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# Syllabus checklist

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Communication

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122 Grammar Bank

140 Vocabulary Bank Numbers, Countries and nationalities, Common objects, Verb phrases, Jobs, The family, Common adjectives, Daily routine, Times and dates, More verb phrases, Go, have, get, Flats and houses, Town and city, Food

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156 Sound Bank
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We have met and spoken to many different teachers in many different countries over the years, and we are very aware that no teaching situations are ever the same. For this reason we have tried to make New English File Elementary as flexible as possible. Apart from the main Student’s Book lessons, there is a wealth of other material which can be used according to your students’ needs and the time available, for example:

- the Writing and Revise & Check pages.
- over 80 pages of photocopiable extras in the Teacher’s Book.
- extra self-study support for students both on the MultiROM and the New English File website.

The Teacher’s Book also suggests different ways of exploiting many of the Student’s Book activities depending on the level of your class.

We believe that this flexibility makes the course suitable both for elementary students and real and false beginners. We very much hope you enjoy using New English File.

What do Elementary students need?

It is no coincidence that when we talk about language knowledge and ability, we use the verb speak: Do you speak English? How many languages do you speak? What most students want above all is to be able to speak English and this is why our aim is to get students talking.

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need — Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that ‘G + V + P = confident speaking’, and in New English File Elementary all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

Grammar

Elementary students need

- clear and memorable presentations of new structures.
- plenty of regular and varied practice.
- student-friendly reference material.

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense.

The Grammar Banks give students a single, easy-to-access grammar reference section, with clear rules, example sentences, and common errors. There are then two practice exercises for each grammar point.

○ Student’s Book p.122.

The photocopiable Grammar activities in the Teacher’s Book can be used for practice in class or for self-study, especially with slower or weaker classes or real or false beginners.

○ Teacher’s Book p.140.

Vocabulary

Elementary students need

- to expand their knowledge of high-frequency words and phrases rapidly.
- to use new vocabulary in personalized contexts.
- accessible reference material.

Every lesson in New English File Elementary focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. Many lessons are linked to the Vocabulary Banks which help present and practise the vocabulary in class and provide a clear reference so students can revise and test themselves in their own time.

Where we think the pronunciation of a word may be problematic, we have provided the phonemic script.

○ Student’s Book p.142.

Students can practise the pronunciation of all the words from the Vocabulary Banks using the MultiROM and the New English File student’s website.

Pronunciation

Elementary students need

- a solid foundation in the sounds of English.
- systematic pronunciation development.
- to see where there are rules and patterns.

Elementary learners want to speak clearly but are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. In the first two Files we introduce the 44 vowel and consonant sounds of English through New English File’s unique system of sound pictures, which give clear example words to help students to identify and produce the sounds. New English File Elementary has a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice.

○ Student’s Book p.9.

This is often linked to the Sound Bank, a reference section which students can use to check the symbols and to see common sound–spelling patterns.

○ Student’s Book p.156.

Throughout the book there is also a regular focus on word and sentence stress where students are encouraged to copy the rhythm of English. This will help students to pronounce new language with greater confidence.

Speaking

Elementary students need

- topics that will arouse their interest.
- achievable tasks.
- regular opportunities to use new language.

The ultimate aim of most students is to be able to communicate in English. Every lesson in New English File Elementary has a speaking activity which activates grammar, vocabulary, and pronunciation.

○ Student’s Book p.81.

The Communication section of the Student’s Book provides ‘information gap’ activities to give students a reason to communicate.

○ Student’s Book p.108 and p.111.

Photocopiable Communicative activities can be found in the Teacher’s Book. These include pairwork activities, mingles, and games.

○ Teacher’s Book p.185.
Listening

Elementary students need
• confidence.
• to understand the gist of what is being said.
• to make sense of connected speech.

Many students say that they find understanding spoken English one of the hardest skills to master. This can be especially demotivating at lower levels where students often find the speed of the listening material too fast and the tasks too difficult. We feel that students need confidence-building, achievable tasks that help them understand the gist even though they will not understand every word.

Students also need a reason to listen. As with the reading texts, we have chosen listenings that we hope students will want to listen to.

◆ Student’s Book p.67.

Receptive work on pronunciation also helps students get used to speakers of English and gives them practice in decoding rapid speech.

New English File Elementary also contains eight songs which we hope students will find enjoyable and motivating. For copyright reasons, these are cover versions.

Reading

Elementary students need
• engaging topics and stimulating texts.
• manageable tasks that help students to read.

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In New English File Elementary reading texts have been adapted from a variety of real sources (the British press, magazines, news websites) and have been chosen for their intrinsic interest.

◆ Student’s Book p.34.

The Revise & Check sections also include a more challenging text which helps students to measure their progress.

◆ Student’s Book p.99.

Writing

Elementary students need
• clear models.
• the ‘nuts and bolts’ of writing on a word- and sentence-level.

The growth of the Internet and e-mail means that people worldwide are writing in English more than ever before both for business and personal communication. New English File Elementary has one Writing lesson per File, where students study a model before doing a guided writing task themselves. These writing tasks focus on a specific text type and provide consolidation of grammar and lexis taught in the File.

◆ Student’s Book p.13.

Practical English

Elementary students need
• to understand high-frequency phrases that they will hear.
• to know what to say in typical situations.

Many Elementary students will need English ‘to survive’ if they travel to an English-speaking country or if they are using English as a lingua franca. The eight Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering a meal in a restaurant. To make these everyday situations come alive there is a story line involving two main characters, Mark (American) and Allie (British).

The You hear / You say feature makes a clear distinction between what students will hear and need to understand, for example Are you ready to order?, and what they need to say, for example I’ll like the pasta please. The lesson also highlights other key ‘Social English’ phrases such as Let’s go, OK, It doesn’t matter.

The Practical English lessons are also in the New English File Elementary Video which teachers can use with the same Student’s Book exercises instead of the class cassette / CD.

Using the video will provide a change of pace and give the lessons a clear visual context. The video will make the lessons more enjoyable and will also help students to roleplay the situations.

Extracts from the video (the first dialogue from each lesson) are also on the MultiROM.

◆ Student’s Book p.12.

Revision

Elementary students need
• regular review.
• motivating reference and practice material.
• a sense of progress.

However clearly structures or vocabulary are presented, students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout New English File Elementary.

At the end of each File there is a Revise & Check section.

What do you remember? revises the grammar, vocabulary, and pronunciation of each File. What can you do? provides a series of skills-based challenges and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.


The photocopiable Grammar and Communicative activities also provide many opportunities for recycling.

◆ Teacher’s Book p.140 and p.185.

StudyLink

The Study Link feature in New English File Elementary is designed to help you and your students use the course more effectively. It shows what resources are available, where they can be found, and when to use them.

The Student’s Book has these Study Link references:
• from the Practical English lessons ◇ MultiROM.
• from the Grammar Bank ◇ MultiROM and website.
• from the Vocabulary Bank ◇ MultiROM and website.
• from the Sound Bank ◇ MultiROM and website.

These references lead students to extra activities and excercises that link in with what they have just studied.

The Workbook has these Study Link references:
• the Student’s Book Grammar and Vocabulary Banks.
• the MultiROM.
• the student’s website.

The Teacher’s Book has Study Link references to remind you where there is extra material available to your students.
Student’s Book Files 1–9

The Student’s Book has nine Files. Each File is organized like this:

**A, B, C, and D lessons** Four two-page lessons which form the core material of the book. Each lesson presents and practises Grammar and Vocabulary and has a Pronunciation focus. There is a balance of reading and listening activities, and lots of opportunities for spoken practice. These lessons have clear references > to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

**Practical English** One-page lessons which teach functional ‘survival’ language and vocabulary (situations like checking into a hotel or ordering a meal) and also social English (useful phrases like Nice to meet you, Let’s go.). The lessons have a story line and link with the New English File Elementary Video.

**Writing** One-page focuses on different text types (for example, informal and formal e-mails) and writing skills like punctuation and paragraphing.

**Revise & Check** A two-page section – the left- and right-hand pages have different functions. The What do you remember? page revises the Grammar, Vocabulary, and Pronunciation of each File. The What can you do? page provides Reading, Listening, and Speaking ‘Can you...?’ challenges to show students what they can achieve.

File 9 has two main lessons (A and B, which present the Present Perfect), and then four pages of revision of the whole book: a two-page Grammar section and a two-page Vocabulary and Pronunciation section.

The back of the Student’s Book

In the back of the Student’s Book you’ll find these three Banks of material:

**Grammar Bank** (pp. 122–139)

Two pages for each File, divided into A–D to reflect the four main lessons. The left-hand page has the grammar rules and the right-hand page has two practice exercises for each lesson. Students are referred > to the Grammar Bank when they do the grammar in each main A, B, C, and D lesson.

**Vocabulary Bank** (pp. 140–153)

An active picture dictionary to help students learn, practise, and revise key words. Students are referred > to the Vocabulary Bank from the main lessons.

**Sound Bank** (pp. 156–159) A four-page section with the English File sounds chart and typical spellings for all sounds. Students are referred > to the Sound Bank from the main lessons.

You’ll also find:

- Communication activities (pp. 108–113) Information gap activities and role plays.
- Listening scripts (pp. 114–121) Scripts of key listenings.
- Irregular verb list (pp. 154–155)
For students

New English File Elementary gives your students everything they need for successful learning and motivating home study.

Workbook Each A–D lesson in the Student’s Book has a two-page section in the Workbook. This provides all the practice and revision students need. Each section has:

- More Words to Learn, which reminds students of new vocabulary from the lesson which is not in the Vocabulary Bank.
- Question time, five questions for students to answer, which show them how their communicative competence is developing. (These questions also appear on the MultiROM.)

For each File there is a Study Skills tip on how to learn Vocabulary.

Each Practical English lesson has a one-page section in the Workbook, and includes ‘Practical English reading’. There is also a Key Booklet.

MultiROM

The MultiROM works in two ways:

- It’s a CD-ROM, containing revision of Grammar, Vocabulary, Pronunciation, and functional language (with Practical English video extracts from the Video).
- It’s an audio CD for students to use in a CD player. They can listen to, repeat, and answer the questions from the Question time sections of the Workbook.

Student’s website

www.oup.com/elt/englishfile/elementary

The English File website gives your students extra learning resources, including more grammar activities for every lesson, more vocabulary activities for every Vocabulary Bank, Practical English audio activities, weblinks, and games and puzzles.

For teachers

New English File Elementary gives you everything you need to teach motivating, enjoyable lessons, to save you time, and to make your life easier.

Teacher’s Book The Teacher’s Book has detailed lesson plans for all the lessons. These include:

- an optional ‘books-closed’ lead-in for every lesson.
- Extra idea suggestions for optional extra activities.
- Extra challenge suggestions for ways of exploiting the Student’s Book material in a more challenging way if you have a stronger class.
- Extra support suggestions for ways of adapting activities or exercises to make them more accessible for complete or false beginners.

All lesson plans include keys and complete transcripts. Extra activities are colour coded in red so you can see where you are at a glance when you’re planning and teaching your classes.

You’ll also find over 80 pages of photocopyable materials in the Teacher’s Book:

Photocopiable Grammar activities see pp. 140–174

There is a photocopyable Grammar activity for each A, B, C, and D lesson. These provide extra grammar practice, and can be used either in class or for self-study.

Photocopiable Communicative activities see pp. 185–219

There is a photocopyable Communicative activity for each A, B, C, and D lesson. These give students extra speaking practice.

Photocopiable Song activities see pp. 222–228

New English File Elementary has a song for every File. In File 4 the song is in the Student’s Book, and the other seven songs are in the Teacher’s Book.

Photocopiable Quicktests and End-of-course test see pp. 231–240

There are eight photocopyable one-page Quicktests which cover the Grammar, Vocabulary, and Pronunciation of each File. There is a two-page End-of-course test which also includes reading, writing, listening, and speaking.

All the photocopyable material is accompanied by clear instructions and keys.

Video This is a unique ‘teaching video’ that links with the Practical English lessons in the Student’s Book. The video has stylised minimal sets which help students to concentrate on the language, and there is a story line which features Allie (British) and Mark (American). Each video section can be used with the tasks in the Student’s Book Practical English lessons as an alternative to using the Class cassette / audio CD. There’s no extra video print material, and you don’t need to find extra time to use it. It shows students language in clear contexts and will help them to role play each scene.

The speed of delivery is slightly faster than on the cassette / audio CD, as video is easier for students to understand. Extracts of the video also appear on the MultiROM.

The New English File Elementary package also includes:

- Three Class cassettes / audio CDs

  Contain all the listening materials for the Student’s Book.

- Teacher’s website www.oup.com/elt/teacher/englishfile

  This gives you extra teaching resources, including wordlists, listening and reading texts from the Student’s Book (including ideas for how to use them in class), syllabus information, and weblinks.

- Test booklets

  These contain full-length tests for each File of New English File Elementary.
Lesson plan

This first lesson covers basic greetings and farewells, and the verb be in positive sentences, as well as numbers and days of the week. Depending on whether your SS are real or false beginners you may want to spend more or less time on each section. The lesson also introduces SS to the New English File system of teaching the forty-four sounds of English. Here they begin by learning six vowel sounds. Both false and real beginners should be motivated by working systematically to improve their pronunciation.

Optional lead-in (books closed)

- Pre-teach the first conversation in a by introducing yourself. Say Hi/Hello, I'm (...) and ask three or four SS What's your name? When they answer, pretend sometimes not to have heard them properly and say 'Sorry!' and put your hand to your ear.

1 SAYING HELLO

a  L1

- Books open. Focus on the four pictures. Then tell SS to listen to and read the four conversations and match each one to a picture.
- Play the tape/CD once or twice. Check answers.

B I C D A 2

1 AHi, I'm Tom. What's your name?
  BAnna.
  ASorry?
  BAnna!

2 AHi, Dad. This is Dave.
  BHello. Nice to meet you.
  CNice to meet you.

3 AGood evening. What's your name?
  BMy name's Janet Leigh.
  AYou're in room 5.

4 AHello, John. How are you?
  B1'm fine, thanks. And you?
  AVery well, thank you.

b  Focus on the chart. Explain that Hello/Hi mean the same, but Hi is more informal.
- Get SS in pairs to complete the chart with words from the list. Check answers and highlight that in the second row the words/phrases are more informal than in the first.

<table>
<thead>
<tr>
<th>Hello</th>
<th>My name's</th>
<th>Very well</th>
<th>Thank you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi</td>
<td>I'm</td>
<td>Fine</td>
<td>thanks</td>
</tr>
</tbody>
</table>

c  Explain that in English some words are said more strongly than others, e.g. in Nice to meet you, nice and meet are pronounced more strongly than to and you. Encourage SS to try to copy the rhythm on the tape/CD. Getting the rhythm right is one of the most important aspects of good pronunciation.
- Go through each line of the conversations, getting SS to repeat after the tape/CD. Take this opportunity to elicit/explain the meaning of any words or phrases that SS don't understand.
- When you go through conversation 3, focus also on the box with Good afternoon and Good evening. Model and drill the pronunciation. Explain the times when these expressions are used. There is no fixed time for when afternoon becomes evening, but Good afternoon is generally used between lunchtime and about 5:00 pm and Good evening after that. Tell SS that they are more formal than Hello, especially Good afternoon and Good evening. Use body language to demonstrate formal and informal greetings, e.g. shaking hands for more formal greetings.

d  L2

- Put SS in pairs. Tell them to focus on the pictures. Explain that they are going to act out the conversations with the sound effects.
- Play all the sound effects for conversations 1–4 for SS to understand what they have to do. Then play for conversation 1 and demonstrate the activity with a good student.

