

- G** past simple of *be*: *was / were*
V word formation: *write* → *writer*
P sentence stress

Lesson plan

This lesson uses the context of self-portraits to introduce and practise the past simple of the verb *be* (*was / were*). The lesson starts with a documentary about Vincent van Gogh. Examples from the documentary introduce Sts to the different verb forms, and this is followed by Pronunciation where Sts focus on sentence stress in past simple sentences and questions with *was* and *were*. Reading continues the topic of self-portraits with a biography of the 20th-century artist Jean-Michel Basquiat. The vocabulary focus is on making words for people's occupations from verbs and nouns, and in the final Speaking, Sts discuss the modern form of self-portraits, i.e. selfies.

Video material

Listening – *The master of self-portraits*

Vocabulary – word formation

More materials

For teachers

Photocopiables

Grammar past simple of *be*: *was / were* p.196

Communicative Where were you? p.242

(instructions p.218)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Start to draw a picture of yourself on the board. Ask Sts who they think it is, and keep adding details until they realize that it's you. Teach the word *self-portrait* and ask Sts if they think it looks like you.

1 LISTENING using visual clues to understand a biographical documentary

- a** Books open. If you haven't done the **Optional lead-in**, elicit / teach the meaning of *portrait* (= a painting of a person). Model and drill pronunciation /'pɔ:tret/. Now elicit the meaning of *self-portrait*.
 Now focus on the portrait and the two questions. Put Sts in pairs to discuss them.
 Elicit some ideas, but don't tell Sts if they are right or not. Write their ideas on the board so that you can check them later.
- b** In this documentary Sts will find out about the life of Vincent van Gogh and why he painted so many self-portraits.
 Play the video for Sts to watch and check which of their ideas in **a** were correct.
 Check answers. You could ask Sts if they like the self-portrait, and tell Sts what you think of it.

ANSWERS

- 1 He is 36.
- 2 The famous paintings mentioned in the video are *Sunflowers* and *The Starry Night*.



This painting is a self-portrait by the Dutch painter Vincent Van Gogh.

Van Gogh was born in Delft, in the Netherlands, on the thirtieth of March eighteen fifty-three. His parents weren't poor – his father was a church minister, and his mother was an artist.

There is only one known photograph of him, which is when he was nineteen years old. We only have an idea of what he looked like as an adult because of his many self-portraits. He painted thirty-five, all in the last four years of his life. He painted so many self-portraits because he was very poor, and it was cheaper than paying models. In eighteen eighty-eight, when he was thirty-five, Van Gogh was in Arles, in the south of France. He was happy there because the light and the colours were beautiful. His friend, painter Paul Gauguin, was with him in Arles for a short time.

Van Gogh was not strong mentally, and the relationship between Van Gogh and Gauguin was difficult. After a big fight, Van Gogh cut off part of his ear. He later painted a self-portrait with the injured ear. After that he was in a psychiatric hospital for some time in the south of France. This was his last self-portrait. He painted it in September eighty-eight when he was in the hospital. In this self-portrait, we see Van Gogh as a painter for the very first time. Van Gogh died a few months later, on the twenty-ninth of July eighteen ninety. He was only thirty-seven years old.

His paintings weren't popular during his lifetime and he was never rich or famous. But today Van Gogh's pictures are everywhere. People think that he is one of the greatest painters in the world, and his paintings, like *Sunflowers*, and *The Starry Night*, sell for millions of pounds.

- c** Focus on questions 1–9. Give Sts time to read all the questions and options and make sure they understand all the lexis, e.g. *poor, complicated, died, unpopular*.
 Play the video again for Sts to watch and complete the task.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

1 b 2 c 3 c 4 c 5 a 6 b 7 b 8 b 9 a

EXTRA IDEA Before Sts watch again, ask them what they can remember about the video. Get them to read sentences 1–9 and choose a, b, or c. Elicit some answers. Then play the video again for Sts to watch and check answers.

- d** Do this as a whole-class activity. You could fast-forward through the video and pause on the self-portraits (at 00:42, 00:48, 00:55, 01:36, and 01:52) and get Sts to vote for their favourite. Ask Sts if there are any other famous self-portraits that they like.

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

2 GRAMMAR & PRONUNCIATION past simple of be, sentence stress

- a Give Sts time to complete the chart with the verbs.
Check answers, and model and drill pronunciation, /wəz/, /wə/, /'wɒznt/, /wɜːnt/.

ANSWERS

was were wasn't weren't

- b Tell Sts to go to **Grammar Bank 7A** on p.144.

Grammar notes

was is the past of *am* and *is*, and *were* is the past of *are*.
was and *were* are used to talk about both recent and distant completed actions in the past, e.g. *I was tired this morning. Caesar was a Roman Emperor.*

was and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (*he was* → *was he?*) and *not* (*n't*) is added to make negatives (*wasn't*, *weren't*).

We use the passive construction *was / were born* to talk about the time and place of people's birth. If Sts ask, you may want to explain the meaning of *bear* (= an old-fashioned verb which means *give birth to*), so that Sts can understand how this verb works.

Focus on the example sentences and play audio 7.1 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **7A** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 She was 2 were you 3 I was 4 Was it 5 It wasn't
6 They weren't 7 We were 8 They were 9 We weren't
10 I wasn't
b 1 were 2 Was 3 wasn't 4 was 5 Were 6 were
7 was 8 was 9 Were 10 weren't 11 was 12 was

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopyable activity.

