

G *can / can't***V** verb phrases: *buy a pizza*, etc.**P** sentence stress

Lesson plan

This lesson is based on TV talent shows like *The X Factor*, where amateur singers compete in the hope of winning and becoming famous. The lesson starts with the introduction of more verb phrases. Then a listening tells the story of Amy, a contestant waiting for her first audition (based on a real participant's blog). Sts then watch her audition, along with two other contestants, and find out what the judges think of them. Amy's experience introduces Sts to sentences with *can*. *Can* is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. Sts will have met *can* for requests and permission in Practical English 1, and should already be familiar with the verb. The use of *can* for ability, presented here, along with the other uses, may be expressed by a different verb in your Sts' L1. In the second half of the lesson, special attention is given to the pronunciation of *can* and *can't* when stressed and unstressed. Sts then practise orally with a questionnaire.

Video material

Listening – *The auditions*Listening – *The judges*

More materials

For teachers

Photocopiables

*Grammar can / can't p.190**Vocabulary More verb phrases p.277 (instructions p.265)**Communicative What can you do? p.236 (instructions p.217)*

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise the uses of *can* that Sts have already met. Write on the board:

What do you say beginning with can if...?

1 *you want a photocopy*

2 *you're in a café and you want a Coke*

3 *you want another person to sign something*

4 *you want another person to open the window*

Give Sts a few minutes to discuss in pairs. Check answers.

ANSWERS

1 Can I have a photocopy, please?

2 Can I have a Coke, please?

3 Can you sign this, please?

4 Can you open the window, please?

Elicit / Explain that we often use *Can I have...?* to ask for something and *Can you...?* to ask another person to do something. Tell Sts that in this lesson they will learn other uses of *can*.

1 VOCABULARY verb phrases

a Books open. Ask Sts to match the verbs in red to the words / phrases in orange.

Check answers.

ANSWERS

play the guitar, do exercise, go to the cinema, watch TV, have a coffee, listen to music

b Tell Sts to go to **Vocabulary Bank More verb phrases** on p.166 and get them to do **a** individually or in pairs. Many of these verbs may already be familiar to them.

Vocabulary notes

Highlight that it is more useful to remember complete phrases, e.g. *meet a friend* (instead of just *meet*).

Sts sometimes confuse *forget* and *leave* when talking about something they didn't bring with them. You may want to explain that with *leave* we always say the place where we left something, but not with *forget*, e.g. *Don't forget your bag. Don't leave your bag in class.*

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

5.1

More verb phrases

13 buy a pizza

9 call a taxi

1 dance the tango

11 draw a picture

2 find a parking space

6 forget somebody's name

21 give somebody flowers

19 hear a noise

8 help somebody

3 leave your bag on a train

22 look for your keys

18 meet a friend

15 paint a picture

5 remember somebody's name

17 run a race

7 see a film

24 send a message

12 sing a song

25 swim in the sea

16 take a photo

10 talk to a friend

14 tell somebody a secret

20 try to open a door

23 use an app

4 wait for a bus

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

Focus on **Activation**. Get Sts to cover the verbs and use the photos to test themselves or their partner. Encourage them to say the complete phrase, i.e. verb + collocate.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

2 LISTENING focusing on practical information

a Do this as a whole-class activity. You could also tell Sts if you watch this kind of programme and why (not).

b **5.2** Focus on the photo of Amy and go through the instructions with Sts. Elicit / Explain the meaning of *audition* (= a short performance by an actor, a singer, etc., so that somebody can decide if they are suitable to be in a play, a concert, etc.).

You might want to pre-teach some vocabulary, e.g. *nervous* and *It's your turn* (= the time when you can or should do something).

Now tell Sts to read questions 1–9.

Play the audio for Sts to listen and answer the questions. If necessary, play the audio again, pausing after each question has been answered, and elicit the answer from the class.

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

ANSWERS

- 1 She needs ID.
- 2 Her bag
- 3 She waits with Amy in the waiting area.
- 4 Three
- 5 Good luck, Amy! You can do it!
- 6 She leaves it with her friend.
- 7 *One Day*
- 8 It isn't on.
- 9 Oh no! I can't remember the first line.

5.2

(script in Student Book on p.128)

A = Amy, G = guard, 01 = organizer 1, 02 = organizer 2, F = friend, J = judge

- A Twelve thirty. In a long queue outside the Conference Centre in Manchester.
- G Can I see your ID, please?
- A Here's my passport.
- G Thanks. 'Amy Jones.' And I need to check your bag, please. OK, that's fine, come in. Next, please!
- A Twelve forty-five. In the waiting area with three hundred and fifty other singers!
- 01 OK Amy, sit here and wait until we call your name.
- A Thanks.
- 01 Are you here for the audition, too?
- F No, I'm not. I'm Amy's friend. Can I wait with her?
- 01 Yeah, sure.
- F Thanks.
- A Let's sit here. I'm so nervous...
- 01 Matteo Ricci, Jada Jackson, Tony Cash, come with me, please. This way.
- A Good luck!
- A Four o'clock. Three hours later! My turn at last!
- 02 Amy Jones, Naomi Williams, Dan Elliot? Can you come with me, please? It's your turn now.
- A Oh help! It's my turn.
- F Good luck, Amy! You can do it!
- A Excuse me. Can my friend come with me?
- 02 No, she can't. She can wait there. And you can't take your bag into the audition. Leave it with your friend.
- A OK.
- A Four fifteen. In the audition, with two judges. Really nervous!
- J Amy...Jones? What's your song?
- A *One Day*.
- J We can't hear you. Is the microphone on?
- A Sorry. Sorry. Can you hear me now?
- J Yes, that's fine.
- A My song's *One Day*.
- J Can you start, please?
- A Oh no! I can't remember the first line.
- J Take your time.
- A I'm OK now!

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.

