

- G** past simple: regular and irregular
V irregular verbs
P past simple verbs

Lesson plan

The aim of this lesson is to revise all forms of the past simple, regular and irregular, through the context of a murder mystery book which has been adapted for TV. The lesson begins with an extract from a TV schedule about the programme, which introduces the characters. Sts then read an extract from the book, where many past tense forms are revised and some new irregular verbs are presented. A pronunciation focus then revises the pronunciation of irregular and regular past forms. Sts then watch part of the TV adaptation, when the inspector interviews the suspects. Sts decide who they think the murderer was before watching the scene which reveals what actually happened. This lesson will work best if you can generate and maintain suspense, so that Sts want to find out who the murderer was. After the murder story, there is a grammar and vocabulary focus pulling together and revising the past simple. The lesson finishes with an extended Speaking activity where Sts role-play trying to break down the alibi of a robbery suspect.

Video material

Listening – *Inspector Granger questions the suspects* (Episode 2)

Listening – *Who killed Jeremy Travers?* (Episode 3)

More materials

For teachers

Photocopiables

Grammar past simple: regular and irregular p.199

Communicative Past simple question time p.246 (instructions p.219)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *detective novels* and *TV series* on the board and elicit names from Sts. Now ask Sts *What usually happens in these books or series?* (A murder), *How do the police or detectives find out who the murderer is?* (They question everyone and look for evidence.), etc.

Then get Sts, in pairs, to ask each other which of the novels or TV series they like.

Finally, tell Sts that they are going to read and listen to a murder mystery.

1 READING understanding what happened when

- a** Books open. Focus on the task, explaining the meaning and pronunciation of *kill* /kɪl/, *a victim* /'vɪktɪm/, and *a suspect* /'sʌspekt/.

Focus on the photos of the victim and suspects, and give Sts a few minutes to read the information about the murder.

Focus on the speech bubbles and get Sts to cover the text and practise saying, in pairs, who everybody is in relation to Jeremy, e.g. *Who's Gordon?* (He's Jeremy's business partner). This will help Sts to remember who's who as they read and watch the story, and also revises the use of the possessive 's.

EXTRA SUPPORT In their pairs, **A** covers the text and **B** looks at the text to help **A**. They then swap roles.

Ask a few comprehension questions, e.g. *On what day did the murder take place?* (On 22nd June), *Who is the main character and murder victim?* (Jeremy Travers), *Why was 22nd June an important day for him?* (It was his birthday), *What did he do that night?* (He had dinner with his wife, his daughter, and two guests).

Ask Sts *Who do you think the murderer is?* and elicit ideas / suggestions.

- b** **8.1** Now focus on the story, and tell Sts that they are going to read the story and listen to it at the same time. Play the audio for Sts to read and listen. Then set a time limit and get Sts, in pairs, to re-read the story and mark sentences 1–7 *T* (true) or *F* (false). They must also correct the false ones.

Check answers, getting Sts to say why the *F* sentences are false.

ANSWERS

- 1 F (Somebody killed Jeremy between midnight and 7.00 a.m.)
- 2 F (The inspector questioned Amanda in the study.)
- 3 T
- 4 F (Amanda and Jeremy slept in different rooms.)
- 5 F (Somebody opened and closed Jeremy's door.)
- 6 F (Amanda got up at about 7.15.)
- 7 T

8.1

See story in Student Book on p.64

Deal with any other new vocabulary, e.g. *pale*, *living room*, and *asleep*, but leave the new irregular verbs as Sts are about to focus on them.

Model and drill the pronunciation of any tricky words.

2 PRONUNCIATION past simple verbs

- a** Focus on the instructions and on the highlighted irregular verbs in the book extract. Point out that the first three have been done for them.

In pairs, Sts write the infinitives – tell them that the context will help them to guess the ones they don't know.

- b** **8.2** Play the audio for Sts to listen and check.

Check answers. Model and drill the pronunciation. Pay particular attention to *said* /sed/, which has an unexpected pronunciation, and *read* /red/, which is spelled but not pronounced like the infinitive.

8.2

1 be	was	9 see	saw
2 be	were	10 hear	heard
3 come	came	11 think	thought
4 say	said	12 read	read
5 speak	spoke	13 get up	got up
6 sit	sat	14 have	had
7 go	went	15 take	took
8 sleep	slept	16 find	found

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

- c 8.3 Remind Sts how regular past simple verbs end (-ed) – see **Pronunciation notes** in 7B on p.106. Get them to underline the nine regular past simple verbs in the story.

Play the audio for Sts to listen and check.

Check answers, getting Sts to say how they think the endings are pronounced.

ANSWERS

/d/ arrived, died, killed, followed, opened, closed

/t/ looked, finished

/ɪd/ hated

8.3

arrived	Inspector Granger arrived.
died	Mr Travers died.
killed	Somebody killed him.
looked	He looked at them.
followed	She followed him.
finished	We finished dinner.
opened	The door opened.
closed	The door closed.
hated	I hated him.

Tell Sts that the phrases they hear aren't exactly the same as the phrases in the story, so they must listen and repeat the phrases carefully. Now play the audio again for Sts to listen and repeat. Give Sts more practice if necessary.

EXTRA CHALLENGE Get Sts to predict how the -ed is pronounced for each verb, /d/, /t/, or /ɪd/. Then play the audio for them to check.

3 LISTENING using body language to infer motive, note-taking

- a In this video, *Inspector Granger questions the suspects*, Sts will watch part of the TV adaptation where Inspector Granger interviews the other suspects.

Focus on the instructions and make sure Sts understand the meaning of *body language* (= the process of communicating what you are feeling or thinking by the way you place and move your body), *to tell the truth* (= to admit to sth), and *to be suspicious of somebody* (= to feel that somebody has done something wrong, illegal, or dishonest, without having any proof). Explain that Sts are now going to watch the inspector interview the other three suspects, Barbara, Gordon, and Claudia.

