

- G** possessive 's, *Whose...*?
V family: *sister, aunt*, etc.
P /ʌ/, the letter o

Lesson plan

The main context for this lesson is photos of people in the public eye who have been photographed with a member of their family or partner who is not well known. This provides a natural context for presenting the grammar of the possessive 's (e.g. *Who's she? She's Jennifer Lopez's sister.*) and the question word *Whose...*? Sts then learn the vocabulary of family members, which leads into a focus on the /ʌ/ sound, and the most common pronunciations of the letter o. The lesson ends with Sts watching a drama of a woman showing her friend photos of members of her family, which Sts then do themselves.

Video material

Pronunciation – /ʌ/
 Listening – *Tanya's photos* (extracts)
 Listening – *Tanya's photos* (full video)

More materials

For teachers

Photocopiables

Grammar possessive 's, *Whose...*? p.187
Vocabulary The family p.275 (instructions p.264)
Communicative Everyday objects p.233 (instructions p.216)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a simple family tree on the board, preferably of your family, or a well-known family, showing two generations: mother / father + children, e.g.



Ask *Who's Alan?* to elicit *He's your father*, and do the same with the other names to elicit *mother / brother / sister*. Use Alan and Marian to teach *husband* and *wife*. Get Sts to spell the words to you and write them on the board. Model and drill pronunciation.

1 GRAMMAR possessive 's, *Whose...*?

- a** Books open. Ask Sts *Do you read magazines like Hello! or OK!? What kind of people are in them?* (Famous people and their families).
 Focus on the title of the article and the photo. Ask the question to the class, but don't confirm any ideas yet. Then ask if they think it's good or bad to have a famous person in the family and elicit opinions.

- b** Give Sts time to read the article and see if they still think their guess in **a** is correct or if they have changed their minds.

Check answers. You could ask Sts how they guessed whilst reading the article. You could also ask Sts *Do you think they like having a famous sister?* Also find out if Sts know any information about Jennifer Lopez. She is an American actor, dancer, and singer; born in 1969.

ANSWERS

Their sister is the actress Jennifer Lopez (J.Lo).

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

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

ANSWER

It means *of* = Leslie and Lynda are the sisters of Jennifer Lopez.

- d** Focus on the instructions. Tell Sts to think about the other person's age and appearance. If you didn't do the **Optional lead-in**, make sure that Sts know the meaning of the basic family words in the **a** and **b** options. These words were taught in Beginner and some have also come up in earlier Files of Elementary.

Now focus on the photos and give Sts time, in pairs, to read sentences 1–5 and choose *a* or *b* for each one.

Remind them of the expressions *I think...* and *Maybe...*

- e** **4.1** Play the audio for Sts to listen and check.
 Check answers. Ask Sts if they know the people.

ANSWERS

1 b 2 b 3 a 4 a 5 a

4.1

See sentences in Student Book on p.32 and answer key

! Note that we also use the terms *husband* and *wife* for couples in same-sex marriages, i.e. a man can have a husband and a woman can have a wife. See p.00 for more information around diversity.

- f** Tell Sts to go to **Grammar Bank 4A** on p.138.

Grammar notes

Elementary Sts tend not to have too many problems with the possessive 's being used in English with things / places, e.g. *Harry's bar*, and with people, e.g. *Jane's brother*. However, they may be less clear about not using it in phrases like *The end of the film* or in compound noun phrases like *bus stop* (if this is an *of* construction in their L1).

Names that end in s

James's or *James'*? After names ending in *s*, you can add either 's or just an apostrophe. We teach the first form because it is more common and follows the basic rule. The pronunciation is /ɪz/, e.g. /dʒeɪmzɪz/.

Focus on the example sentences and play audio **4.2** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **'s** and **Whose / Who's** box and go through it with the class.

Now focus on the exercises for **4A** on p.139. Sts do the exercises individually or in pairs. With **a**, go through the instructions with Sts first, to make sure they understand exactly what they have to do.

Check answers. For **a**, ask Sts for the answers, and then write the sentences on the board, so they can see where they have to put the apostrophes. Elicit each time whether the **'s** is the contraction of *is* or the possessive **'s**.

ANSWERS

- a** 1 They're Amal's magazines.
2 It's Amal's watch.
3 It's Liam's bike.
4 They're Liam's glasses.
5 It's Liam's bag.
- b** 1 my mother's birthday
2 her grandparents' house
3 the end of the day
4 my cousin's friends
5 The door of the classroom
6 the students' desks
- c** 1 Whose 2 Whose 3 Who's 4 Who's 5 Whose
6 Who's

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

g Ask Sts to cover the photos in **d** and focus on the things A–E from the photos. Model and drill their pronunciation. Check that Sts understand that they belong to the famous people in **d**.

Focus on the speech bubbles. Give Sts, in pairs, a few minutes to practise asking and answering the questions. Check answers.

ANSWERS

- B** Whose rings are they? They're Rihanna's rings.
C Whose earring is it? It's Miley Cyrus's earring.
D Whose glasses are they? They're Elton John's glasses.
E Whose dress is it? It's Reese Witherspoon's dress.

EXTRA IDEA Try to find some photos of famous people's relatives who your Sts will know. You could find these on the internet or in celebrity magazines. Ask who the people are.

2 VOCABULARY family

a Tell Sts to go to **Vocabulary Bank The family** on p.163.