- c ▶ Tell Sts that they are going to watch the auditions and see Amy and the two other contestants sing. They will then vote for who they want to win a place in the show. Play the video *The auditions* and pause it after each singer has finished.
- Ask Sts in pairs to give each singer a score out of ten.



Amy *Extract of audition song 1*

Dan *Extract of audition song 2*

Naomi *Extract of audition song 3*

Now ask Sts to vote (with a show of hands) for their favourite. Write the scores on the board.

- d ▶ In this video Sts see the judges comment on each of the auditions.

Focus on the title of the video, *The judges*, and make sure Sts understand the meaning and know how to pronounce it.

Now focus on the questions and play the video.

Elicit what the judges said about each person and write it on the board.

Check answers, and see how many Sts agreed with the judges. Then elicit how the three contestants feel.

ANSWERS

The judges think Amy is very good, Dan is terrible – he can't sing – and Naomi has a good voice, but doesn't have feeling. Amy feels very happy. Naomi feels sad. Dan feels angry.



J1 = judge 1, J2 = judge 2, A = Amy

- J1 Dan, Amy, and Naomi, come and stand here. OK, Amy. Very nervous in the beginning! But in the end, very good!
- J2 Yes, a great performance. Well done.
- J1 Dan. In a word... 'terrible!'
- J2 Dan, I'm sorry. You're good-looking, you move well, but you can't sing!
- J1 Naomi. Quite good. You have a nice voice.
- J2 Naomi, you have a good voice, but I can't hear the feeling.
- J1 OK. Dan and Naomi, thank you very much, but no, thank you. Amy, congratulations! See you on the show next week.
- A Fantastic! That's great. Thank you! Thank you!

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.

3 GRAMMAR *can / can't*

- a Tell Sts to look at four sentences taken from Amy's story. Get them to match each one to its meaning and then to compare answers in pairs.
- Check answers.

ANSWERS

1 c 2 d 3 a 4 b

- b Tell Sts to go to **Grammar Bank 5A** on p.140.

Grammar notes

Can is the first modal verb that Sts are introduced to.

Modal verbs, unlike normal verbs, do not add *s* in third person singular (*he / she can*, NOT *he / she cans*).

Questions are made by inverting the verb and subject, not with *do / does*, e.g. *Can you come?* NOT *Do you can come?*

Negatives are formed by adding *n't* (*not*), not with *don't / doesn't*, e.g. *I can't swim* NOT *I don't can swim*.

The normal form of a second verb after a modal verb is the infinitive without *to*. This can be hard to remember for many Sts who are used to thinking of the infinitive as with *to* (*to be* or *not to be...*), and adding *to* after *can* is a common error.

Although other languages may have an equivalent verb to *can* (= be possible / permitted), they probably do not use this same verb to also talk about ability (*I can sing, I can play the piano*), and would express this with an equivalent of *know how to*.

Focus on the example sentences and play audio 5.3 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **5A** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 can speak 2 Can...help 3 can't see 4 Can...close
5 Can...repeat 6 can't park 7 can't swim 8 Can...use
b 1 She can meet me after work.
2 Can you open the door, please?
3 My boyfriend can't drive.
4 Can I use your scissors?
5 You can't take photos here.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

4 PRONUNCIATION sentence stress

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

Can is usually unstressed (/kən/) in positive sentences like *I can sing*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a negative sentence.

The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can*, not *can't*). The pronunciation of this word varies among different groups of native English speakers.

The standard pronunciation is /kɑːnt/, but there are regional variations. The important thing for Sts is to make sure that they stress /kɑːnt/ quite strongly.

- a 5.4 Focus on the conversations, which give examples of positive, negative, and question forms of *can / can't*. Remind Sts that the **bold** words in the conversations are stressed, and the underlining shows stress within a word. Play the audio for Sts to listen to the three conversations.

5.4

See conversations in Student Book on p.41

Now play the audio again, pausing after each sentence for Sts to try to copy the rhythm.

- ! If your own pronunciation of *can / can't* is different from what is on the audio, you may want to model the conversations yourself.

Get Sts to practise the conversations in pairs. Encourage them to stress the bigger words more strongly and say the other words more quickly and lightly.

- b 5.5 This exercise gives Sts practice in distinguishing between positive and negative *can* statements.

Focus on the instructions. Play the audio for Sts to hear the sentences. Elicit that *can* is unstressed and has a short sound, but *can't* is stressed and has a long sound.

5.5

See sentences in Student Book on p.41

- c 5.6 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each sentence, and asking Sts if it's positive or negative.

ANSWERS

1 b 2 a 3 a 4 b 5 b 6 a

5.6

- 1 I can't sing.
2 She can dance very well.
3 He can cook.
4 I can't come to the meeting.
5 You can't park here.
6 I can drive.

EXTRA CHALLENGE As a follow-up, get Sts, in pairs, to write four *can* sentences each (two positive and two negative, in jumbled order). They take turns to say their sentences to each other as clearly as possible and decide if their partner has said a positive or negative sentence, e.g.

A I can't cook. **B** Negative.

5 SPEAKING

- a Focus on the instructions and make sure Sts understand what they have to do. Point out what the numbers 1, 2, and 3 represent.

Focus on the title and elicit / explain the meaning of *talent* (= a natural ability to do something very well) and mention the collocation *talent show*.

Read the introduction together and explain any vocabulary Sts might not know.

Put Sts in pairs and get them to interview each other. Remind them to mark their partner's answers in the questionnaire, not their own.

- b Now tell Sts to look at the answers their partner gave them and say what their talent is. Sts tell each other of any competitions or TV shows they can enter.

- c Put Sts in new pairs and tell them to look at their questionnaires and tell their new partner what they found out from their first partner.

Get some feedback from various pairs.