CD1 Track 1

1 disco music
2 doorbell
3 birdsong
4 footsteps and bell

- Now play sound effects for conversation 1 again, getting SS to roleplay it in pairs. Repeat with the other three conversations. If time get SS to change roles.

Extra idea

Get SS to practise the conversations first by reading them out loud. Then they could try to act them out from memory.

e  Focus on the example sentences in the speech bubbles. Tell SS to imagine that they're at a party or a conference where they don't know anyone. Get them to stand up.
- Now tell SS to introduce themselves to at least five other students. Encourage SS to shake hands, or use a locally appropriate gesture, say Nice to meet you. and Sorry? if they don't hear the other student's name.

2 GRAMMAR verb be [+], pronouns

a  Focus on the first sentence, I'm Tom. Explain that I'm is the contraction of two words, and elicit that the missing word is am.
- Give SS a minute to complete the other two gaps and check answers.
I am Tom.
My name is Janet Leigh.
You are in room 5.

b Tell SS to go to Grammar Bank 1A on p. 122. Explain that all the grammar rules and exercises are in this section of the book.
• Go through the rules with the class. Model and drill the example sentences. Model and drill the pronunciation of the contractions, especially You’re /ju:/, We’re /wə/, and They’re /ˈðeɪ/.

Grammar notes
• Highlight that fluent speakers of English nearly always use contractions in conversation.
• In English there is only one form of you, which is used for singular and plural and for formal or informal situations. In your SS’s language(s) there may be different pronouns for second person singular and plural and also formal and informal forms.

• Focus on the exercises for 1A on p. 123. SS do the exercises individually or in pairs.
• Check answers.

| a 1 is 2 are 3 am 4 are 5 is 6 are 7 is |
|---|---|---|---|---|---|---|
| b 1 It’s 2 They’re 3 We’re 4 She’s 5 I’m 6 He’s |

• Tell SS to go back to the main lesson on p. 4.

• Point to a male student whose name you remember and say He’s (Antonio). Then point to a female student and elicit She’s (Maria). Continue with several other SS to give more practice with He’s/She’s.

3 PRONUNCIATION vowel sounds, word stress
• Focus on the cartoon. Tell SS that English has twenty vowel sounds, and they are going to learn an example word to help them remember each sound. In File 1 they are going to learn the vowel sounds of English and in File 2 the consonant sounds. Learning the sounds will help them to pronounce words more clearly and confidently.

• Focus on the six sound pictures (fish, tree, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to help you know how words are pronounced. Learning to recognize these symbols will help SS to check the pronunciation of a word in a dictionary.

• Play the tape/CD once for SS just to listen.
• Then play the tape/CD again pausing after each word and sound for SS to repeat.

Pronunciation notes
• It is important to point out to SS that with the vowels, i.e. a, e, i, o, u, there is no one-to-one relation between a letter and a sound, e.g. the letter a can be pronounced in several different ways. However, there are common combinations of letters which are usually pronounced the same way and these will be pointed out to SS as the course progresses.
• Tell SS that the two dots in the symbols /iː/ and /uː/ mean that it’s a long sound.
• You could also tell SS that /æ/ and /ə/ are diphthongs, i.e. two sounds together (/æk/ and /ʌ/, /æ/ and /ə/, if you think this will help them.

• Focus especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.

Now focus on the example words in the column under each sound picture, e.g. it and this. Explain that the pink letters are the same sound as the picture word they’re under. Demonstrate for SS, e.g. say fish, it, this, tree, he, she, etc.

• Now focus on the words in the list. Tell SS in pairs to decide what the sound of the pink letter is, and to write the word under the corresponding sound picture. Encourage them to say the words out loud.
• Play the tape/CD for SS to check their answers.
• Play the tape/CD again pausing after each group of words for SS to repeat them.

Study Link SS can find more practice of these sounds on the MultiROM and on the New English File Elementary website.

Extra idea
If SS have dictionaries with them get them to look up a few words with these vowel sounds and see how the phonetics are always given after the words and how this helps them to pronounce better. If SS don’t have dictionaries, you could write the words and the phonetics on the board.
Possible words: key /kiː/, sky /skai/, eight /eɪt/, food /fuːd/
• Write COFFEE up on the board. Elicit/teach that it has two syllables. Then explain that all words of two or more syllables have one which is stressed (pronounced more strongly than the other(s)). Then say coffee both ways (COFFEE and cOFFEe) and ask SS which way is right (COFFEE). Underline CO on the board, and tell SS to underline the stressed syllable when they learn new words, especially if it’s not where they would expect it.

• Now focus on the words in the pictures. These are words that most SS will probably already know, and some are ‘international’, e.g. hotel, Internet.
• Tell SS in pairs to say the words out loud and underline the stressed syllable.

CD1 Track 4

<table>
<thead>
<tr>
<th>fish /fiː/</th>
<th>boot /buː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree /tiː/</td>
<td>train /treɪ/</td>
</tr>
<tr>
<td>cat /kæt/</td>
<td>bike /baɪk/</td>
</tr>
</tbody>
</table>
Warn SS that even if the same or similar word exists in their language, the stress may be on a different syllable.

Play the tape/CD and check answers. The two words not stressed on the first syllable are hotel and computer. Point out to SS that the majority of English words are stressed on the first syllable.

Extra idea

If SS have dictionaries with them get them to look up, e.g. coffee, and show them that stress is marked in dictionaries with an apostrophe before the stressed syllable, e.g. /ˈkɒfi/. If not, copy a dictionary entry onto the board or an OHT.

Get SS to write the words from c in the chart under the correct heading. Check answers.

Write the three categories on the board. Then give SS in pairs one minute to try to add two more English words to each column.

Feedback their answers, writing the words on the board. Underline the stressed syllable and model and drill the correct pronunciation.

(Suggested answers)

Focus on the four places (airport, sandwich bar, etc.) Tell SS they’re going to listen to four short conversations. The first time they listen they should just try to understand where the conversation is taking place and write a number 1–4 in the boxes.

Make sure SS write 1–4 in the boxes, and not in the spaces, e.g. after Gate number.

Play the tape/CD once and check answers.

Extra idea

Give SS more practice by saying simple sums to them, e.g. What’s 4 and 4? They could also practise this way in pairs.

Tell SS to go back to the main lesson on p.5.

Focus on the four places (airport, sandwich bar, etc.) Tell SS they’re going to listen to four short conversations. The first time they listen they should just try to understand where the conversation is taking place and write a number 1–4 in the boxes.

Make sure SS write 1–4 in the boxes, and not in the spaces, e.g. after Gate number.

Play the tape/CD once and check answers.

Extra idea

If SS want to know exactly what was said in each conversation, get them to turn to the transcript on p.114. Play the tape/CD again and explain/translate any unknown vocabulary.
Extra idea

Another numbers game which SS always enjoy is 'Buzz'. You may want to play it now or at any other moment when you want to revise numbers.
- Get SS to sit or stand in a circle and count out loud. When they come to a number which contains 3 (e.g. 13) or a multiple of 3 (e.g. 3, 6, 9, etc.) they have to say 'Buzz' instead of the number.
- If a student makes a mistake, either saying the number instead of 'Buzz', or simply saying the wrong number, he/she is 'out', and the next player begins again from 1.
- Carry on until there is only one student left, who is the winner, or until the group have got to thirty without making a mistake.
- When SS have done numbers 20–1,000 (in the next lesson) you can also play 'Buzz' with 7 as the 'wild' number and go up to 50.

5 SAYING GOODBYE

1.8
- Focus on the cartoon and ask SS Who are they? (Tom and Anna from 1a).
- Focus on the six different ways of saying goodbye. Model and drill the expressions for SS to repeat, and highlight the stressed syllables (Goodbye, Goodnight) and words (See you, See you on Saturday, See you tomorrow). Elicit/explain the meaning of any words SS don't know.
- We only say Goodnight as another way of saying goodbye at the end of an evening, or before going to bed. We never use it as a greeting. For a greeting at night, use Hello or Good evening (more formal).
- Tell SS they're going to hear the two people in the picture saying goodbye to each other. They must number the expressions in the order they hear them. Play the tape/CD once or twice.
- Check answers.

1 Bye.
2 Goodbye.
3 See you tomorrow.
4 See you on Saturday.
5 See you.
6 Goodnight.

Extra idea

Get SS to roleplay the conversation (Phrases 1, 3, 4, and 6 are said by Tom, 2 and 5 by Anna.)
Lesson plan

In this lesson a world quiz provides the context for SS to learn/revise countries and nationalities. The lesson also covers all present simple forms of the verb be, numbers, and six more vowel sounds.

Optional lead-in (books closed)

- Write the three questions in VOCABULARY a on the board. Elicit/teach the answers and write them on the board. (In a monolingual class you could draw a simple map of your SS’ country and its neighbours. In a multinational class you may prefer just to ask the first two questions.)
- Model and drill pronunciation.

1 VOCABULARY  countries and nationalities

- Elicit the answers to the three questions onto the board.
- Tell SS to go to Vocabulary Bank Countries and nationalities on p. 141.
- Give SS five minutes to do exercise a in pairs. Check answers. Model and drill pronunciation. Point out that the stress on country and nationality words sometimes changes and sometimes doesn’t, e.g. Germany, German (no change) Italy, Italian (change).
- Focus on instructions for b. If SS’ own country is not in the list, get them to draw the flag here and write the words. Elicit ideas for other countries to add.
- Focus on instructions for c. Get SS to cover the words with a piece of paper leaving the flags visible. SS look at the flags and try to remember both the country and nationality/language.
- Finally, focus on the information box and go through it with the class.

Study Link  SS can find more practice of these words on the MultiROM and on the New English File Elementary website.

- Tell SS to go back to the main lesson on p. 6.

2 LISTENING & SPEAKING

- Focus on the four pictures and get SS to cover the gapped conversations in b.
- Play the tape/CD and SS number the pictures. Check answers.

- Play the tape/CD again. This time SS fill the gaps with a country or nationality. Check answers.
1 Are you English?
B No, I'm Scottish. I'm from Edinburgh.
2 A Where are you from?
B We're from the United States.
A Are you on holiday?
B No, we aren’t. We’re on business.
3 A Where's she from? Is she Spanish?
B No, she isn’t. She's Argentinian. She’s from Buenos Aires.
4 A Mmm, delicious. Is it German?
B No, it isn’t. It’s French.

3 GRAMMAR verb be [ ] and (?)

- Give SS two minutes to try and complete the grammar chart.
- Check answers, writing the missing words on the board.

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
<th>Negative answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you English?</td>
<td>No, I'm not.</td>
<td>I'm not English.</td>
</tr>
<tr>
<td>Are they from Spain?</td>
<td>Yes, they are.</td>
<td></td>
</tr>
<tr>
<td>Is she Portuguese?</td>
<td>No, she isn’t.</td>
<td>She isn’t Portuguese.</td>
</tr>
<tr>
<td>Is he on business?</td>
<td>Yes, he is.</td>
<td></td>
</tr>
</tbody>
</table>

- Tell SS to go to Grammar Bank 1B on p.122.
- Go through the rules with the class. Model and drill the example sentences.

Grammar notes
- Remind SS that in conversation it is more common to use contractions than the full form.
- In the negative the verb be can be contracted in two ways, e.g. You aren't Italian (contracting not); You’re not Italian (contracting are). Throughout New English File the first way (contracting not) has been used, but accept either from your SS, who may have learnt the other way.
- With short answers, explain to SS that although native speakers often use Yes, I am instead of just Yes, both ways of answering are perfectly correct.
- Focus on the exercises for 1B on p.123. SS do the exercises individually or in pairs.

a 1 I'm not British.
2 They aren't Brazilian.
3 It isn't Mexican food.
4 She isn’t Italian.
5 We aren’t from England.
6 You aren’t Japanese.
7 He isn’t from the USA.

b 1 Am I in room 13?
   Yes, you are.
2 Is it German?
   No, it isn’t.
3 Are they from Italy?
   No, they aren’t.
4 Are we in Class 2?
   Yes, you/we are.
5 Is she Chinese?
   Yes, she is.
6 Are you Irish?
   No, I’m not.
7 Is he from Scotland?
   No, he isn’t.

- Tell SS to go back to the main lesson on p.7.

4 PRONUNCIATION vowel sounds
- Quickly revise the previous six vowel words and sounds on p. 5.

a 1.14
- Focus on the six sound pictures (car, clock, etc.).
- Remind SS that the phonetic symbol in the picture represents the sound.
- Play the tape/CD once for SS just to listen.
- Then play the tape/CD again, pausing after each word and sound for SS to repeat.

**Pronunciation notes**
- The /æ/ sound occurs twice in computer. The /æ/ sound occurs before or after stressed syllables and is the most common sound in English.
- Remind SS that the two dots in /æ/ means that this sound is long.
- You could also point out that /e/ is a diphthong, i.e. two sounds, /e/ and /æ/ if you think this will help.
- Focus on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.
- Focus on the instructions and the example. Explain that SS have to match the sentences to the pictures in a according to the pronunciation of the letters in pink.

b 1.15
- Play the tape/CD and check answers.
2 egg 3 clock 4 computer 5 car 6 phone

c 1.15
- Play the tape/CD again for SS to repeat the words and phrases.

1 Where's he from?
2 Ben’s French.
3 I'm not Scottish.
4 I'm American.
5 Are you from France?
6 No, I'm Polish.

<table>
<thead>
<tr>
<th>1 Where's he from?</th>
<th>2 Ben's French</th>
<th>3 I'm not Scottish</th>
<th>4 I'm American</th>
<th>5 Are you from France?</th>
<th>6 No, I'm Polish</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>egg</td>
<td>clock</td>
<td>computer</td>
<td>car</td>
<td>phone</td>
</tr>
</tbody>
</table>

CD1 Track 14

CD1 Track 15

CD1 Track 16
5 SPEAKING

a • Focus on the example exchange in the speech bubbles and model and drill the question. Get SS to ask you the question.
   • The answer to Where are you from? is usually I'm from (town) when you're in your own country and I'm from (country) or I'm (nationality) followed by the town when you're abroad.
   • Get SS to stand up and ask five other students the question. In a monolingual class where SS are all from the same town, encourage SS to say their nationality and then the area of the town or the village that they're from to make this more communicative.

b • Focus on the pictures and the example exchanges in the speech bubble and model and drill pronunciation. Demonstrate the activity with the first picture and then get SS to work in pairs.

1 Mercedes-Benz is from Germany.
2 The dolls are from Russia.
3 The women are from Japan.
4 The cheese is from France.
5 Guinness is from Ireland.
6 The trainers are from the USA.
7 The sunglasses are from Italy.
8 The football fans are from Brazil.

6 VOCABULARY numbers 20-1,000

a • Focus on the cartoon and the question. Then play the tape/CD twice and elicit the answers. Highlight that 0 is usually pronounced /əʊ/ in telephone numbers, although zero can also be used.