Pronunciation notes

was and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).
was and *were* tend to have a weak pronunciation in positive sentences and questions: *I was /wəz/ born in 1990. They were /wə/ famous. Was /wəz/ it expensive?* The vowel sound in both words, as in most weak forms, is the schwa.
was / *wasn't* and *were* / *weren't* have a strong pronunciation in short answers and negative sentences: *Yes, I was /wɒz/, No, I wasn't /'wɒznt/, Yes, we were /wɜː/, No, we weren't /wɜːnt/.*

As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in **2c**).

- c 7.2 Focus on the sentences and remind Sts that the words in **bold** are stressed and that the underlining shows the stress within a word.
Play the audio once for Sts just to listen.

7.2

See sentences in Student Book on p.56

Now play it again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Give further practice as necessary.

- d 7.3 Tell Sts they are going to hear some sentences and questions in the present simple and they must say them in the past simple. Focus on the example, and highlight that the rhythm of the past simple sentence is the same as the present simple sentence, e.g. *I'm at home, I was at home.*

Play the audio, pausing after each sentence / question, and elicit the past simple version from the whole class.

7.3

- 1 I'm at home. (ping) I was at home.
- 2 He's American. (ping) He was American.
- 3 They aren't famous. (ping) They weren't famous.
- 4 It's very cheap. (ping) It was very cheap.
- 5 Where are they? (ping) Where were they?
- 6 Is she an actor? (ping) Was she an actor?
- 7 You're right. (ping) You were right.
- 8 What's his name? (ping) What was his name?
- 9 She isn't happy. (ping) She wasn't happy.
- 10 Are they tired? (ping) Were they tired?

Now repeat the activity, eliciting responses from individual Sts.

3 READING understanding a life story

- a Focus on the self-portrait and photo on p.57 and find out whether Sts have heard of Basquiat, and if they know anything about him. Tell them they are going to find out more about him when they read his biography.
Now ask the questions to the class to elicit some opinions.
- b Focus on the four photos on p.56 and the biography on p.57. Point out the **Glossary**.

Give Sts time to read the biography and complete the four captions. Tell them not to worry about the gaps in the text.

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

ANSWERS

- 1 graffiti
- 2 Andy Warhol
- 3 Black athletes
- 4 Jeffrey Wright

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

- c Give Sts time to read the biography again and complete the gaps with phrases A–F. Point out that the first one (C) has been done for them.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 2 A 3 E 4 F 5 B 6 D

- d Do this as a whole-class activity.

POSSIBLE ANSWERS

Similar: both artists; both died young; their art now sells for huge amounts; both had mental health issues; both were friends with other artists

Different: born in different times and places; Van Gogh wasn't successful while he was alive, but Basquiat was

EXTRA IDEA Ask the class if they know any other famous self-portraits and if they like them.

4 VOCABULARY word formation

- a Give Sts a few minutes to find the words in the text, or get them to guess first and then check.

Check answers, modelling the pronunciation and getting Sts to underline the stress.

ANSWERS

- 1 singer – Madonna 2 actor – Jeffrey Wright 3 artist – Banksy
4 musician – Jay-Z

Focus on the **Word building: jobs and occupations** box and go through it with the class. Point out that to make the word for a person (e.g. *writer*) you add the letters *-(e)r* or *-or* to a verb and *-ist* or *-ian* to a noun. You might also want to point out that sometimes with nouns you have to make more changes, e.g. *science* – *scientist* (the *ce* disappears and a *t* is added).

- b Tell Sts to first look at the groups of words and decide if they are verbs or nouns. Then they should write the words for the jobs.

Get Sts to compare answers with a partner.

ANSWERS

- 1 verbs 2 nouns

- c 7.4 Play the audio for Sts to listen and check answers to b. Pause the audio after each word and get Sts to spell the endings to you. Write the answers on the board.

Now play the audio again and this time Sts should underline the stress.

Check answers by underlining the stress in the words on the board.

7.4

- | | |
|------------------------------------|-------------------------------------|
| 1 <u>c</u> ompose <u>c</u> omposer | 2 <u>n</u> ovel <u>n</u> ovelist |
| <u>d</u> ance <u>d</u> ancer | <u>p</u> olitics <u>p</u> olitician |
| <u>d</u> irect <u>d</u> irector | <u>s</u> cience <u>s</u> cientist |
| <u>i</u> nvent <u>i</u> nventor | <u>h</u> istory <u>h</u> istorian |

Finally, in pairs, Sts practise saying the words. If you think they need more practice, you could play the audio again for them to listen and repeat the words.

EXTRA IDEA Test Sts' memory by getting them to cover the words in a and b and then saying the noun / verb as a prompt, e.g.

T art

Sts artist.

- d In this video Sts will see ten famous people, some alive and some dead. They must say the person's nationality and job, in the present or past simple depending on whether the person is alive or not. Write *alive* and *dead* on the board and elicit / teach that they are opposites. Point out the example and elicit that Frida Kahlo is dead, so Sts should use the past simple *was*.

Play the video and pause when the first screen comes up with the collage of photos. Ask Sts if they recognize any of the people. Then play the video, pausing again on 1 *Frida Kahlo* and elicit the sentence *Frida Kahlo was a Mexican painter*.

Now play the rest of the video for Sts to watch and say who each person is. Pause after each person, and elicit the sentence.

Check answers.

ANSWERS

- 2 Javier Bardem is a Spanish actor.
3 Carlos Acosta is a Cuban dancer.
4 Dua Lipa is a British singer.
5 Federico Fellini was an Italian director.
6 James Dyson is a British inventor.
7 Indira Gandhi was an Indian politician.
8 Stephen Hawking was a British scientist.
9 Maya Angelou was an American writer.
10 Johann Sebastian Bach was a German composer.

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

- e Focus on the two categories and give Sts time to write three names of famous people in each category.
Put Sts in pairs and get them to ask and answer questions about the names using either *Who is / Who's...?* or *Who was...?* depending on whether the person is alive or dead.