- G** present continuous: *be* + verb + *-ing*
V noise: verbs and verb phrases: *make a noise*, etc.
P /ŋ/

Lesson plan

The first part of this lesson is based on a UK message board about noisy family members and neighbours. Sts begin by learning new verbs and verb phrases and talk about noise problems in their families or with their neighbours. Then the present continuous (used for what is happening now or for temporary actions / situations) is presented through conversations between family members and noisy neighbours. Pronunciation focuses on the /ŋ/ sound, used in all present continuous endings, and Sts then do a 'spot the differences' Speaking activity, where they practise the new grammar. The lesson ends with Sts listening to six conversations and guessing what the people are doing.

Video material

Grammar – present continuous

Pronunciation – /ŋ/

More materials

For teachers

Photocopiables

Grammar present continuous: *be* + verb + *-ing* p.191

Communicative Guess what I'm doing! p.237
(instructions p.217)

For students

Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Do something which makes a noise, e.g. put some music on very loudly, bang the desk, etc., and elicit / teach the word *noise*. Then elicit / teach the verb we use with *noise*, *make a noise*, and the adjective *noisy*.

Now elicit / teach the word *neighbours* (= people who live in the flats / houses near you). Model and drill pronunciation /'neɪbəz/. Then give Sts in pairs a few moments to think of three things noisy neighbours do.

Get feedback and write Sts' ideas on the board.

1 VOCABULARY & SPEAKING noise: verbs and verb phrases

- a** Books open. Focus on the instructions and, if you didn't do the **Optional lead-in**, focus on the lesson title, *What a noise!*, and elicit / teach the meaning, and also the words *noisy* and *neighbours*. Model and drill pronunciation. Now focus on the message board, and give Sts a few minutes to read the kinds of noises that family members and noisy neighbours make. Get them to try to guess the meaning of the new verbs and verb phrases.
- b** **5.7** Tell Sts they will hear nine sounds, each representing one of the problems, and they must write

1–9 as they hear them. Play the audio once the whole way through.

5.7

(sound effects of noisy neighbours / family)

Then play the audio again, pausing after each sound effect to elicit the answer. Make sure Sts understand the meaning of the new verbs and verb phrases. Model and drill pronunciation.

ANSWERS

- 3 The baby in the flat upstairs cries all the time.
- 8 My sister practises the piano for hours.
- 2 The neighbours' dog barks all day – and all night!
- 4 The people next door often have noisy parties until 3.00 a.m.
- 1 The couple next door argue a lot.
- 9 The people in the flat next door have the TV on very loud – and their living room is next to my bedroom!
- 5 The people next door have builders who make a lot of noise.
- 6 My son plays loud music in his room – awful music, too.
- 7 My husband's phone pings every time he gets a message. It's a really annoying noise.

When you check *My sister practises the piano for hours*, elicit the names of some instruments that can be particularly irritating e.g. *violin*, *drums* (these will then be used later in the lesson). When you check *My son plays loud music*, elicit / explain that *play* here means putting on music on a device, e.g. a music system or tablet – he is not actually making the music himself.

- c** Focus on the seven questions and go through them. Get Sts to interview you first. Give as much (simple) information as you can to model the way you want Sts to answer the questions. Tell Sts if they live with friends rather than family, they should talk about them instead. Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need. Get some feedback about their family members and neighbours.

2 GRAMMAR present continuous

- a** **5.8** Ask Sts to look at the picture of the houses and elicit ideas why Max and his father are unhappy. Tell Sts to cover the conversations in **b** with a piece of paper and listen to the audio. Play the audio once and check answers.

ANSWERS

Max is unhappy because he can't study. His family are making a lot of noise.
His father is unhappy because of the noise from the neighbours, and their dog. He can't hear the radio.

5.8

See conversations in Student Book on p.43 and answer key **b**

EXTRA SUPPORT Pause the audio after each conversation and elicit the problem.

- b Now get Sts to uncover the conversations and focus on the verbs in the list. Give Sts a few minutes to read the conversations and the list.

EXTRA CHALLENGE Get Sts to complete the gaps first and then listen and check their answers.

Then play the audio once or twice more for Sts to complete the gaps.

Check answers.

ANSWERS

1 trying 2 making 3 practising 4 playing 5 cooking
6 listening 7 happening 8 barking 9 having

EXTRA IDEA Get Sts, in pairs, to read the conversations out loud.

- c  **5.9** Focus on the question and elicit a few ideas. Don't tell Sts if they are right or not.

Play the audio for Sts to listen and find out what happens.

Check the answer.

ANSWER

The neighbour invites her to the party and offers her a drink. She starts dancing.

5.9

(script in Student Book on p.128)

N = neighbour, I = Isabel

N Oh, hello Isabel. Come in! We're having a party. It's my birthday!

I Oh! Er, Happy Birthday!

N Thanks. Would you like a drink?

I Actually, I want to talk to you about the noise.

N Sorry?

I The NOISE. It's very noisy.

N Yes. We're having a great time! Come in and have a drink. Glass of wine?

I Oh, well, yes, OK.

N Here you are. Come and meet my friends. Hey, everyone, say hello to Isabel. She lives next door!

All Hello, Isabel.

I Hello.

N I love this song! Come and dance, Isabel...!

I I really can't dance.

N Come on...

I Oh, OK then.

- d Ask Sts to read the two sentences and question, and complete them.

Check answers.

ANSWERS

☒ They're / are having a party next door.

☒ Are they playing music?

☒ No, they aren't playing music. They're talking.

- e Ask Sts to read the rule and circle the correct option.

Check the answer. Elicit / Teach that we use this form of the verb (present continuous) for something that's happening now, at the moment of speaking. Give a few more examples, e.g. *We're having a class. I'm talking to you and you're listening.*

ANSWER

now

- f Tell Sts to go to **Grammar Bank 5B** on p.140.