Double seven ‘Oh’

b • Model and drill the question. Get SS to ask three students sitting near them for their phone number and to try to write it down correctly.

c • Tell SS to go to Vocabulary Bank Numbers 20–1,000 on p. 140 and do the exercise.
   • Check answers by writing the numbers on the board, and model and drill pronunciation. Highlight and in e.g. two hundred and fifty.

31 40 47 50 59 60 63 70 72 80 86 90 94 100
250 1,000

• Write some more high numbers on the board (100–1,000) and give SS practice saying them.

Study Link SS can find more practice of these numbers on the MultiROM and on the New English File Elementary website.

• Tell SS to go back to the main lesson on p. 7.

d • Play the tape/CD and get SS to repeat the numbers. Ask What's the difference between a and b?
   • The answer is that 13, 14, etc. are stressed on the second syllable and 30, 40, etc. are stressed on the first syllable. This means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers.

13, 30 14, 40 15, 50 16, 60 17, 70 18, 80 19, 90

CD1 Track 18

1.17

CD1 Track 19

1.18

• Play the tape/CD twice and SS circle a or b.

1 a 2 b 3 a 4 b 5 a 6 b 7 b

• Draw this bingo card on the board for SS to copy.

Extra photocopiable activities

Grammar
verb be [ ] and [ ] p. 141.

Communicative
Where are they from? p. 186 (instructions p. 175).

HOMEWORK

Study Link Workbook pp. 6–7.
Lesson plan

The topic of where SS go to study English abroad and an interview in a Dublin language school provide the context for SS to revise countries, learn how to give personal information, and practise the alphabet. The grammar focus here is possessive adjectives and the different elements of the lesson are brought together in the final activity, where SS identify famous actors who have unusual names.

Optional lead-in (books closed)

- Put SS in pairs. Give them two minutes to write down five countries where the first language is English.
- Feedback the countries onto the board. Ask them what the nationality is for each country, and where the stress is on both words.

(Possible answers)

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>British</td>
</tr>
<tr>
<td>Scotland</td>
<td>Scottish</td>
</tr>
<tr>
<td>Ireland</td>
<td>Irish</td>
</tr>
<tr>
<td>the USA</td>
<td>American</td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian</td>
</tr>
<tr>
<td>Australia</td>
<td>Australian</td>
</tr>
</tbody>
</table>

**LISTENING**

- Write these numbers on the board: 40,000, 80,000, 120,000, 500,000, 600,000 and elicit/teach the pronunciation.
- Books open. Focus on the five countries, and tell SS that they are all countries where people go to study English. Go through the introductory sentence (Every year...) with them, and then get them in pairs to guess the missing numbers.
- Check answers, getting SS to say the whole sentence to practise the high numbers, e.g. Six hundred thousand people study English in ______. You could teach them We think... to preface their answers.

600,000 Britain
500,000 Ireland
120,000 the USA
80,000 Australia
40,000 Canada

- Ask some individual SS where they would like to go to study English.

a 1.19

- Focus on the picture of the language student and on the map and elicit the country where he is going (Ireland).
- Now focus on the language school enrolment form. Explain (in SS’ L1 if necessary) that Mario is a new student at a language school in Dublin. Tell SS that they are going to listen to him being interviewed by the school secretary, and must complete the form with his information.

- Go through the different headings on the form and make sure SS understand them. (They may not know age and postcode).
- Play the tape/CD once the whole way through. Then play it again, pausing from time to time to give SS time to write.

**Extra support**

This is the first quite long listening that SS have had. Reassure them by telling them just to relax and listen the first time, without trying to complete the form, but just trying to follow the conversation. Ask Where are they? Who’s speaking? Two men, a woman and a man, or two women? (A woman and a man.) Then tell them to try to complete some of the form, and play the tape/CD as many times as you think they need, pausing where necessary, e.g. after the phone numbers. They could also listen again at the end with the taping script on p. 114.

- Give SS time to compare their answers in pairs, and then check answers.

<table>
<thead>
<tr>
<th>First name</th>
<th>Mario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Benedetti</td>
</tr>
<tr>
<td>Country/city</td>
<td>Italy/Rome</td>
</tr>
<tr>
<td>Student</td>
<td>Yes</td>
</tr>
<tr>
<td>Age</td>
<td>20</td>
</tr>
<tr>
<td>Address</td>
<td>Via Foro 25</td>
</tr>
<tr>
<td>Postcode</td>
<td>Rome 00132</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:mario.benedetti@hotmail.com">mario.benedetti@hotmail.com</a></td>
</tr>
<tr>
<td>Phone number</td>
<td>06 8405 517</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>348 226 7341</td>
</tr>
</tbody>
</table>

(taping script in Student’s Book on p. 114.)

R = receptionist, M = Mario

R Hello. Are you a new student?
M Yes, I am.
R Sit down, then. I’m just going to ask you a few questions.
M OK.
R Right. What’s your first name?
M Mario.
R What’s your surname?
M Benedetti.
R Benedetti. How do you spell it?
M B-E-N-E-D-E-F-double T-
R B-E-N-E-D-E-F-double T-I. OK. Where are you from?
M I’m from Italy, From Rome.
R Are you a student?
M Yes, I am.
R And how old are you?
M I’m 20.
R What’s your address?
M In Rome?
R Yes.
M It’s Via Foro 25.
R What’s your postcode?
M Sorry?
R  Is there a postcode? You know, a number?
M  Ah yes. It's Rome 00132.
R  00132. Great. What's your e-mail address?
M  It's mario.benedetti@hotmail.com.
R  And what's your phone number?
M  My mobile number or my home number in Rome?
R  Both – home and mobile.
M  My phone number in Rome is 06 840 5517.  
R 06 840 5517.
M  Yes. And my mobile number is 348 226 7341.
R  348 226 7341. That's great, Mario. Thank you. Now give me 
and meet the Director of Studies, we need to give you a test...

c  1.20
- Now focus on the receptionist's questions. Give SS a
couple of minutes to read through them before they
listen.

Extra challenge
Get SS to guess the missing words first, and then listen
and check.
- Play the tape/CD once all the way through. SS try to
complete the missing words. Play it again, pausing if
necessary. Check answers, and elicit the meaning of
How do you spell it? and How old are you?
The question How old are you? and the answer I'm 20
are with the verb be. In your SS' L1 a different verb
may be used, e.g. have.

2 Pronunciation the alphabet

a  1.21
- Ask SS what question the receptionist asks after What's
your surname? (How do you spell it?) and Why?
(Because for her it's a difficult name). Explain that it's
important to know the English alphabet because you
often need to spell names, surnames, town names, etc.
-especially when you're talking on the phone.
- Focus on the alphabet and ask SS Can you say the
alphabet? Unless your SS are complete beginners they
should be able to pronounce some of the letters.
- Now get SS to repeat the alphabet letter by letter after
the tape/CD. Play it at least twice.

b  1.22
- Focus on the chart. Explain that the letters are in
columns according to the pronunciation of each letter.
Elicit the seven picture words and sounds (SS have

R  seen them all before). Play the tape/CD for them to
listen and repeat them.

<table>
<thead>
<tr>
<th>1.22</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>/trn/</td>
<td>phone</td>
</tr>
<tr>
<td>tree</td>
<td>/tri/</td>
<td>boot</td>
</tr>
<tr>
<td>egg</td>
<td>/eg/</td>
<td>car</td>
</tr>
<tr>
<td>bike</td>
<td>/baik/</td>
<td></td>
</tr>
</tbody>
</table>

- Then show SS how the letters in each column have
the same sound, e.g. train, A, J, tree, B, C, etc.

c  1.23
- Put SS in pairs. Get them to go through the alphabet,
stopped at the letters that are missing from the chart
and writing them in the right column. Do the filling
with them (D). Write it on the board and ask SS how
to say it and which column it goes in (tree). Give SS
time limit, e.g. three minutes, to complete the chart.
- Play the tape/CD once for them to listen and check
answers (you may want to copy the complete chart
onto the board). Then play the tape/CD again once
after each sound for SS to repeat the group of letter.

<table>
<thead>
<tr>
<th>1.23</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>AHJK</td>
<td>phone</td>
</tr>
<tr>
<td>tree</td>
<td>BCDEGPTV</td>
<td>boot</td>
</tr>
<tr>
<td>egg</td>
<td>FLMNSXZ</td>
<td>car</td>
</tr>
<tr>
<td>bike</td>
<td>IY</td>
<td></td>
</tr>
</tbody>
</table>

d  Focus on the abbreviations. Explain that in English
we usually say abbreviations by saying the individual
letters. Give SS a few moments in pairs to practice
saying them. Then feedback answers round the class
and ask SS if they know what any of them mean.

PC = personal computer
OK = yes, fine
CD = compact disc
VIP = very important person
DVD = digital versatile disc or digital video disc
MTV = Music Television
USA = the United States of America
UK = the United Kingdom
BMW = Bavarian Motor Works
FBI = Federal Bureau of Investigation

Extra idea
- Play Hangman. Think of word SS know, preferably of
at least eight letters, e.g. NATIONALITY. Write a dash
on the board for each letter of the word:

---

- SS call out letters one at a time. If the letter's in the
word (e.g. A) fill it in each time it occurs, e.g.
_ A_ _ _ A_ _ _ . Only accept correctly
pronounced letters. If the letter is not in the word,
draw the first line of this picture on the board:
3 SPEAKING

a 1.24
Focus on the cartoon, and remind SS that getting the rhythm right when they speak will help them to understand and be understood.

Pronunciation notes
- SS have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually 'information' words, i.e. nouns, adjectives, verbs. Unstressed words are usually pronouns, articles, prepositions, and auxiliary verbs in Wh- questions.
- This mixture of stressed and unstressed words is what gives English its rhythm. It is this rhythm SS need to try to copy.

b 1.25
Focus on the questions in 1c. Play the tape/CD and get SS to listen and repeat (each question is said twice). Pause after each pair of questions if SS need the extra time.

Extra idea
Get SS to underline the stressed words (see tapescript below).

```
CD1 Track 25
1 What’s your first name?
2 What’s your surname?
3 How do you spell it?
4 Where are you from?
5 Are you a student?
6 How old are you?
7 What’s your address?
8 What’s your postcode?
9 What’s your e-mail address?
10 What’s your phone number?
```

b • Put SS in pairs, A and B, and get them to sit so that they are facing each other. Explain that they’re going to roleplay the interview. A is the receptionist, and B is a new student. A is going to interview B.
• Tell SS to go to Communication Interview on p. 111. Focus on the registration form, and elicit the questions. Then tell A to start the interview: Hello. What’s your first name?...
A Tell SS they can invent their ages and phone numbers if they prefer.

Extra challenge
Get B to listen and answer the questions with his/her book closed.

c • SS swap roles.
• Get some quick feedback by asking a few SS about their partners, e.g. What’s his address? What’s her e-mail address?
• Tell SS to go back to the main lesson on p. 9.

4 GRAMMAR possessive adjectives

a • Focus on the two sentences and the questions.
• Check answers.

you = a pronoun
your = an adjective

b 1.25
Focus on the chart and give SS in pairs two minutes to try to fill the gaps. Then play the tape/CD once or twice for SS to check their answers.

Extra support
If your SS are complete beginners and have never seen these adjectives before, you could do this as a listening presentation. Drill the pronunciation of the words. Then play the tape/CD once or twice for them to fill the gaps.

```
CD1 Track 26
I’m Italian. My family are from Rome. You’re in level 1. This is your classroom.
He’s the Director of Studies. His name is Michael. She’s your teacher. Her name is Lucy.
We’re an international school. Our students are from different countries.
They’re new students. Their names are Tina and Daniel.
```

c • Tell SS to go to p.122 and focus on Grammar Bank 1C.
• Go through the rules with the class. Model and drill the example sentences.

Grammar notes
- In some languages the possessive adjective agrees with the following noun, i.e. it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after. In English nouns don’t have gender, so adjectives don’t change, and the use of his/her simply depends on whether we are talking about something belonging to a man or to a woman.
• Remind SS that your is used for singular and plural.
• If SS don’t know the difference between an adjective and a pronoun, explain (in their L1 if you prefer) that we use a pronoun in place of a name or noun, e.g. James = he, but an adjectives goes with a noun, e.g. his name, French food, etc.

b 1.25
Focus on the exercises for 1C on p. 123. SS do the exercises individually or in pairs.
• Check answers.

a 1 your 2 Their 3 its 4 her 5 Our 6 His 7 My
b 1 What’s his name?
2 Is her mother German?
3 Where are your parents from?
4 Is your surname Zabkowski?
5 How do you spell your name?
• Tell SS to go back to the main lesson on p. 9.
5 PRONUNCIATION  /ə/ and /əʊ/

- Quickly revise the previous 12 vowel sounds and pictures from p. 5 and p. 7.

a. L26

- Focus on the two new sound pictures, bird and owl. Play the tape/CD once for SS just to listen to the words and sounds.
- Then play the tape/CD again pausing after each word and sound for SS to repeat.

<table>
<thead>
<tr>
<th>bird</th>
<th>/ə/</th>
<th>owl</th>
<th>/əʊ/</th>
</tr>
</thead>
</table>

**Pronunciation notes**

- Remind SS that the two dots in /ə/ means that this sound is long.
- You could also point out that /əʊ/ is a diphthong i.e. two sounds, /e/ and /ə/, if you think this will help them.
- If either of these sounds are difficult for your SS, model them yourself so that SS can see your mouth position, and get SS to repeat them a few more times.

b. L27

- Now focus on the words in the box. Explain that the letters in pink are pronounced either /ə/ or /əʊ/. Give SS a few minutes, in pairs, to write the words in the chart.
- Check answers. Then play the tape/CD once or twice for SS to listen and repeat.

<table>
<thead>
<tr>
<th>her, first, surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>how, our, now</td>
</tr>
</tbody>
</table>

**Study Link** SS can find more practice of English sounds on the MultiROM or on the *New English File Elementary* website.

6 SPEAKING

- Focus on the photos. Ask SS *Do you know the films?* and elicit some/all of the titles in English, if SS know them.

1 Bridget Jones’s Diary
2 Monster’s Ball
3 Shakespeare in Love
4 Star Wars
5 Amélie
6 A Beautiful Mind
7 Life Is Beautiful
8 All About My Mother
9 Schindler’s List

They may well be different in SS’ L1.

- Now focus on the flow chart. Go through the questions, making sure SS are clear that those on the right are for a woman and on the left for a man. Focus also on the expressions I don’t remember, I don’t know, I think... and about (= more or less, approximately). Teach/elicit their meaning and drill the pronunciation.

- Now ask SS the questions for photo 1. Get SS to spell the man’s name on the board, and when SS have guessed his age/nationality, tell them the answer key below.

- In pairs (or small groups) SS continue asking and answering about the other people.

**Feedback** their ideas and check answers.

1 Hugh Grant - England - Born 1966
2 Halle Berry - USA - Born 1966
3 Gwyneth Paltrow - USA - Born 1972
4 Ewan McGregor - Scotland - Born 1971
5 Audrey Tautou - France - Born 1978
6 Russell Crowe - New Zealand - Born 1964
7 Roberto Benigni - Italy - Born 1952
8 Penélope Cruz - Spain - Born 1974
9 Liam Neeson - Northern Ireland - Born 1952

**Extra photocopiable activities**

**Grammar**
possessive adjectives p. 142.

**Communicative**
Personal information p. 187 (instructions p. 175).

**HOMEWORK**

Lesson plan

In this lesson, SS learn or revise the vocabulary of the classroom environment and personal possessions. This is then used to practise articles, plurals, and that/that/ these/those. The lesson ends with a focus on classroom language, which helps SS to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification.