Vocabulary notes

Highlight that in English, unlike in some other languages, we don't use the masculine word in the plural to refer to masculine and feminine family members, i.e. *brothers* only refers to males. For this reason, we normally ask, e.g. *Do you have any brothers or sisters?*

Focus on the instructions for **a** and the first family tree. Make sure that Sts realize that they have to number the people in relation to Richard.

Ask Sts *Who is Gary?* and elicit *He's Richard's father*. Then show them where to find the word *father* and point out that number 1 is in the box next to *Gary*.

Give Sts, in pairs, five minutes to write the numbers on the family trees.

i Tell Sts they will need to use one of the words (*cousin*) twice.

Don't check answers at this stage.

Focus on **b**. Give Sts time to complete gaps 1–5. Don't check answers at this stage.

4.3 Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

4.3

The family

a

- 7 John is Richard's grandfather.
8 Jennifer is Richard's grandmother.
2 Carol is Richard's mother.
1 Gary is Richard's father.
9 Sue is Richard's aunt.
10 Nick is Richard's uncle.
4 Kate is Richard's sister.
3 Steven is Richard's brother.
13 Hugh is Richard's cousin.
13 Sarah is Richard's cousin.
14 Emma is Richard's wife.
5 Chloe is Richard's daughter.
6 Jake is Richard's son.
12 Ruby is Richard's niece.
11 Oliver is Richard's nephew.

b

- 1 my father and my mother: my **parents**
2 my wife's mother and father: my **parents-in-law**
3 my grandfather and my grandmother: my **grandparents**
4 my son and my daughter: my **children**
5 a husband and wife: a **couple**

Then either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce, e.g. *cousin*, *daughter*, *niece*, and *nephew*.

EXTRA SUPPORT You might want to get Sts just to repeat the family words.

Focus on the **More family words** box and go through it with the class. You may also want to teach *half-brother / -sister* (someone who has the same mother as you but a different father, or the same father but a different mother).

Focus on **Activation**. Demonstrate by asking individual Sts, e.g. *Who's Jennifer?* (*She's Richard's grandmother.*). Then get Sts to continue in pairs, covering the words in **a** and **b**.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Vocabulary** photocopiable activity.

b Focus on the questions and point out that the first one (*grandmother*) has been done for them.

Give Sts two minutes to answer them in pairs.

Check answers.

ANSWERS

- 2 uncle 3 niece 4 cousin 5 brother-in-law 6 nephew

3 PRONUNCIATION /ʌ/, the letter o

Pronunciation notes

The /ʌ/ sound

The most common spelling of this short sound is *u* between consonants, e.g. *up*, *husband*, *sun*, etc. However, *o* also makes this sound as in the family words *mother*, *brother*, etc., and also (less often) *ou*, e.g. *young*, *couple*.

The letter o

Following on from the /ʌ/ sound, this exercise focuses on the two most common pronunciations of the letter *o*, /ɒ/ (e.g. *clock*) and /əʊ/ (e.g. *phone*), and two less common ones, /ʌ/ (e.g. *up*) and /uː/ (e.g. *boot*).

Highlight that *clock* and *up* are short sounds, *boot* is a long sound, and *phone* is a diphthong. For these sounds, you may want to help Sts by using the videos showing mouth positions, or by demonstrating the positions yourself.

- a ▶ Play the video for Sts to watch and repeat the sound and words.



See sound and words in Student Book on p.33

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

- b Focus on the box entitled **The letter o** and go through it with the class. This exercise focuses on the two most common pronunciations of the letter *o*, /ɒ/ (e.g. *not*) and /əʊ/ (e.g. *photo*), and two less common ones, /ʌ/ (e.g. *mother*) and /uː/ (e.g. *two*).

Focus on the sound pictures and elicit the four words and sounds, e.g. *clock* /ɒ/, *phone* /əʊ/, etc. Point out the four examples.

Give Sts two or three minutes to put the other 11 words into the correct columns according to the pronunciation of the pink *o*. Encourage Sts to say the words out loud to themselves to help decide where to put them.

! Two of the words, i.e. *doctor* and *London*, have a second *o* in them, which is not pink. This is the schwa sound.

EXTRA SUPPORT To help Sts you could tell them how many words go into each column (excluding the example): /ɒ/ has four, /əʊ/ has three, /ʌ/ has three, and /uː/ has one.

- c 4.4 Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Elicit the answers onto the board.

4.4

clock /ɒ/ doctor, job, model, Scotland, strong

phone /əʊ/ don't, go, home, no

up /ʌ/ come, London, money, one

boot /uː/ do, who

Play the audio again, pausing after each word or column for Sts to listen and repeat.

- d Model the example conversations with a strong student or two.

Get Sts to practise the conversations in pairs.

Then get a few pairs to read out loud for the class.

4 LISTENING & SPEAKING using visual clues to understand relationships between people

- a ▶ In this video Tanya, who is German, is showing a friend photos of her family on her phone.

Focus on the instructions, the names, and the photos.

Play the video *Tanya's photos* (extracts) once or twice for Sts to label the photos.

Check answers.

ANSWERS

1 Lena 2 Stefan, Leon 3 Nadya, Alex



A = Alisha, T = Tanya

A Who's that?

T That's my sister, Lena. And this is my brother Stefan with my nephew, Leon.

A Is that another sister?

T No, that's my cousin, Nadya, and her husband Alex.