Grammar notes

Sts don't usually find the form of the present continuous difficult (*be* + *-ing* form of the verb), but they may have problems using it correctly, especially if they do not have an equivalent form in their L1. A common mistake is to use the present simple, not continuous, for things which are happening now / around now, or for temporary situations, e.g. *Hello. What do you do here? I work at home this week.*

The present continuous is contrasted with the present simple in the next lesson (5C).

The use of the present continuous to express future arrangements is presented in *English File* Pre-intermediate.

Spelling rules for the *-ing* form

In the *-ing* form, remind Sts that verbs ending in *y* don't change the *y* for an *i* as they do in third person singular (e.g. *study* – *studying* NOT *studiing*). Highlight also that there are a few exceptions to the rule about dropping the final *e* before adding *-ing*. These are *be*, and verbs ending in *-ee*, e.g. *see* and *agree*.

Focus on the example sentences and play audio  **5.10** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **5B** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 What's he doing? He's cooking.

2 What are they doing? They're watching TV.

3 What's she doing? She's playing basketball.

4 What are they doing? They're singing.

5 What's it doing? It's eating.

b 1 'm staying 2 are...doing 3 'm looking for 4 'm looking

5 Are...living 6 's...doing 7 Is...studying 8 's working

9 isn't enjoying 10 's looking for

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Grammar photocopiable activity**.

- g  Tell Sts they are going to watch 12 video clips and for each one they must write what the people are doing, i.e. a sentence in the present continuous.

Play the video once the whole way through for Sts to see what the people are doing. Then play it again, pausing after each action to give Sts time to write what they saw.

Elicit answers, accepting all appropriate sentences. You could get Sts to write their sentences on the board or to spell the verbs.

ANSWERS

1 He's paying for / buying a pizza. He's paying by card.

2 He's calling / booking a taxi / an Uber.

3 They're dancing the tango.

4 He's drawing a picture.

5 She's looking for something / her car keys.

6 He's meeting a friend.

7 They're running a race.

8 He's sending a message.

9 She's singing a song.

10 He's taking a photo.

11 He's trying to close / lock / open a door.

12 They're waiting for a bus.

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

3 PRONUNCIATION & SPEAKING /ɪ/

Pronunciation notes

The letters *ng* after a vowel usually make the /ɪ/ sound as in *sing*, *wrong* unless the *ng* is followed by an *e*, when the sound is /ɪdʒ/, as in *strange*. Here the focus is on the *-ing* ending, but you could also tell Sts that it is also in words like *young* and *wrong*, and in words with *-nk*, e.g. *pink*, *thanks*, *bank*, etc. where the sound is /ɪŋk/.

- a  Focus on the sound picture and elicit the word and sound (*singer* /ɪ/).
Play the video and get Sts to watch and repeat the sound and words.



See sound and words in Student Book on p.43

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

- b Focus on the instructions and the example.
Put Sts in pairs and tell them to look at the houses on p.42–3 and ask and answer questions about the people.
- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Spot the differences**, **A** on p.106, **B** on p.111.
Go through the instructions with them carefully. Highlight that when we describe a picture, we use the present continuous for actions which are happening in the picture.
Sit **A** and **B** face-to-face if possible. **A** describes what is happening in flats 1–4 and the garden in the middle.
B must say if there are any differences.
B now describes what is happening in flats 5–8 and the garden in the middle. **A** tells their partner if there are any differences.
When they have found all seven differences, tell them to compare pictures to see if they have correctly identified the differences.
Check by getting pairs to explain the differences, e.g.
A *In my picture the woman in flat 2 is painting the walls.*
B *In my picture she's reading.*

ANSWERS

The garden: In A two dogs are barking; in B two children are playing football.

Flat 2: In A the woman is painting the wall; in B she is reading.

Flat 3: In A the boy is playing the violin; in B he is playing the piano.

Flat 4: In A the couple are watching TV; in B they are listening to the radio.

Flat 6: In A the man is cooking; in B he is doing housework.

Flat 7: In A the boy is listening to music; in B he is studying / doing his homework.

Flat 8: In A the baby is crying; in B the baby is sleeping.

Tell Sts to go back to the main lesson **5B**.

EXTRA IDEA For some personalization with the present continuous, write the names of five friends or family members on the board, e.g. *my mother, David, my brother,*

and explain who they are if necessary. Elicit the question *What's (your mother) doing at the moment?* and answer, e.g. *I think she's (probably) having lunch.* When Sts have asked about the other people, they do the same in pairs.

4 LISTENING identifying situations from context

- a  **5.11** Write *What's the woman doing?* on the board and tell Sts that they need to listen to a conversation and answer this question.
Play the audio once the whole way through.
Check the answer.

ANSWER

She's checking in at a hotel.

5.11

(script in Student Book on p.128)

A Good afternoon. How can I help you?

B Hello. I have a reservation for two nights.

A Your name?

B Carter.

A Carter. Here we are. Can you sign here, please? Here's your key card. You're in room two twelve, on the second floor.

- b Tell Sts they will listen again and this time they must write down the words which helped them guess the answer.
Get Sts to compare with a partner, and then check answers.

ANSWERS

reservation, two nights, sign here, key card, room 212, second floor

- c  **5.12** Tell Sts that they need to listen to five more conversations and say what the people are doing.
Play the audio once the whole way through. If necessary, play the audio again, pausing after each conversation to elicit the answer. You could get Sts to write down two words or phrases which helped them guess each answer.
Check answers.

ANSWERS

1 He's buying a coffee.

2 He's looking for his car keys.

3 They're waiting for a train.

4 She's taking a photo.

5 He's having a job interview. / She's interviewing a man for a job.

5.12

(script in Student Book on p.128)

1 **A** Can I help you?

B Yes, I'd like a latte, please.

A Regular or large?

B Large, please.

A To have here or take away?

B To have here.