Play the video for Sts to watch and answer the questions. Elicit some opinions from the class.



I = Inspector Granger, B = Barbara, G = Gordon, C = Claudia

- I Ah, come in.
B Thank you.
I Can you confirm your name, please?
B Yes, I'm Barbara Travers.
I OK, Miss Travers. What did you do after dinner yesterday evening?
B After dinner? I played cards with Gordon, and then I went to bed.
I What time was that?
B It was about half past eleven. I remember, I looked at my watch.
I Did you hear anything in your father's room?
B No. I didn't hear anything.
I Miss Travers, did you have any problems with your father?
B No, I didn't have any problems with him at all. Daddy was a wonderful man, a wonderful father. Sorry, Inspector.
I OK, Miss Travers. No more questions. Could you ask Mr Summers to come in, please?
B Of course.
I Mr Summers.
G Call me Gordon.
I Thank you, er...Gordon. What did you do after dinner?
G I played cards with Barbara. Then she went to bed.
I Did you go to bed then?
G No, I stayed in the living room and I had a glass of whisky. Then I went to bed.
I What time was that?
G I don't remember exactly. I didn't look at the time.
I Did you hear anything during the night?
G No, I didn't. I was very tired. I slept very well.
I You and Mr Travers were business partners, weren't you?
G Yes, that's right.
I And it's a very good business, I understand.
G Yes, Inspector, it is.
I And now it's your business.
G Listen, Inspector, I did not kill Jeremy. He was my partner and he was my friend.
I Very well, Gordon. Could you ask Miss Pasquale to come in, please?
G Certainly.
I Ah, good morning, Miss...
C Pasquale. Claudia Pasquale.
I Take a seat, Miss Pasquale.
C Thank you.
I So, Miss Pasquale, what did you do after dinner yesterday evening?
C I went to my room and I had a bath and I went to bed.
I What time was that?
C About eleven o'clock.
I Did you hear anything?
C Yes. I heard somebody go into Jeremy's room. It was about twelve o'clock.
I Who was it?
C It was Amanda, his wife.
I Are you sure? Did you see her?
C Well no, I didn't see her. But I'm sure it was Amanda.
I You were Mr Travers' secretary, weren't you, Claudia?
C Yes, I was.
I Were you just his secretary?
C What do you mean?
I Were you in love with Mr Travers, Claudia?
C No, I wasn't.
I The truth please, Claudia.
C Very well, Inspector. Yes, I was in love with him and he said that he was in love with me. He said he wanted to leave his wife – Amanda – and marry me. I was stupid. I believed him. But he didn't leave her. He used me, Inspector! I was very angry with him.
I Did you kill him?
C No, Inspector. I loved Jeremy.

- b** Focus on the chart and elicit / explain the meaning of *motive*. Highlight that the names at the top are the four suspects in the murder mystery. Remind Sts that Amanda is Jeremy's wife, and point out that her answers to the inspector's questions have been written in the chart. Explain that Sts are now going to watch the video again and they have to complete the chart for the other three. Play the first interview again, pausing the video when Barbara leaves the room. Give Sts time to complete the chart for Barbara. Play the interview again if necessary. Repeat for the other two interviews with Gordon and Claudia.
- c** Now get Sts to compare charts in pairs. Check answers. You could copy these onto the board.

ANSWERS

Barbara

She played cards with Gordon.

11.30

No

No motive – she loved him.

Gordon

He played cards with Barbara. Then he stayed in the living room and had a glass of whisky.

He doesn't remember.

No

He wanted the business for himself.

Claudia

She went to her room and had a bath.

About 11.00

She heard somebody go into Jeremy's room at about 12.00. She thinks it was Amanda, but she didn't see her.

She was in love with Jeremy, but Jeremy didn't leave his wife, Amanda.

Tell Sts to look at their completed charts again and, in pairs, decide who they think the murderer is (they don't have to agree).

Write the names of the four suspects on the board, and get a show of hands for each suspect. Elicit a few reasons for each suspect.

- d** Tell Sts they are now going to find out who the murderer is. Play the video, *Who killed Jeremy Travers?*, for Sts to see if they were right.

EXTRA SUPPORT Pause the video after the cook says *Dinner everybody*, and ask comprehension questions, e.g. *What happened before dinner? What did Gordon tell Jeremy?*, etc., to make sure Sts are following the story. Now play the last part. Repeat it from the beginning if Sts want to hear it again.

Elicit who the murderer is and why he / she killed Mr Travers.

Find out who guessed correctly.

ANSWER

The murderer was Gordon. He killed Jeremy because he wanted to marry Barbara. He says he was in love with her, but he probably wanted to marry her because her father was rich. Jeremy said that he couldn't. He said, 'If you marry Barbara, when I die all my money goes to Claudia.'



N = narrator, **G** = Gordon, **J** = Jeremy, **C** = cook

N Before dinner, Gordon had a drink with Jeremy in the library.

G Cheers, Jeremy. Happy Birthday.

J Ah, thanks, Gordon.

- G** Listen, Jeremy, I want to talk to you about Barbara.
J Barbara? What's the problem?
G It's not exactly a problem. I'm in love with her, and I want to marry her.
J Marry Barbara? Marry my daughter? Are you crazy? Never! You don't love Barbara. You only want her money!
G That's not true, Jeremy. I love her.
J Listen to me. If you marry Barbara, when I die all my money goes to Claudia.
G To Claudia? To your secretary?
J Yes.
G Is that your last word, Jeremy?
J Yes, it is.
C Dinner, everybody!
N At midnight Gordon was in the living room. He finished his whisky and went upstairs.
J Who is it? Gordon? What are 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.

4 GRAMMAR & VOCABULARY past simple: regular and irregular

- a** Tell Sts to cover the story and look at the eight verbs in the list. They must first mark the verbs *regular* or *irregular* in the past simple, and then write the positive and negative form. Point out that the first one (*arrived, didn't arrive*) has been done for them.

