / she / it forms** box and go through it with the class.

Now focus on the exercises for **3A** on p.137. Sts do the exercises individually or in pairs.

Check answers. Get Sts to read the sentences out loud and help them with the rhythm of ⊕ and ⊖ sentences, e.g. *We live in a flat. We don't study French.*

ANSWERS

- a** 1 She goes to the cinema.
2 He lives in a flat.
3 They have two children.
4 I don't like cold weather.
5 The supermarket closes at 5.30.
6 My sister doesn't study French.
7 I do housework.
8 My son wants a guitar.
9 My friend doesn't work on Saturdays.
10 Our lessons finish at 5.00.
b 1 doesn't work 2 reads 3 speak 4 don't play 5 wears
6 listen 7 don't eat 8 has

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Grammar photocopiable activity**.

3 PRONUNCIATION third person -s

Pronunciation notes

The pronunciation rules for third person singular *-s* and *-es* endings are exactly the same as those for plural nouns (see **2A**).

As with the plurals, if Sts want to know when the final *s* is pronounced /s/ and when it is pronounced /z/, explain that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g. *works, stops, laughs, sits*. After all other voiced endings, the *s* is pronounced /z/. See the **Voiced and unvoiced consonants** box on p.41.

Sts will have problems distinguishing between, and producing, the /s/ and the /z/ sounds, and will tend to pronounce all *s* endings as /s/. Remind them that the /s/ is like the sound made by a snake, and the /z/ is like the sound made by a bee or a fly.

Tell Sts the final *s* is pronounced /ɪz/, after the following letters: *-ce, -ch, -ge, -se, -sh, -ss*, and *-x*, e.g. *watch – watches*.

- a** Focus on the **Final -s or -es** box and go through it with the class. Then, in pairs or as a class, Sts answer the question.

Check answers. Model and drill the three words.

ANSWERS

books /bʊks/
keys /ki:z/
watches /wɒtʃɪz/

- b** ④ **3.6** Play the audio for Sts just to listen to the three sounds and sentences.

④ 3.6

See sounds and sentences in Student Book on p.25

Now play the audio again for Sts to listen and repeat. If Sts are having difficulties producing the /s/ and /z/ endings, tell them that the difference is small and reassure them that it will come with practice. The most important thing at this stage is to make the /ɪz/ sound in the right place, e.g. *watches*, and not to make it in the wrong place, e.g. *lives* /lɪvz/ (NOT /lɪvɪz/).

Play the audio again if necessary.

Give Sts time to practise saying the sentences in pairs.

- c  **3.7** Focus on the instructions and the example, and tell Sts that they must listen to the first sentence and then change it using the new subject given, e.g. *he, she, it*.
Play the audio, pausing after each sentence, and elicit a response from the whole class.

3.7

- 1 I live in a flat. She (*ping*) She lives in a flat.
- 2 I need a new passport. He (*ping*) He needs a new passport.
- 3 They work in an office. She (*ping*) She works in an office.
- 4 We wear glasses. He (*ping*) He wears glasses.
- 5 They finish at eight. It (*ping*) It finishes at eight.
- 6 I want a coffee. She (*ping*) She wants a coffee.
- 7 They have two children. He (*ping*) He has two children.
- 8 We do homework. She (*ping*) She does homework.
- 9 They go shopping. He (*ping*) He goes shopping.
- 10 They study French. She (*ping*) She studies French.

Now repeat the activity, eliciting responses from individual Sts.

- d Focus on the instructions and the two example sentences. Highlight the use of *don't* to make a negative in the second sentence. Then tell Sts to go to the **Vocabulary Bank Verb phrases** on p.161 and demonstrate the activity by making true sentences about yourself.
Give Sts time to think about their six sentences.

EXTRA SUPPORT You could get Sts to write the six sentences.

In pairs, Sts tell each other their sentences. Tell Sts to put a tick or a cross next to the pictures that apply to their partner, so that they don't forget the information.

Tell Sts to go back to the main lesson **3A**.

- e Get Sts to change partners. Sts now tell their new partner about their first partner, using the third person singular.

EXTRA SUPPORT Write the example on p.25 of the Student Book on the board to help Sts: *Eva plays tennis. She doesn't like dogs...*

Get some feedback from individual Sts, both about themselves and about their partners.

4 READING identifying attitude

- a Focus on the title and explain / elicit the meaning of *strange* (= unusual). Model and drill pronunciation.
Now focus on the instructions and make sure Sts understand the meaning of *positive* and *negative*, and what they have to do. Tell them that this is a real (adapted) article from the BBC. It is very motivating for Sts to realize that they can actually understand an article even at elementary level. Encourage them to use the photos to help them with new vocabulary.
Give Sts time to read the article and complete the task.

Check answers. Elicit any words which helped them to identify whether the comment was positive or negative.

ANSWERS

1 X 2 ✓ X 3 ✓ 4 X 5 X 6 ✓ X

- b Tell Sts they are going to read the article again and must complete definitions 1–6 with a word or phrase from each paragraph.
Give Sts time to read the article again and complete the task.
Then get them to compare with a partner, and check answers. Highlight that *go bonkers* is a very informal colloquial expression.

ANSWERS

1 taps 2 *désolée, pardon* 3 shouts 4 impossible
5 go bonkers 6 complicated

Ask Sts if they have been to the UK and if so, find out if they agree with anything they read in the article.

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

- c Put Sts in pairs or small groups to discuss the situation in their country.
Get feedback from various pairs / groups.

5 SPEAKING

- a Focus on the instructions and go through the **Useful words** box, making sure Sts understand the meaning of *why?* and *because* /bɪ'kɒz/. Model and drill the pronunciation.
Now read the questions and elicit / explain the meaning of *foreigner* (= a person who comes from a different country), and model and drill pronunciation /'fɒrənə/.
Read the example and give Sts time to think about their answers.