- b ▶ Focus on the instructions and give Sts time to read sentences 1–12. Play the full video *Tanya's photos* for Sts to watch.

Then give Sts time to write the names in the sentences. You may want to pause the video after each photo has been described and get Sts to write the names in three stages.

Then play the video again without pausing for Sts to check their answers.

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

ANSWERS

1 S 2 L 3 L 4 N 5 S 6 N 7 L 8 L 9 N 10 S
11 N 12 S



A Who's that?

T That's my sister, Lena.

A How old is she?

T She's thirty, look at the cake!

A Oh yeah! Nice cake! Does she also live in the UK?

T Yes, she does. She lives in London too, quite near me. It's great because the rest of my family are all in Germany.

A What does she do?

T She's a journalist.

A Oh right. Is she married?

T She has a partner, Sam. He's English. He works for an IT company. And this is my brother Stefan with my nephew, Leon.

A Ahh! How old is he?

T Leon? About one. They live in Berlin – I don't see them very often, unfortunately. Stefan is a great dad!

A So, what does he do?

T He's a chef.

A Is that another sister?

T No, that's my cousin, Nadya, and her husband Alex.

A She looks very like Lena!

T Yes, maybe in that photo!

A So what does Nadya do?

T She's a teacher. And Alex is a police officer.

A They look very young! How old are they?

T She's twenty-four, and he's twenty-six, I think. They live in Frankfurt. We're very good friends.

A Nice pics!

- T Thanks. Can I see some photos of your family?
A Yes, sure. So this is my...Sorry, Tanya, I need to go. I have a meeting at half past one.
T OK.
A Bye.
T See you later.
-

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 Focus on the instructions and either do the questions as a whole-class activity or put Sts in pairs.
Check answers.

ANSWERS

The first sentence is about Lena, the second Nadya.

look like = be physically similar to

- d Focus on the instructions and the examples. If Sts have, e.g. their phones or tablets with them, ask them to show each other photos of friends or people in their family. They must ask each other three questions about each person. If not, they could write the names of some of their relatives and friends on a piece of paper. They swap pieces of paper, and then **A** asks **B** three questions about each person.
They then swap roles.

EXTRA SUPPORT Demonstrate by bringing in some photos of your family / friends. If possible, blow them up or project them onto the board, and then elicit questions from Sts.

- G** prepositions: time, place and movement
V daily routine: *get up, get dressed*, etc.
P linking

Lesson plan

This lesson is based on the daily routine of two real people with busy lives, one professional and one student (Marjan Jahangiri is a professor of cardiac surgery in London, and her son, Darius, is at university). Sts begin by learning verb phrases to talk about daily routines. There is then a pronunciation focus on linking, which will help Sts to understand spoken English. Sts then read about Marjan's day and listen to an interview with her son, and decide whose day they think is more tiring. This is followed by a grammar focus on prepositions of time and place, which are commonly used when we describe a typical day. The lesson ends with a Speaking activity where Sts ask each other about their typical weekdays, and they then write a description of their favourite day of the week.

Video material

Vocabulary – daily routine

Vocabulary – daily routine (no sound)

I This lesson also revises telling the time. This was taught at the beginning of **Practical English Episode 2** on Student Book p.30. If you did not do this lesson, we suggest you do this section first after the Reading (3b), or instead of the **Optional lead-in**.

More materials

For teachers

Photocopiables

Grammar prepositions: time, place and movement (*in, on, at, to*) p.188

Vocabulary A day in the life of a fitness instructor p.276 (instructions p.264)

Communicative Prepositions questionnaire p.234 (instructions p.216)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise telling the time. Draw a clock on the board and then draw different hands and ask Sts *What time is it?* Ask Sts *What time does this class start?* and elicit the answer *It starts at (X)*. Highlight that we use the preposition *at* when we say what time something happens.

1 VOCABULARY daily routine

a Here Sts see an animated version of the daily routine pictures in the **Vocabulary Bank**.

Books open. Focus on the heading *daily routine* and tell Sts that it means the normal order and way in which you regularly do things every day.

Now focus on the instructions and make sure Sts understand the question.

Play the video once the whole way through.

Elicit opinions. You could tell the class whose day is more like yours, too.



This is Stressed Sally. She's an administrator in a busy office. She works long hours. This is Sally's daily routine. Sally wakes up at seven o'clock. She has a shower. She gets dressed. She puts on make-up. She has a coffee. Sally goes to work by bus. She gets to work at eight twenty-five. She starts work at eight thirty. She has lunch at work. She finishes work at six thirty. Sally goes shopping. She gets home late. She does the housework. She has pizza for dinner. She checks emails. Sally goes to bed. This is Relaxed Robbie. He's a gardener. He works for people in their gardens. This is Robbie's daily routine. Robbie gets up at eight o'clock. He has a shave. He takes the dog for a walk. He has breakfast. Robbie walks to work. He goes home early. He goes to his Italian class. He sees friends. Robbie makes dinner. He relaxes on the sofa. He has a bath. He sleeps for eight hours.

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

b Tell Sts to go to **Vocabulary Bank Daily routine** on p.164.

Vocabulary notes

Make sure Sts know the difference between *go to work* (= leave the house), *get to work* (= arrive at work), *go home* (= leave school / work and go to your house), and *get home* (= arrive home).