EXTRA SUPPORT Demonstrate the activity by writing the categories on the board and writing the names of two people in each, and eliciting the questions from Sts.

5 SPEAKING

- a Focus on the instructions and elicit the meaning of *selfie*. If you have some selfies on your phone, you could show the class. Give Sts time to think about their answers.
b Put Sts in pairs and get them to talk about their photos. Encourage them to take their phones out and show their partner some of their selfies or other photos. Get some feedback from various pairs. With a show of hands, find out how many Sts take selfies.

- G** past simple: regular verbs
V past time expressions: *three years ago, last week, etc.*
P -ed endings

Lesson plan

The context of this lesson, which introduces the past simple of regular verbs, is two true stories of people who had problems with a flight because of mistakes they made. The lesson begins with a reading about a woman who booked a flight to the wrong destination. Examples from the text are used to present the past simple of regular verbs. Then there is a focus on the pronunciation of -ed endings, possibly the biggest problem that Sts have with regular past tenses. Sts then listen to a story about another woman who had a problem with the name on her ticket. Vocabulary introduces past time expressions, and grammar, vocabulary, and pronunciation are put together in the final Speaking activity where Sts talk about the last time they did various activities.

Video material

Pronunciation – -ed endings

Grammar – past simple: regular verbs

More materials

For teachers

Photocopiables

Grammar past simple: regular verbs p.197

Communicative Are we in Australia? p.243 (instructions p.219)

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts *How do you normally book tickets for trains or flights? Do you get paper tickets or have them on your phone?* Elicit answers and find out if the majority tend to book online and have the tickets on their phones, or whether some people still use travel agents or go to ticket offices. Then tell Sts that they are going to find out about two people who had problems with tickets they'd booked.

1 READING using context to complete information in a blog

- a** Books open. Focus on the task and, if you haven't done the **Optional lead-in**, make sure Sts know what the verb *book* means.
Do the question as a whole-class activity.
- b** Tell Sts they are going to read an article about a mistake Emma Benns made, and that it is a true story. Tell them not to worry about the gaps.
Check the answer.

ANSWER

Yes, because she finally arrived at her destination.

- c** Focus on A–G and tell Sts that these are things that people in the story said. Give Sts time to read them, and then tell them to read the article again and complete the gaps with A–G.

- d** **7.5** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

1 D 2 F 3 G 4 A 5 E 6 B 7 C

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

7.5

See text in Student Book on p.58 and answer key

- e** Tell Sts to match the verbs to photos 1–4.
Check answers. Model and drill pronunciation.

ANSWERS

1 smile 2 point 3 hand 4 hug

- f** Do this as a whole-class activity. Elicit what Emma's advice is.

! Don't ask Sts about their own personal experiences of travel problems as they will do this later in the lesson when they have done the past simple.

2 GRAMMAR & PRONUNCIATION past simple: regular verbs, -ed endings

- a** Tell Sts to read the article in **1b** again and find the past tense verbs.
Elicit the answers onto the board.

ANSWERS

hand – handed
smile – smiled
hug – hugged
try – tried
don't smile – didn't smile
Do you (check in)...? – Did you (check in)...?

- b** Tell Sts to go to **Grammar Bank 7B** on p.144.

Grammar notes

It is important to emphasize that the past simple is used for completed actions in the past, both distant and recent and which happened once or more than once. The form of regular past simple verbs is very easy. The main problem Sts have is the pronunciation, and remembering to use the infinitive, not the -ed form, after *did* / *didn't*.

Focus on the example sentences and play audio **7.6** for Sts to listen and repeat. Then go through the rules with the class. You may want to point out here that the *e* is not normally pronounced in -ed endings unless there is a *t* or a *d* before it. This will be focused on more fully in **Pronunciation**.

Now focus on the exercises for **7B** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Correct any mispronunciation of the -ed ending. Get Sts to spell the verbs to you and write them on the board.

ANSWERS

- a 1 I studied English
2 Did you listen to the news
3 He didn't cook
4 Did she play sport
5 They worked late
6 She travelled a lot
7 Jack worked in Chicago
8 I called my parents
9 We didn't live in France
10 Anna asked a lot of questions
- b 1 didn't call 2 Did...cry 3 played 4 didn't listen
5 Did...dance 6 booked

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopiable activity.

Pronunciation notes

The regular past simple ending (-ed) can be pronounced in three different ways:

- 1 -ed is pronounced /t/ after verbs ending in these unvoiced sounds*: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g. *cooked, booked, laughed, missed, relaxed, stopped, washed, watched*.
- 2 After voiced endings* (all other consonant sounds except /d/ and /t/) -ed is pronounced /d/, e.g. *arrived, called, changed, showed*. This is the biggest group. Verbs which end with consonant + y, e.g. *study, carry*, also belong to this group because the sound added is /d/.
- 3 After verbs ending in /d/ or /t/, the pronunciation of -ed is /ɪd/, e.g. *wanted, chatted, needed, decided*. This group is very small.

In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g. *I liked it*).

However, the difference between 3 and the other two is significant (it is an extra syllable) and many Sts tend to pronounce all past simple verbs in this way, e.g. /'laɪkɪd/, /'stɒpɪd/, etc.

*Voiced and unvoiced consonants

- Voiced consonant sounds are made by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made without vibration in the throat, e.g. /p/, /k/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds they should feel a vibration in their throat, but not for unvoiced sounds.