EXTRA SUPPORT You could get Sts to write their sentences.

- b Put Sts in pairs and get them to compare their answers. Monitor and help, encouraging Sts to pay attention to the use of *because*.
Get some feedback from individual Sts.

G present simple [?]

V jobs: *journalist, doctor, etc.*

P /ʒ:/ and /ə/

Lesson plan

The topic of this lesson is jobs and work, with a focus on working from home. Sts begin by reading an interview with Ollie, a young man who works from home, where he talks about the pros and cons. The interview presents questions in the present simple in both second and third person singular, (*Do you...? Does he...?*). Then Sts learn the vocabulary for common jobs, and how to say what they do, and practise the vocabulary with a video activity. There is a pronunciation focus on the /ʒ:/ and /ə/ sounds. Sts then listen to a quiz show where two teams compete. First, the three members of one team separately introduce a guest as someone they know, and each say that he has a different job. Then the other team question the guest to find out who was telling the truth. Sts then practise by asking each other present simple questions about imaginary jobs, and the lesson finishes with Sts asking questions in the third person singular to guess someone's job.

Video material

Vocabulary – jobs

Pronunciation – /ʒ:/ and /ə/

More materials

For teachers

Photocopiables

Grammar present simple [+, −, ?] p.185

Vocabulary Jobs p.273 (instructions p.264)

Communicative Present simple questionnaire p.231 (instructions p.216)

For students

Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following sentences on the board. Make them true for you.

1 *I'm a teacher.*

2 *I work in (the name of your school).*

3 *I work (...) hours a day.*

4 *I like my job very much.*

Elicit the difference between *job* and *work* (*job* is a noun; *work* is a verb) and focus on the use of *a* before *teacher*.

1 GRAMMAR present simple [?]

a Books open. Focus on the photo of Ollie and Andrew, and the title of the interview.

Now tell Sts to read the interview quickly to find the answer to the question.

Check the answer.

ANSWER

Working from home

b Tell Sts they are going to read the interview again and this time they need to complete it with the questions the interviewer asks.

Focus on the example (*What do you do, Ollie?*) and elicit / explain that this question is the same as *What's your job?*

Give Sts time to read the questions from the list, the interview, and then complete 2–5.

c **3.8** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

2 What does he do?

3 Where in the house do you work?

4 Do you work long hours?

5 Does he work long hours?

3.8

See interview in Student Book on p.26 and answer key

d Get Sts to cover the interview and just look at the five questions in **b**. In pairs or as a whole-class activity, get Sts to say how Ollie answers them.

Deal with any new vocabulary in the interview. Model and drill pronunciation.

e Do this as a whole-class activity.

f Focus on the instructions and give Sts time to check who the questions in **b** are about.

Check answers.

ANSWERS

1 What do you do, Ollie?, Do you work long hours?

2 What does he do?, Does he work long hours?

3 Where in the house do you work?

Now ask *What's different when the question is a) to Ollie about him and b) to Ollie about Andrew?*

ANSWER

To Ollie about him: *Do you...?* To Ollie about Andrew: *Does he...?*

g Tell Sts to go to **Grammar Bank 3B** on p.136.

Grammar notes

do and does

The auxiliary *do* (and *does*) can puzzle Sts if they try to translate questions word for word. Explain (in Sts' L1 if you prefer) that *auxiliary* means 'helper', and that the auxiliaries *do* and *does* 'help' to form questions and negatives. They do not have a separate meaning. The auxiliaries *do* and *does* are also often used to 'soften' a *yes / no* answer (which can sound abrupt), e.g. *Do you work here? No, I don't.*

Focus on the example sentences and play audio **3.9** for Sts to listen and repeat. Then go through the rules with the class.

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

Now focus on the exercises for **3B** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 Do 2 Do 3 Does 4 Does 5 Do 6 Does 7 Does
8 Does 9 Do 10 Does
- b** 1 Does he like 6 Do you want
2 Does she speak 7 Does he drive
3 Do you eat 8 Does she drink
4 Do they cook 9 Do you have
5 Does she live 10 Do you listen

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

2 VOCABULARY jobs

- a** Focus on the jobs in the list and point out to Sts that they have seen most of these jobs before.

Individually or in pairs, Sts complete sentences 1–5 with a job from the list.

Check answers and write the words on the board.

ANSWERS

- 1 actor 2 teacher 3 waiter 4 receptionist 5 administrator

Model and drill the pronunciation, and underline the stress.

- b** Tell Sts to go to **Vocabulary Bank Jobs** on p.162 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to point out to Sts that it is more common to ask *What do you do?* (which covers all possibilities, e.g. being a student, being unemployed, etc.) rather than *What's your job?*, which we would probably only ask if we knew the other person was working.

You might want to point out that all the jobs here are gender-neutral, because nowadays people tend to use these most. However, *waitress* is still often used for a woman. You could tell Sts that *police officer* used to be *policeman* and *policewoman*, *actor* used to be for men and *actress* for women.

Focus on the **a / an + jobs** box and go through it with the class.

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

Check answers.

3.10

Jobs

- | | |
|-----------------------|---------------------|
| 28 an accountant | 10 a journalist |
| 26 an actor | 12 a lawyer |
| 2 an administrator | 1 a manager |
| 14 an architect | 16 a model |
| 6 a builder | 18 a musician |
| 7 a chef | 5 a nurse |
| 27 a cleaner | 21 a pilot |
| 4 a dentist | 23 a police officer |
| 17 a doctor | 24 a receptionist |
| 8 an engineer | 15 a shop assistant |
| 11 a factory worker | 9 a soldier |
| 22 a flight attendant | 29 a taxi driver |
| 13 a footballer | 25 a teacher |
| 30 a guide | 3 a vet |
| 19 a hairdresser | 20 a waiter |

Either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Point out that in compound nouns (e.g. *factory worker*, *flight attendant*), the

main stress is on the first word. Give further practice of any words and phrases your Sts find difficult to pronounce.