Focus on the names *Stressed Sally* and *Relaxed Robbie*. Ask Sts if they can remember the meaning of *stressed*, and to guess from the pictures what *relaxed* means. Model and drill pronunciation (/strest/ and /rɪ'læksɪ/). Then get Sts to do **a** individually or in pairs.

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

Check answers.

4.5

Daily routine

Stressed Sally

- 2 have a shower
- 5 have a coffee
- 13 do the housework
- 8 start work at eight thirty
- 10 finish work at six thirty
- 3 get dressed
- 1 wake up at seven o'clock
- 9 have lunch at work
- 11 go shopping
- 16 go to bed
- 14 have pizza for dinner
- 12 get home late
- 6 go to work by bus
- 4 put on make-up
- 15 check emails
- 7 get to work

Relaxed Robbie

- 23 go to Italian classes
- 17 get up at eight o'clock
- 20 have breakfast
- 18 have a shave
- 22 go home early
- 21 walk to work
- 26 relax
- 19 take the dog for a walk
- 28 sleep for eight hours
- 25 make dinner
- 27 have a bath
- 24 see friends

Then either use the audio to drill the pronunciation of each verb / phrase, or model and drill them yourself. Give

further practice of any words or phrases your Sts find difficult to pronounce.

Focus on the **have** box and go through it with the class. Finally, focus on **Activation** and get Sts to test themselves or each other.

Tell Sts to go back to the main lesson **4B**.

- c  Tell Sts they are going to watch the video again, but without the sound. For each picture, they must say the daily activity that Sally and Robbie do in a whole sentence. Play the video, pausing on each picture if necessary, and elicit the sentence from the class or individual Sts.

EXTRA PRACTICE OPTION Use the **4B Vocabulary photocopiable activity**.

- d Focus on the task and example. Demonstrate it yourself by using phrases to tell the class your typical morning. Then put Sts in pairs and get them to do the same. Get feedback from some pairs to find out if they do things in the same order.

EXTRA SUPPORT Let Sts look at the phrases on p.164.

2 PRONUNCIATION linking

- a  **4.6** Focus on the **Linked speech** box and remind Sts about linking in spoken English (they saw it in **2C**). Tell Sts they are going to hear five sentences, each read at natural speed. Point out that for each sentence they can see how many words there are. Tell them the first time you play the audio they should just listen. Play the audio once. Now play it again, pausing for Sts to write the five sentences. Play again if necessary. Get Sts to compare with a partner, and then check answers by eliciting the sentences onto the board.

4.6

- 1 He wakes up at eight.
- 2 She works in an office.
- 3 She has a coffee at eleven.
- 4 He has a lot of homework.
- 5 She has an interesting day.

- b  **4.7** This exercise practises sentence stress and rhythm. Focus on the sentences and tell Sts that the words in **bold** are the words that are stressed. Play the audio, pausing after each sentence for Sts to listen and repeat, copying the rhythm.

4.7

See sentences in Student Book on p.34

In pairs, Sts practise the sentences, paying attention to linking and rhythm.

Get a few Sts to read some of the sentences aloud.

3 READING & LISTENING inferring feelings, understanding daily habits

- a Focus on the title of the article, *Busy Lives: Mother... and Son*, and the photos. Read the introduction about Marjan together and make sure Sts understand it all. Tell Sts they will now read about a typical (working) day in Marjan's life and then listen to an interview with Darius about a

day in his life as a student. Model and drill Marjan's name /maɪdʒæn/.

Focus on the adjectives in the list and make sure Sts can remember what they mean.

Go through the **Glossary** and model and drill the pronunciation of the words and phrases, and make sure Sts understand their meaning.

Set Sts a time limit and tell them that all they have to do is find out how they think Marjan feels at the end of the day.

When the time limit is up, get feedback.

SUGGESTED ANSWER

Marjan probably feels (very) tired, but happy.

- b Tell Sts they need to read the article again and say when Marjan does the things in 1–9. Point out that the first one (*two a day and sometimes during the night*) has been done for them. Tell Sts to read the article again, then cover it and answer 1–9 orally. Check answers. If your Sts have not yet done **Vocabulary Bank Time Part 1** on p.165, use digital time to check answers (nine thirty, etc.) and then focus on telling the time (see below).

ANSWERS

- 2 between 9.30 and 11.30 p.m., at the hairdresser twice a week
- 3 when he's home from university
- 4 at 7.00 a.m.
- 5 between 6.00 and 6.30 a.m.
- 6 twice a week
- 7 every day, late at night
- 8 every day
- 9 between 9.30 and 11.30 p.m.

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

- !** The time is taught in **Practical English 2** p.30. If your Sts have not done this lesson, you should do the **Vocabulary Bank Time Part 1** on p.165 at this point.

EXTRA IDEA Write the following phrases from the article on the board and elicit the verbs:

away / at home
research
to the hairdresser
a break / a meeting
the piano
on the phone
time with someone

ANSWERS

be away / at home
do research
go to the hairdresser
have a break / a meeting
play the piano
speak on the phone
spend time with someone

- c  **4.8** Focus on the photo of Darius and read the instructions. Point out the **Glossary** and go through it with the class. Model and drill the pronunciation of the words, especially *choir* /'kwaɪə/. Give Sts time to read questions 1–7. Play the audio once for Sts just to listen. Then play it again for Sts to answer the questions, pausing if necessary to give them time to write. Play again if necessary.