ANSWERS

regular arrive, close, hate, kill

irregular come, sit, sleep, speak

- b** **8.4** Play the audio for Sts to listen and check. Check answers.

8.4

arrive	arrived	didn't arrive
close	closed	didn't close
come	came	didn't come
hate	hated	didn't hate
kill	killed	didn't kill
sit	sat	didn't sit
sleep	slept	didn't sleep
speak	spoke	didn't speak

- c** Tell Sts to go to **Grammar Bank 8A** on p.146.

Grammar notes

This **Grammar Bank** reference section is purely revision, and reminds Sts how to form the past tense with regular and irregular verbs using the auxiliaries *did* / *didn't*.

It also reminds Sts that *was* / *were* is the past of *be*, that questions are formed by inverting the subject and verb, and negatives are made by adding *not* / *n't*, e.g. *wasn't*.

Focus on the example sentences and play audio **8.5** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **8A** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 was 2 were 3 did...do 4 watched 5 had 6 weren't
7 went 8 did...go 9 Did...hear 10 didn't hear
b 1 slept 2 heard 3 couldn't 4 read 5 arrived
6 saw 7 sat 8 didn't want

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

- d Now tell Sts to go to **Irregular verbs** on p.173. Tell Sts that this is their reference list of irregular verbs. Explain that there are three columns, because irregular verbs also have irregular past participles, but that for the moment, they should just concentrate on the first two columns.

You could go through them one by one, eliciting / teaching the meaning of any new ones, and getting Sts to tick the ones they already know. Tell them to choose three new verbs to learn, and tell them they should try to learn at least three more new ones every week.

Tell Sts to go back to the main lesson **8A**.

5 SPEAKING

! This activity will take at least 15–20 minutes. If you don't have time this lesson, do it next lesson.

Put Sts into groups of four, and then into pairs. Assign two the role of **A** (police officers) and two the role of **B** (friends / suspects). If you have odd numbers, have extra **As** (i.e. three police officers and two suspects).

Tell Sts to go to **Communication Police interview, A** on p.107, **B** on p.112.

Go through the instructions with Sts carefully. Then give at least five minutes for Sts **A** to look at the police interview form and prepare their questions. Tell them to think of more questions. At the same time, Sts **B** prepare their alibis by working out where they were the previous night.

When they are ready, re-divide the groups of four so that each **A** is with a different **B**. If possible, tell Sts **A** to take their suspects to different ends of the classroom to be interviewed. (It doesn't matter if they are near other police officers / suspects, they should just not be near their own 'partner'.)

Allow at least five minutes for the interviews, making sure the police officers (Sts **A**) take notes.

When the interviews are over, get the police officers (Sts **A**) to compare the two friends' (Sts **B**) alibis. If they are identical, Sts **B** are innocent. If there are any differences, they are guilty.

Find out, with a show of hands, how many 'suspects' were found guilty.

8B

A house with a history

G *there is / there are, some / any + plural nouns*

V the house: *living room, sofa, etc.*

P /eə/ and /ɪə/

Lesson plan

This lesson links back to the murder story in **8A**. Many years later, an American couple who are looking for a house to rent are shown around Jeremy Travers, house by Barbara, his daughter, who is now quite elderly. It is only after they have decided to rent it that they discover the house has a dark secret: someone was murdered there. The lesson begins with a vocabulary focus on house and furniture lexis. Sts then listen to a conversation between Barbara and the young American couple as she shows them around the Travers family's old house, now for rent. Sts then hear how Kim is reluctant to rent the house, but she is talked into it by her husband, and finally how when they go to celebrate at the local pub, they hear the true story of the house. Sts then focus on the grammar in the conversations, and the use of *there is* and *there are*. The pronunciation focus is on /eə/ and /ɪə/, which prepares Sts for a Speaking activity in which Sts describe where they live. Finally, they go to the **Writing Bank** and write a description of their house or flat.

Video material

Vocabulary – *The house*

Pronunciation – /eə/ and /ɪə/

More materials

For teachers

Photocopiables

Grammar *there is / there are, some / any + plural nouns* p.200

Vocabulary Race around the house p.281 (instructions p.265)

Communicative A place to rent p.247 (instructions p.219)

For students

Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

Imagine that you want to rent a flat in (Sts' city).

What things are important to you? (e.g. location, rent, etc.)

How would you look for the flat?

Put Sts in pairs to discuss the questions.

1 VOCABULARY the house

a Books open. Focus on the advertisement and elicit the meaning of *advertisement, to rent, and low price*. Model and drill the pronunciation of *advertisement* /əd'vɜ:tɪsmənt/.

! You could elicit / tell Sts that the house is the same house as in **8A** (but more than 50 years later). Alternatively, you could say nothing, and wait for Sts to realize as the lesson develops.

Then focus on the questions and elicit responses.

Get ideas / feedback from a few Sts.

b Get Sts to cover the advertisement, and elicit what they can remember about the house.

POSSIBLE ANSWER

It's in the country. It's very quiet. It has six bedrooms, four bathrooms, and a large garden. It's five miles from Oxford. It isn't expensive.

c Tell Sts to go to **Vocabulary Bank** The house on p.169, and get them to do **a (1 Rooms)**, **b (2 Parts of a room)**, and **c (3 Things in a room)** individually or in pairs. You might want to point out to Sts that the parts of the house (i.e. *Rooms, Parts of a room, Things in a room*) and the numbered items are colour-coordinated.

Vocabulary notes

Highlight that:

- *a wardrobe* is in a bedroom and for keeping clothes, but *a cupboard* can be anywhere, e.g. in a kitchen or a living room, and you can keep anything in it.
- we use *a light* to refer to a ceiling light, and *a lamp* for all other types, e.g. *a floor lamp, a table lamp*.
- *garage* can be pronounced in two ways: /'gærɪdʒ/ and /'gæɪrɑ:ʒ/. Sts do not need to remember both ways to pronounce it, but may hear the different pronunciations, so it is helpful for them to be able to recognize them.