- 3.11** Focus on the flow chart in **c** and go through the possible answers to the question *What do you do?* Play the audio for Sts to listen and repeat the sentences.

3.11

See flow chart in Student Book on p.162

Play again if necessary.

Highlight the use of the prepositions *for*, *in*, *at*, and the article *a / an*.

Then give Sts time to decide how to say what they do in English, and go round helping with any jobs they don't know how to express. Don't ask Sts at this stage what they do as they will be asking each other in **d** in the main lesson.

Now focus on **Activation**. In pairs, get Sts to cover the words with a piece of paper, look at the photos, and try to remember the jobs. They could test each other – **A** says a number, and **B** says the job.

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopiable activity.

- c** In this video Sts will see nine photos of different jobs where only the person's hands are spotlighted. They guess the job and then the whole photo is revealed.

Focus on the photo and tell Sts to guess just from the hands what they think the person's job is, but don't tell them whether they are right or not. Tell them they are going to see nine different sets of hands and they have to guess the nine jobs. When they have seen all nine images, they will disappear, and Sts can confer.

Put Sts in pairs and tell them to write down what they think the jobs are as they watch.

Play the video and pause it as indicated on the screen (when all the squares are blank) at 01:15.

Give Sts time to discuss what they think the jobs are in their pairs.

When time is up, play the rest of the video to reveal the jobs, pausing before each one is revealed, to elicit answers from Sts. At the end, find out who guessed the most jobs correctly.

ANSWERS

- 1 an architect 2 a builder 3 a chef 4 a waiter
5 a hairdresser 6 a journalist 7 a nurse 8 a shop assistant
9 a vet

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

- d** Focus on the two questions and give Sts time to decide how to say in English what their family and friends do. Get Sts to stand up and ask at least three other Sts the two questions.

Monitor and help, encouraging Sts to answer in a full sentence.

Get feedback from as many Sts as possible.

EXTRA SUPPORT Elicit the two questions that Sts need to ask (*What do you do?* *What do your parents / friends do?*) and write them on the board to help Sts.

3 PRONUNCIATION /ɜː/ and /ə/

Pronunciation notes

Remind Sts that the two dots in /ɜː/ mean that this sound is long. It is a longer version of the /ə/ sound. Also remind them that they have met the /ə/ sound before, on p.10 of 1B, and that it is the most common vowel sound in English.

You may want to tell Sts that the most common *work-words* which have the /ɜː/ sound, and which Sts often mispronounce, are *work*, *word*, and *world*. You could also remind them that when *er* and *or* are unstressed, e.g. at the end of many job words, they are pronounced /ə/ (the schwa).

- a  Focus on the new sound picture, *bird*, and on *computer*. Before you play the video, remind Sts that some words, e.g. *computer*, can have more than one /ə/ sound in them (it has two).

Play the video and get Sts to watch and repeat the sounds and words. Highlight how the speaker's mouth is barely open as she makes the sound.



See sounds and words in Student Book on p.27

Finally, focus on the /ɜː/ **and** /ə/ box and go through it with the class.

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

- b  **3.12** Play the audio for Sts just to listen to the six sentences.

3.12

See sentences in Student Book on p.27

Now play the audio again, pausing after each sentence for Sts to repeat.

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

Get a few Sts to say them aloud to the class.

4 LISTENING understanding specific information

- a  **3.13** Focus on the photo, and tell Sts they're going to listen to a quiz show called *What's My Job?* In the show, there are two teams of three people and a mystery guest. Each member of Team A introduces the guest and says what job he / she does (they all say a different job), but only one of them is telling the truth. Then the three people in Team B ask questions to try to find out who in Team A is telling the truth about the guest. In the photo, Sts can see the three contestants in Team A, and this week's guest, who is called Mike.

Focus on the chart. Go through it, and elicit / explain *speciality* (= something that somebody is good at).

Tell Sts that they will hear the three contestants say who Mike is and they must complete the gaps in row 1 of the chart.

Play the audio for Sts to listen and complete the first three gaps. Play the audio again if necessary, pausing after each speaker, and then check answers.

ANSWERS

- 1 Nadine says Mike is a **hairdresser**; Tyler says Mike is a **dentist**; James says Mike is a **chef**.

3.13

(script in Student Book on p.127)

P = presenter, N = Nadine, T = Tyler, J = James

Part 1

- P** Hello, everybody, and welcome to today's *What's My Job?* On team A we have Nadine, Tyler, and James, and on the B team, Alice, George, and Charlie.
- Team A, you start. Today's mystery guest is Mike. You each say who Mike is and what he does, but only one story is true. Team B, you need to decide who Mike really is. Remember, you have one minute to ask Team A questions, and then thirty seconds to ask Mike questions. Are we ready?
- So, let's welcome Mike. Team A. Nadine, please introduce him.
- N** Mike's my hairdresser. We chat a lot.
- P** And Tyler, please introduce Mike...
- T** Mike's my dentist. He's a very good dentist.
- P** And finally, James, please introduce Mike...
- J** Mike's the chef at my local pub. I often have lunch or dinner there.
- P** OK Team B. You have one minute to ask Team A questions.

- b  **3.14** Focus on the instructions and tell Sts that now they have to focus on rows 2 and 3 in the chart in **a**.

Play the audio for Sts to listen and complete the gaps in rows 2 and 3.