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

ANSWERS

- 1 To do some exercise
- 2 Lectures are for everybody who studies the same subject; tutorials are small face-to-face classes.
- 3 In his room or in the university library
- 4 He goes to the pub with friends, he watches a film, he studies.
- 5 He's terrible at cooking.
- 6 At about 11.00
- 7 Clean and tidy his room

4.8

(script in Student Book on p.128)

I = interviewer, D = Darius

- I What time do you get up in the morning?
- D I usually get up at about seven. That way I have time to do some exercise or go for a run, or even play squash before breakfast.
- I What do you have for breakfast?
- D Cereal and milk, and toast with honey or jam.
- I Do you have classes every day?
- D I have lectures in the morning every day except Friday. Lectures are classes for everybody who studies politics. Some of those are online. Then I also have tutorials on Thursday afternoon and Friday morning. Tutorials are small face-to-face classes.
- I And what do you do when you don't have lectures or tutorials? Is that free time?
- D No, I study! I have exams soon. I work in my room or in the university library.
- I Where do you have lunch?
- D I usually have lunch at uni at about one o'clock, but sometimes I just have a sandwich in a café in town.
- I Do you go out in the evening during the week?
- D Well, music is my main hobby. I'm in the university choir and I sing every evening from six to seven. I also play percussion in the university orchestra. After choir, I sometimes go to the pub with friends, or we watch a film, especially at weekends. But I often need to study in the evenings, too.
- I Where do you have dinner?
- D Sometimes I go out with my friends, but usually I eat at uni. The food is quite good, actually. A lot of my friends cook, but I'm terrible at cooking.
- I What time do you go to bed?
- D At about eleven. I'm usually so tired I go to sleep straight away. It's my last year, so all I really do these days is study, eat, and sleep.
- I Do your parents come and visit you?
- D My mother comes about once or twice a term. But I prefer to go home and see her there because I'm terribly untidy, so when she comes to visit, I need to spend the whole day cleaning and tidying my room!

- d Finally, do this as a whole-class activity, making sure Sts know the meaning of the phrase *have something in common* (= to be like somebody in a certain way or to have the same interests as somebody).
Elicit some feedback.

ANSWERS

Marjan and Darius both have long days and work hard. They both like what they do.
Marjan is probably more tired. She has less time to relax and has more responsibility.

EXTRA IDEA Ask the class if they think busy people are usually happy. Encourage them to try to say why (even if they make mistakes).

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 GRAMMAR prepositions: time, place and movement

- a Focus on the instructions and give Sts time to complete the sentences about Darius's day with a preposition.
- b 4.9 Play the audio for Sts to listen and check.
Check answers.

ANSWERS

1 at 2 in 3 on 4 at 5 to

4.9

See sentences in Student Book on p.35 and answer key

- c Tell Sts to go to **Grammar Bank 4B** on p.138.

Grammar notes

There are three main prepositions of time: *in*, *on*, *at*.

There are simple rules for *in* and *on*. The rules for *at* require a little bit more effort to remember because these include *at night* and *at the weekend*.

Under prepositions of place and movement, Sts focus on *at*, *in*, and *to*. The main aim is for Sts to be clear that *at* and *in* are used for position whereas *to* is used for movement. Sts also learn that *in* / *at* are often alternatives when talking about place, e.g. *I was in a restaurant* / *at a restaurant last night*. Sometimes there is a subtle difference between the two prepositions in this context, but it is not necessary to go into this at this level.

Focus on the example sentences and play audio 4.10 and 4.11 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for 4B on p.139. Sts do the exercises individually or in pairs.

EXTRA SUPPORT You may want to focus on the rules for prepositions of time, and then do a, followed by the rules for prepositions of place and b.

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

ANSWERS

a 1 in 2 on 3 in 4 at 5 at 6 on 7 at 8 in 9 in
b 1 at 2 to 3 in 4 at 5 to 6 in 7 in 8 at
9 in 10 at

Tell Sts to go back to the main lesson 4B.

EXTRA PRACTICE OPTION Use the 4B Grammar photocopiable activity.

- d 4.12 Tell Sts they are going to hear some time phrases and they must repeat the time phrase with a preposition.
Focus on the example.
Play the audio, pausing after each time phrase for Sts to listen and repeat with the correct preposition.

4.12

- 1 the weekend (*ping*) at the weekend
- 2 the morning (*ping*) in the morning
- 3 seven o'clock (*ping*) at seven o'clock
- 4 Sunday (*ping*) on Sunday
- 5 night (*ping*) at night

- 6 the evening (*ping*) in the evening
 7 midnight (*ping*) at midnight
 8 the summer (*ping*) in the summer
 9 Tuesday morning (*ping*) on Tuesday morning
 10 Christmas (*ping*) at Christmas

Now repeat the activity, eliciting responses from individual Sts.

5 SPEAKING

- a** Tell Sts that they are going to talk about a typical weekday (Monday to Friday).

Focus on the questions and elicit that Sts need to add *do you* each time there is a /.

Demonstrate the activity by getting Sts to ask you two or three questions. Remind Sts of the typical rhythm of questions, and encourage them not to stress *do you*, e.g. *What time do you get up?*

- b** Put Sts in pairs and tell them they are going to interview their partner. Monitor and help, correcting especially any mistakes with the time and prepositions.

In their pairs, Sts decide what they have in common.

Get feedback from various pairs.