8.6 Now do **d**. Play the audio for Sts to listen to **a–c** and check. Check answers.

8.6

The house

1 Rooms

- | | |
|-----------------|-----------------|
| 4 a bathroom | 8 a hall |
| 5 a bedroom | 9 a kitchen |
| 7 a dining room | 3 a living room |
| 10 a garage | 2 a study |
| 6 a garden | 1 a toilet |

2 Parts of a room

- | | |
|--------------|-----------|
| 12 a balcony | 14 stairs |
| 11 a ceiling | 13 a wall |
| 15 a floor | |

3 Things in a room

- | | |
|-----------------|----------------------|
| 22 an armchair | 30 a microwave |
| 23 a bath | 16 a mirror |
| 26 a bed | 19 a plant |
| 27 a carpet | 17 a shelf |
| 34 a cooker | 24 a shower |
| 29 a cupboard | 33 a sink |
| 32 a dishwasher | 20 a sofa |
| 21 a fireplace | 25 a wardrobe |
| 28 a fridge | 31 a washing machine |
| 18 a light | |

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

Now focus on the **Central heating and air conditioning / Cooker and hob / oven** box and go through it with the class.

In **Activation**, get Sts to cover the words and use the picture to test themselves or a partner. Finally, elicit things

you usually find in a bedroom, bathroom, and living room. Write any new words on the boards. Model and drill pronunciation.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Vocabulary photocopiable activity**.

d  In this video Sts will see Paula, an Argentinian woman, showing them around her house. Tell Sts the first time they watch they just need to name the rooms.

Play the video for Sts to watch and make a note of the rooms Paula goes into.

Check answers.

ANSWERS

the living room, the dining room, the study, the bathroom, the bedroom, the kitchen

Elicit / Teach the meaning and pronunciation of *furniture* /'fɜːnɪtʃə/, and point out that it is singular, but has a plural meaning.

Now play the video again for Sts to make a note of furniture that they see.

Elicit answers.

POSSIBLE ANSWERS

Living room: a sofa, a coffee table

Dining room: a table, chairs, shelves

Study: a chair, a desk, shelves

Bedroom: bed

Kitchen: oven, microwave, sink



Hey, whassup everyone. I'm Paula, and this is my house.
Hey, this is the living room where I relax and watch TV.
What? This is the dining room where I have lunch and dinner with my family.
Hey, this is my study where I work all day.
Hey! This is the bathroom where I take showers. Get out.
And this is my bedroom where I sleep.
And this is the kitchen where I cook delicious recipes. See you.

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

2 LISTENING tuning in to help predict outcome

a  **8.7** Focus on the photo and instructions.

Now tell Sts to close their books or to cover the conversation and listen for the answer to *Which three rooms in the house do they go into?* Stress that Sts should listen to find out which rooms they actually go into, not which ones they mention.

Play the audio once, and check answers.

ANSWERS

They go into the living room, the library, and the kitchen.

8.7

See conversation in Student Book on p.66 and answer key **b**

Highlight that Leo pronounces *garage* in the American way /gə'reɪʒ/, whereas Barbara uses British pronunciation /'gærɑːʒ/.

b Tell Sts to open their books or uncover the conversation, and focus on the gapped conversation. Point out that the

first one (*garage*) has been done for them. Play the audio again for Sts to complete the gaps. Play again if necessary.

EXTRA SUPPORT You could give Sts time to read through the conversation and think about what the missing words could be before you play the audio.

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

ANSWERS

2 living room 3 fireplace 4 kitchen 5 bathroom
6 downstairs 7 neighbours 8 upstairs

Go through the conversation, making sure Sts understand it. They should be able to understand the examples of *there is / are* from the context. Tell Sts that this structure will be focused on in **Grammar**.

c  **8.8** Tell Sts that Barbara and the Americans now go upstairs. Focus on the questions. Then play the audio twice.

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

ANSWERS

She says the bedroom is cold.

It was Barbara's father's bedroom (Jeremy Travers).

Yes, they do.

8.8

(script in Student Book on p.129)

B = Barbara, L = Leo, K = Kim

B Now, let's go upstairs. Follow me. Be careful. The ceiling is very low here.

L It's a very old house.

B Yes, the house is three hundred years old. My family lived here for nearly eighty years. There are six bedrooms. This was my father's bedroom.

K Is there central heating in the house?

B Yes, there is. Why do you ask? Are you cold?

K Yes, it's very cold in here.

L That's because we're from California.

B Let's go and see the other bedrooms.

L Yes, of course.

L Well, what do you think, Kim? I love it! Don't you?

K I'm not sure. There's something about the house I don't like.

L Kim, it's perfect for the kids. Think of the garden. And it's a real authentic English country house. What do you say?

K I suppose so. If you're sure.

L I am sure! Miss...er, Barbara. We want it. We want to rent the house.

B Excellent.

L When can we move in?

B As soon as you like.

Ask a few more comprehension questions, e.g. *How old is the house?* (300 years old), *What kind of heating is there?* (central heating), etc.

d  **8.9** Focus on the photo and ask *Where are Kim and Leo?* (In a pub).

Go through the instructions and make sure Sts understand this is not a conversation, but extracts from a conversation.

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

Get Sts to compare with a partner, and then check answers. Play the audio again if necessary. You could tell Sts that *cheers* is a word people say to each other as they lift up their glasses to drink.

ANSWERS

1 house 2 wrong 3 thought 4 tell 5 what 6 horrible

8.9

See extracts in Student Book on p.67 and answer key

Focus on the question *What do you think they find out?*
And elicit ideas from Sts, but don't tell them if they're right or not.