Optional lead-in (books closed)
- Play 'Hangman' with the word CLASSROOM (see p.20).

1 VOCABULARY the classroom, common objects

a • Focus on the instructions. Demonstrate the activity with the first two items in the list. Check answers saying Can you see (a table)? Where? Get SS to point and teach There as the answer.

b 1.28 • Play the tape/CD for SS to repeat the words. Drill any words which SS find difficult, using yourself as a model.

<table>
<thead>
<tr>
<th>1.28</th>
<th>CD1 Track 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>a table</td>
<td>a light</td>
</tr>
<tr>
<td>a board</td>
<td>a picture</td>
</tr>
<tr>
<td>a TV</td>
<td>a video</td>
</tr>
<tr>
<td>a CD player</td>
<td>walls</td>
</tr>
<tr>
<td>a window</td>
<td>chairs</td>
</tr>
</tbody>
</table>

Focus on b. Model and drill the two questions What's this? (for singular objects) and What are these? (for plural objects). Demonstrate the meaning by holding up classroom objects, e.g. one pencil, two pens.

• Get SS to cover the words and test each other's memory.

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.

• Tell SS to go back to the main lesson on p. 10.

• Put SS in pairs and focus on the instructions. Demonstrate the activity first with a student, taking turns to be A and B.

2 PRONUNCIATION vowel sounds

- Quickly revise the previous fourteen vowel words and sounds on p.5, p.7, and p.9.

a 1.30 • Here SS learn the final six vowel sounds. Focus on the six sound pictures (horse, bull, etc.) and play the tape/CD once for SS just to listen to the words and sounds.

• Now play the tape/CD again pausing after each word and sound for SS to repeat.

<table>
<thead>
<tr>
<th>1.30</th>
<th>CD1 Track 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>/ɔː/</td>
</tr>
<tr>
<td>bull</td>
<td>/u/</td>
</tr>
<tr>
<td>ear</td>
<td>/ə/</td>
</tr>
<tr>
<td>up</td>
<td>/ʌ/</td>
</tr>
<tr>
<td>tourist</td>
<td>/ʊə/</td>
</tr>
</tbody>
</table>

Pronunciation notes

- Remind SS that the two dots in /ɔː/ mean that this sound is long.

- You could also point out that /u/, /ə/ and /ʊə/ are diphthongs, i.e. two sounds, if you think this will help them.

- Focus especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.
b 1.31
- Focus on the word horse. Get SS to say the three words aloud and elicit which one is different. Now focus on the groups of three words to the right of the sound pictures. Play the tape/CD. SS circle the word in each group which has a different sound from the sound picture. Pause after each group to give SS time to circle the word. Play the tape/CD again if necessary.
- Check answers.

<table>
<thead>
<tr>
<th>CD1 Track 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
</tr>
<tr>
<td>bull</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>boy</td>
</tr>
<tr>
<td>ear</td>
</tr>
<tr>
<td>tourist</td>
</tr>
</tbody>
</table>

c  - Play the tape/CD again for SS to repeat the words.

Study Link  SS can find more practice of English sounds on the MultiROM or on the New English File Elementary website.

3 GRAMMAR  a/an, plurals, this / that / these / those
- Tell SS to try to do a and b without looking back at exercise 1 VOCABULARY.

a  - Focus on the exercise. SS complete it in pairs. Check answers.

<table>
<thead>
<tr>
<th>1 a</th>
<th>2 an</th>
<th>3 a</th>
<th>4 an</th>
<th>5 a</th>
</tr>
</thead>
</table>

b  - Focus on the exercise. SS complete it in pairs. Check answers.

1 stamps 2 matches 3 keys

c  - Demonstrate the difference between this and that by putting one object near to you and one in the distance. Focus on the cartoons and the four questions. SS complete the captions with this, that, these, or those. Check answers.

1 this 2 that 3 those 4 these

A SS should be able to work out that those is the plural of that by a process of elimination.

d  - Tell SS to go to Grammar Bank 1D on p.122.

- Go through the rules with the class. Model and drill the example sentences. Highlight particularly the pronunciation of es (/ɪz/) in watches and boxes.

Grammar notes
a/an (indefinite article), the (definite article)
- Articles are very easy for some nationalities and more difficult for others, depending on their L1. If articles are a problem for your SS, give more examples to highlight the difference between a and the, e.g. It's a door (explaining what it is), and Open the door (talking about a specific door), and give them extra practice with the Extra Photocopiable Activity. They will also see more examples of the use of the in exercise 4 CLASSROOM LANGUAGE.

Plural nouns
- The system in English of making regular nouns plural is very straightforward, simply adding an s. The s can sometimes be pronounced /s/, e.g. books, and sometimes /z/, e.g. keys, depending on the previous sound. The difference is small and you may not want to focus on it too much, but if you do, see Extra challenge below. es (/ɪz/) is added to some nouns when it would be impossible to pronounce the word by adding just one s, e.g. watches. Irregular plurals are dealt with in lesson 2A.

- The meaning of this / these (for things within reach) and that / those (for things out of our reach or far away) is easier to demonstrate than it is to explain. They can be adjectives (this book) or pronouns (What's this?).

Extra challenge
If SS want to know when the final s in plurals is pronounced /s/ and when it is pronounced /z/, you could give them further rules by explaining that it is pronounced /s/ after words ending with these unvoiced sounds: /k/, /p/, /t/, /t/, e.g. books, lips, cats. After all other endings the s is pronounced /z/ or /z/.

- Focus on the exercises for 1D on p.123. SS do the exercises individually or in pairs.
- Check answers.

<table>
<thead>
<tr>
<th>a 1 a</th>
<th>2 an</th>
<th>3 a</th>
<th>4 an</th>
<th>5 a</th>
</tr>
</thead>
<tbody>
<tr>
<td>b this</td>
<td>these</td>
<td>This</td>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>

Study Link  SS can find an end-of-File grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.

- Tell SS to go back to the main lesson on p.11.

e  - Put SS in pairs, a and b. Tell them to ask each other the questions in c. They can point to the objects in 1c on p.10 for this / that and to objects in the classroom for that / those.

4 CLASSROOM LANGUAGE
a  - Here SS learn to recognize and respond to common instructions used by the teacher in the classroom.
- Focus on the twelve pictures and phrases. Get SS in pairs to match the phrases and pictures. Check answers and make sure the meaning of each phrase is clear by miming or getting SS to mime.

1 Close the door.
2 Go to page (84).
3 Read the text.
4 Don't speak (Spanish).
5 Listen and repeat.
6 Look at the board.
7 Open your books.
8 Sit down.
9 Stand up.
10 Turn off your mobile (phone).
11 Don't write.
12 Work in pairs.
b Play the tape/CD at least twice. SS listen and write the number (1–10) next to the instructions they hear. Check answers.

1.32 (taped tracks in Student’s Book, p. 114.)

T = teacher, S = student
1 T: Hello. Hello. Can you close the door please, Susanna?
S: Sorry?
T: Close the door, please.
2 T: Can you sit down, please? Can you sit down? SIT DOWN!
3 T: OK, open your books. It’s lesson 1C. Lesson 1C.
4 T: OK, now read the text. You can use your dictionary for any words.
5 T: Miguel and Maria, don’t speak Spanish, this is an English class! Please speak in English.
6 T: All right now, stand up. STAND UP, OK, now ask What’s your name? to five other students.
7 T: OK, now go to page 84.
S: What page?
T: page 84.
8 T: OK, can you look at the board, please? Look at the board.
9 T: All right, now listen and repeat the letters. A (A), B (B) C...
10 T: D (D), E (E), F (F), Maria, please turn off your mobile phone! TURN OFF YOUR MOBILE, MARIA!

1.33 • Here SS learn phrases they themselves may need to use in class.
• Focus on the seven phrases. In pairs SS try to fill the gaps with one word.
• Play the tape/CD and check answers. Make sure SS know what all the phrases mean. Model the phrases for SS to repeat, encouraging them to use the right rhythm.

1.33 What’s (bonjour) in English?

How do you spell it?
Where’s the stress?
Can you repeat it?
I don’t know.
I don’t remember.
I don’t understand.

1.34 Close your eyes, give me your hand, darling
Do you feel my heart beating, do you understand?

Do you feel the same, am I only dreaming?
Is this burning an eternal flame?
I believe it’s meant to be, darling
I watch you when you are sleeping,
You belong with me

Do you feel the same, am I only dreaming?
Is this burning an eternal flame?
Say my name, sun shines through the rain
A whole life so lonely
and then you come and ease the pain
I don’t want to lose this feeling, oh...

Extra photocopiable activities

Grammar

a/an, the, this, that, these, those p. 143.

Communicative

Mystery objects p. 188 (instructions p. 175).

Song


HOMEWORK

Study Link Workbook pp. 10–11.
**1 PRACTICAL ENGLISH ON A PLANE**

**Vocabulary** drinks: coffee, tea, etc.

**Function** Offering and accepting drinks

**Language** Would you like…? Yes please/No thanks.

---

**Lesson plan**

This is the first in a series of eight Practical English lessons (one per file) which teach SS language to help them 'survive' in English in travel and social situations. There is a story line based on two characters, Mark Ryder, an American who works for MTC, a music company, and Allie, his British counterpart. SS meet them for the first time in this lesson, where Mark arrives in the UK and is met by Allie at the airport. SS learn vocabulary for drinks and how to offer and accept them.

**StudyLink** These lessons are also on the New English File Elementary Video, which can be used instead of the Classic Cassette/CD (see introduction p.9).

The first section of the Video is also on the MultiROM, with additional activities.

**Optional lead-in (books closed)**

- Introduce this lesson (in SS’ L1 if you prefer) by giving the information above.

---

**VOCABULARY** drinks

**a** Focus on the pictures. Give SS in pairs a few moments to match the words and pictures.

- Check answers. Drill pronunciation. You could also elicit other kinds of juice, e.g. tomato, apple, etc.

<table>
<thead>
<tr>
<th>1 (diet) Coke</th>
<th>4 mineral water</th>
<th>7 lemon</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 coffee</td>
<td>5 (orange) juice</td>
<td>8 milk</td>
</tr>
<tr>
<td>3 tea</td>
<td>6 ice</td>
<td>9 sugar</td>
</tr>
</tbody>
</table>

**b** Tell SS to cover the words and test each other in pairs.

- **A What's this?** (pointing at a picture).
- **B Milk. What's this?**

**ASKING FOR A DRINK**

**a 1.35**

- Tell SS to cover the dialogue with their hand or a piece of paper. Focus on the picture and the caption, and check comprehension. Ask What's his name? (Mark) Where's he from? (He's American) Is he a student? (No, he works for a music company) Where is he? (On a plane to the UK).

If you think that SS won't cover it, you could always get them to close their books at this stage and write the first, usually very simple task on the board.

- Play the tape/CD once. Check answers.

Mark has a diet Coke, and a coffee with milk but no sugar.

---

**b** Now tell SS to uncover the dialogue (or open their books). Explain that the YOU HEAR part is what they need to understand, and the YOU SAY part is the phrases they need to be able to say.

- Give SS a minute to read through the dialogue and remember or guess the missing words. Then play the tape/CD again, for them to complete the dialogue.

- Check answers.

<table>
<thead>
<tr>
<th>1.35</th>
</tr>
</thead>
<tbody>
<tr>
<td>F = flight attendant, M = Mark</td>
</tr>
<tr>
<td>F Would you like a drink, sir?</td>
</tr>
<tr>
<td>M Yes, a Diet Coke, please.</td>
</tr>
<tr>
<td>F Ice and lemon?</td>
</tr>
<tr>
<td>M Just lemon.</td>
</tr>
<tr>
<td>F Here you are.</td>
</tr>
<tr>
<td>M Thank you.</td>
</tr>
<tr>
<td>F Coffee? Tea?</td>
</tr>
<tr>
<td>M Coffee, please.</td>
</tr>
<tr>
<td>F Milk?</td>
</tr>
<tr>
<td>M Yes, please.</td>
</tr>
<tr>
<td>F Sugar?</td>
</tr>
<tr>
<td>M No, thanks.</td>
</tr>
<tr>
<td>F Here you are.</td>
</tr>
<tr>
<td>M Thanks.</td>
</tr>
</tbody>
</table>

---

**c 1.36**

- Now focus on the YOU SAY phrases. Tell SS they're going to hear the dialogue again. They repeat the YOU SAY phrases when they hear the beep. Encourage them to copy the rhythm.

- Play the tape/CD, pausing if necessary for SS to repeat the phrases.

---

**d 1.36**

- Put SS in pairs, A and B. A is the flight attendant. Tell SS to close his/her book and try to remember the phrases. Then A and B swap roles.

Teach SS madam (instead of sir) for the first line of the dialogue if they're talking to a woman.
Lesson plan

This is the first of eight Writing lessons, one at the end of each File. In today's world of e-mail communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class, but set the actual writing (the last activity) for homework.

a  • Focus on the registration form. Go through the different sections with SS. Highlight:
  • Mr is for a man, Mrs for a married woman, and Ms for a woman, without saying if she is married or not.
  • the meaning and pronunciation of married, single, separated, divorced.
  • Give SS a few minutes to complete the form.
  • Go round checking SS are completing it correctly. Then elicit answers from individual SS for each section.

Extra idea

If you want to give extra practice with personal information questions, get SS to use the forms to interview each other.

b  • Focus on the rules and go through them with SS. Tell them to highlight any rules which are different from their L1, e.g. days of the week and languages, which are not written with a capital letters in several languages.

c  • Get SS to copy the whole text out again, using capital letters where necessary.
  • Check answers by eliciting from SS the words which need capital letters and writing the text on the board.

Extra support

Quickly revise how to say the alphabet in English before SS try to correct the text.

My name's Marta. I'm from Rio in Brazil, and I speak Portuguese. My teacher is American. His name's Gerry. My English classes are on Tuesdays and Thursdays.

Write a similar text about you

As this writing task is very short, you may like to get SS to do it in class. Get them to write their own texts on a piece of paper, check for capital letters, and then swap the text with another S to read and check for mistakes.

Extra challenge

Get SS in pairs to roleplay the second conversation using the tapescript on p. 114. Let SS read their parts first and then try to act it from memory.

HOMEWORK

Study Link Workbook p. 12.
The File finishes with two pages of revision and consolidation. The first page, What do you remember? revises the grammar, vocabulary, and pronunciation. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your SS and the class time available. If SS do them in class, use the scoring system to check which SS are still having problems, or any areas which need further revision. The second page, What can you do? presents SS with a series of skills-based challenges. First there is a reading text which is of a slightly higher level than those in the File but which revises grammar and vocabulary SS have already learnt. Then there is a listening exercise which focuses on small differences which can cause confusion. Finally there is a speaking activity which measures SS’ ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

What do you remember?

GRAMMAR

1. from 2. to 3. in 4. at 5. off

VOCABULARY

1. file (not a number)
2. Chinese (not a country)
3. France (not a nationality/language)
4. sixteen (not a multiple of ten)
5. her (not a personal pronoun)
6. they (not a possessive pronoun)
7. watch (not a question)
8. address (not an object)
9. lipstick (not something you can read)
10. pen (not a verb)

PRONUNCIATION

1. what 2. they 3. table 4. one 5. China

address surname Argentina Portuguese umbrella

What can you do?