6 WRITING an article

Tell Sts to go to **Writing Bank 4** on p.118.

The aim here is to give Sts practice describing habitual actions. Sts learn to recognize and use common connectors and common sequencers.

Focus on the title and elicit the meaning and pronunciation of *favourite* (= liked more than others of the same kind).

Now focus on **a** and give Sts time to read the article and answer the question.

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

ANSWER

Javier feels tired, but happy, at the end of his favourite day.

EXTRA IDEA Ask a few Sts *Is Javier's Saturday like yours?*

Now do **b** and make sure Sts understand what they have to do.

Check answers.

ANSWERS

A 2 B 4 C 1 D 3

Now do **c** and give Sts time to look at the highlighted words in the article. You could tell them to check with a partner that they know the meaning of the highlighted words.

Then focus on the **Time words** box and go through it with the class. Highlight that:

- *after* and *before* are prepositions and opposites. They are used with a noun or a verb phrase: *I always have a cup of coffee after lunch.*
- *then* is used with a verb phrase. It can go at the beginning or in the middle of a sentence: *I have a bath. Then I go to bed. I have a bath and then I go to bed.*
- *after that* is an alternative to *then*. However, highlight that you can't use *after* to connect two clauses, e.g. NOT ~~*I get up, and after I have breakfast.*~~

Now give Sts time to choose the correct time words in sentences 1–6.

Check answers.

ANSWERS

1 before 2 Then 3 from, to 4 during 5 until 6 after

For **d**, tell Sts to complete the six sentences.

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

ANSWERS

1 after 2 then 3 then 4 after 5 after 6 then

Focus on the task in **e** and the instructions. Elicit /

Explain that the article has four paragraphs and each one describes one main idea. Give Sts a few minutes to make some notes for each paragraph.

In **f**, Sts write their article. They can do this in class if there is time or for homework. Monitor and help Sts, encouraging them to use the highlighted words from the article.

In **g**, Sts spend a few minutes checking their article and the use of the time words.

EXTRA IDEA Get Sts to exchange articles. They read each other's articles and try to find something in common. Elicit some feedback from various pairs.

- G** position of adverbs, expressions of frequency
V months, adverbs and expressions of frequency: *minute*, *hour*, etc.
P the letter *h*

Lesson plan

The topic of this lesson is lifestyle choices which may determine whether you have a longer or shorter life. Sts begin by learning the vocabulary for months and adverbs and expressions of frequency. A study carried out recently which investigates why teenagers around the world may not live as long as their parents provides the context for Sts to learn the word order for adverbs and expressions of frequency. Pronunciation focuses on the letter *h*. In the second half of the lesson, Sts read about the so-called 'Blue Zones', five places in the world which have a very high proportion of centenarians, and about the lifestyles in two of them, which they compare to their own country. The lesson ends with a documentary about a third one, Okinawa, in Japan.

Video material

Pronunciation – the letter *h*

Listening – *The island of Okinawa*

More materials

For teachers

Photocopiables

Grammar position of adverbs, expressions of frequency p.189

Communicative How often? board game p.235 (instructions p.217)

For students

Workbook 4C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *How can I live to be 100?* Invite suggestions from the class and write them on the board, e.g. *Don't smoke*, *Do exercise every day*, etc.

1 VOCABULARY months, adverbs and expressions of frequency

- a** **4.13** Books open. Focus on the months. In pairs, Sts complete the words.

Play the audio for Sts to listen and check.

Elicit the months onto the board.

4.13

January February March April May June July August
September October November December

- b** Play the audio again for Sts to listen and repeat. Give further practice of any months your Sts find difficult to pronounce. Now ask the class which five months are stressed on the second syllable.

ANSWERS

July, September, October, November, December

- c** Tell the class the month of your birthday and write on the board *My birthday is in...*

Now tell Sts in turn to say their birthday month in the same way, and find out which month has the most birthdays. Make sure they only say the month and not the date.

EXTRA IDEA Get Sts to do this as a mingle and ask each other *When's your birthday?* Find out if any Sts found someone born in the same month as them.

- d** Tell Sts to go to **Vocabulary Bank Time** on p.165 and get them to do **Parts 2 and 3**.

Vocabulary notes

Highlight that *once* and *twice* are irregular forms. For all other numbers, we use a number + *times*, e.g. *five times*, *ten times*.

Focus on **2 Expressions of frequency** and get Sts to do **a** individually or in pairs. Make sure Sts are clear about the meaning and pronunciation of *How often...?* (which is used when you want to ask someone about the frequency with which they do an activity) and *every*. Point out that the first one (*day*) has been done for them.

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

Check answers.

4.14

2 Expressions of frequency

- 1 every day 2 every week 3 every month 4 every year
5 once a week 6 twice a week 7 three times a week
8 four times a year

Now either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **Activation**. Get Sts to cover the left-hand column with a piece of paper, leaving the rest visible to see if they can remember the expressions.

Focus on **3 Adverbs of frequency** and get Sts to do **a** individually or in pairs.

Vocabulary notes

If Sts don't have an exact equivalent in their L1, you may want to point out that these words don't have an exact meaning in terms of frequency – the meaning depends on the activity, e.g. in *I often have fruit for breakfast*, *often* probably means three times a week, whereas in *I often travel abroad for work*, *often* may mean once a month.