Play the audio again if necessary, pausing after each speaker, and then check answers.

ANSWERS

- 2 Mike works in **a salon** (Good Hair Day). Mike works in **a clinic** (in central London, in Piccadilly). Mike works in **a pub** (The Red Lion).
- 3 She doesn't think Mike **has children**. Mike and Tyler aren't **friends**. Mike's speciality is **spaghetti carbonara**.

3.14

(script in Student Book on p.127)

P = presenter, G = George, N = Nadine, C = Charlie, A = Alice, J = James, T = Tyler

Part 2

- P** OK Team B. You have one minute to ask Team A questions.
- G** Mmm let's start with Nadine. Mike's your hairdresser, right?
- N** Yes, we're very good friends.
- G** What's the name of his salon?
- N** Er, it's called er... Good Hair Day.
- C** Is Mike married?
- N** Er, yes he is.
- A** Does he have children?
- N** Er, yes, er, no, he doesn't. I don't think he has children.
- A** OK, so now Tyler. You say Mike's your dentist. Where is his clinic?
- T** It's er in central London, in Piccadilly.
- C** Are you and Mike friends?
- T** Well no, not really friends. It's difficult to be friends with your dentist – it's impossible to have a conversation!
- G** Is he expensive?
- T** What do you think? He's a dentist!
- G** OK, James now. You say Mike's a chef in a pub. What's the name of the pub?
- J** The Red Lion. It's a great pub.
- C** What food does Mike cook?
- J** Er, Great British food! Fish and chips, roast beef, things like that. And he makes good sandwiches.
- A** What's his speciality?
- J** Er, spaghetti carbonara.
- P** OK, team. Your time's up.

Now ask the class what they think Mike does. Elicit some ideas, but don't tell Sts if they are right or not.

- c** **3.15** Tell Sts that they will now hear the contestants on the other team asking Mike questions. They must complete the questions they hear and write his answers with a tick for *yes* and a cross for *no*.

Go through questions 1–6 and elicit / explain the meaning of any words Sts don't know.

Play the audio for Sts to listen and complete the gaps and put a tick or cross. Play the audio again if necessary, pausing after each question, and then check answers.

Now ask the class if they have changed their minds about what Mike does. Elicit some ideas, but don't tell Sts if they are right or not.

ANSWERS

- 1 Do you **wear** a uniform or special clothes? ✓
- 2 Do you **have** special qualifications? ✓
- 3 Do you **work** in a team? X
- 4 Do you **work** inside? ✓
- 5 Do you **work** at the weekend? X
- 6 Do you **like** your job? ✓

3.15

(script in Student Book on p.127)

P = presenter, A = Alice, M = Mike, G = George, C = Charlie
Part 3

- P** OK, Team B, now you have thirty seconds to ask Mike questions. But remember Mike can only answer *Yes* or *No*.
- A** Hello, Mike. Do you wear a uniform or special clothes?
- M** Yes, I do. Not a uniform, but special clothes.
- G** Do you have special qualifications?
- M** Yes, I do.
- C** Do you work in a team?
- M** No. But sometimes other people help me.
- P** Remember Mike, you can only answer *yes* or *no*.
- M** Oh yes. Sorry.
- A** Do you work inside?
- M** Yes, I do.
- G** Do you work at the weekend?
- M** No, I don't.
- C** Do you like your job?
- M** Yes, I love it. But people don't always like me!
- P** Thank you, Mike. So, Team B, is Mike a hairdresser, a chef, or a dentist? You have one minute.

EXTRA SUPPORT Play the audio twice. The first time Sts complete the gaps in the questions. Then play it again for them to listen and put a tick or a cross as his answer.

- d** **3.16** Finally, play the end of the show. Pause after they ask *Mike, what do you do?* and ask Sts what they think, before letting them hear his job.

Ask the class with a show of hands who had guessed correctly.

ANSWER

Mike is a dentist.

3.16

(script in Student Book on p.127)

Part 4

- A** I think he's Nadine's hairdresser. He works inside, other people help him...
- G** But he doesn't work at weekends. Hairdressers work on Saturdays...
- A** Not all hairdressers.

- C** He isn't a chef, I'm sure. Pubs are full at weekends. And James says he cooks British food, but his speciality is spaghetti carbonara. That's Italian, not British! I think he's a hairdresser, too.
- G** But Nadine says they're friends, and then she says, 'I don't think he has children'. She doesn't know. I think that's strange. I think he's Tyler's dentist. He has special qualifications, and remember, 'People don't always like me'. Nobody likes dentists.
- A** We need to agree.
- P** Your time's up, Team B. So what's Mike's job?
- A** We think he's a hairdresser.
- P** Mike, what do you do?
- M** I'm Tyler's dentist.
- P** Yes, Mike is Tyler's dentist. He says nobody likes dentists, but we like you, Mike! Thank you very much indeed.

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

5 SPEAKING

Tell Sts they are now going to play a similar game in groups of three, where they have to guess one person's job. Put Sts in groups of three, **A, B, and C**, and tell them to go to **Communication What's my job?**, on p.114.

Focus on the instructions for **a** and tell Sts to go to **Vocabulary Bank Jobs** on p.162 and each choose a job.

When they are ready, go through the questions in **b** to make sure Sts understand them. Tell them they have to ask each person ten questions and then guess the job. Make sure they understand *take turns*. Get Sts to make notes of the answers to help them to guess the jobs.

Set a time limit, and tell **B** and **C** to ask five questions each to **A**. When the time is up, focus on **c**, and tell Sts to guess **A's** job.

Focus on **d** and get Sts to swap roles. Now, they guess **B's** job, and finally they guess **C's** job.

Find out how many jobs Sts guessed correctly in each group.