CAN YOU UNDERSTAND THIS TEXT?

<table>
<thead>
<tr>
<th>Old English</th>
<th>Latin</th>
<th>French</th>
<th>Other languages</th>
<th>New words</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>wine</td>
<td>menu</td>
<td>siesta</td>
<td>Internet</td>
</tr>
<tr>
<td>house</td>
<td>family</td>
<td>hotel</td>
<td>judo</td>
<td>e-mail</td>
</tr>
</tbody>
</table>
Lesson plan

The lesson is based on real interviews with foreigners living in Britain who talk about the way British people live. Their comments are not the typical stereotypes and some things may surprise your SS.

SS learn or revise the present simple in positive and negative sentences. Question formation is dealt with in the next lesson. They also learn a group of common verb phrases.

The lesson finishes with SS talking about a typical family in their country.

Optional lead-in (books closed)

- Write up on the board WHAT’S TYPICALLY BRITISH? Elicit ideas from the class, e.g. black taxis, red buses, Agatha Christie, tea with milk, etc.
- Write their ideas on the board.

I VOCABULARY verb phrases

- Books open. Focus on the survey about British people (What % of British people...?). Elicit/teach the meaning of the verb phrases (read a newspaper, etc.) and the time expressions every day, every night, every weekend. Use mime or draw pictures on the board.
- Model and drill the pronunciation of the phrases. Then focus on the percentages in the box and get SS in pairs to guess and complete the survey with a number.
- Get feedback from a few SS. Elicit full sentences, e.g. Fifty percent of British people read a newspaper every day. Don't tell them if they are right or wrong yet.
- Play the tape/CD once or twice, and then check answers.

CD1 Track 40

70% of British people read a newspaper every day.
25% smoke.
90% watch TV every night.
10% go to the cinema every weekend.
45% have a pet.
60% live in a house with a garden.

b Focus on the instructions, and the two example sentences. Highlight the use of don't to make a negative. (SS have already seen this used in instructions like Don't look at the board). Then demonstrate the activity by making true sentences about yourself using the verbs in 1a.
- In pairs SS make true sentences about themselves. Get feedback from a few individual students.

Extra idea

In a monolingual class you could ask SS in pairs to guess the statistics for their country. Get feedback from different pairs and see if they agree/disagree.

c Tell SS to go to Vocabulary Bank Verb phrases on p. 143.
- Give SS five minutes to do a in pairs. Many of these verbs may already be familiar to them.
- Check answers. Get SS to say the whole phrase. Model and drill pronunciation.

1 live 8 like 15 play
2 work 9 go 16 have
3 have 10 watch 17 drink
4 study 11 listen 18 eat
5 speak 12 play 19 cook
6 drive 13 smoke 20 do
7 read 14 do 21 wear

A Make sure SS are clear about the difference between have and eat. Have can be used with both food and drink (have a sandwich, have a coffee) and is more common when we talk about specific meals, e.g. have breakfast/lunch. Eat, e.g. eat fast food can only be used for food and expresses the general action.
- Focus on b. Get SS to cover the words and use the pictures to test themselves or their partner.

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.
- Tell SS to go back to the main lesson on p. 16.

2 READING

a Focus on the photos. Go through them, eliciting/teaching any vocabulary, e.g. a newspaper, a garden, fish (fingers) and chips, pizza, beer, cappuccino, a sign, a non-smoking restaurant.
- Get SS in pairs to decide which of the pictures show something which they think is 'typically British.'
- Get some feedback from the class, but don't tell them yet if they are right or wrong.

b Focus on the text. This is the first real reading text that SS have been faced with. Emphasize that when they read they should try to focus on the words they know, and try to guess the meaning of new words.
- Tell SS to read the text once to check their answers to a.
- Check answers.

According to the four people, all the things in the photos are 'typically British.'

Extra challenge

With a strong class, use the photos as prompts to get SS to tell you about the British, e.g. They read big newspapers.
- Tell SS to read the text again, underlining any new words. In pairs they should try and guess the meaning.
- Now read the text aloud to the class, paragraph by paragraph, checking and explaining the meaning of any words they don't know. These will depend on SS' L1 and their previous knowledge of English.
c. Ask SS How do you make plurals? (Adding -s or -es).
   Then tell them that a very small number of English words have an irregular plural form. Get SS to find the four irregular plurals in the first paragraph.

- Check answers and model and drill pronunciation, focusing especially on the different vowel sounds in woman/women and child/children.

- Emphasize that as these words are plural you must use a plural verb with them, e.g. British people are... NOT British people is...

- Focus on the instructions. Get SS to do this individually.

- Tell to SS to compare with a partner, and then get feedback from the class.

3 GRAMMAR present simple [+1] and [-]

- Focus on the instructions, and get SS to answer the questions in pairs.

- Check answers.

1. The verbs in paragraph 4 end in s because they are all third person singular (he, she).
2. Cooks, makes, goes, watches, has
3. They don't smoke, cars don't stop, the woman doesn't cook. The last one is different because it is third person singular.

Extra support

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

b. Tell SS to go to Grammar Bank 2A on p. 124.

- Go through the rules with the class. Model and drill the example sentences.

Grammar notes

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

- In the negative, don't and doesn't go before the infinitive. These contracted forms (do not and does not) are almost always used in spoken English and in informal writing.

- Goes /gos/ and does /diz/ are pronounced differently.

- Focus on the exercises for 2A on p. 125. SS do the exercises individually or in pairs.

- Check answers. Get SS to read the sentences out loud and help them with the rhythm of [+] and [-] sentences, e.g. We live in a flat. They don't drink coffee.

4 PRONUNCIATION consonant sounds, -s

a. 2.2

- Before starting on the consonant sounds, test SS on the vowel sounds either using the Sound Bank on p. 156 (or the New English File pronunciation wall chart if you have it).

- Tell SS that in this File they are going to learn the consonant sounds (there are 24). Here they learn the first six sounds.

- Focus on the six sound pictures (vase, dog, etc.) and play the tape/CD once for SS just to listen to the words and sounds.

- Play the tape/CD again, pausing after each word sound for SS to listen and repeat.

- Focus attention especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.

Extra support

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

b. Tell SS to go to Grammar Bank 2A on p. 124.

- Go through the rules with the class. Model and drill the example sentences.

Pronunciation notes

- Highlight that the phonetic symbols for these sounds are the same as the letters of the alphabet that produce them. There are also some clear sound-spelling patterns:

  /d/ the letter d is always pronounced /d/, e.g. do.
  /v/ the letter v is always pronounced /v/, e.g. live.
  /l/ the letter l is always pronounced /l/, e.g. like.
  /w/ the letter w at the beginning of a word is pronounced /w/, e.g. women.
  /z/ the letter z is always pronounced /l/, e.g. zero; the letter s can be pronounced /z/, e.g. plays, watches, music, but not at the beginning of a word.
  /s/ the letter s at the beginning of a word is nearly always pronounced /s/, e.g. smoke; s at the end of a word is sometimes /s/, e.g. cooks.

- As with the plurals, if SS want to know when the final s is pronounced /s/ and when it is pronounced /z/, you could give them further rules by explain that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /t/, e.g. smokes, hopes, laughs, eats. After all other endings the s is pronounced /z/.
b. Model and drill the sentences with the whole class, paying particular attention to consonant sounds which are difficult for your SS. Then get SS to practice the sentences in pairs.

A SS may have problems distinguishing between the /s/ and the /z/ sounds. Tell them that the /s/ is like the sound made by a snake, and the /z/ is like the sound made by a bee or a fly.

c. Focus on the sentences, which are all third person singular in the present simple. SS have already practised these pronunciation rules with plural nouns. Tell them that the pronunciation of the third person singular ending (he, she, and it) is the same as for plurals.

Play the tape/CD, pausing after each sentence for SS to repeat. If they are having difficulties, tell them that the difference between the /s/ and the /z/ endings is small and reassure them that it will come with practice.

CD1 Track 42

She smokes a lot. She drinks coffee. He eats chips.
She lives in a flat. He has a cat. She does exercise.
He watches TV. It finishes in a minute.

Study Link SS can find more practice of English sounds on the MultiROM or on the New English File Elementary website.

5 WRITING & SPEAKING

Focus on the instructions and go through them with the SS, showing them what to do. Elicit the type of words they should use to fill the gaps, e.g. They have two children. They go to Brighton for their holiday.

Extra idea

If you are not the same nationality as your SS demonstrate the activity first, telling them about a typical family in your country.

Give SS at least five minutes to complete the sentences. Monitor and help them with vocabulary as required.

In pairs, get SS to read their sentences to each other. In a monolingual class, get them to see if they agree or not. In a multinational class, get them to see what is the same and what is different about their countries.

Get some feedback from individual SS.

Extra photocopyable activities

Grammar

present simple [+] and [-] p. 144.

Communicative

They're brothers but they're different p. 189 (instructions p.176).

HOMEWORK

Study Link Workbook pp. 13–14.
Lesson plan

In recent years Internet dating, i.e. meeting a possible partner through website agencies has become increasingly common. This lesson introduces present simple questions (Do you...? Does she...? Where do you...?) through the context of an unsuccessful date between two people, Darren and Natasha, who have met through an Internet dating agency.

Optional lead-in (books closed)

- Ask SS where people in their country usually meet new friends or partners and elicit ideas, e.g. at school, at work, etc.

1 READING

a. Focus on the pictures of Natasha and Darren and establish that they want to meet a partner on the Internet. Ask SS How old do you think Natasha is? and elicit answers. Do the same for Darren.

b. Establish that Natasha e-mails Darren and he answers. Put SS in pairs. Tell them to read the e-mails. You could read them aloud to the SS now or after they have finished.

- Tell SS to cover the e-mails (with their hand or a piece of paper). Focus on the sentences 1–8. Get them to look at number 1 and ask Do you remember? Who is 30, Darren or Natasha? Elicit the answer that Darren and get SS to write his name. Then tell them to do 2–8 together.

- Elicit answers from SS or get them to uncover the e-mails and check.

2 Natasha
3 Natasha
4 Darren
5 Natasha

2 GRAMMAR present simple

a. Focus on the photos. Ask Where are they? (in a Japanese restaurant) What's the food? (sushi) Do you think they like it?

- Write on the board:
  alcohol
  sushi
  his mother

- Get SS to cover the conversation (or close their books). Tell them just to listen to the conversation between Darren and Natasha and to listen for what Darren says about the three things on the board.

- Play the tape/CD once. Elicit answers in the third person, e.g. ask What does Darren say about alcohol? (He doesn't drink alcohol.)

b. Now get SS to look at the conversation. Play the tape/CD again (once or twice) and tell them to write in the missing words.

Extra support

Get SS to read the conversation once (silently) before they listen.

- Check answers.

Extra idea

In pairs get SS to roleplay the conversation between Darren and Natasha. Monitor the pairs correcting incorrect rhythm.

d. Tell SS to go to Grammar Bank 2B on p. 124.
Grammar notes

do and does

- The auxiliary do (and does) can puzzle SS if they try to translate questions word for word. Explain (in SS'S I.1 if you prefer) that auxiliary means 'help', and that the auxiliaries do and does 'help' to form questions and negatives. They do not have a separate meaning.

- The auxiliaries do and does are also often used to 'soften' a yes/no answer, e.g. Do you smoke? No, I don't.

Word order in questions

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

- Focus on the exercises for 2B on p. 125. SS do the exercises individually or in pairs.

- Check answers.

a 1 Do 2 Does 3 Does 4 Do 5 Do 6 Do
7 Does 8 Do

b 1 Do you drink coffee?
2 Does your brother work?
3 Where do you work?
4 What music does she like?
5 What newspaper do you read?
6 Do you go to the cinema?
7 Does your father watch sport on TV?
8 Does your mother wear glasses?

Extra challenge

- Get SS to ask and answer the questions in a orally.
- Tell SS to go back to the main lesson on p. 19.

3 LISTENING

- 25

- Focus on the picture of Darren and Natasha, and go through the instructions. Elicit the meaning and pronunciation of success and disaster.
- Play the tape/CD once. Get feedback from SS. (The lunch is clearly a disaster!)

b 1 Focus on the instructions and go through them with SS. Then play the tape/CD again. SS complete the chart. Don't check answers yet.

- Tell SS they are going to compare their answers. Focus on the examples in the speech bubbles. Elicit the first question for Natasha (Does Natasha like her job? ), reminding SS to use the infinitive (like) after does, and to use short answers Yes, (she does) or No, (she doesn't).

- Put SS in pairs, A and B. A asks all four questions about Natasha and then B asks about Darren. Demonstrate yourself with a student, or get one pair to demonstrate.

- When SS have finished, check answers.

<table>
<thead>
<tr>
<th></th>
<th>Natasha</th>
<th>Darren</th>
</tr>
</thead>
<tbody>
<tr>
<td>likes computers</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>watches TV</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>goes to the cinema</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>smokes</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Extra idea

- Get SS to roleplay the conversation using tapescript 2.5 on p. 114.

4 SPEAKING

- Go through the instructions with the class.
- Elicit the questions from the SS. You may want to write some or all of them on the board. If SS want to copy the completed questions off the board, get them to do it in their notebooks, not in their books.

b 1 Focus on the instructions and go through them with SS. Then play the tape/CD again. SS complete the chart. Don't check answers yet.

- Tell SS they are going to compare their answers. Focus on the examples in the speech bubbles. Elicit the first question for Natasha (Does Natasha like her job? ), reminding SS to use the infinitive (like) after does, and to use short answers Yes, (she does) or No, (she doesn't).

- Put SS in pairs, A and B. A asks all four questions about Natasha and then B asks about Darren. Demonstrate yourself with a student, or get one pair to demonstrate.

- When SS have finished, check answers.

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</tr>
<tr>
<td>smokes</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

- CDI Track 44 (tapescript in Student's Book on p. 114.)

- CDI Track 45 (tapescript in Student's Book on p. 114.)
If you have an odd number of SS in the class have one group of three. Choose strong students who will have time to do the interview three times.

d. A and B swap roles.

**Extra challenge**
- Encourage the SS who are asking the questions to ask extra questions if they can, e.g.
  A Do you work or study?  B I study economics.
  A Where? (Extra question)
- Encourage the SS who are answering the questions to give extra information, e.g.
  A Do you have a car?  B Yes, I have a VW Golf.
- With a stronger class you could also get the SS who are asking the questions to cover the question prompts (e.g. What/where?) and produce the questions from memory.
- Round off the activity by asking pairs of SS what they have in common.

**5 PRONUNCIATION  consonant sounds**
- Quickly revise the previous six consonant words and sounds on p. 17 or using the *New English File* wall chart if you have it.