- c  Focus on the **Past simple regular verbs** box and go through it with the class. Elicit / Explain that there are three different ways of pronouncing -ed. Two are similar (/d/ and /t/), but the third /ɪd/ is very different. Focus on the phonetics which show the three different pronunciations of -ed (/d/, /t/, and /ɪd/). Then look at the sentences for each pronunciation and play the video once. Tell Sts to listen and concentrate on how the -ed is pronounced. You may also want to highlight the mouth position diagrams for /d/ and /t/, which show the difference between voiced and unvoiced sounds.



See sounds and sentences in Student Book on p.59

Now play the video again, pausing after each sentence for Sts to watch and repeat.

Ask Sts *In which group do you pronounce the 'e' in -ed?* (group 3).

Tell Sts to look at the spelling of the verbs in group 3, and see what letters come before the -ed (d or t). Explain / Demonstrate that it would be impossible to pronounce another /d/ or /t/ after a d or a t. For that reason, an extra syllable is added, which is why the pronunciation here is /ɪd/. Emphasize that this group of verbs is very small.

Highlight that the most important rule to remember is not to pronounce the e in -ed (unless it comes after a t or d).

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

- d  **7.7** Tell Sts to look at the verbs in the list and circle the ones which have the /ɪd/ sound in the past simple.

Remind Sts that an exercise like this is easier if they say the verbs aloud.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

ended, painted, started



See list of verbs in Student Book on p.59

EXTRA CHALLENGE Get Sts to look at all the verbs again and then to try and put them in the appropriate rows in **c**. Play the audio for them to check.

ANSWERS

/d/ lived, played, travelled

/t/ asked, cooked, finished, liked, stopped, watched, worked

/ɪd/ ended, painted, started

- e  In this video Sts will watch eight clips, showing what Kara did yesterday evening. They make one positive and one negative sentence for each clip, using the prompts. Point out that the first one has been done for them.

Focus on the instructions and the example. Then give Sts time to read the eight pairs of verb phrases. Tell them to tick the thing she did in each pair as they watch.

Play the video once the whole way through. Then play it again. Pause after each clip and check answers. Correct pronunciation of the -ed ending where necessary.

ANSWERS

- 2 She called a taxi. She didn't walk home.
- 3 She didn't look at her watch. She waited for five minutes.
- 4 She didn't play games on her phone. She listened to messages.
- 5 She arrived home. She didn't talk to a neighbour.
- 6 She didn't book a holiday. She checked emails.
- 7 She cooked dinner. She didn't relax on the sofa.
- 8 She didn't phone a friend. She watched TV.

EXTRA SUPPORT Give Sts time to write their answers before checking.

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

- f Focus on the instructions and then give Sts time to make true sentences about what they did yesterday evening, using the phrases in **e**.
Elicit some sentences from the class.

EXTRA SUPPORT Demonstrate the activity by telling the class what you did and didn't do yesterday evening. Get Sts to write their sentences. Put Sts in pairs or small groups, and get them to read their sentences to each other.

3 LISTENING understanding a sequence of events

- a **7.8** Focus on the instructions and elicit what Emma's travel problems were (*Her ticket was for the wrong San José and her luggage didn't arrive with her*).

Play the audio for Sts to listen to Kirsty Leanne's story.

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

ANSWERS

They both had a problem with their ticket (Emma's was to the wrong place, Kirsty's had the wrong name). Emma's bag only arrived three days later, but Kirsty's arrived with her.

7.8

(script in Student Book on p. 129)

So, this happened some years ago. I was nineteen, and that summer I finished with my boyfriend. I wanted to travel as far away as possible, but I needed to get a job! I was lucky to find temporary work as a receptionist in California, so I booked my flights with a travel agent. I was really excited.

A few weeks later, just five days before my flight, I checked all my travel documents. Suddenly I noticed a mistake. My surname on the flight booking was Leanna, L-e-a-n-n-a, not Leanne, L-e-a-n-n-e. Just one small typo, but a very big mistake, because of course the name on my passport was Leanne, and I was sure that was a problem. I immediately called the travel agent and asked them to change the name on the ticket. They weren't stressed at all, and suggested a solution. 'Don't worry. We can cancel your ticket and then book you a new one for the same flight.' It was expensive, but I decided to do it. When I arrived at the check-in desk, I showed my passport to the assistant, but my name wasn't on the flight! I started to panic. I phoned the travel agent and they discovered it was their mistake. They talked to the woman at check-in. I waited...and I waited... Finally, she handed me my boarding pass. I was on the flight! She even arranged transport for me to get through security quickly, and to my gate.

I was the last person to board the plane, but when I was in my seat I finally started to relax. At last, I was on the biggest adventure of my life! And the journey ended well – to my great surprise, when I arrived, my suitcase arrived with me! An absolute miracle!

- b Put Sts in pairs and give them time to read questions 1–7 and the beginnings of the answers, and see if between them they can remember any of the information.

Play the audio again and tell Sts just to listen to find out the answers. Then give them time to write the full sentences. Play the audio again if necessary for Sts to check.

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

ANSWERS

- 1 She finished **with her boyfriend** and wanted **to travel as far away as possible**.
- 2 She noticed **a mistake – her surname on the ticket was spelled Leanna, not Leanne**.
- 3 They offered to **cancel her ticket** and **book a new one for the same flight**.

- 4 She showed **her passport to the assistant**, but **her name wasn't on the flight**.
- 5 They discovered **that it was their mistake**.
- 6 The woman at the check-in handed Kirsty **her boarding pass**.
- 7 She started **to relax**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p. 129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the questions and make sure Sts know the meaning of *feel sorry for someone* (= to be sad for somebody). Do the questions as a whole-class activity. If any Sts have had a similar experience or know someone who has, encourage them to try to tell their story.

4 VOCABULARY & SPEAKING past time expressions

- a Write a true sentence about yourself in the past with a regular verb, e.g. *I started teaching English in 2015*. Then write underneath it *I started teaching English (x) years ago*, and elicit the meaning of *ago*. Model and drill pronunciation.