8.10 Focus on the task and make sure Sts understand the question.

Play the audio at least twice for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then check answers. Play the audio again if necessary.

ANSWERS

They decide not to rent the house. They don't want to live in a house where somebody was murdered.

8.10

(script in Student Book on p.129)

L = Leo, B = barman, K = Kim

- L** Hello.
B Good evening, sir, madam. What would you like to drink?
L Do you have champagne?
B Yes, sir.
L Two glasses of champagne, please.
B Here you are!
L Cheers, Kim.
K Cheers. To our new house.
B You're Americans, aren't you?
L Yes, that's right. We're from California.
K But this afternoon we rented the big house near here.
B Which house? The Travers family's house?
L Yes.
B Oh.
L Is something wrong?
B Who showed you the house?
K Barbara. The old lady who lived there before.
B Ahh. Barbara. Old Mr Travers' daughter. Some people thought that she was the one that did it.
K The one that did what? What happened?
B Didn't she tell you?
K Tell us what?
B About the murder.
L & K Murder?
B Yes, Mr Travers was murdered in that house in 1965...in his bed.
K Oh, how horrible!
B The man who killed Mr Travers was Barbara's lover. The family never lived there again. They tried to sell the house, but nobody wanted to buy it. Not after a murder. That's why that house is always rented. Barbara never married, of course.
L Kim?
K Yes?
L Are you thinking what I'm thinking?
K Yes – I don't want to live in a house where somebody was murdered. Come on. Let's go.
B Hey, hey, your champagne! You didn't drink your champagne... Ah, well.

Ask a few more comprehension questions, e.g. *Where are Kim and Leo from?* (California), *Why does the Travers family always rent out the house?* (Because nobody wants to buy it), *Does Kim finish her champagne?* (No).

Finally, ask Sts if they would rent a house where somebody was murdered.

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

3 GRAMMAR *there is / there are, some / any + plural nouns*

a Put Sts into groups of three and get them to practise the conversation in **2b**.

When they have finished, tell them to focus on the chart and complete it.

Check answers.

ANSWERS

Singular	Plural
☒ There's a library.	There are some families...
☒ There isn't a dishwasher.	There aren't any neighbours.
☒ Is there a garage?	Are there any neighbours?

b Give Sts a moment to look at the question and discuss it in pairs.

Check answers.

ANSWERS

Three is a specific number. *Some* means 'more than one', but isn't a specific number.

c Tell Sts to go to **Grammar Bank 8B** on p.146.

Grammar notes

there is / there are

Some Sts tend to always use *there is* for both singular and plural nouns because in their language there is only one form. They may also confuse *There is / are* and *It is / They are*.

some and any

Some and *any* are indefinite articles used here with plural countable nouns. For simplicity's sake, *some* is taught here as only being used in positive sentences; however (as will later be pointed out in **Grammar Bank 9A**), it can also be used in questions, and especially in requests, e.g. *Do you want some biscuits? Can we have some more chairs?*

Some and *any* with uncountable nouns is presented in **9A**.

Focus on the example sentences and play audio **8.11** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **There is / There are or It is / They are?** box and go through it with the class.

Now focus on the exercises for **8B** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 Are there 2 Is there 3 There are 4 There's 5 There are
6 Is there 7 There are 8 Is there 9 There's 10 Are there
b 1 There's a table in the kitchen.
2 Is there a fireplace in the living room?
3 There aren't any plants in my flat.
4 Are there any people in the garden?
5 There are some pictures in my bedroom.
6 There isn't a TV in the kitchen.
7 There's a computer in the study.
8 There aren't any cupboards in the dining room.
9 Is there a bath in the bathroom?
10 There isn't a light in the garage.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

- d** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Is there...? Are there...?**, **A** on p.107, **B** on p.112.
- Go through the instructions with them carefully, and focus on the two questions (*Is there a...?* and *Are there any...?*). Tell Sts they have to ask these questions for items 1–6. Point out the four possible answers, and tell Sts to give as much information as they can when answering. Sit **A** and **B** face-to-face if possible. **A** asks his / her questions to **B**. Then they swap roles. Get feedback from various pairs. Tell Sts to go back to the main lesson **8B**.

4 PRONUNCIATION /eə/ and /ɪə/

- a**  Focus on the two sound pictures *chair* /eə/ and *ear* /ɪə/.
- Play the video for Sts to watch and repeat the picture words, the sounds, and watch the mouth position.



See words and sounds in Student Book on p.67

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

- b** Get Sts to look at the words in the list and to decide which sound they go with in the chart in **a**. Remind Sts to say the words aloud to themselves and then write them in the correct row.
- c**  **8.12** Play the audio for Sts to listen and check. Check answers.

8.12

chair /eə/ *there, careful, wear, they're, stairs, where*
ear /ɪə/ *here, beer, dear, near, we're, hear*

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

Ask Sts which three pairs of words are pronounced exactly the same.

ANSWERS

there – they're
here – hear
wear – where

- d**  **8.13** Tell Sts they are going to hear six sentences or questions and they need to write them.
- Play the audio, pausing after each one to give Sts time to write it down. Check answers.

8.13

- | | |
|------------------------|-------------------------------|
| 1 Here you are. | 4 She always wears trousers. |
| 2 I can't hear you. | 5 Is there a washing machine? |
| 3 Where's the kitchen? | 6 They're from America. |

5 SPEAKING

- a** Tell Sts that they are going to do a role-play between someone who wants to rent a house or flat and the person who owns it.

Put Sts into pairs, **A** and **B**. Tell Sts **A** they want to rent a place and must ask Sts **B** the questions in the book. Tell Sts **B** to imagine they want to rent out the house or flat that they live in to Sts **A**, and must answer **A**'s questions. Now get Sts to interview each other. Monitor and help. Make sure they swap roles.