<table>
<thead>
<tr>
<th>2.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7 CD1 Track 46</td>
</tr>
</tbody>
</table>

- Tell SS they are now going to learn the next six consonant sounds.
- Focus on the six sound pictures (key, girl, etc.) and play the tape/CD once for SS just to listen.
- Play the tape/CD again, pausing after each word and sound for SS to listen and repeat.
- Focus attention especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.

| keys /k/ | shower /ʃ/ |
| girl /ɡ/ | television /ɛ/ |
| tie /t/ | right /r/ |

**Pronunciation notes**
- Highlight that the phonetic symbols for /k/, /ɡ/, /t/ and /r/ are the same as the letters of the alphabet that produce them. There are also some clear sound-spelling patterns:
  /k/ the letters k and ck are always pronounced /k/, e.g. lipstick, kilo. Also some words which begin with c, e.g. car. The only exception is when k is silent, e.g. know.
  /ɡ/ the letter g is always pronounced /ɡ/ at the end of a word, e.g. bag, dog, and often at the beginning, e.g. glasses, good – but it can also be pronounced /dʒ/, e.g. Germany.
  /t/ the letter t is always pronounced /t/, e.g. tea.
  /ʃ/ the letters sh are always pronounced /ʃ/, e.g. she, shop. The ending -ation also has this sound, e.g. station, information.
  /r/ is a very unusual sound in English. It never occurs at the beginning of a word.

1. The letter r at the beginning or in the middle of a word, and rr, are always pronounced /r/, e.g. Russia, sorry, etc. In British English r at the end of a word is often silent, e.g. actor.

b. Model and drill the sentences with the whole class, paying particular attention to consonant sounds which are difficult for your SS. Then get SS to practice the sentences in pairs.

**Study Link** SS can find more practice of English sounds on the MultiROM or on the New English File Elementary website.

**Extra idea**
Get SS to memorize the sentences for the sounds which are difficult for them.

**6 SONG  Something stupid**

2.8
- This song was a hit for Frank and Nancy Sinatra, and more recently for Robbie Williams and Nicole Kidman.
- If you want to do this song with your SS, there is a photocopiable activity on p. 223.

<table>
<thead>
<tr>
<th>2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8 CD1 Track 6</td>
</tr>
</tbody>
</table>

I know I stand in line, until you think you have the time
To spend an evening with me
And if we find someplace to dance, I know that there’s a chance
You won’t be leavin’ with me
And afterwards we drop into a quiet little place
And have a drink or two
And then I go and spill it all, by saying something stupid
Like I love you
I can see it in your eyes you still despise the same old
You heard the night before
And though it’s just a line to you, for me it’s true
It never seemed so right before
I practise every day to find some clever lines to say
To make the meaning come through
But then I think I’ll wait until the evening gets late
And I’m alone with you
The time is right your perfume fills my head, the stars
Get red
And the night’s so blue
And then I go and spoil it all, by saying something stupid
Like I love you
The time is right, etc.

**Extra photocopiable activities**

**Grammar**
- present simple [?] p. 145.

**Communicative**
- Somebody like you p. 190 (instructions p. 176).
- Song
  *Something Stupid* p. 223 (instructions p. 220).

**HOMEWORK**
- Study Link Workbook pp. 15–16.
An artist and a musician

Lesson plan

The topic of jobs is introduced through an interview with an illustrator, Annabel Wright (who has done several of the illustrations for the Student's Book), and later practised through a jobs quiz. SS get further practice with the present simple, especially questions, and learn the vocabulary and grammar for talking about their and other people's jobs.

Optional lead-in (books closed)

- Write the following answers on the board. Make them true for you.
  1. I'm a teacher.
  2. I work in ( ) school.
  3. I work ( ) hours a day.
  4. Yes, I do. I like it very much.
- Tell SS that these are your answers to four questions. Give SS in pairs one minute to try to write the questions.
- Elicit their ideas and then write the correct questions on the board. Elicit/explain that What's your job? is also a correct question for 1, but that we usually ask What do you do? because the other person may not have a job or may be a student, etc.
  1. What do you do?
  2. Where do you work?
  3. How many hours do you work (a day)?
  4. Do you like your job?
- Drill the questions, encouraging SS to get the right rhythm. Then rub the questions out and see if SS can remember them.

I READING

a • Books open. Focus on the photos of Annabel and on the question. Elicit ideas from SS and then get them to read the first question and answer in the interview. (She's an artist.) Tell SS that in fact she has done all the illustrations on this page, and also in several other lessons, e.g. on pp. 29 and 82.

Point out that in English an artist normally means a person who paints or draws, not somebody in show business, as in some other languages.

b • Now focus on the interview. Explain that the interviewer's questions are missing from the article, and SS are going to put them in the right place. Go through the questions to make sure SS understand them all, and teach/elicit the meaning of Why? and because.
- Tell SS to read the interview once and to try to match the questions to her answers.
- Tell SS not to worry about new words/phrases at this point. They will focus on them when they re-read the article.
- Get SS to compare their answers and then check.

2 Where do you work?
3 How many hours do you work?
4 Do you earn a lot of money?
5 Do you like your job? Why?
6 What don't you like about your job?
7 How do you relax after work?

- Tell SS in pairs to look at the highlighted words and expressions, and try to guess their meaning from the context.
- Check answers, either translating into SS' L1 if you prefer, using the glossary below, or getting SS to check in their dictionaries.

Glossary

draw = make a picture with a pencil
just = only
I'm in a hurry = I need to do something quickly
paid holidays = holidays when they pay you
I love it = I like it very much
stressful = produces stress
lonely = a feeling when you are alone and you need other people
band = a pop group

- Now tell them to read the interview again. Tell them how much £250 and £3,000 are in SS' currency.
- Go through all the answers with the class. Deal with any vocabulary problems if they arise and check their understanding.
- In pairs SS decide what they think is good or bad about her job.
- Get feedback, and then ask individual SS if they would like her job.

(Possible answers)

Good things
She works at home.
Every day is different.
She likes using her imagination.

Bad things
Sometimes she works in the evenings/weekends.
She doesn't always have a lot of work.
She doesn't have paid holidays.
It's sometimes stressful or lonely.

Extra idea
Get SS to read the interview aloud in pairs for extra pronunciation practice.

2 VOCABULARY jobs

a • Focus on the pictures and either get SS in pairs to try to write the names of the jobs, or elicit them from the class. Get them to spell the words and write them on the board, with a/an.
4 PRONUNCIATION  consonant sounds

a  2.9
- Focus on the instructions. Play the tape/CD once for SS to listen to the rhythm. Elicit that erlør at the end of a word is pronounced /l/. Then play it again, pausing after each sentence. Get SS to repeat, copying the rhythm.

b  2.10
- Quickly revise the previous six consonant words and sounds on p. 19 or using the New English Filewall chart if you have it.
- Focus on the sound pictures. Play the tape/CD once for SS to hear all the words and sounds.
- Now play the tape/CD again pausing after each word and sound for SS to listen and repeat.
- Focus especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.

Study Link  SS can find more practice of these words on the MultiROM and on the New English File Elementary website.

3 GRAMMAR  a/an + jobs
- Focus on the grammar rule, and stress that you must use an article (a or an) with a singular job. Then give SS a couple of minutes to do the exercise.

Pronunciation notes

/p/  The letter p and pp is always pronounced /p/, e.g. politician.
/l/  the letter f and ph are always pronounced /l/, e.g. five, and photo.
/tʃ/  ch and tch are usually pronounced /tʃ/, e.g. children, watch.
/dʒ/  The letter j is always pronounced /dʒ/, e.g. job. Also g can sometimes be /dʒ/, e.g. German.
/y/  y at the beginning of a word is pronounced /j/, e.g. yes. The letter u is sometimes pronounced /ju/, e.g. music, student.

SS must be careful with this symbol, because it is not the same as the letter j.
/n/  The letters ng are usually pronounced /n/, e.g. song.

This sound never occurs at the beginning of a word. The letter n (before k) is also pronounced /n/, e.g. think, bank.
Extra idea
Get SS to memorize the sentences for the sounds which are difficult for them.

Study Link SS can find more practice of English sounds on the MultiROM or on the New English File Supplementary website.

5 LISTENING & SPEAKING

2.11
- Focus on the cartoon and caption. Explain that in English, when people speak fast they don’t pronounce each word separately. They tend to run them together and this can make it difficult for SS to hear what has been said.
- Get SS to separate out the words in the speech bubble. (Do you work in an office?) In the next activity the aim is for SS to hear ten questions said at normal speed and relate them to the written form.
- Tell SS they’re going to hear a radio quiz programme called ‘Guess my job’. There are three contestants who can ask (between them) ten questions, and then have to guess the mystery guest’s job.
- Focus on the questions. Go through them, and use the drawings to elicit/teach new words.
- Play the tape/CD once. SS underline the questions they hear. If most SS have not got the ten questions, play the tape/CD again. Check the ten questions.

2.12
CD1 Track 51
(tapscript in Student’s Book on p. 115.)
C = Compère, P = Phil, B = Brian, L = Liz, M = Marylin
And now on Radio 4, Guess my job.
C Good evening and welcome again to the jobs quiz, Guess my job. And our team tonight are Brian, a teacher (Hello), Liz, who’s unemployed (Hi), and Marylin, who’s a writer (Good evening). And our first guest tonight is...

P Phil.
C OK, team, you have two minutes and ten questions to guess Phil’s job, starting now. Let’s have your first question.
B Hi, Phil. Do you work in an office?
P No, I don’t.
L Do you work in the evening?
P It depends. Yes, sometimes.
M Do you work with your hands?
P No, I don’t. Not with my hands.
L Do you wear a uniform?
P Er yes — well, a kind of uniform.
M Do you drive?
P No, I don’t. Not in my job.
B Do you write letters or e-mails?
P No, I don’t.
L Do you work with other people?
P Yes, I do.
B Do you speak any languages?
P No, only English.
M Do you have special qualifications?
P No, I don’t.
C You have one more question.
B Er, do you earn a lot of money?
P Yes, I do.

b • Now ask SS What does Phil answer? and elicit that he can only answer yes, no, or it depends. Play the tape/CD again. SS write Y, N, or D after each question.
• Check answers.
c • Tell SS in pairs to focus on Phil’s answers, and give them one minute to guess his job. Tell them that it’s one of the jobs from the Vocabulary Bank. Get feedback, but don’t tell them if they’re right or wrong.

d 2.12
• Play the end of the show on the tape/CD. Pause after they ask Are you an actor? and ask SS what they think, before letting them hear his job.

E 2.12
CD1 Track 51
(tapscript in Student’s Book on p. 115.)
C That’s ten questions! So, Brian, Liz, and Marylin — what’s his job?
M OK, Phil. We think you’re... an actor.
C Are you an actor, Phil?
P No, I’m not. I’m a professional footballer.

• Divide the class into groups of four (with a group of three if you have uneven numbers). Tell SS to go to Vocabulary Bank Jobs on p. 144 and choose a job. Remind them of the rules of the game (you could write them on the board) and tell them they can use any of the questions in a.
• Stop the activity when all SS have had a turn at being the guest.

Extra photocopyable activities

Grammar
a/an + jobs p. 146.

Communicative

HOMEWORK

Study Link Workbook pp. 17–18.
Lesson plan

The idea for this lesson comes from magazines like *Hello!* or *OK!* which frequently include photographs of people who are not famous in their own right, but simply because they are the relatives of famous people. SS learn family vocabulary and the possessive *s* in the context of famous people’s relatives, and then talk about their own family.

Optional lead-in (books closed)
- Draw a simple family tree on the board, preferably of your family, or a well-known family, showing two generations: mother/father + children, e.g.

```
ALAN = MARIAN
ROBERT  ME  SUSAN
```
- Ask Who’s Alan? to elicit He’s your father and do the same with the other names to elicit mother/brother/sister.
- Get SS to spell the words to you and write them on the board. Model and drill the pronunciation.

1 GRAMMAR possessive *s*

a • Books open. Ask SS Do you read magazines like *Hello!* or *OK!*? What kind of people are in them? (Famous people and their families.) Then focus on the title of the article and elicit/teach relatives (= family members).
- Focus on the photo of Sylvester Stallone’s mother, and the caption. Elicit that ‘s = of, i.e. of Sylvester Stallone.

b • Now focus on the other photos and tell SS that the people in 1–6 are all relatives of the famous people a–f.
- Tell SS not to shout out answers if they already know who some of the people are.

Extra idea

Ask what the famous people a–f do and where they’re from.

a JK Rowling, British writer, author of the *Harry Potter* books
b Hugh Grant, British actor
c Will Smith, American actor
d Kate Winslet, British actress
e Naomi Campbell, British model
f Antonio Banderas, Spanish actor
- Focus on the instructions, the speech bubbles, and the words in the box.
- In pairs SS try to match people 1–6 with famous people a–f, either orally or writing sentences. Get feedback but don’t tell SS the answers yet.

Extra idea

Try to find some pictures from recent celebrity magazines of famous people’s relatives. Use them as flashcards to give SS more practice.

c • Play the tape/CD once for SS to listen and check.

d • Play the tape/CD again and get SS to repeat each sentence. Show how the pronunciation of the *s* is the same as for the third person/plurals, and that the pronunciation is /z/ when a name ends in *s*, e.g. Banderas’s = /ˈbeɪndərsəz/.

Extra idea

Try to find some pictures from recent celebrity magazines of famous people’s relatives. Use them as flashcards to give SS more practice.

c • Tell SS to go to Grammar Bank 2D on p. 124.
- Go through the rules with the class. Model and drill the example sentences.

Grammar notes

Names that end in *s*
- James’s or James’. After names ending in *s* you can add either *’s* or just an apostrophe. We teach the first form as it is more common and follows the basic rule.

Whose?
- Tell SS to be careful not to confuse Whose...? and Who’s...? (Who is) as the pronunciation is the same.

- Focus on the exercises for 2D on p. 125. SS do the exercises individually or in pairs.
- Check answers. With b, go through the instructions with the SS first to make sure they understand exactly what they have to do. Ask SS for the answers and then write the sentences on the board so they can see where they have to put the apostrophes. Elicit each time whether the *’s* is the contraction of *is* or the possessive.

Extra idea

Ask what the famous people a–f do and where they’re from.

a 1 Jane’s cat
b 1 His brother’s a lawyer. He’s 24. He works for BP.
2 He lives in Paris with his three children. He has two boys and a girl.
3 His brother’s wife’s name is Pauline. She’s a teacher.
4 Pauline’s parents live in Paris too. My brother likes Pauline’s mother but not her father.
family. Don’t go into too much detail, as this will pre-empt the speaking later on.

- Give SS five minutes to talk in pairs.
- Get feedback, focusing on the numbers of relatives people have rather than any details about them.

Extra challenge
You may also want to teach SS the following to help them describe their families: stepmother, stepfather, partner (the most common word used these days to describe people who live together but are not necessarily married), girlfriend, boyfriend.

3 PRONUNCIATION consonant sounds

a 2.14

- Quickly revise the previous six consonant words and sounds on p. 21 or using the New English File wall chart if you have it.
- Tell SS that they are now going to do the last six consonant sounds. Focus on the six sound pictures (bag, thumb, etc.) and play the tape/CD once for SS just to listen to the words and sounds.
- Then play the tape/CD again pausing after each word and sound for SS to repeat.

<table>
<thead>
<tr>
<th>2.14</th>
<th>CD1 Track 55</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag</td>
<td>/b/</td>
</tr>
<tr>
<td>thumb</td>
<td>/θ/</td>
</tr>
<tr>
<td>monkey</td>
<td>/m/</td>
</tr>
<tr>
<td>nose</td>
<td>/n/</td>
</tr>
<tr>
<td>mother</td>
<td>/θ/</td>
</tr>
<tr>
<td>house</td>
<td>/h/</td>
</tr>
</tbody>
</table>

- Focus especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Get SS to repeat these sounds a few more times.