Focus on the past time expressions, and explain that Sts must number them from the most recent (*five minutes ago*) to the most distant (*a long time ago*). Give Sts time to do the activity and get them to check their order with a partner.

- b **7.9** Focus on the **Past time expressions** box and go through it with the class. Highlight that in time expressions with *last* (e.g. *last week*) the definite article *the* is not used. Also explain that we say *last night* NOT *yesterday night*.

Play the audio for Sts to listen and check.

Check answers.

7.9

- | | |
|----------------------------|--------------------|
| 1 five minutes ago | 6 last week |
| 2 last night | 7 last month |
| 3 yesterday morning | 8 a year ago |
| 4 the day before yesterday | 9 some years ago |
| 5 three days ago | 10 a long time ago |

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

- c Focus on the instructions and the sentences. Make sure Sts understand the question *When was the last time?*
Give Sts time to write a time expression for each activity.
- d Tell Sts they will now tell each other when they did each activity. Focus on the example.
Put Sts in pairs, **A** and **B**, and set a time limit.
Monitor and help. Make sure Sts swap roles.
Get some feedback by getting individual Sts to tell you an activity they did and asking a few extra questions.

G past simple: irregular verbs

V go, have, get

P sentence stress

Lesson plan

The topic of this lesson is New Year's Eve. Three stories about memorable New Year's Eves (good and bad) in different parts of the world provide the context for the introduction of past simple irregular verbs. The vocabulary focus is common collocations of the key verbs *go*, *have*, and *get* (e.g. *go out*, *get home*, etc.). Then Sts listen to a fourth person talking about another memorable New Year's Eve. They then work on the stress pattern in *Wh-* questions in the past simple, which prepares them for the final Speaking and Writing activity, where Sts ask each other about a memorable New Year's Eve and then write about it.

More materials

For teachers

Photocopiables

Grammar past simple: irregular verbs p.198

Vocabulary go, have, get p.280 (instructions p.265)

Communicative Born on 31st December p.244 (instructions p.219)

For students

Workbook 7C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *31st December, 1st January*. Ask Sts if they know what these days are called in English, and elicit *New Year's Eve* and *New Year's Day*. Explain that *Eve* means 'the night before'; it is also used for *Christmas Eve* (24th December).

1 READING understanding detail in short anecdotes

- a** Books open. Focus on the photos and the questions. If you didn't do the **Optional lead-in**, elicit when New Year's Eve is (*31st December*). Elicit answers to the second question. If you don't come from the same country as your Sts, tell them if New Year's Eve is important in your country.
- b** Focus on the task and make sure Sts understand the two options. You may want to pre-teach the past of *go* (*went*), *midnight*, and a *lift* to help Sts understand the stories. Give Sts time to read all three stories. Get Sts to compare with a partner, and then check answers.

ANSWER

Jenny had a great evening.

- c** Focus on the task and the six sentences. You might want to check Sts know the meaning of *alone*. Give Sts time to read the stories again and complete the six sentences with an initial. Check answers.

ANSWERS

1 J 2 A 3 M 4 A 5 M 6 J

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

- d** If your Sts come from the same country, do this as a whole-class activity. If your Sts come from different countries, put them in pairs or small groups to discuss the questions. Get some feedback from various pairs / groups. If you don't come from the same country as your Sts, tell them how people celebrate New Year's Eve in your country.

2 GRAMMAR past simple: irregular verbs

- a** Focus on the 15 infinitives and check Sts remember their meaning.

Then put Sts in pairs and give them a few minutes to find the past simple forms in the stories. Point out that the first one (*bought*) has been done for them.

Encourage Sts to use the phonetics to help them.

- b** **7.10** Write the infinitives on the board. Play the audio, pausing after each verb to check answers. Get Sts to spell the verbs to you and write the past simple verbs on the board next to the infinitives.

7.10

buy	bought	have	had
can	could	know	knew
come	came	put on	put on
drink	drank	say	said
feel	felt	take	took
find	found	think	thought
get	got	wear	wore
go	went		

Focus on the phonetics and tell Sts to listen to the pronunciation. Play the audio again, pausing after each infinitive and past tense for Sts to repeat them. Give more practice as necessary, getting Sts to repeat after you or after the audio.

EXTRA CHALLENGE Focus on the phonetics and elicit the pronunciation of the verbs before playing the audio.

Get Sts to cover the past simple verbs and see if they can remember them, uncovering them one by one to check their answers.

- c** Tell Sts to go to **Grammar Bank 7C** on p.144.

Grammar notes

The vast majority of verbs in the past are regular. However, a small number of verbs (several of which are very common) are irregular in the past simple. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g. *wear* → *wore*, or can be a completely new word, e.g. *go* → *went*. Some verbs don't change their form, e.g. *cost*, *put*. The verb *read* is spelled the same, but pronounced differently.

Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the infinitive is used after *did* / *didn't*.

There is a list of the most common irregular verbs on p.173 of the Student Book.

Focus on the example sentences and play audio **7.11** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **can / could** box and go through it with the class.

Now focus on the exercises for **7C** on p.145. Sts do the exercises individually or in pairs.

! Monitor while Sts are doing the exercises. If you see they are having problems with word order in **c**, remind them of **QuASI** and **ASI** (see p.60 of this book).

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 They didn't go by car. They went by train.
 2 I didn't come home early. I came home late.
 3 We didn't see a film. We saw a play.
 4 He didn't say hello. He said goodbye.
 5 You didn't have a sandwich. You had a salad.
 6 She didn't know his surname. She knew his first name.
b 1 had 2 took 3 were 4 went 5 could 6 had
 7 got 8 felt 9 were
c 1 did you wear 2 did she find 3 did you get home

Tell Sts to go back to the main lesson **7C**.