- b** Focus on the instructions. To demonstrate, quickly sketch a basic plan of your living room on the board, and describe it to the class (you don't need to draw everything, just the main pieces of furniture). Sts do the same in pairs. Monitor and help Sts with any other vocabulary they need.

6 WRITING describing your home

Tell Sts to go to **Writing Bank 8** on p.122.

- a** Focus on the task. Give Sts a few minutes to read the website.
- Ask the class *Would you like to stay in the flat? Why (not)?* and elicit some answers.
- b** Now tell Sts to read the description of the flat again and number the questions in the correct order. Check answers, making sure Sts understand all the lexis.

ANSWERS

- 4 What are some of the rooms like?
1 Where's the flat?
7 How far is the flat from the city centre?
2 What floor is the flat on?
3 What rooms are there?
6 What interesting places are nearby?
5 What you can see from the flat?

- c** Focus on the **because and so** box and go through it with the class.
- Give Sts time to complete sentences 1–6 with *because* or *so*.
- Check answers. You might want to point out that *so* is preceded by a comma.

ANSWERS

- 1 so 2 because 3 because 4 so 5 so 6 because

- d** Tell Sts to look for the adjectives the writer used to describe the four places in the list. Check answers.

ANSWERS

the city: wonderful, historic
the kitchen: modern
the view: great
the parks: beautiful

- e** Tell Sts they are now going to advertise their house or flat on the website. First, they should make notes about their house / flat using the seven questions in **b**. Get them to think of adjectives to make the description more interesting.
- f** When Sts have finished their notes, get them to write the full description. They should use their notes from **e**, *so* and *because*, and at least three adjectives.
- g** Sts read their descriptions, looking for mistakes.

EXTRA IDEA Get Sts to exchange descriptions with another student. *Would they like to rent their friend's flat?*

G *there was / there were*

V prepositions: movement and place

P silent letters

Lesson plan

This lesson is based on real information about a hotel in London that is said to be haunted. A BBC journalist stayed there and reported on what happened during the night, as did members of the England cricket team. An article about the hotel provides a context for Sts to practise *there was / there were* and prepositions of movement and place. The lesson begins with Sts reading the article and listening to two guests describing their experiences of staying in room 333, where the ghosts are said to appear – this provides the context for the grammar presentation of *there was / there were*. It then leads into a vocabulary focus on more prepositions of movement and place (Sts have already focused on simple ones, e.g. *in, on, under, and to*). Pronunciation focuses on silent letters in words like *ghost* and *guest*. Then Sts do a Speaking activity in which the grammar and vocabulary are practised. The lesson finishes with a documentary about Portchester Castle.

Video material

Vocabulary – prepositions: movement and place

Listening – *A haunted castle*

More materials

For teachers

Photocopiables

Grammar *there was / there were* p.201

Vocabulary Prepositions of place p.282 (instructions p.266)

Communicative What's different? p.249 (instructions p.220)

For students

Workbook 8C

OPTIONAL LEAD-IN (BOOKS CLOSED) Play the *Long sentence* game to revise *there is* and furniture. You begin the game. Say *In my living room there's a sofa*. Then choose a student to continue. They must repeat your sentence, and add one more piece of furniture, e.g. *In my living room there's a sofa and two armchairs*.

Now point to another student, who must continue, repeating the sentence and adding to it, e.g. *In my living room there's a sofa, two armchairs, and a table*.

After all the Sts have added their words, see if the whole class can repeat the list from memory.

1 READING & LISTENING reading for specific factual information, identifying the details in two similar stories

- a** Books open. Focus on the task, making sure Sts know the meaning of *ghost* (= the form of a dead person that a living person thinks he / she sees) and *haunted* (= if a place is haunted, people think there are ghosts there).

Elicit answers. You could start the activity by telling Sts whether or not you believe in ghosts.

- b** Focus on the photos and tell Sts that this is a real hotel in London.

Now focus on the instructions and point out the

Glossary, making sure Sts understand the words. Model and drill the pronunciation of *weird* /wɪəd/.

Give Sts time to read the article.

EXTRA CHALLENGE Put Sts in pairs and get them to discuss what each of the three paragraphs is about. Elicit answers.

ANSWERS

Paragraph 1 is about the history of the hotel and famous people who stayed there.

Paragraph 2 is about the hotel's ghosts, and a journalist who saw them.

Paragraph 3 is about the experiences of the English cricket team when they stayed at the hotel.

Put Sts in pairs and get them to find the information for 1–7.

Check answers.

ANSWERS

1 1865

2 The Duke of Windsor, Napoleon III, Oscar Wilde, Arthur Conan Doyle

3 The Sherlock Holmes stories, *GoldenEye*

4 The ghost of a Victorian doctor who murdered his wife

5 A German prince

6 A ghost moves the bed.

7 He was in the hotel and couldn't sleep because the bathroom taps turned on and off.

- c** **8.14** Focus on the questions and make sure Sts know the meaning of *guest*. Model and drill pronunciation.

Before you play the audio, you might want to tell Sts that the hotel stories that they are going to hear are based on real TripAdvisor reports.

Play the audio for Sts to listen and answer the first question.

Check the answer.

ANSWER

No, but they both heard strange noises.

8.14

(script in Student Book on p.129)

1 We stayed at The Langham for two nights. It's a wonderful place – a very elegant, very English hotel. The service, atmosphere, and room were excellent and we really enjoyed our stay. But we had a very strange experience. On the first night we woke up at about five thirty. There was a strange noise outside our door. It was like somebody was scratching the door with their fingers. To tell you the truth, we were a little bit frightened. Then we thought that probably it was other guests coming back late from a party, maybe they were drunk or something, and we went back to sleep. But the second night exactly the same thing happened. So, we just thought, strange, maybe it's because it's an old hotel. But when we got home, we told the story to a friend, and he told us that The Langham is haunted. We looked on the internet, and we read that people say that room three three three has a ghost! And our room was three three two, the next room! We sent an email to The Langham and told them about it and they sent us some really interesting information about the ghost stories. We'd really like to stay in this fantastic hotel again, but maybe not in room three three three!