A That's three pounds forty, please.

2 **A** Where are my car keys? I can't find them anywhere.

B I don't know. In your jacket pocket?

A No, they aren't there.

B How about on the hall table?

A No.

B Are you sure you don't have them?

A Absolutely sure.

B Look in the living room.

3 **A** Oh no, it's twenty minutes late.

B Is there a waiting room somewhere? It's really cold here on the platform.

A No, I don't think so.

B What's the time now?

- A Six fifteen. We can take the six twenty, but it's a slow train.
B No, let's wait, then.
- 4 OK, come on everyone, out here. Right, stand together under the tree. OK! Are you ready? Carole, I can't see you. Can you stand next to Jim? OK, ready? Say cheese!
- 5 A ...So, Mr Bartlett. Do you have any questions you'd like to ask?
B Er, yes. On the website it says the hours are from ten to six. What about the weekends?
A The hours are ten to six at the weekends too, but you get paid overtime on Sundays. Saturday counts as a normal day. But if you work on a Saturday, you have a weekday free. The contract says clearly five days a week, with possibilities of overtime.
B Oh, right.
-

- d Put Sts in pairs and tell them to choose one of the conversations they heard in **a** or **c**.
Get Sts to role-play one of the situations.
Get a few pairs to present their role-play to the class and ask the class to guess which situation it is.

EXTRA SUPPORT

- To help Sts, you could model one of the conversations with a strong student. Monitor and help Sts role-play a conversation.
- 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.

- G** present simple or present continuous?
V the weather and seasons
P places in London

Lesson plan

The main context of this lesson is London – first its weather, and then some unusual tourist attractions. Many Sts who have not visited the UK have the idea that in London it rains a lot, and some even think that it's still a foggy city. Here they learn the real facts about its climate. Sts begin by learning basic vocabulary to talk about the weather, and watch a documentary about typical London weather. The grammar (present simple or present continuous) is then presented through some messages between two friends in different countries. Sts then read an online travel guide which recommends what to do in London in different seasons. Pronunciation helps Sts pronounce and understand famous place names in London, and the lesson finishes with writing, which deals with how to write posts about your holiday on social media.

Video material

Listening – *The weather in London*
 Pronunciation – places in London

More materials

For teachers

Photocopiables

Grammar present simple or present continuous? p.192
Vocabulary The weather p.278 (instructions p.265)
Communicative It's Friday evening p.238 (instructions p.217)

For students

Workbook 5C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *London* on the board and teach / elicit the correct pronunciation (/ˈlʌndən/).

Tell Sts, in pairs, to write down three things they associate with London. Even if Sts haven't been to London, they may remember things they have seen in the **Practical English** video.

POSSIBLE ANSWERS

red buses, Trafalgar Square, the River Thames, Big Ben, Oxford Street, Camden Market, etc.

Write their suggestions on the board.

Ask Sts *Have any of you visited London? Which of these did you see?* and get feedback.

1 VOCABULARY & LISTENING the weather and seasons, using visual clues to understand the weather

- a** Books open. Focus on the task and elicit / explain the meaning of *weather forecast*. Model and drill pronunciation. Check the meaning of *temperature* and model and drill pronunciation.

Give Sts time to answer the questions.
 Check answers.

ANSWERS

- 1 21°C (degrees), 10°C
- 2 It's probably summer – it could be any month from May to September.

- b** Tell Sts to go to **Vocabulary Bank** The weather and dates on p.167 and get them to do **Part 1**.

Vocabulary notes

Sts may find the question *What's the weather like?* confusing. Emphasize that the question means *How is the weather?* In this question *like* is a preposition, not a verb. The weather in English is usually expressed by *It's* + adjective, e.g. *It's windy*. However, with *rain* and *snow*, although the adjectives *rainy* and *snowy* exist, we use the verbs in the present continuous e.g. *It's raining*.

Focus on **1 The weather and seasons** and the chart in **a**.
 Get Sts to complete the chart individually or in pairs.

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

Check answers.

5.13

The weather and dates, 1 The weather and seasons

- | | |
|-----------------|-----------------|
| 1 It's sunny. | 5 It's windy. |
| 2 It's hot. | 6 It's foggy. |
| 3 It's cloudy. | 7 It's cold. |
| 4 It's raining. | 8 It's snowing. |

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 **Other adjectives** and **Nouns and adjectives** box and go through it with the class.

Now focus on **c** and get Sts, in pairs, to practise asking about the weather, using the pictures in the chart.

Focus on the pictures and words for the seasons in **d** and get Sts to match them.

5.14 Play the audio to check answers and drill pronunciation.

5.14

1 The weather and seasons

- | | |
|----------|----------|
| 3 spring | 2 autumn |
| 1 summer | 4 winter |

Finally, focus on **Activation** and elicit answers from the class.

Tell Sts to go back to the main lesson **5C**.

EXTRA PRACTICE OPTION Use the **5C Vocabulary** photocopiable activity.

- c** **5.14** Tell Sts they are going to watch a video about the weather in London. Focus on the instructions and icons. Play the video and get Sts to tick the weather they see.

Check answers. Ask Sts if they were surprised by any of the information.

ANSWERS

Sts should tick all except 'snowing'.



The best thing about the weather in London is that it's hardly ever extreme. It isn't usually very hot or very cold.

In summer, it's sometimes sunny and sometimes cloudy, with temperatures of about twenty-two degrees. And of course, it sometimes rains.

In winter, the temperature is usually between zero and ten degrees. It can be windy and cold, but it hardly ever snows.

In spring and in autumn the weather is very changeable – you can have all four seasons in one day! It can be sunny in the morning, cloudy at lunchtime, raining in the afternoon, and then cold and windy in the evening. It's a good idea for tourists to take their sunglasses and their umbrellas when they go out.