4.15 Now do **b**. Point out that the first one (*b*) has been done for them. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

2 a 3 c 4 f 5 e 6 d

4.15

See sentences in Student Book on p.165 and answer key

Then either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the meaning of the six highlighted adverbs. Focus on the **normally** box and go through it with the class.

4.16 Focus on **c** and play the audio for Sts to listen and repeat the adverbs. Give further practice of any adverbs your Sts find difficult to pronounce.

4.16

See highlighted adverbs of frequency in Student Book on p.165

Finally, focus on the instructions for **Activation**. Get Sts to cover sentences 1–6 with a piece of paper, leaving a–f visible to see if they can remember the sentences and especially the adverb of frequency.

Tell Sts to go back to the main lesson **4C**.

2 GRAMMAR

position of adverbs, expressions of frequency

a Focus on the photo. Ask Sts how old they think the girl is, and elicit the meaning of *teenagers* (= young people between the ages of 13 and 19).

Focus on the text. Read the title and introduction together, and make sure Sts understand the phrase *unhealthy lifestyles*. Elicit the opposite of *unhealthy*.

Set a time limit for Sts to read the rest of the text.

Ask the class if they think teenagers are similar in their country and elicit opinions.

b Get Sts to read the text again, focusing on the position of the highlighted words, which all express frequency. They then circle the correct word in rules 1 and 2.

Check answers.

ANSWERS

1 **before** a main verb, **after** the verb *be* 2 **end**

c Tell Sts to go to **Grammar Bank 4C** on p.138.

Grammar notes

The normal position for adverbs of frequency is before the main verb, but after *be*. However, *sometimes* and *usually* can be used at the beginning of a sentence or clause for emphasis, e.g. *Sometimes I wake up really early...*

Similarly, the normal position for expressions of frequency is at the end of a sentence or verb phrase, but they are sometimes placed at the beginning for emphasis, e.g. *Every day I check my emails first thing in the morning.*

Focus on the example sentences and play audio 4.17 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **4C** on p.139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 I always walk to work.
2 Do you usually wear glasses?
3 I'm hardly ever bored.
4 She sometimes does housework.

- 5 We hardly ever go to the cinema.
6 Why are you always late?
7 My partner is never stressed.
8 Does it often rain in December?
b 1 I am never late for class.
2 We hardly ever eat fast food.
3 What time do you usually finish work?
4 My parents don't often have pizza for dinner.
5 My brother is always hungry at lunchtime.
6 We don't always do our homework.
7 Do you usually see friends at the weekend?
8 Our teacher is hardly ever angry.

Tell Sts to go back to the main lesson **4C**.

EXTRA PRACTICE OPTION

Use the **4C Grammar photocopiable activity**.

d Tell Sts that they will now find out if they are going to live a short or long life, by answering a questionnaire. Tell them to go to **Communication Short life, long life?** on p.114.

Go through the instructions with Sts carefully. Put them in pairs. Give Sts **A** time to interview Sts **B** and to circle their partner's answers.

Now the pairs swap roles, and Sts **B** interview Sts **A** and circle their answers.

When they have finished, they should calculate their partner's score and tell them the result.

Get feedback from the class, finding out who is going to live the longest.

Tell Sts to go back to the main lesson **4C**.

3 PRONUNCIATION

the letter *h*

Pronunciation notes

How difficult this sound is will depend on your Sts' L1 and you should spend more or less time here accordingly.

The main problem with the letter *h* is that in many languages it is silent at the beginning of a word. Highlight that in English it is almost always pronounced like the /h/ in *hotel* and *How*. There are very few exceptions. The only one which is relevant at this level is *hour*, but don't focus on this until after Sts have done **b**.

a 4.17 Focus on the sound picture (*house*) and sound /h/. Play the video and get Sts to watch and repeat the sound and words.



See sound and words in Student Book on p.36

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

b 4.18 In pairs, Sts read the sentences aloud and try to find in which word the letter *h* is not pronounced. Play the audio for Sts to listen and check. Check the answer.

ANSWER

In the word *hour* the *h* is not pronounced.

4.18

See sentences in Student Book on p.36

Now, in their pairs, Sts practise saying the sentences.

- c Focus on the task and make sure Sts understand all the lexis in the verb phrases.
Demonstrate the activity first by making true sentences about yourself.
Sts should write true sentences about themselves, using the verb phrases and an adverb or expression of frequency.

EXTRA SUPPORT Elicit adverbs and expressions of frequency and write them on the board for Sts to refer to.

They then say their sentences to a partner.

Get feedback, asking two or three pairs if they were similar or different.

4 READING & SPEAKING inferring information

- a Focus on the photos and the title. Elicit / Explain the meaning of *secret* (= something you do not or must not tell other people).
Get Sts to read the text or read it aloud. Ask Sts to predict anything that they think the places might have in common. Elicit possible answers (e.g. their lifestyle, the weather, etc.). You might want to pre-teach *diet* (here meaning *daily food*).
Do the questions as a whole-class activity.

ANSWERS

The 'Blue Zones' are five places where many people live for a long time. Gregorius is 100 and María is 97.

If you think your Sts might be interested, you could tell them that 'Blue Zones' were first identified in 2004 by *National Geographic* and a team of longevity researchers.

EXTRA IDEA If you have a world map in the class, get Sts to find the five 'Blue Zones'.