EXTRA PRACTICE OPTION Use the **7C Grammar** photocopyable activity.

3 VOCABULARY *go, have, get*

- a** Focus on the three verbs in the heading and elicit the past simple (*went, had, got*).

Give Sts a moment to decide which verb goes in each gap.

Check answers.

ANSWERS

- 1 went 2 had 3 got 4 had 5 went 6 got

- b** Tell Sts to go to **Vocabulary Bank** *go, have, get* on p.168 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to tell Sts that *get* is one of the most common verbs in English partly because it has many different meanings. The most common are *buy* (as in *get a newspaper*), *receive* (as in *get an email*), *arrive* (as in *get home*), and *take* (as in *get a taxi*).

Remind Sts that *go home* = go to your house, *get home* = arrive at your house.

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

Check answers.

7.12

go

- 8 go by bus
 3 go for a walk
 5 go home
 10 go out
 9 go shopping
 2 go to a restaurant

have

- 15 have a car
 12 have long hair
 18 have breakfast
 14 have a drink
 11 go to bed
 7 go to church
 1 go to the beach
 6 go back
 4 go on holiday
 13 have a good time
 16 have a sandwich
 17 have a shower

get

- 20 get a newspaper
 23 get a taxi
 19 get an email
 21 get dressed
 25 get home
 22 get to the airport
 24 get up

Then 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 **c**. Get Sts to cover the verb phrases and use the photos to test themselves or each other. Encourage them to say the complete phrase.

For **Activation**, put Sts in pairs and get them to take turns to say five things they did the previous day and five the previous week. All the sentences should include *went, had, or got*. Get some feedback.

Tell Sts to go back to the main lesson **7C**.

EXTRA PRACTICE OPTION Use the **7C Vocabulary** photocopyable activity.

4 LISTENING understanding an anecdote

- a** **7.13** Focus on the photo and the task. Elicit / Teach the meaning and pronunciation of *memorable* /'memərəbl/ (= easy to remember because it is special). Tell Sts to close their books, relax and listen, and just focus on where Anna was at midnight. Play the audio once, and elicit the answer.

ANSWER

She was at the hospital.

7.13

(script in Student Book on p.129)

F = friend, A = Anna

- F** Is there a New Year's Eve that you always remember?
A Yes, it was when I was seventeen years old, so quite a long time ago. But it's definitely my most memorable one.
F Where were you?
A Well, a friend invited me to Edinburgh for New Year's Eve. I was still at school, but my friend, she was older than me, she was nineteen, and she was at university in Edinburgh. My parents didn't want me to go, but in the end, they said OK. I was incredibly excited because 'Hogmanay', that's what they call New Year's Eve in Scotland, is the biggest celebration in, in Europe, I think, with thousands of people in the streets.
F So what happened?
A We decided to go and watch the fireworks from the top of Calton Hill, that's a high point in the city where there's a good view. My friend had a Norwegian flatmate, and she also had some friends staying, some Norwegian girls from Oslo. We all had a dinner first in their flat and then started walking to Calton Hill. It was cold, but not snowing or raining, which was good. The Norwegian girls bought some small fireworks, and started lighting them in the street, they said that's typical in Norway, that people set off fireworks in the street, and suddenly one firework hit me in the face.
F How awful!
A Yes, it was horrible, incredibly painful and for a few minutes, I couldn't see at all.
F What did you do?
A Well, luckily there were ambulances driving round the city because actually quite a lot of people get injured in Edinburgh on New Year's Eve, and my friends quickly found one and they went with me to hospital. The doctors looked at me, and it wasn't too serious, but they put a big bandage on my face, and over one eye.

- F So where were you at midnight?
- A Well, we were still at the hospital, so we never celebrated Hogmanay properly. I didn't phone my parents, because there was nothing they could do, but when I went home the next day and they saw my face, they were really shocked and angry because somehow they thought it was my fault! But some weeks later my friends came down to London and we had a fantastic party to make up for missing New Year's Eve.

- b Give Sts time to read questions 1–9.

Play the audio again.

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

ANSWERS

- 1 17 years old
- 2 She went to Edinburgh and stayed with a friend.
- 3 It means 'New Year's Eve'.
- 4 They planned to go and watch the fireworks from the top of Calton Hill.
- 5 They had dinner at the flat.
- 6 They bought some small fireworks.
- 7 A firework hit her in the face.
- 8 They were shocked and angry.
- 9 They came down to London and had a party.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Do the questions as a whole-class activity. You could also tell Sts where you would like to spend New Year's Eve, and why.

5 PRONUNCIATION sentence stress

- a Go through the instructions and focus on the questions.

Give Sts time in pairs or individually to complete the questions.

Check answers.

ANSWERS

- 1 was 2 were 3 were you 4 did you 5 did you 6 did you 7 did you 8 did you 9 was 10 did you 11 Did you

- b  **7.14** Play the audio once for Sts just to listen and focus on the rhythm.

7.14

See questions in Student Book on p.61 and answer key

Now play the audio again, pausing after each question for Sts to listen and repeat, trying to copy the rhythm.

6 SPEAKING & WRITING a diary entry

- a Give Sts a few minutes individually to think about their own answers to the questions in **5a**. Help with any new vocabulary they might need.

EXTRA IDEA If your Sts don't celebrate New Year's Eve, they could discuss and write about another important event, such as a wedding or a special night out.

- b Put Sts in pairs. Get Sts **A** to give Sts **B** a complete 'interview' and then swap roles. Monitor the interviews, encouraging Sts to ask their questions with good sentence stress and rhythm. Help with any new vocabulary that Sts need and correct as necessary.