One thing you don't often see these days in London is fog. A lot of tourists come to London and say, 'Where's the fog? London is always foggy in films!' Well, it's true that in the past – that is, until the nineteen fifties – London was a very foggy city because the air was really dirty. But today, the air is quite clean and it's hardly ever foggy.

- d Focus on the instructions and give Sts time to read sentences 1–5. Get them to discuss in pairs whether they think the sentences are true or false.

Now play the video again for them to check and to correct the false ones.

Check answers.

ANSWERS

1 F (It isn't usually very hot or very cold.)

2 T

3 F (It hardly ever snows.)

4 T

5 F (Today the air is quite clean and it's hardly ever foggy.)

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.

- e Get Sts, in pairs, to discuss the question, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers from the class.

2 GRAMMAR

present simple or present continuous?

- a Focus on the photo and messages. Tell Sts to read the messages and answer the questions.
Check answers.

ANSWERS

Mike is happy because it's snowing. Tim is sad because he loves snow, but he lives in Valencia and it never snows there.

- b Tell Sts to focus on the highlighted verbs in the messages. In pairs, they should answer the two questions.
Check answers.

ANSWERS

We use the present simple to talk about things that are normally true / usually happen.

We use the present continuous to talk about things that are happening now / at the moment.

- c Tell Sts to go to **Grammar Bank 5C** on p.140.

Grammar notes

There is a clear difference in use between the present simple and present continuous:

The present simple is used for habitual actions (things which are always true or which happen every day).

The present continuous is used for temporary actions, things happening now / at this moment, or around now.

The use of these two forms can cause problems either because Sts don't have the present continuous in their L1, or because English is 'stricter' about using it when talking about now.

If you know your Sts' L1, contrast it with English to anticipate or correct errors.

Stative verbs, e.g. *want, like, need, have* (= possess), and *know*, are not normally used in the present continuous.

Focus on the example sentences and play audio 5.15 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **What do you do? or What are you doing?** box and go through it with the class.

Now focus on the exercises for **5C** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 He's playing 2 Do your parents live, have 3 do you go, needs 4 is sleeping, doesn't usually sleep

b 1 are...doing, 'm waiting 2 Do...like, don't eat 3 are having, have 4 does...do, works

Tell Sts to go back to the main lesson **5C**.

EXTRA PRACTICE OPTION Use the **5C Grammar** photocopiable activity.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What do you do? What are you doing now?**, **A** on p.107, **B** on p.112.

Sit **A** and **B** face-to-face if possible. **A** asks **B** his / her questions and **B** answers. Stress that **B** needs to listen carefully as to which form **A** uses in the question, and to use this form in his / her answer.

When **A** has asked all his / her questions, they swap roles. Get some feedback from the class.

Tell Sts to go back to the main lesson **5C**.

3 READING & SPEAKING

finding specific information

- a Focus on the travel guide and the photos, and if some of your Sts have been to London, ask them if they recognize any of the places.

Focus on the task and make sure Sts understand what they have to do.

Now go through the *Where can you...?* questions. Elicit / Teach any lexis you think Sts might not know.

Set a time limit, e.g. five minutes, for Sts to read the guide to find the answers.

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

ANSWERS

1 TW 2 NHC 3 SL 4 WW 5 TW 6 SL 7 WW 8 NHC

- b** Tell Sts to read the guide again and complete the nouns or noun phrases used with adjectives 1–7.
Check answers.

ANSWERS

- 1 streets (text 1), times (text 4) 2 street names (text 1)
3 weather (text 1) 4 street party (text 2) 5 buildings (text 3)
6 London parks (text 4) 7 food (text 4)

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

- c** In pairs, Sts discuss the questions. If you are from a different town from your Sts, you might want to tell them about your town first.
Get some feedback from various pairs.

4 PRONUNCIATION places in London

- a**  Tell Sts they are going to watch a video showing the top ten landmarks in London. Tell them that it can be very useful to be able to pronounce them correctly, for example, if they want to ask for directions, get a taxi, or buy a bus or underground ticket.
Focus on the instructions and the place names. Tell Sts they will hear each place name twice.
Play the video for Sts to watch and underline the stress.



See place names in Student Book on p.45

Check answers, getting Sts to say the words out loud.
Highlight the pronunciation of *Leicester* /'lestə/ and *Parliament* /'pɑ:ləmənt/.

ANSWERS

Buckingham Palace	the Houses of Parliament
Wembley Stadium	Trafalgar Square
the Tower of London	St Paul's Cathedral
Leicester Square	Westminster Abbey
Piccadilly Circus	Covent Garden

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

- b** Now get Sts to repeat the places. You could play the video again.
Ask Sts what they know about the places, and what you can see and do there.

SUGGESTED ANSWERS

Buckingham Palace: It is where the monarch stays when in London. You can visit 19 rooms.

Wembley Stadium: The new stadium opened in 2007. You can see concerts and various sports events, such as football, rugby, etc.
the Tower of London: It's a UNESCO World Heritage Site. You can see the monarch's crown jewels.

Leicester Square: It's a public square for pedestrians. There are a lot of cinemas and restaurants around the square.

Piccadilly Circus: It's particularly known for its video display and neon signs, as well as a statue in the centre, mistakenly believed to be of Eros.

the Houses of Parliament: Big Ben is the nickname of the clock. You can see debates or take a tour.

Trafalgar Square: It's a public square. Nelson's Column is at its centre, and the National Gallery is on one side.

St Paul's Cathedral: Building started in 1675 and finished in 1710. You can visit the cathedral and enjoy the wonderful architecture.

Westminster Abbey: It's a very large church used for royal weddings and funerals. Many famous people are buried there.

Covent Garden: It was London's old fruit and vegetable market. Now it is full of shops, restaurants, bars, and street entertainers.