Focus on **e** and tell Sts to go to **Vocabulary Bank Jobs** on p.162 again, and this time, think of someone they know who has one of the jobs. In the same groups, Sts first tell the others if they are thinking about a man or a woman. Then Sts take turns to ask questions from the chart in the third person singular to find out what this person's job is. You could demonstrate the activity by getting Sts to ask you the questions first. Get Sts to make notes of their partners' answers to help them guess the jobs when time is up. Get some feedback from various groups.

- G** word order in questions
V question words
P sentence stress

Lesson plan

This lesson starts with a listening in which two people, Becca and Dave, meet for the first time while walking dogs in a park. This situation provides a context for asking questions to try to get to know somebody. Dave invites Becca to lunch, and Sts watch the scene on video to see how the relationship develops. Then they go on to look at the grammar of word order in questions, especially those beginning with question words. There is then a vocabulary and pronunciation stage, where Sts revise and expand their knowledge of question words, and then they practise the rhythm of questions. Sts have a Speaking activity where they practise asking each other a variety of questions, and the lesson ends with writing as they learn to write a personal profile.

Video material

Listening – *Lunch at Dave's flat* (fast speed)

Listening – *Lunch at Dave's flat* (normal speed)

More materials

For teachers

Photocopiables

Grammar word order in questions p.186

Communicative Famous people p.232

(instructions p.216)

For students

Workbook 3C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask the class who has a dog (either their own or a family pet). Then ask Sts who have a dog what kind of dog it is and who usually takes it for a walk.

1 LISTENING identifying who's who, understanding specific information

- a** **3.17** Books open. Focus on the lesson title and elicit what a 'dog person' is (= a person who particularly likes dogs, usually more than cats). Focus on the photo and the instructions. Give Sts time to read the four names, and make sure they understand what they have to do.
 Play the audio for Sts to listen and match the names to the people and the dogs.
 Check answers.

ANSWERS

1 Becca 2 Barry 3 Dolly 4 Dave

Now ask Sts for more information about the dogs, e.g. the breed and how old they are.

ANSWERS

Barry is a Labrador; he's two years old.
 Dolly is a Shih Tzu; she's two years old.

3.17

(script in Student Book on p.128)

B = Becca, D = Dave

- B** He's beautiful. Is he a Shih Tzu? Sorry, he or she?
D She. Yes, she's a Shih Tzu. Her name's Dolly. And your dog?
B He's a Labrador.
D What's his name?
B Barry. Barry, come here!
D Dolly. Here. Stop it.
B I think Barry likes her.
D Yes! Sorry, I'm Dave. What's your name?
B Becca. Hi.
D Nice to meet you, Becca! How old is Barry?
B Er...He's, er, two. And Dolly?
D Er...The same. Hey, Dolly! Come back!

- b** **3.18** Focus on the instructions and establish that Becca and Dave go to a café. Tell Sts to cover the conversation with a piece of paper and listen to find out what happens in the end.

Play the audio for Sts to listen and complete the task.

Check the answer.

ANSWER

Dave invites Becca to lunch.

3.18

See conversation in Student Book on p.28 and answer key in c

- c** Tell Sts to uncover the conversation, and give them a few minutes to read it.

EXTRA CHALLENGE Tell Sts, in pairs, to try to guess the missing words before they listen.

Play the audio again for Sts to complete the questions (or check their guesses). Point out that the first one (*like*) has been done for them. Play again if necessary.

Check answers.

ANSWERS

- 2 What...want 3 Where...live 4 What...do 5 work
 6 What 7 want

- d** **3.19** Focus on the **Showing interest** box and go through it with the class. You might want to tell Sts that *intonation* means the rise and fall of the voice in speaking. Tell Sts they are going to hear three sentences from Becca and Dave's conversation, and they must only repeat each phrase that shows interest.
 Play the audio, pausing after the second speaker in each exchange, for Sts to listen and repeat the phrases.

3.19

- 1 **B** I'm a journalist.
D Really? How interesting!
 2 **D** Do you work for a newspaper?
B No, for TV. What about you?
 3 **D** I'm on holiday now.
B Me too.

Now repeat the activity, eliciting responses from individual Sts.

Tell Sts that they will be using these phrases later, in the Speaking activity.

- e Put Sts in pairs and get them to read the conversation in c. If there's time, get them to swap roles.

- f  In this video Sts see what happens when Becca has lunch with Dave.

Focus on the photo and the instructions, and make sure Sts understand the meaning of *success* (= sth which achieved a good result).

Play the video *Lunch at Dave's flat* once the whole way through. The video is at fast speed and has no sound.

Elicit from the class whether the lunch was a success.

- g  Focus on the instructions and give Sts some time to read the seven sentences.

Play the video, which is at normal speed.

Check the answer to f (the lunch was a success) and then give Sts time to complete the task. Play the video again if necessary.

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

ANSWERS

- 1 is 2 likes 3 isn't 4 doesn't like 5 likes 6 like
7 ice cream



- B Hi. It's me...Becca.
D Hi. It's the first floor...Come in.
B Great flat, Dave.
D Do you like it? It has a nice kitchen.
B Nice smell. Um, where's Dolly?
D Dolly isn't here. Em, Becca, I need to tell you something. Dolly isn't my dog. She's my friend's dog. I sometimes help and take her for a walk.
B You don't have a dog?
D No. I don't like dogs much. And my flat's quite small. So sorry. I know you love dogs.
B Don't worry! Barry isn't my dog either! He's my sister's dog. I like dogs, but in fact I have two cats. How do you feel about cats?
D I love cats – in fact, I prefer cats to dogs! Sit down. It's nearly ready.
B What's for lunch?
D Pizza – and then chocolate ice cream. All home-made!
B All for me this time!