EXTRA IDEA Get Sts to interview you about a memorable New Year's Eve before they interview each other.

Get feedback, asking a few pairs whose night was more memorable / fun / interesting, etc.

- c Tell Sts to go to **Writing Bank 7** on p.121.

Focus on the instructions in **a**. Give Sts a few minutes to read the diary entry quickly and answer the question.

Check the answer.

ANSWER

Yes, she did. She says: 'I hope we do the same again next year!'

Now focus on **b** and get Sts to read the entry again and answer questions 1–6.

Check answers.

ANSWERS

- 1 She usually goes to a party in the city centre.
- 2 They climbed Lion's Head because Johan wanted to see the sunset.
- 3 They had dinner on Signal Hill with their families.
- 4 The fireworks started just after midnight.
- 5 After the fireworks, they had a big party. Some people sang and played guitars, and others danced.
- 6 Anele was tired, but very happy.

For **c**, focus on the **Time sequencers** box and go through it with the class. Sts have already seen *after* and *then* in **Writing Bank 4**. Point out that *next* / *after that* / *then* are interchangeable.

Now give Sts time to find four more time sequencers in the diary entry. Point out that the first one (*First*,) has been done for them.

Check answers.

ANSWERS

Then, Next, After that, Finally

Focus on **d** and make sure Sts understand what they have to do.

Give them time to number the sentences in the order that they happened.

Check answers.

ANSWERS

- 3 We went out for a walk.
- 6 We got home and had lunch.
- 1 We got up.
- 5 We bought pizzas on the way home.
- 2 We had breakfast.

Now get Sts to rewrite the events with time sequencers.

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

SUGGESTED ANSWER

We got up. First, we had breakfast. Then, we went out for a walk. Next, we stopped for a coffee. After that, we bought pizzas on the way home. Finally, we got home and had the pizzas for lunch.

Now focus on **e** and tell Sts to plan a diary entry for a memorable New Year's Eve or other special day. They can use the event they talked about in **6b**. Make sure they make notes and don't write full sentences.

Sts could do **f** in class or for homework.

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

Ben's show

Practical English asking the way
Vocabulary directions

Lesson plan

In this lesson Sts learn to understand and give simple directions. Although phone apps have largely replaced maps, this is still a useful skill for students to practice. In episode 4 of *Pictures of you*, we discover that Izzy was previously a student at Tensquare School and was not happy there (for reasons unsaid). We meet Pamela, Izzy's landlady and friend, and Izzy discusses with her whether she should go to Ben's Tensquare photography show or not. After deciding to go, she has to ask for directions to the gallery when her phone app doesn't load. At the gallery she gets into a tense conversation with Andre, her former teacher and leaves the show suddenly, much to Ben's confusion.

Video material

Pictures of you Episode 4

More materials

For teachers

Oxford English Hub

Quick Test 7

File 7 Test

For students

Workbook Practical English 4
Can you remember...? 1–7

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 3 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you* and ask them some questions about it. You could elicit some of the language Sts learned for buying clothes.

1 IZZY'S DILEMMA

a ▶ Books open. In this part of the video, *Izzy's dilemma*, Sts will see Izzy talking to her landlady, Pamela, about her dilemma regarding Ben and his show.

Focus on the title, *Izzy's dilemma*, and elicit / teach the meaning of *dilemma* (= a situation where you have to choose between two options of equal importance). Model and drill its pronunciation /dɪ'lemə/. Ask Sts what they think Izzy's dilemma might be. Elicit some ideas, but don't tell Sts if they are right or not.

Now focus on questions 1–3 and elicit / explain the meaning of *landlady* (= a woman who lets a house / flat / room in a house / flat to another person) and that *call* here means *phone*. Point out that Pamela is the other woman in the photos.

Play the video for Sts to watch.

Then give Sts time to answer the questions.

Check answers.

ANSWERS

- 1 She is Izzy's landlady.
- 2 She doesn't know if she wants to go to Ben's show or not.
- 3 To see if she is still coming to his show and to tell her where it is



I = Izzy, P = Pamela, B = Ben

- I Come in?
P Hi, Izzy. Here's a parcel that came for you.
I Thanks.
P You're welcome. Oh, I'm tired today...Izzy, you look worried.
I Do I?
P Yes, you do. Is everything OK?
I Yes...No. I have a friend. He's a photographer and he has his show today.
P A friend?
I Yes. His name is Ben.
P Ben. A good strong name. I like the name.
I And he's a really nice guy, but...
P But?
I He goes to Tensquare School of Photography.
P Ah.
I So I don't know...I don't really want to go back there. It was not a good time for me at that school.
P I remember, Izzy.
I But I really want to see Ben's show...
P Yes, well...if you like this boy, then go.
I I think I like him.
P Either you like him, or you don't.
I Yes...I like him.
P Then go to his show! Don't worry about the past.
I Hey, Mr Fischer.
B Hi, Izzy. How are you?
I I'm good.
B Can you still come tonight?
I Of course. I really want to see your show.
B OK, cool. So it's at the Click Gallery. Do you know where that is?
I No, but I'm sure I can find it. Don't worry.
B OK, great. See you later.
I See you.

b Give Sts time to read sentences 1–6 and make sure they understand them.

Now play the video again for Sts to mark each statement *T* (true) or *F* (false).

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

ANSWERS

1 T 2 T 3 F 4 F 5 T 6 T

EXTRA CHALLENGE Ask Sts to mark the sentences *T* or *F* before watching again. They then watch and check their answers.