- c** Focus on the instructions and point out the questions each person asks. Make sure Sts understand them, e.g. *Is it far?*
Put Sts in pairs and get them to role-play a short conversation with a partner.
Make sure they swap roles.
Get a few pairs to perform in front of the class.

5 WRITING posting on social media

- a** Focus on the questions and elicit the meaning of *social media* (= communication with people who share your interests, using a website or other service on the internet).
Then elicit answers from the class or get Sts to answer the question in pairs and then get feedback from the class.
Elicit the names of websites which are popular in your Sts' country.
b Tell Sts to go to **Writing Bank 5** on p.119.
Focus on the instructions in **a**. Give Sts a few minutes to read posts 1–5 and match them to photos A–E.
Check answers.

ANSWERS

- 1 E 2 C 3 A 4 B 5 D

Now focus on **b** and get Sts to read the posts again and mark 1–5 *T* (true) or *F* (false).
Check answers.

ANSWERS

- 1 F 2 F 3 T 4 T 5 F

For **c**, focus on the **Synonyms: good and bad** box and go through it with the class.
Now give Sts time to find four synonyms for *good* and two for *bad* in posts 1–5.
Check answers.

ANSWERS

good: fantastic, great, amazing, incredible
bad: terrible, awful

Focus on **d** and make sure Sts understand what they have to do.
Give them time to rewrite sentences 1–6.
Check answers.

ANSWERS

- I'm having a fantastic / great / amazing / incredible time in Dublin today.
- I'm listening to some fantastic / great / amazing / incredible live music at Temple Bar.
- This is my lunch! The view from the restaurant is fantastic / great / amazing / incredible.
- I'm travelling to the airport, and the traffic is terrible / awful / horrible.
- The food in the airport is terrible / awful / horrible.

If your Sts are interested in Dublin, you could tell them to search for 'things to do in Dublin' online.

Now focus on **e** and tell Sts to imagine that they are either in their country or in a different country. Point out that they must write four posts of about 30 words each.

Sts could do **f** in class or for homework. Remind them of the word count.

Focus on **g** and remind Sts to read through their writing and check it for mistakes before they give it in.



The real London

Practical English buying clothes
Vocabulary clothes

Lesson plan

In this third Practical English lesson, Sts learn some basic clothes vocabulary and some key phrases for buying clothes in English. The *Pictures of you* storyline continues to develop. Izzy and Ben have their first date, a cycle ride around 'the real London' and a visit to a vintage clothes shop, where Ben buys a shirt. Later they have fish and chips on a park bench and talk. While they are chatting, Ben takes a phone call from the US from his aunt Jenny. He invites Izzy to a photography show he is putting on and Izzy at first declines, but then accepts the invitation.

Video material

Pictures of you Episode 3

More materials

For teachers

Oxford English Hub

Quick Test 5

File 5 Test

For students

Workbook Practical English 3
Can you remember...? 1–5

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 2 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*. Ask Sts some simple questions about the last episode. You could elicit some of the language they learned for buying a drink.

1 FIRST DATE

a ▶ Books open. In this part of the video, *First date*, Sts will see Ben and Izzy trying on various outfits for their date and then cycling around London on their date.

You could focus on the lesson title, *The real London*, and elicit / explain (in L1 if necessary) the meaning of *real* (= authentic). Then focus on the heading, *First date*, and elicit what a *date* is (= an arrangement to meet somebody at a particular time).

Focus on the photo and ask who the people are and where they are (*Ben and Izzy. In the park*).

Now play the video for Sts to watch and answer the questions.

Check answers.

ANSWERS

Suggested answer: Yes, they do. / Yes, they have a good time. They cycle around London. They take photos. They go into a clothes shop.



I = Izzy, B = Ben

I Hi, Ben!

B Wow. You look great. I love your jacket.

I Thanks. You too. Nice T-shirt. Sorry, but you need to wear this helmet. You can ride a bike, right?

B Of course I can ride a bike!

I So, where do you want to go?

B It's your city. I'm a tourist. I'm in your hands.

I That's dangerous. Well, what do you want to see?

B I want to see the real London.

I The real London? OK. Let's go.

B Where are we going?

I Follow me.

I This is a great shop. They always have interesting clothes. Do you want to go in?

B Sure.

b Give Sts time to read sentences 1–5, making sure they understand all the lexis, e.g. *helmet*, *ride*, etc.

Play the video again.

Now give Sts time to circle the correct options.

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

ANSWERS

1 jacket 2 needs 3 can 4 the real London 5 clothes shop

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 CLOTHES

a ▶ 5.16 Focus on the task and get Sts to match the words and photos.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

▶ 5.16

7 a jacket

6 a skirt

1 jeans

3 shoes

5 a shirt

4 a sweater

2 a T-shirt

8 trousers

Focus on the phonetics next to each word.

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

Ask Sts why they think we say *a jacket*, *a shirt*, *a T-shirt*, *a skirt*, *a sweater* (with the indefinite article), but *jeans*, *shoes*, *trousers* (no article), and elicit that it's because the latter are plural. *Trousers* and *jeans* cannot be used in the singular (e.g. *a trouser*) in English as in some languages.

b Tell Sts to cover the words, look at the photos, and test each other in pairs.

- c  In this part of the video, *Buying clothes*, Sts will see Ben interacting with a shop assistant and trying on clothes in a shop.

Focus on the photos and elicit what is happening (*Ben is looking at clothes*). Do the first question as a whole-class activity. You could get a show of hands for each shirt.

Then ask Sts to decide which shirt they think he buys.

Now play the video for Sts to watch and check if their prediction is correct.

Check the answer.

ANSWER

The green shirt in photo 1



A = shop assistant, B = Ben

A Can I help you?

B Yes, what size is this shirt?

A Let's see. It's a small. What size do you need?

B A medium.

A Just a moment. This is a medium.

B Thank you. Can I try it on?

A Of course. The changing rooms are over there.