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.

- h Focus on the question. Do this as a whole-class activity and elicit opinions. Say what you are, too.

2 GRAMMAR word order in questions

- a Focus on the instructions, and tell Sts to put the words in the correct order to make questions.
b  **3.20** Play the audio for Sts to listen and check. Check answers.

3.20

- 1 How old is Barry?
2 What's his name?
3 Do you like it?
4 How do you feel about cats?

- c Tell Sts to go to **Grammar Bank 3C** on p.136.

Grammar notes

Word order in English is less flexible than in many other languages, and this is especially true of questions. Sts often have problems remembering the position of the auxiliaries *do* and *does* in present simple questions.

The acronyms **ASI** (auxiliary, subject, infinitive) and **QuASI** (question word, auxiliary, subject, infinitive) will help your Sts remember to use the correct word order in questions. Use the acronyms as a quick way of reminding them if they make mistakes.

Focus on the example sentences and play audio  **3.21** and  **3.22** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **3C** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 How many languages do you speak?
2 Is your job interesting?
3 What colour is his car?
4 Where does your brother work?
5 Do you work with computers?
6 What kind of websites do you like?
7 What does he do at the weekend?
8 Are you stressed in your job?
9 Where does your sister live?
10 How do you say that in English?
b 1 does...do 2 does she work 3 Does...like 4 does...do
5 Is he 6 Does...do 7 do you do

Tell Sts to go back to the main lesson **3C**.

EXTRA PRACTICE OPTION Use the **3C Grammar** photocopiable activity.

3 VOCABULARY & PRONUNCIATION

question words, sentence stress

- a Focus on the question words and phrases, and questions 1–8. Point out that the first one (*What*) has been done for them.

Give Sts time to complete the questions.

- b  **3.23** Play the audio for Sts to listen and check. Check answers.

ANSWERS

- 2 How many 3 Which 4 Where 5 When 6 What kind of
7 Who 8 Why

3.23

See questions in Student Book on p.29 and answer key

Now either put Sts in pairs to answer questions 1–3 or do it as a whole-class activity.

If Sts worked in pairs, check answers.

ANSWERS

- 1 /h/
2 /w/
3 We use *What...*? when there's a large number of possibilities.
We use *Which...*? when there's a small number, often two.

Pronunciation notes

Sts have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually 'information' words, i.e. nouns, adjectives, verbs.

Unstressed words are usually shorter words such as pronouns, articles, prepositions, and auxiliary verbs.

This mixture of stressed and unstressed words is what gives English its rhythm.

- c  **3.24** Tell Sts that in sentences we stress the important words and that the words in **bold** in the four questions are important words and are stressed.

Play the audio for Sts just to listen to the four questions.

3.24

See questions in Student Book on p.29

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

- d Now put Sts in pairs, **A** and **B**. **A** asks the questions in **3a** and **B** gives their own answers. Point out that in the fourth question they might need to change *work* to *study*. You could tell the **Bs** to close their books, and get the **As** to ask the questions in a different order.

Monitor and help as necessary. Then get Sts to swap roles. Get some feedback from the class.

4 SPEAKING

- a Focus on the instructions with the class. Then focus on the prompts. Elicit that in the first, second, and third group they need to add *do you* between the question word or phrase and the verb, and in the fourth group, they need to add *is / 's* after *Who* or *What*.

Then elicit the questions from the first and second groups, e.g. *Where do you live? Where do you work / study? What kind of films do you like?*, etc.

- b Focus on the instructions. You could model the example conversation with a strong student. Remind Sts of the ways of showing interest that they saw earlier in the lesson, e.g. *How interesting!*

Put Sts in pairs, **A** and **B**, preferably with a student they don't usually work with. Sts interview each other.

-  If you have an odd number of Sts in the class, have one group of three. Choose strong Sts who will have time to do the interview three times.

Get some feedback from the class.

EXTRA CHALLENGE Encourage the Sts who are asking the questions to ask extra questions if they can, e.g.

A *What car do you have?*

B *I have a Mini.*

A *Really? What colour is it? / Do you like it?*, etc. (extra questions)

Round off the activity by asking various pairs what they have in common.

5 WRITING a personal profile

Tell Sts to go to **Writing Bank 3** on p.117.

- a Focus on Fatima's profile and give Sts time to read it.

Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:

– *occupation* (= what they do, e.g. their job)

– *interests* (= hobbies)

Point out the abbreviation e.g. /i: 'dʒi:/; you could tell Sts that it is from Latin for *exempli gratia*.

Ask Sts if they have similar interests to Fatima.

- b Tell Sts to read the profile again and answer questions 1–4.

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

ANSWERS

- 1 Fatima lives in Manchester.
- 2 She speaks a little Urdu because her father is from Pakistan.
- 3 She likes foreign language films and South Korean films.
- 4 She goes to the gym in her free time.

- c Focus on the **and, but, or** box and go through it with the class.

Give Sts time to find one more example of *and*, *but*, and *or* in Fatima's profile.

Check answers. You may want to point out to Sts that *or* is also used to introduce another possibility, e.g. *Let's have a coffee or a cold drink*.

ANSWERS

I like dance music **and** jazz.

I don't watch a lot of TV, **but** I like American series.

I don't watch football **or** other sports.

- d Focus on sentences 1–6 and give Sts time to complete them.

Check answers.

ANSWERS

1 and 2 but 3 or 4 and 5 or 6 but

- e Focus on the instructions and give Sts time to plan their profile, using the questions. Make sure they write notes and not full sentences.