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication, A Ikaria** on p.106, **B Nicoya** on p.111.
Go through the instructions carefully. Make sure Sts understand the word(s) in the **Glossary**. You may want to point out that *beans* can also refer to the green variety.
Sit **A** and **B** face-to-face if possible. When they have finished reading their articles and have answered the questions, Sts **B** starts by describing life in Nicoya to Sts **A**.
Tell them to try to use their own words.
When Sts **B** have finished, they swap roles.
Sts then decide what the two places have in common.
Check answers. You could ask Sts if they would like to live in either Ikaria or Nicoya.

ANSWERS

People in both places spend a lot of time outside. They are very active; they walk everywhere. They eat beans. They don't eat much meat.

Tell Sts to go back to the main lesson **4C**.

- c Tell Sts to work with a partner and write words or phrases they can remember from their articles related to the two categories. Point out the two examples.
Check answers.

ANSWERS

Food and drink: potatoes, green vegetables, fish, sugar, herbal tea, red wine, rice, sweet potatoes, egg, cheese, meat, fruit (*marañón*), water

Physical exercise: do exercise, work in their gardens, go to a gym, walk everywhere, ride horses

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

5 LISTENING using visual clues to understand lifestyle choices

- a  Now tell Sts they are going to watch a documentary about a third Blue Zone, the island of Okinawa in Japan.
Focus on the task and give Sts time to read all the verb phrases. Elicit / Explain any new vocabulary, e.g. *meditate*.
Play the video for Sts to watch and tick all the things they see people in Okinawa do.
Check answers.

ANSWERS

We don't see people ride horses or drink wine in the video (although people in Nicoya and Ikaria do these things).



Okinawa is an island about four hundred miles south of Japan. It's a beautiful island, with wonderful beaches and clear blue water. It also has more centenarians – people who are a hundred years old or more – than anywhere else in the world. What's more, they seem to age more slowly than other people. According to scientists, people there who are actually seventy often have the bodies of fifty-year-olds. Many of them are very healthy all through their lives. What's their secret? Most people think it's because of their healthy lifestyle. They don't have big meals – they have a cultural habit called *hara hachi bu*, which means they always stop eating before they're full. They usually just have fish and vegetables, especially sweet potatoes, and they eat a lot of seaweed, which is one of the healthiest foods that there is.

But diet isn't the only reason why they live so long. The Okinawans are very active, and they often work in their gardens until they're eighty or more. Many of them also do tai chi or martial arts, every day. They have a good social life. They visit friends or family, and a lot of them belong to community centres. Some play the traditional Okinawan guitar, an instrument similar to a banjo.

The old people of Okinawa are very positive and happy with their lives. They aren't stressed, because they're never in a hurry. Their spiritual lives are important to them, especially the women, and many of them meditate every day.

In Okinawa, people say you're a child until you are fifty-five. And when you reach ninety-seven, your local town holds a special ceremony called *kajimaya* to celebrate the fact that now it's time to be young again, to be free of all responsibilities and to simply enjoy life.

- b Now give Sts time to read sentences 1–6. Play the video again for Sts to choose the correct option.
Get Sts to compare answers with a partner, and then check answers.

ANSWERS

1 south 2 50 3 stop eating before you're full 4 80
5 never 6 97

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 In pairs or small groups, Sts discuss the questions.
Check the answer to the first question.

ANSWER

A healthy diet, a lot of exercise, a good social life

Elicit some answers to the other questions from the class.

EXTRA CHALLENGE Put Sts in pairs to answer the questions and then get feedback from various pairs.

For instructions on how to use these pages, see p.51.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub

Quick Test 4

File 4 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 On 2 at 3 up 4 in 5 to
b 1 get 2 take 3 have 4 do 5 go 6 play 7 listen
8 see 9 read 10 wear
c 1 niece (the others are male relatives)
2 husband (the others are female relatives)
3 factory (the others are jobs)
4 early (the others are adverbs of frequency)
5 Monday (the others are months)
d 1 Where 2 What 3 Who 4 How many 5 Why

PRONUNCIATION

ANSWERS

c 1 brother /ʌ/ 2 nephew /f/ 3 teacher /ə/
4 which /w/ 5 work /ɜː/
d 1 because 2 dentist 3 unemployed 4 musician
5 grandmother

CAN YOU understand this text?

ANSWERS

a unusual, exciting
b 2 breakfast 3 tea 4 gym 5 studio 6 evening
7 dinner 8 finishes 9 sleep 10 life

▶ CAN YOU understand these people?

ANSWERS

1 37 2 13 3 7.30 4 yoga 5 people



1 Talitha

I = interviewer, T = Talitha

I What do you do?

T I work in Marketing.

I How many hours a week do you work?

T I work for thirty-seven hours a week.

2 Joelle

I = interviewer, J = Joelle

I Do you have a big family?

J No, I have a small family. One sister and parents.

I How old is your sister?

J My sister is thirteen.

3 Sophie

I = interviewer, S = Sophie

I What time do you get up in the morning?

S Usually around half past seven.

I What about at weekends?

S Much later. Probably half past nine, ten o'clock.

4 Brian

I = interviewer, B = Brian

I How often do you do sport or exercise?

B I tend to do sport three or four times a week.

I What do you do?

B Gym three times and then I normally do some yoga.

5 Tom

I = interviewer, T = Tom

I What do you like about New York?

T New York? The variety. The people. Change.

I What don't you like?

T What don't I like? No, not much.