B Thank you.

A How is it?

B It's great.

A It's a very nice shirt.

B How much is it?

A It's forty-four ninety-nine.

B Great. Thank you.

A Thank you.

B Bye.

- d Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the shop assistant) and who says the **You say** phrases (the customer, or here Ben). These phrases will be useful for Sts if they want to buy clothes and need to speak 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.

Play again if necessary.

ANSWERS

1 help 2 size 3 medium 4 rooms 5 How 6 44

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Focus on the meaning of *try on* (= to put on, e.g. a shirt, to see if it's the right size and looks good).

- e  Focus on the **Saying prices** and **Sizes** box and go through it with the class. Model and drill pronunciation. Write some prices on the board for Sts to practise saying them.

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 shop assistant. Get Sts to read the conversation aloud, and then swap roles.

- f Focus on the **this / these** box and go through it with the class (Sts saw *this / that* in **1C**). We use *this* (with singular nouns) and *these* (with plural nouns) to refer to things within our reach. You could demonstrate quickly drawing items of clothing on the board and pretending to be a customer, e.g. *How much is this shirt? How much are these trousers?* Model and drill pronunciation of *this* /ðɪs/ and *these* /ðiːz/, to help Sts differentiate their pronunciation. You may want to remind Sts that they would use *that* for something out of reach, and that the plural of *that* is *those* /ðəʊz/.

Focus on the photos of the clothes. Elicit what they are and how much they are.

Tell Sts they are now going to do a role-play. In role-play 1, **A** is the shop assistant and **B** the customer and asks to buy a T-shirt.

Point out that the first sentence for both Sts **A** and **B** is on the page.

Sts now role-play the conversation. Monitor and help.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write the information they need on the board.

Now focus on role-play 2. Sts should swap roles in their pairs and **A** asks about trousers.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write the information they need on the board.

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

- g Sts repeat the role-plays with different items of clothing. Make sure they use *this / these* correctly.

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

3 TALKING IN THE PARK

- a  In this part of the video, *Talking in the park*, Sts will see Ben and Izzy eating fish and chips on a park bench, and Izzy asking Ben about his home town and family. Then Ben asks Izzy to come to his photography show. During the conversation Ben's aunt Jenny calls him from the US. We learn that Jenny is married to Rob, who is British. (Teachers who used earlier editions of *English File* may recognize Jenny and Rob as the main characters in the previous video drama).

Focus on the photo and elicit what is happening and who Sts think the blonde woman is.

Give Sts time to read the topics, making sure they understand all of them.

Play the video.

Give Sts time to tick the things Izzy and Ben talk about.

Check answers. You could also try to elicit any information Sts can remember about Ben's home town (*It's a small town and very quiet*), the weather there (*It's nice in the summer and very cold in the winter, with a lot of snow. Autumn is really beautiful*), and about his family (*His parents have a farm*).

ANSWERS

Sts should tick: Ben's home town, the weather in California, Ben's family, Izzy's family, Ben's show



I = Izzy, B = Ben, J = Jenny

- I Tell me about your home town.
 B Well...it's a small town in California. My parents have a farm there.
 I Is it nice?
 B It's very quiet, but I like it.
 I What's the weather like?
 B It's nice in the summer, but it's really cold in the winter.
 I Does it snow?
 B Yeah, it does. We get a lot of snow.
 I I love snow.
 B Me too. But my favourite time of the year is the fall. You say 'autumn', right? The fall is really beautiful.
 I Do you have any brothers or sisters?
 B I have a sister. A twin sister, actually.
 I A twin sister...that's cool. What's her name?
 B Emma. She's great.
 I What does she do?
 B She works on my parents' farm. What about you? Do you have any brothers or sisters?
 I No. I don't have any brothers or sisters. It's only me.
 B Oh. It's Jenny. She's my aunt. She's calling from the US.
 I Really? Answer it!
 J Hi, Ben.
 B Hey, Jenny.
 J How's London?
 B Oh, it's great.
 J What are you doing now?
 B I'm sightseeing...and shopping.
 J Fantastic. Where are you?
 B I'm...not sure exactly. I'm with a friend.
 I Hi, Jenny! We're in Hackney. I'm Izzy. I'm Ben's friend.
 J Oh, hi!
 I Don't worry. Ben is fine. He's with me. I'm showing him the city.
 J I'm happy to hear it! Have a great time, Ben.
 B OK, thanks. Say 'hi' to Rob and the kids.
 J Bye!
 B Bye.
 I She's nice. Is she your mother's sister?
 B Yeah, she is. She knows London really well. Her husband, Rob, is from here.
 I Oh, really?
 B Yeah. Rob's great. He's the love of her life.
 B Listen, Izzy. My photography class has a little show next week. Do you want to come?
 I Um...I don't know.
 B Oh, it's OK. No problem.
 I No...I'd love to come. Thanks.

Then focus on the **British and American English** box and go through it with the class.

- b** Focus on the questions and give Sts time, in pairs, to see if they can remember any of the information.

Then play the video again, pausing if necessary for Sts to answer the questions.

Get them to compare with a partner. Play the video again if necessary.

Check answers. Then elicit / explain what a *twin* is, and elicit any more information about the three people.

ANSWERS

Emma is Ben's (twin) sister, Jenny is Ben's aunt, and Rob is Jenny's husband and Ben's uncle.
 Emma works on her parents' farm. Jenny is Rob's mother's sister, and she knows London well. Rob is British. They have children.

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. Demonstrate the meaning of *hands*, then explain that when Ben's says *I'm in your hands*, he means he will do whatever Izzy suggests. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1** Thanks. You too. **2** It's your city. I'm a tourist. I'm in your hands.
3 Follow me. **4** Sure. **5** OK, thanks. Say 'hi' to Rob and the kids.

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 two questions.

Elicit some feedback from the class.