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

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

First weeks in London

Practical English buying a coffee
Vocabulary telling the time

Lesson plan

In this lesson Sts learn to tell the time and how to buy a drink and food in a coffee shop or bar. The *Pictures of you* story continues with episode 2, *First weeks in London*. After a recap of what happened in episode 1, we see Ben moving into a rented flat and beginning his photography course at Tensquare School. He has been working hard and he falls asleep in class. His teacher, Andre, sends him to the local café to have a coffee and wake up. There he is served by Carla, the barista. Ben is very surprised to see Izzy come into the café. She lives locally and is a friend of Carla's. Ben and Izzy chat and when Izzy leaves, she invites a tongue-tied Ben for a date and gives him her phone number.

Video material

Pictures of you Episode 2

More materials

For teachers

Photocopiables

Vocabulary Practical English 2 Time p.274
(instructions p.264)

Oxford English Hub

Quick Test 3
File 3 Test

For students

Workbook Practical English 2
Can you remember...? 1–3

THE STORY SO FAR (books closed)

▶ Play the first part of the video –the recap of episode 1 (*Previously*) and elicit from Sts who the characters are and what happened in the first episode of *Pictures of you*. Make sure Sts understand the meaning of *previously* (= before, in the last episode). Stop the video at 00:38. You could also elicit some of the language Sts learned for checking into a hotel.

1 TENSQUARE SCHOOL

- a** Books open. Focus on the clock and the question. Elicit / Teach the answer *It's nine o'clock* and write it on the board. Point out that in English you can say *It's nine o'clock* or simply *It's nine*. There is no difference in terms of meaning or exactness between them. You may want to point out that *o'clock* was originally *of the clock*.
- b** Tell Sts to go to **Vocabulary Bank Time** on p.165 and get them to do **Part 1**.
Focus on **1 Telling the time** and get Sts to do **a** individually or in pairs.
- 🔊 **3.25** Now focus on **b**. Play the audio for Sts to listen and check.
Check answers.

🔊 3.25

Time, 1 Telling the time

- | | |
|--------------------------|--------------------------------|
| 3 It's quarter past six. | 4 It's twenty-five to seven. |
| 5 It's six o'clock. | 2 It's half past six. |
| 1 It's quarter to seven. | 9 It's three minutes past six. |
| 8 It's ten past six. | 6 It's twenty past six. |
| 7 It's five to seven. | |

Vocabulary notes

Highlight:

- that from 12 o'clock to half past (the right-hand side of the clock) all the times are expressed with *past*, and that from half past to 12 o'clock (the left-hand side) all the times are expressed with *to*.
- the pronunciation of *half* /hɑ:f/ (highlighting the silent *l*) and *quarter* /'kwɔ:tə/.

You may also want to point out that British people often leave out the *a* before *quarter past* and *quarter to*, e.g. *It's (a) quarter to six*. Both versions are correct.

EXTRA SUPPORT Play the audio again and get Sts to repeat the times.

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

Finally, focus on the instructions for **Activation**. Get Sts to cover the phrases with a piece of paper and, in pairs, to point at the clocks and ask and say the times.

Tell Sts to go back to the main lesson.

EXTRA PRACTICE OPTION Use the **Practical English 2** photocopiable activity.

- c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's the time?**, **A** on p.105, **B** on p.110.
Sit **A** and **B** face-to-face if possible. Go through the instructions with them carefully, and drill the question *What's the time?* (or *What time is it?*).
At the end of the activity, get Sts to compare their clocks to make sure they have drawn the correct times.
Finally, elicit the time on some of the clocks from the class.
Tell Sts to go back to the main lesson.
- d** ▶ In this part of the video, *Tensquare School*, Sts will see Ben rushing to class as he is late and then what his tutor thinks of his photos.
Focus on the lesson title, *First weeks in London*, and then on the heading, *Tensquare School*, and ask Sts who goes to Tensquare School (*Ben*) and what kind of school it is (*photography*).
Focus on the photo and ask who they think the man talking to Ben is. Tell Sts that he is Ben's teacher and his name is Andre.
Give Sts time to read questions 1–3.
Now play the video for them to watch.
Then give Sts time to answer the questions.
Check answers.

ANSWERS

- 1 Because Ben is (half an hour) late.
- 2 9 o'clock
- 3 9.30 a.m.



A = Andre, B = Ben

- A Good afternoon, Ben.
B Sorry I'm late.
A The class starts at nine o'clock. It's half past nine.
B I'm really sorry.
A Sleeping in class.
B I... Sorry, Andre. I'm really tired.
A Can I see some of your work? These are really... great, Ben. Yeah, I like these.
B Oh. Thank you.
A These are good too. But these... are nothing special. Look, I know it's difficult, but I don't want good photos. I want great photos.
B OK, Andre.
A My job is to teach you how to take great photos. More photos like these. I don't want photos like these.
B OK. Sure, Andre. Thanks.
A Go and have a coffee and wake up.

- e Give Sts time to read the five sentences, making sure they understand all the lexis.
Play the video again.
Now give Sts time to number the sentences in the order in which they happened.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 4 Andre says to the class that he wants great photos.
- 1 Ben is late for class.
- 5 Andre says 'Go and have a coffee'.
- 3 Andre likes some of Ben's photos.
- 2 Ben is asleep in class.

EXTRA CHALLENGE Get Sts to number the sentences in the correct order and then play the video again for them to watch and check.