2 I stayed at The Langham in November last year with my husband. It's a beautiful hotel, with a wonderful location. It's between Hyde Park and Regent's Park. We were in a room on the second floor. We knew that people said there were ghosts, and we knew about room three three three, but we weren't worried at all. We had a nice meal in the hotel restaurant and then we went to bed. But in the middle of the night – about three in the morning – we suddenly woke up and we could hear loud noises from the room above us. They were really loud noises – like people were moving the bed or moving a heavy chair. Anyway, after two or three minutes, the noises stopped and we went back to sleep. There weren't any more strange noises, and we slept for the rest of the night. The next morning, we went to Reception and said, 'We slept really badly last night – the people in the room above us made a terrible noise.' The man at reception asked for our room number and said, 'Let me check.' He looked on the computer and he said, 'The room above you is empty, madam.' So I said, 'Are you sure?' And he said, 'Yes, madam. The room above yours is room three three three. There wasn't anybody in that room last night.' We checked out of the hotel the same morning. Never again!

Elicit from the class who they think had the more frightening experience.

- d Focus on the task. Give Sts time to read 1–8, and make sure they understand all the vocabulary. Point out that both answers (the man and the woman) are possible in some cases.

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

Check answers (M = The man, W = The woman).

ANSWERS

1 W 2 M/W 3 M/W 4 M 5 W 6 M 7 W 8 W

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.

- e Focus on the task and give Sts time to complete the verb phrases.

Check answers, getting Sts to explain each verb phrase.

ANSWERS

1 got up	got out of bed
2 came on	opened
3 woke up	opened your eyes after sleeping
4 went back	returned, did sth again
5 checked out	paid your bill and left

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

- f Do this as a whole-class activity. You could tell the class whether you would like to stay there.

2 GRAMMAR *there was / there were*

- a **8.15** Focus on the four sentences and get Sts to complete them.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 was 2 weren't 3 were 4 wasn't

8.15

See sentences in Student Book on p.69 and answer key

- b Tell Sts to go to **Grammar Bank 8C** on p.146.

Grammar notes

There is / are can be used in any simple tense (i.e. not continuous) simply by changing the form of *be*, thus the past is *there was / were*.

Although it works in exactly the same way as *there is / are*, Sts have a tendency to forget the plural form *there were*.

Focus on the example sentences and play audio **8.16** for Sts to listen and repeat. Then go through the rules.

Now focus on the exercises for **8C** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 There were 2 There was 3 there were 4 Was there
5 there wasn't 6 there was 7 Was there 8 there was
9 there weren't 10 were there
b 1 There was a 2 there wasn't a 3 there were some
4 there weren't any 5 there weren't any 6 there was a
7 there wasn't a

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Grammar** photocopiable activity.

3 VOCABULARY prepositions: movement and place

- a **8.16** In this video Sts will watch a ghost move around a house, and learn prepositions of movement.

Give Sts time to read the six sentences about the ghost. Point out that the first one (*into the wardrobe*) has been done for them.

Play Part 1 of the video for Sts to watch the ghost.

Pause the video when all six clips appear on the screen at the same time (00:47).

Give Sts time to number the sentences.

Play the rest of the video for Sts to check answers.

Check answers.

ANSWERS

2 from the bedroom to the bathroom.
1 into the wardrobe.
5 out of the wardrobe.
6 through the window.
3 up the stairs.
4 down the stairs.

EXTRA SUPPORT Demonstrate the meaning of the prepositions using, e.g. a chair in the classroom.

- b Tell Sts to go to **Vocabulary Bank Prepositions** on p.170.

Focus on **1 Movement** and get Sts to do **a** individually.

Vocabulary notes

Highlight that with *into* and *out of* if we use them without a place, we just use *in* and *out*, e.g. *Come in. Come into the garden. Go out. Go out of the room.*

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

Check answers.

8.17

Prepositions, 1 Movement

- | | |
|-------------|-----------|
| 1 into | 4 down |
| 2 from...to | 5 out of |
| 3 up | 6 through |

Highlight the pronunciation of *through* /θruː/ and drill it for Sts to repeat.

Now focus on the example in **Activation**. Sts cover the prepositions and test each other in pairs by pointing to pictures and asking *Where's the ghost going?*

Vocabulary notes

Highlight the difference between *in* (= inside an enclosed space, e.g. *in a drawer*) and *on* (= touching an external surface, e.g. *on the wall*), and between *opposite* (= face-to-face) and *in front of*, demonstrating with objects / people in the classroom.

Focus on **2 Place** and get Sts to do **a** individually or in pairs.

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

Check answers.

8.18

Prepositions, 2 Place

- | | |
|----------------|-------------|
| 8 in | 13 between |
| 11 in front of | 14 opposite |
| 15 on | 12 next to |
| 9 under | 10 over |
| 7 behind | |

Highlight the pronunciation of *behind* /bɪ'haɪnd/, *between* /bɪ'twiːn/, and *opposite* /'ɒpəzɪt/ and drill them for Sts to repeat.

EXTRA IDEA Give more practice with the prepositions by asking questions about things / people in the classroom.

Now focus on the example in **Activation**. Sts cover the prepositions and test each other in pairs by pointing to pictures and asking *Where's the ghost?*

Focus on the **above and below** box and go through it with the class.

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Vocabulary** photocopiable activity.

4 PRONUNCIATION

 silent letters

Pronunciation notes

Encourage and help Sts to cross out silent letters when they learn new words, like this: *listen*.

Emphasize that if Sts can recognize the phonetic transcriptions next to words in the dictionary, this will help them to identify silent letters.