Pronunciation notes

- Highlight that the phonetic symbols for /b/, /θ/, /n/, and /h/ are the same as the letters of the alphabet that produce them. There are also some clear sound-spelling patterns.

/b/ the letters b and bb always pronounced /b/, e.g. board.

/θ/ the letters m and mm are always pronounced /m/, e.g. make, summer.

/n/ the letters n and nn are always pronounced /n/, e.g. name, sunny

/h/ the letter h is nearly always pronounced /h/ with a few exceptions. The only one they need to know at this level is how where the h is silent.

/b/ and /θ/ the letters th are pronounced either /θ/, e.g. this, or /b/, e.g. three. There is no rule here so SS need to learn words individually. The difference between the two sounds is quite small and does not usually impede communication.

Study Link SS can find more practice of English sounds on the MultiROM or on the New English File Elementary website.

b Drill the sentences with the whole class. Then get SS to practise the sentences in pairs.
4 LISTENING

a  2.15
- Focus on the instructions and on the family photos.

Extra support
Give SS in pairs a minute to look at the photos and guess who the other people are before they listen.
- Play the tape/CD once or twice. Check answers.

Photo 1: Sarah’s mother
Photo 2: Sarah’s sister
Photo 3: Sarah’s cousin.

b  Now focus on the questions under each photo. Play the tape/CD again, pausing after each photo has been described to give SS time to write.
- Get SS to compare with a partner, then check answers. Get more information from SS, e.g. What does her mother do? (She’s a nurse).

Photo 1: Martin is her mother’s partner. He works at a hospital - the same hospital where her mother works.
Photo 2: Philip is Lisa’s husband, Sarah’s brother-in-law. Sophie is three.
Photo 3: They are at Sarah’s grandparents’ house. Adam, Sarah’s cousin, is a singer.

CD1 Track 54
(tapescipt in Student’s Book on p.115.)
S = Sarah, G = Guy
S This is my mother, in our garden at home.
G Let’s see. Is that your father?
S No, it’s Martin, her partner. My mum’s divorced.
G Does your mother work?
S Yes, she’s a nurse. And Martin’s a doctor at the same hospital. I don’t like him very much. This is my sister Lisa and her husband Philip. And their daughter, Sophie.
G Ah – she’s really sweet. How old is she?
S She’s three.
G Do you have any more nieces or nephews?
S No, just Sophie for the moment.
G Is that you?
S Don’t laugh! Yes, that’s from last Christmas, at my grandparents’ house.
G Who’s that?
S That’s my cousin Adam. Adam and I are really good friends. He’s a singer in a band. They play in local pubs and clubs...

5 SPEAKING

a  Demonstrate the activity first. Write the first names of five people in your family (or their partners, etc.) on the board, and tell SS that they’re people in your family. Then elicit the four questions from b from SS for one of the people:
Who is (Brenda)? How old is she? What does she do? Where does she live?
- Answer the questions, and then repeat for some or all of the other people.
- Now get SS to write the names of five people on a piece of paper, and swap papers with a partner.

b  In pairs SS ask the four questions about each person on their partner’s list. Get SS to ask all four questions about one person and then swap roles, until they have talked about all the people. Monitor and correct, encouraging SS to give as much information as they can.

Extra idea
Tell SS to bring in some family photos (for the next class). They can then show them to each other and get more practice with family vocabulary.

Extra photocopiable activities

Grammar
possessive s p.147.
Communicative

HOMEWORK

Study Link Workbook pp. 19-20.
2

PRactical English
at a Hotel

Vocabulary hotel words: double room, etc.
Function Checking into a hotel
Language Hello, I have a reservation, etc.

Lesson plan
In this lesson SS get practice in checking into a hotel. In the
Social English section, the Mark and Allie story develops.
They have a drink in the hotel bar and find out a bit about
each other.

Study Link These lessons are also on the New English File
Elementary Video, which can be used instead of the Class
Cassette/CD (see introduction p.9).
The first section of the Video is also on the MultiROM,
with additional activities.

Optional lead-in (books closed)
* Ask SS what they remember from the previous Practical
English lesson, e.g. Where is Mark from? (the USA) What
does he do? (He works for a music company) Where is he
now? (In the UK) Who meets him at the airport? (Allie),
etc.

VOCABULARY hotel words
* Focus on the symbols. Give SS in pairs a few moments
to match the words and pictures.
* Check answers. Drill pronunciation.
  1 the lift 2 reception 3 a single room
  4 a double room 5 the ground floor 6 the bar
* Check that SS understand (ground) floor, and
elicit/teach first, second, third, fourth. Tell SS they will
be learning all the ordinal numbers in the next File.

b * Tell SS to cover the words and test each other in pairs.

CHECKING IN

2.16
* Focus on the picture and ask SS Who are they? (Mark
and the hotel receptionist.)
* Now either tell SS to close their books, and write
questions 1 and 2 on the board, or get SS to cover the
conversation.
* Play the tape/CD once. Check answers.
  1 For five nights 2 425

b * Now focus on the dialogue. Give SS a minute to read
through the dialogue and guess the missing words.
Then play the tape/CD again, for them to fill the gaps.
* Check answers.

2.16 CD1 Track 55
R = receptionist, M = Mark
R Good evening, sir.
M Hello, I have a reservation. My name's Mark Ryder.
R Can you spell that, please?
M R-Y-D-E-R.

R For five nights.
M Yes, that's right.
R Can I have your passport, please?
M Just a moment. Here you are.
R Can you sign here, please? Do you want a smoking
or non-smoking room?
M Non-smoking, please.
R Here’s your key. It’s room 425, on the fourth floor.
M Thank you. Where’s the lift?
R It’s over there. Do you need help with your bags?
M No, it’s OK, thanks.
R Enjoy your stay, Mr Ryder.
M Thank you.

- Go through the dialogue line by line with SS, helping
them with any expressions they don’t understand.

2.17
- Now focus on the YOU SAY phrases. Tell SS they’re
going to hear the dialogue again. They repeat the YOU
SAY phrases when they hear the beep. Encourage
them to copy the rhythm and intonation.
- Play the tape/CD, pausing if necessary for SS to repeat
the phrases.

2.17 CD1 Track 56
R Good evening, sir.
M Hello, I have a reservation. My name’s Mark Ryder.
repeat
R Can you spell that, please?
M R-Y-D-E-R.
repeat
R For five nights.
M Yes, that’s right.
repeat
R Can I have your passport, please?
M Just a moment. Here you are.
repeat
R Can you sign here, please? Do you want a smoking
or non-smoking room?
M Non-smoking, please.
repeat
R Here’s your key. It’s room 425, on the fourth floor.
M Thank you. Where’s the lift?
repeat
R It’s over there. Do you need help with your bags?
M No, it’s OK, thanks.
repeat
R Enjoy your stay, Mr Ryder.
M Thank you.
repeat

d * Put SS in pairs, A and B. A is the receptionist. Get SS to
read the dialogue aloud first. Then tell B to close
his/her book and try to respond from memory. Then
A and B swap roles.

Extra challenge
Get SS to roleplay in pairs, the person being the guest
with book closed. Tell them to use their real names, and
to ask for the kind of room they would really like.

3 SOCIAL ENGLISH

2.18
- Now focus on the next picture. Ask SS Where are they?
(in the bar).
Focus on the chart. Play the tape/CD at least twice, and then give SS time to compare answers before checking.

<table>
<thead>
<tr>
<th>Where are they from?</th>
<th>Mark (San Francisco)</th>
<th>Allie (Cambridge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are they married?</td>
<td>no, divorced</td>
<td>no</td>
</tr>
<tr>
<td>Do they have children?</td>
<td>yes</td>
<td>she doesn’t say</td>
</tr>
<tr>
<td>How old are they?</td>
<td>34</td>
<td>27</td>
</tr>
</tbody>
</table>

b Focus on the question, and elicit ideas (e.g. because he says darling, I love you, etc.).

Extra support
Let SS listen again with the tape script on p. 115. Deal with any problematic vocabulary.

2.18 (tape script in Student’s Book on p. 115.)

CD1 Track 57

A = Allie, M = Mark
A Where are you from in the United States, Mark?
M The West Coast, San Francisco.
A Is it nice?
M Oh yeah. It’s a great city. Are you from London?
A No, I’m from Cambridge. My family live there but I live here in London.
M Sorry. Hello darling, how are you? ........ I’m fine, yeah. ........ Don’t worry. ........ Fine, fine. ........ That’s great. ........ Bye, darling. I love you. ........ Sorry.
A That’s OK. Your wife?
M No, no, my daughter. She always phones me when I’m travelling.
A How old is she?
M She’s nine. She lives with her mother in Los Angeles. We’re divorced. Are you married?
A No, I’m not.
M How old are you?
A That’s very personal! What do you think?
M 25? 26?
A Thanks, I’m 27. How old are you?
M I’m 34. Would you like another drink?
A No, thanks. I have to go now, Mark. Our first meeting’s at 10.00. See you tomorrow.
A Goodnight.

c Focus on the USEFUL PHRASES. For each phrase ask SS Who says it, Mark or Allie? Clarify the meaning if necessary.

Remind SS that goodnight = goodbye (in the evening).

b Play the tape/CD again for SS to check. Pause after each phrase and get SS to repeat it. (See the tape script above.)

Sorry. – Mark
That’s OK. – Allie
What do you think? – Allie
Would you like another drink? – Mark
I have to go now. – Allie

Lesson plan
Here SS consolidate some of the language they have learned in File 2 through writing about themselves, and learn the conventions for writing an informal e-mail and an informal letter. We suggest you do the exercises in class and set the letter for homework. SS will learn how to write more formal e-mail in File 8.

a Focus on the beginning of the e-mail. Elicit/teach the meaning of the headings To/From and Subject. Tell SS that Rosa is writing her first e-mail to Stefan, a penfriend she has found on the Internet.

b Focus on the instructions and the example. Then give SS five minutes to read the e-mail and match the questions to the information.

Check answers.

1 What’s your name?
2 Where are you from?
3 What do you do?
4 What languages do you speak?
5 Why do you want to learn English?
6 Do you have a big family?
7 What do the people in your family do?
8 How old are your brothers and sisters?
9 How old are you?
10 What are your interests?

Finally focus on the end of the e-mail. Elicit/teach the meaning of Please write soon and Best wishes, and tell SS they are useful expressions to put at the end of a letter to a friend.

b Focus on the instructions, and get SS to discuss the question in pairs.

Check answers. The main difference is that in an informal letter, you usually write your address and the date in the top right hand corner, and start with Dear + name, not Hi.

Tell SS that you can also begin an e-mail with Dear + name, Hi is more informal.

Write a similar e-mail or letter
Either give SS at least fifteen minutes to write the e-mail or letter in class, or set it for homework.

If SS do the writing in class, get them to swap and read each other’s e-mails/letters and correct any mistakes they find, before you collect them all in.

Tell SS to set their e-mail/letter out in paragraphs like in the model e-mail.

HOMEWORK

Study Link Workbook p. 21.
What do you remember?

GRAMMAR

1a 2a 3a 4b 5a 6a 7a 8a 9a 10b

VOCABULARY

1a do 1b speak 2b woman 3b football 4b student 5b have

2b job (not a verb)
3b (not plural)
4b (not a job)
5b (not masculine)

PRONUNCIATION

1b nice 2b garden 3b who 4b watches 5b stops

What can you do?

CAN YOU UNDERSTAND THIS TEXT?

b 1F 2T 3F 4F 5T

CAN YOU HEAR THE DIFFERENCE?

1a 2b 3b 4b 5a 6b 7b 8a 9b 10a

Extra photocopiable activities

Quicktest 2 p.232.
Lesson plan

In this lesson SS learn, or revise, common adjectives and the two basic rules governing the position of adjectives. The context is a quiz about the USA which includes common adjective/noun phrases such as The White House and New York which should be familiar to SS in English or in their own language. These provide clear and easy to remember examples of adjective/noun word order. In the second half of the lesson SS practise writing simple descriptions through the context of a 'Guess the Mystery Person' activity.

Optional lead-in (books closed)
- Write the USA on the board and ask SS to tell you things which they think are typically American, e.g. Hollywood films, hamburgers, etc.
- Feedback their suggestions onto the board.

1 VOCABULARY  adjectives

a. Books open. Put SS in pairs. Focus on the quiz and on the adjectives and nouns. Focus on the example and make sure SS know what they have to do. Set a time limit, e.g. two or three minutes for SS to do the quiz. Check answers.

b. Tell SS to go to Vocabulary Bank Common adjectives Part 1 on p. 146. SS do the exercises in pairs. Check answers then model and drill pronunciation.

| a | 1 red | 6 white |
|   | 2 blue | 7 pink |
|   | 3 yellow | 8 green |
|   | 4 orange | 9 brown |
|   | 5 black | 10 grey |
| b+c | 1 big | 8 fast |
|     | 2 small | 3 slow |
|     | 3 expensive | 4 cheap |
|     | 5 dirty | 6 clean |
|     | 7 good | 8 bad |
|     | 9 new | 10 old |
|     | 11 high | 12 low |
|     | 13 beautiful | 14 ugly |

- Tell SS to go back to the main lesson on p. 28.
3.2
(tapescr ipt in Student's Book on p. 115.)
1 It's an easy exercise.
2 I live in an old house.
3 She's an American actress.
4 She has an expensive flat.
5 It's a nice evening.
6 I have a black and white cat.

5 VOCABULARY & SPEAKING

a • Focus on the two pictures (which show the features of two famous people) and the accompanying texts. Give SS two minutes, in pairs, to guess the identity of the two people. If necessary, elicit/teach the meaning of adopted (adopt = take a child into your family and become the legal parents).

Tell SS not to shout out the answers!
Feedback SS' guesses and then give the right answers.

Enrique Iglesias 'Nico Kidman

b • Tell SS to go to Vocabulary Bank Common adjectives Part 2 on p. 146. Here SS learn adjectives to describe a person.
SS do the exercises in pairs. Check answers then model and drill pronunciation.

Study Link SS can find more practice of these words on the MultiROM and on the New English F ile Elementary website.

Tell SS to go back to the main lesson on p. 29.

5.1

Focus on the REMEMBER! instruction and then on the example sentence. It's an easy exercise. First say the sentence slowly separating the words and then say it fast, running the words together (or play the first sentence on the tape/CD).

Point out that the words you can hear most clearly are the two stressed words (easy and exercise). The unstressed word (It's and an) are said very quickly and almost disappear.

Tell SS they are going to hear (and try to write down) six sentences where people are speaking quite fast and not separating all the words.

Now play sentences 1–6 pausing to let SS write what they hear. Play the tape/CD again for them to check their answers. Then get them to compare answers in pairs. Play the tape/CD again if necessary.

Extra support

Read out the sentences slowly to give SS one more chance to check their answers.
Play the tape/CD again pausing after each adjective for SS to repeat. Model and drill any phrases which are difficult for your SS, e.g. thirsty. Make sure SS can hear and pronounce the difference between angry /'æŋɡri/ and hungry /'hʌŋɡri/.

Demonstrate the activity by telling SS about yourself and making sentences using the phrases in d. Remind SS of the modifiers very and quite. You could also teach here a bit = a little, e.g. I’m a bit cold.

In pairs, SS cover the words and make true sentences about themselves. Get some quick feedback asking the class about a few of the adjectives, e.g. Who’s thirsty? and getting a show of hands.