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 BUYING A COFFEE

- a Focus on the photo and elicit where Ben is (*in a coffee shop*). Places selling coffee were traditionally called *cafés*, but more recently are sometimes called *coffee shops*. Highlight that *café* is a French word, which is why the pronunciation in English is /'kæfeɪ/.
Do the question as a whole-class activity. Model and drill pronunciation as necessary, e.g. *croissant* /kwaɪ'sɑːnt/ or /krə'sɑːnt/. You may want to point out that in coffee shops in the UK they use the Italian words for different types of coffee, e.g. *latte* /'lɑːteɪ/, *cappuccino* /kæpə'tʃiːnəʊ/, etc. Explain that *regular* means normal size, and that *large* is another word for *big*. Elicit / Explain that oat and soya milk are non-dairy.
Finally, elicit / explain that although the prices are just numbers, as the coffee bar is in the UK the prices are in pounds and pence (3.00 = three pounds, 2.80 = two

(pounds) eighty). Saying prices is practised in more detail in **Practical English 3**.

EXTRA IDEA You could get Sts to practise in pairs like this:

- A *How much is a single espresso?*
B *Two (pounds) eighty. How much is a regular cappuccino?, etc.*

- b In this part of the video, *Buying a coffee*, Sts will see Ben talking to the barista. Ben knows Carla's name, so he is clearly a regular customer.

Focus on the question and then play the video.

Now give Sts time to write down what Ben orders from the menu.

Get Sts to compare with a partner, and then check answers. You may want to point out that he has the double espresso first to wake up.

ANSWER

A double espresso, a brownie, and a large latte (with oat milk)



C = Carla, B = Ben

- C Can I help you?
B Hi, Carla.
C Hey, Ben. What would you like?
B Can I have an espresso, please?
C Single or double?
B Double. And a brownie, please.
C OK. Anything else?
B Can I have a latte, please? With oat milk.
C Regular or large?
B Large.
C To have here or take away?
B To take away.
C OK.
B How much is that?
C That's twelve pounds forty-five, please. Thank you. Do you want a receipt?
B No. Thank you.

- c Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the barista) and tell Sts that *barista* (/bə'riːstə/ or /bə'rɪstə/) is an imported Italian word. Now elicit who says the **You say** phrases (the customer, or here Ben). These phrases will be useful for Sts if they need to order food or a drink in English.

Give Sts a minute to read through the conversation and to think about what the missing words might be. Then play the video again, and get Sts to complete the gaps.

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

ANSWERS

- 1 help 2 Single 3 Regular 4 here 5 want

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Remind Sts that *What would you like?* is a common way of offering a drink to someone, and *Can I have...?* is a common way of asking for what you want. Highlight that to ask for a (total) price we can say either *How much is it?* or *How much is that?* Highlight also the useful phrase *Do you need a receipt?* and elicit that a *receipt* /rɪ'siːt/ is a piece of paper showing what you paid for something. Point out that the *p* is not pronounced in *receipt*.

d  Now 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 them to copy the rhythm and intonation. Play the video.



Same as previous video with repeat pauses

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

e In their pairs, Sts now role-play a new conversation. Tell Sts to read their instructions, and help them to understand exactly what they have to do.

A is the barista and **B** the customer. Elicit that **A** begins with *Can I help you?* and **B** orders from the menu.

When they have finished, they swap roles.

You could get a few pairs to perform in front of the class.

3 A SURPRISE MEETING

a  In this part of the video, *A surprise meeting*, Sts will see Izzy walking into the coffee shop and talking to Ben (she remembers his name from hearing it in the hotel). She also talks to Carla, and Ben discovers that they are friends. As she leaves, Izzy asks Ben if he wants to go out with her. Sts will see that Izzy knows Tensquare School and Ben's teacher, Andre, although she doesn't say why.

Give Sts time to read the five topics and then play the video for Sts to watch.

Now give Sts time to tick the topics Izzy and Ben talk about.

Play it again if necessary.

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

ANSWERS

Sts should tick: Izzy's job; Ben's school; Ben's teacher, Andre; the coffee shop



I = Izzy, B = Ben, C = Carla

I Morning, Mr Fischer.

B Hi...Hi...Hello. Good morning.

I Is this your local coffee shop?

B Yeah. My school is really near here.

I Oh yes, Tensquare School.

B Yeah. Do you know it?

I Yeah, I do.

C What would you like, Izzy? Your usual?

B Izzy.

I Yes, please. How are you, Carla?

C I'm good. And you?

I I'm OK.

C How's the job?

I Good! It's long hours, but I like it.

B Uh...are you two friends?

I Yeah. I come here a lot. I live very near here.

B Really?

I Yeah. How's the course?

B Good, but...it's really hard work. I don't like the teacher very much.

I Andre...

B Do you know him?

I Yeah. He's...difficult. Nice to see you again, Mr Fischer.

B Izzy? Um...Oh, sorry. Erm, I...um...Do you...

I Do you want to go out sometime?

B Me?

I You.

B Yeah.

I OK. Here's my number. Call me.

C Have a biscuit.

b Give Sts time to read sentences 1–6 and see if they can remember who they are about. Remind Sts that Carla is the barista.

Play the video again.

Now give Sts time to complete the sentences with the names.

Get Sts to compare with a partner, and then check answers. Elicit / Explain the meaning of *to go out* (= spend time with somebody and possibly have a romantic relationship).

ANSWERS

1 Ben, Izzy (or Izzy, Ben)

2 Izzy

3 Izzy, Carla (or Carla, Izzy)

4 Izzy

5 Ben, Izzy (or Izzy, Ben)

6 Izzy, Ben

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.

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 Yes, please. **2** Good! It's long hours, but I like it.

3 Yes. I come here a lot. **4** Really? **5** Me? Yes.

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?

Put Sts in pairs and get them to talk about the people in the first question. Elicit ideas for Izzy as an example, e.g. *Izzy works in London. I like her because she's strong.*

Elicit some feedback from various pairs.

Then focus on the last question and make sure Sts know the meaning of *call* here (= phone). Now get Sts to discuss the question. You could teach *I think so. / I don't think so.*

Finally, elicit some feedback from the class.