- a** 8.19 Focus on the **Silent letters** box and go through it with the class. Elicit the pronunciation of *ghost*, so Sts can hear the *h* isn't pronounced. Point out the phonetics also make this clear.
- Get Sts to say the words aloud to themselves to help them decide which they think is the silent letter in each word,

and then cross it out. Meanwhile write the words on the board to help check answers.

Play the audio for Sts to listen and check.

Check answers by eliciting which letter is silent and crossing it out (the silent letters are in red below).

8.19

could cupboard friend guest half hour island know
listen talk what write

Highlight that in words that begin with *kn-* (e.g. *knee*) or *wr-* (e.g. *wrong*), the *k* and the *w* are always silent.

EXTRA IDEA If Sts have dictionaries, you could get them to check their answers with the phonetics in their dictionary. This will help build their confidence in dictionary use.

- b** Get Sts to practise saying the words.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Room 333**, **A** on p.107, **B** on p.112.

Give Sts one minute to look at the photo. Then focus on the questions, and elicit that they start with *Was there...?* for singular nouns and *Were there...?* for plural nouns.

EXTRA SUPPORT You could get Sts to write the questions.

Get Sts to sit face-to-face if possible. **A** (book open) asks his / her questions to **B** (book closed), who has to answer. Then they swap roles.

Get feedback. Who had the most correct answers, **A** or **B**? Tell Sts to go back to the main lesson **8C**.

6 LISTENING

 focusing on detail

- a** Tell Sts they are going to watch a documentary about Portchester Castle and its ghosts. Portchester Castle is on the south coast of England, near Portsmouth.

Focus on the questions and the photo, and point out the ghost of the monk.

Play the video for Sts to watch.

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

ANSWERS

Three times: at 01:18, 03:17, 03:53

There is interference before the presenter goes into the castle.



Hi, I'm Ned. Welcome to Portchester Castle. Portchester Castle is over one thousand seven hundred years old. It's near Portsmouth, a city on the south coast of England. The castle is part of English Heritage. English Heritage is a charity which manages over four hundred old buildings and monuments in England.

With so many old buildings, there are also lots of reports of ghosts. And ghosts are sometimes a problem for staff and visitors at English Heritage. In fact, some staff decided to leave their jobs because of the ghosts. I've come here to Portchester to find out more about reports of not one, but four ghosts! And many of the ghosts come from different times in Portchester's long history.

Portchester Castle dates back to Roman Britain; the Romans built the original castle here in the year two hundred and ninety. The first ghost report also comes from Roman times. Visitors report that they see the ghost of a Roman soldier guarding the walls, but they say they don't feel frightened.

In the Middle Ages, Portchester became a favourite castle for the kings and queens of England. During this time, a small monastery was built. There's a church here now in place of the monastery.

People say that they see a man dressed in black here and they think he is the ghost of a monk from the monastery. Surprisingly, people don't feel frightened when they see him. They say that he disappears when they look at him.

Our first two ghosts are not very frightening, but the next ghost really frightens people – the White Lady. Some people believe that this is the ghost of Charlotte White. She was a woman who visited the castle in the nineteenth century. Charlotte's baby fell into the water and poor Charlotte also died when she tried to save her child. The most frightening ghost of all is a man on a black horse. Both castle visitors and staff say that they see him. One of the staff who saw the ghost said, 'It got bigger and bigger. It started to come towards me and I screamed and ran away'. People also say they hear the sound of horses; one visitor even heard the sound of horses on a video he filmed. One of the strange things about the man on the horse is that we don't know who he is or which part of Portchester's long history he is from.

I was quite sure I didn't believe in ghosts before I came here, but, after a day at Portchester, I'm not so sure.

- b** Focus on the task. Go through 1–7 with Sts, making sure they understand all the lexis, e.g. *charity*, etc.

Now play the video again.

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

ANSWERS

1 1,700 2 English 3 left 4 aren't 5 child
6 horses running 7 don't know

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

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

- c** Finally, focus on the question and ask the whole class.

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

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub

Quick Test 8

File 8 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 actor 2 artist 3 singer 4 musician 5 scientist
b 1 have 2 get 3 have 4 get 5 go
c 1 out 2 by 3 to 4 in 5 back
d 1 an armchair 2 a carpet 3 a washing machine
4 a cooker 5 a sofa
e 1 behind 2 next to 3 up 4 down 5 on

PRONUNCIATION

ANSWERS

c 1 hall /ɔː/ 2 here /ɪə/ 3 lived /d/ 4 looked /t/
5 there /eə/
d 1 scientist 2 ago 3 yesterday 4 between 5 fireplace

CAN YOU understand this text?

ANSWERS

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

▶ CAN YOU understand these people?

ANSWERS

1 a 2 a 3 b 4 a 5 b



1 Rebecca

I = interviewer, R = Rebecca

I Where were you born?

R I was born in Italy.

I Do you have family there?

R Yes, all my family lives there.

I Where do you live now?

R I live in the UK.

I Where in the UK?

R I live in Newcastle.

2 James

I = interviewer, J = James

I Did you go out last weekend?

J Um, yes, I did.

I What did you do?

J Um, I went with some friends to a pub, um, in Banbury, a town near here, and we watched a band. It was really good.

3 Maura

I = interviewer, M = Maura

I What's your favourite room in your house?

M Probably my bedroom. I love sleeping.

I Can you describe it?

M Um, yes, it's got a bed and two bedside tables, a wardrobe, and a chest of drawers.

4 Asya

I = interviewer, A = Asya

I What did you do yesterday evening?

A Last night I had dinner with my brother in Brooklyn.

I What time did you go to bed?

A I went to bed around 1.00 a.m.

5 David

I = interviewer, D = David

I What did you do on New Year's Eve last year?

D So, last, last New Year's Eve, my wife and I, we met some friends in downtown New York, in Manhattan. We went to a very nice steakhouse, and then went for some cocktails, and er, sang in the New Year in, er, in New York.

I Did you have a good time?

D We had a very, very good time.