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 ASKING THE WAY

a **7.15** Focus on the phrases and pictures and get Sts to match them.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

7.15

- | | |
|-------------------------|----------------------------|
| 3 on the corner | 5 go past the church |
| 2 turn left | 6 opposite |
| 1 at the traffic lights | 8 go straight on |
| 4 turn right | 7 at the end of the street |

Focus on the phonetics next to each phrase.

Now play the audio again, pausing after each phrase for Sts to repeat. Give further practice of the phrases your Sts find difficult to pronounce.

Highlight that when *opposite* is used to describe the position of a building, it usually means 'facing on the other side of the road'. Get an example by asking Sts what there is opposite your school.

b Tell Sts to cover the phrases and use the pictures to test themselves or a partner.

c In this part of the video, *Asking the way*, Sts will see Izzy having trouble with her map app and asking various passers-by for directions to the Click Gallery, where Ben is having his exhibition.

Focus on the questions and the map.

Tell Sts that they are going to watch Izzy asking for directions and they need to listen to the directions and decide if the gallery is building 1, 2, or 3 on the map. Play the video, and if necessary repeat the last part where the third passer-by gives directions.

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

ANSWERS

She asks three people.

The Click Gallery is building 2.



I = Izzy, P1 = passer-by 1, P2 = passer-by 2, P3 = passer-by 3

I Excuse me, please. Where's the Click Gallery?

P1 Sorry, I don't live here.

I Excuse me. Is the Click Gallery near here?

P2 The Click Gallery? It's near here. But I don't know where exactly. Sorry.

I Thank you.

I Excuse me. Can you tell me the way to the Click Gallery, please?

P3 Yes, of course. Go straight on. Go past the church, and then turn left at the traffic lights. And it's at the end of the street.

I Sorry, can you say that again, please?

P3 Yeah. Go straight on. Go past the church, then turn left at the traffic lights. And it's at the end of the street. You can't miss it.

I Got it. Thanks.

d Now focus on the conversation in the chart. Elicit that **You say** is what Izzy says and the **You hear** phrases are said by three different people in the street, who she asks for directions. The **You say** phrases will be useful for Sts if they need to ask for directions in English.

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

Play again if necessary.

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

ANSWERS

1 live 2 near 3 past 4 left 5 end 6 miss

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Highlight that *Can you tell me the way to... please?* is the typical question to ask for directions.

e Focus on the **Can you...? or Could you...?** box and go through it with the class. Highlight the pronunciation of *could* /kʊd/.

Now focus on the **You say** phrases and tell Sts they're going to hear 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 Izzy and **B** plays the parts of all the passers-by. Get Sts to read the conversation aloud, and then swap roles.

f In pairs, Sts are going to role-play asking for and giving simple directions using the map on p.62. Go through the instructions with Sts, making sure they start where their instructions say.

Now focus on role-play 1. Sts **A** start saying *Excuse me. Can you tell me...?* Monitor and help.

Now focus on role-play 2. Sts should swap roles in their pairs.

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

EXTRA SUPPORT Demonstrate the activity by getting a confident student to ask you for directions to somewhere on the map.

EXTRA IDEA Give Sts clear directions from the school to somewhere nearby, and see if they can work out what it is.

3 AT THE GALLERY

a In this part of the video, *At the gallery*, Sts will see Izzy arriving at Ben's show. While she and Ben are talking, they are interrupted by Andre, who asks Izzy if she is still taking photos. Sts find out that Izzy used to go to Tensquare School, but left without saying why.

Focus on the photos and do the question as a whole-class activity or put Sts in pairs to discuss what is happening.

If Sts worked in pairs, elicit some ideas, but don't tell them if they are right or not.

Now play the video for Sts to check their answers.

Check answers.

ANSWERS

- 1 Izzy and Ben are looking at his photos / one of his photos.
- 2 Izzy is talking to Andre and Ben is listening.
- 3 Ben is in the street looking for Izzy.



I = Izzy, B = Ben, A = Andre

- I She's beautiful.
 B Hi, Izzy. Thanks for coming.
 I Thanks for inviting me. These photos are amazing, Ben. You're really talented. I love the light in this one.
 B Oh, they're OK.
 I No really, it's true. You're a great photographer!
 B Thanks. I'd love to see some of your photos, Izzy.
 A Yes. I'd love to see some of your photos, too, Izzy.
 I Hi, Andre.
 A Hello, Izzy. How are you?
 I I'm great.
 A You still take photographs?
 I When I can. I'm very busy.
 A So, what are you doing these days?
 I I'm working...as a bike courier.
 A That's...interesting. Yes, I taught Izzy. She's very talented – in fact, she was my best student.
 B You were a student at Tensquare, too? Why didn't you tell me?
 A Yes. But she didn't finish the course. One day she just stopped coming and...didn't say why.
 I I never stopped taking photographs. But now I take them for me, and not for other people.
 A And how is that going for you?. It's true. She was my best student and now she's working as a bike courier. What a pity. Have a look at her photos.
 B Izzy!

- b** Focus on questions 1–5 and give Sts time, in pairs, to see if they can remember any of the information.

Then play the video again.

Now give Sts time to answer the questions and then get them to compare with a partner. Play the video again if necessary.

Check answers.

ANSWERS

- 1 Andre was Izzy's teacher at Tensquare School. / Izzy was Andre's student in the past.
- 2 Yes, he does. (She was his best student.)
- 3 Because he didn't know Izzy studied at Tensquare in the past.
- 4 No, he doesn't. She didn't say why.
- 5 He thinks it isn't a good job for her.

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

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.

- b** Play the video for Sts to watch and check.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Do I?
- 2 Yes...No.
- 3 Of course.
- 4 See you.
- 5 Thanks for inviting me.
- 6 I'm working as a bike courier.

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 questions.

Elicit some feedback from the class.