**6 SONG  Oh Pretty Woman**

Here SS listen to a popular 1960s song by Roy Orbison which inspired the title of the film Pretti Woman referred to in the USA quiz in 1a. If you want to do this song with your SS there is a photocopiable activity on p. 224.

**CD1 Track 62**

Pretty woman, walking down the street  
Pretty woman, the kind I like to meet  
Pretty woman  
I don’t believe you, you’re not the truth  
No one could look as good as you  
Mercy  
Pretty woman, won’t you pardon me  
Pretty woman, I couldn’t help but see  
Pretty woman  
That you look lovely as can be  
Are you lonely just like me  
Wow  
Pretty woman, stop a while  
Pretty woman, talk a while  
Pretty woman, give your smile to me  
Pretty woman, yeah yeah yeah  
Pretty woman, look my way  
Pretty woman, say you’ll stay with me  
‘Cause I need you, I’ll treat you right  
Come with me baby, be mine tonight  
Pretty woman, don’t walk on by  
Pretty woman, don’t make me cry  
Pretty woman, don’t walk away, hey ... okay  
If that’s the way it must be, okay  
I guess I’ll go on home, it’s late  
There’ll be tomorrow night, but wait  
What do I see?  
Is she walking back to me?  
Yeah, she’s walking back to me  
Oh, oh, Pretty woman
Lesson plan

The lesson is based on an article which looks at the daily lives of two real people – a single mother and a nurse. A stress expert assesses their stress levels and provides advice on how they could improve their daily routines.

Optional lead-in (books closed)

- Write numbers. Get SS to count round the class in 5s, 10, 15, up to 60.
- If you have a teaching clock you could use this to teach SS the time before going to the Grammar Bank in 1.

1 GRAMMAR telling the time

- Focus on the question and elicit answers. SS will probably be able to say the time their class starts/finishes 'digitally' (e.g. seven thirty, etc.) and may also know how to say it in 'non-digital' time (e.g. half past seven and nine o'clock). Explain that, in conversation, it is normal to use non-digital time and this is what SS learn/revise here.
- Tell SS to go to Grammar Bank 3B on p. 126. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- When answering the question What's the time? you can leave out It's.
- With quarter past/to, some people say a quarter past/to, but it is optional.
- To say the time when the minutes are not a multiple of five, add the word minutes, e.g. It's three minutes past one NOT It's three past one.
- Digital time, i.e. ten twenty, is normally used for trains/buses/plane times, where the 24-hour clock is used. SS may like to know that the o'clock comes from the old way of saying the time, e.g. It's six of the clock.

- Focus on the exercise for 3B on p. 127. SS do the exercises individually or in pairs. Check answers.

2 VOCABULARY daily routine

- Focus on the pictures. Tell SS that they show Vicky on a typical morning (i.e. when she's not late/stressed).
- Give SS a minute or two to match the phrases and pictures. Check answers. Model and drill pronunciation. Make sure SS are clear about the difference between wake up (= open your eyes) and get up (= get out of bed).

She wakes up at 7.00. She gets up at 7.15. She has a shower. She gets dressed. She has breakfast. She goes to work.
c  Demonstrate the task yourself. Use the pictures 1–6 to tell the class your typical morning.
   • In pairs, SS describe their typical morning. They should listen to each other to see if they do things in the same order. Get two or three SS to tell their mornings to the class.

d  Tell SS to go to **Vocabulary Bank Daily routine** on p. 147.
   • Give SS five to ten minutes to do a in pairs.
   • Check answers. Model and drill pronunciation. Make sure SS know the difference between **go to work** (= leave the house), **get to work** (= arrive at work), **go home** (= leave work), and **get home** (= arrive home).

<table>
<thead>
<tr>
<th>1 wake up (early/late)</th>
<th>2 get up</th>
<th>3 have a shower/a bath</th>
<th>4 get dressed</th>
<th>5 have breakfast</th>
<th>6 go to work/school</th>
<th>7 get to work/school</th>
<th>8 have a coffee</th>
<th>9 start work/school</th>
<th>10 have lunch</th>
<th>11 go shopping</th>
<th>12 finish work/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 go home</td>
<td>14 go to her Italian class</td>
<td>15 go to the gym</td>
<td>16 get home</td>
<td>17 make the dinner</td>
<td>18 have dinner</td>
<td>19 take (the dog for a walk)</td>
<td>20 watch TV</td>
<td>21 do her Italian homework</td>
<td>22 go to bed</td>
<td>23 sleep (for seven hours)</td>
<td></td>
</tr>
</tbody>
</table>

   • Focus on b. Get SS to cover the words and use the pictures to test themselves or each other. Encourage them to say the complete phrase, i.e. She gets up.

   **Study Link** SS can find more practice of these words on the MultiROM and on the *New English File Elementary* website.

   • Tell SS to go back to the main lesson on p. 30.

3 **READING & LISTENING**

   a  Focus on the title of the text and the two photos of Louisa and Simon. Explain that this is based on an article from a British newspaper. These two people talk about a typical (working) day in their lives and a stress expert gives them advice.

   • Focus on the caption to the photo of Louisa and elicit the meaning of *a single mother* (= a woman looks after her child/children alone i.e. without a partner).

   • Set SS a time limit, e.g. three or four minutes, and tell them that all they have to do is find out how stressed Louisa is (i.e. very, quite, or not very stressed).

   • Get feedback from a few SS.

   - Louisa seems **quite stressed** or **very stressed**. She has to look after her son and work all day. She gets up early and is always in a hurry. She has very little free time.

   b  Focus on the first highlighted word (guide) and elicit the meaning. Then get SS in pairs to guess the meaning of the other highlighted words in the text. Tell them to read the whole sentence as the context will help them guess.

   • Check answers, either translating into SS’ L1 if you prefer, using the glossary below, or getting SS to check in their dictionaries.

   - a **guide** = a person who helps visitors in a museum
     - Then = after, e.g. I get up, then I have shower
     - always = every time, e.g. nurses always wear a uniform

   - **cycle** = (verb) to go by bicycle (‘bike’)
   - **canteen** = a kind of restaurant at work/school
   - **pick up** = go and collect, e.g. pick up children from school, tickets from the travel agency
   - **After** = the opposite of before
   - **babysitter** = a person who comes to your house to look after your baby/child
   - **story** = something you read to children at night before they sleep

   • Set a time limit for SS to read the article again and to SS to try to remember the information in the text.

   d  Put SS in pairs. Tell SS to go to **Communication Louisa’s day**, a on p. 108, b on p. 111.

   • Go through the instructions. SS take it in turns to see their partner’s memory of the text by asking the questions they have been given.

   • Tell SS to go back to the main lesson on p. 31.

   e  Focus on the photo of Simon and the caption. Ask the class what he does (he works for a computer company), where he is (on a train) and where he works (Brighton and London). Tell SS that Brighton is about 55 miles (88 kilometres) from London. It is quite common in the UK for people to travel this distance to work.

   • Tell SS that they are going to hear an interview with Simon. But first they are just going to hear some extracts. This is to help SS ‘tune in’ to Simon’s wake and to help them understand more of the interview when they hear it.

   • Focus on the five drawings and tell SS to listen to the sentences that Simon says and to match them to the drawings by writing numbers 1–5.

   • Play the tape/CD once or twice and SS number the pictures. Check answers.

   | 1 London–Brighton 55 miles | 2 daughters in bed | 3 man walking in the street | 4 contract | 5 man asleep in front of TV |

   • Play the tape/CD again and this time tell SS to write the words they hear. Pause the tape/CD after each sentence and give SS time to write and compare in pairs.

   **Extra support**

Write the following gapped sentences on the board, and get SS to listen just for the missing words instead of for the whole sentences.

1 I travel ___ miles to ___.
2 I don’t see my ___. They’re in ___.
3 I ___ from the station to ___.
4 I’m ___ ___ about my contract.
5 I usually go to ___ in front of the ___.

---

48
• in the tape/CD again for SS to check their answers.

- Now SS hear the whole interview and answer the questions. Go through the questions first with the class.
- Play the tape/CD twice. Get SS to compare their answers with their partners. Tell SS they don’t have to write full sentences.
- Check answers, accepting as correct any answer which shows that SS have understood what they heard, e.g. for number 3 ‘no time’ would be correct.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| a sandwich | 5.30 | 8 | 9 | He goes to sleep in front of the TV.

CD1 Track 65

(tapscript in Student’s Book on p.116.)

P: Where do you work, Simon?
S: I work for a computer company in London — but I live in Brighton.

- Are you married?
- Yes, I have three daughters.
- Do you travel from Brighton to London every day?
- Yes, I travel 55 miles to work!
- Tell me about a typical day.
- Well, I get up at six o’clock and I have a shower and get dressed. I don’t see my daughters — they’re in bed.
- Do you have breakfast?
- No, I don’t have time. I have to get the train to London at half past seven.
- What time do you get to London?
- The train usually arrives at half past eight. Then I walk from the station to work. That’s about half an hour.
- What time do you start work?
- At 9.00. I start work and I have a coffee. I drink about six cups of coffee a day.
- Do you go out for lunch?
- No, I’m very busy. I have a sandwich in the office.
- Do you like your job?
- It’s OK, but I’m very worried about my contract. It finishes in six months.
- What time do you finish work?
- I finish work at half past five. Then I walk to the station again to get the train.
- Do you have dinner with your family?
- No, I don’t. My family have dinner at six — but I’m on the train then. I don’t get home until quarter to eight.
- What do you do after dinner?
- After dinner I sit and watch TV. I’m very tired. I usually go to sleep in front of the TV.
- What time do you go to bed?
- About 11.00.

CD1 Track 66

(tapscript in Student’s Book on p.116)

P: Have breakfast in the morning, Simon, it’s very important. But don’t drink six cups of coffee — that’s too much. Don’t have lunch in the office, go out to a sandwich bar or restaurant. And finally, if possible find a new job in Brighton, not in London.

i - Finally ask SS who they think is more stressed, Louisa or Simon. Encourage them to try to say why (even if they make mistakes).

4 PRONUNCIATION the letter o

- Remind SS that in English the vowels can be pronounced in different ways. This exercise focuses on the two most common pronunciations of the letter o, /o/ and /u/. Focus on the four words and sounds, e.g. clock /klɒk/.
- Give SS, in pairs, two or three minutes to put the twelve words into the correct columns according to their pronunciation. Encourage SS to say the words out loud to help them decide where to put them.

CD1 Track 67

clock  coffee, job, shopping
boot  do, school, two
up  one, son, worried
phone  don’t, go, home

If SS ask if there are other ways of pronouncing o, tell them that /u/ is also /u/, e.g. story, and oo can also be /ʌ/, e.g. good.

5 SPEAKING

- Focus on the two circles, and ask SS what two words are missing from the questions (do you);
- Demonstrate the activity by getting SS to ask you two or three questions. Remind SS of the typical rhythm of questions and encourage them not to stress do you, e.g. What time do you wake up?
- Focus on the speech bubbles and teach the expression It depends. Model and drill pronunciation. Teach also the meaning of about (= approximately, more or less).
- SS ask and answer the questions in pairs. Monitor and help, correcting especially any mistakes with the time.
- Get feedback asking as many pairs as possible who is more stressed.

Extra photocopiable activities

Grammar

telling the time, present simple p. 149.

Communicative
A day in the life of an English teacher p. 194 (instructions p. 177).

HOMEWORK

Study Link Workbook pp. 24–25.
Lesson plan

A study carried out over several years has investigated why inhabitants of the Japanese island of Okinawa (population 1.2 million) have the highest life expectancy in the world. The results have been published in a book *The Okinawa Way*, which highlights the aspects of the Okinawans’ lifestyle which help them to live long lives. Information from the Okinawa study provides the context for SS to learn and practise *How often...?* and adverbs and expressions of frequency. At the end of the lesson they find out if they and other SS live ‘the Okinawa way.’

**Optional lead-in (books closed)**
- Write on the board the name and age of your oldest living relative. Ask SS if they have a living relative who is older.
- Get feedback to find who has the oldest relative.

1 **GRAMMAR** adverbs of frequency

a. Focus on the photo of the old man and elicit ideas from the class about his nationality and age. (His age has been blanked out in the text).
- Tell SS the answers to the two questions.
  
  He’s Japanese. He’s 103 years old.

b. Get SS to read the first paragraph of the text focusing on the highlighted words which all express frequency.
- Focus on the chart and establish the meaning of *always*. Tell SS to write the expressions from the text in the chart in the correct place according to relative frequency. (The gradings 0–100 are given as a rough guide.) SS can help each other, use a dictionary or ask you for help to complete the task.
- Check answers and make sure SS are clear about the difference in meaning between the six adverbs. Model and drill pronunciation.

  always /'ɔ:lwenz/
  usually /ju:'ʒuəli/
  often /'ɒfn//'ɒfnən/
  sometimes /'sæmtəməz/
  hardly ever /'hɑːdlɪ ɪ'eva/
  never /'nɪva/

c. Tell SS to go to Grammar Bank 3C on p. 126.
- Go through the rules and model and drill the example sentences.

**Grammar notes**
- With all verbs except be adverbs of frequency go *before* the main verb.
  - In [ ] sentences they go *between* the pronoun and the verb, e.g. I *never eat meat*.
  - In [ ] sentences they go between the negative and the verb, e.g. I *don’t usually work on Saturday*.

- With the verb *be* adverbs of frequency go *after* the verb, e.g. I *always late*.
- You could also point out that *usually* and *sometimes* can be used at the beginning of the sentence.
- Focus on the exercises for 3C on p. 127. SS do the exercises individually or in pairs.
- Check answers.
  
  a 1 hardly ever 2 never 3 always 4 usually 5 sometimes
  b 1 I’m always late for class.
  2 We hardly ever meet.
  3 What time do you usually finish work?
  4 I’m never hungry in the morning.
  5 I don’t often read the newspaper.
  6 We sometimes go to expensive restaurants.
  7 This wine is usually very good.

d. Demonstrate the activity first by making true sentences about yourself.
- In pairs SS add an adverb to each sentence to make it true for them and compare their sentences with a partner. Feedback, asking two or three pairs if they were similar or different.

2 **READING**

a. Focus on the other photos and ask SS to read the introduction to the text *The mystery of Okinawa*. Then ask them the two questions. Elicit the answer to the first question (the people there live a long time) and possible answers to the second (e.g. their life style/the food, etc.).
- Explain the task. SS have to put the four headings (Always active, etc.) into the text in the right place.
- Set SS a time limit to read the text, e.g. four minutes. Tell them to read the text once before trying to put in the headings. Then give them more time to put in the headings and to check their answers with a partner.
- Check answers.

  1 A healthy diet 2 Exercise 3 Low stress
  4 Always active

c. Tell SS to read the text again and in pairs try to guess the meaning of the highlighted words and phrases.
- Check answers, either translating into SS’ L1 if you prefer, using the glossary below, or getting SS to check in their dictionaries.

  *rice* = a type of food, very popular in China and Japan
  *meat* = a type of food which comes from animals
  *popular* (adj) = something which a lot of people like
  *unusual* (adj) = not usual or common
  *take their time* = do things slowly, not in a hurry
Construct the land next to the sea. It is often yellow or

sunrise = the time of day when the sun goes down
busy [ˈbɪz] = with a lot of things to do e.g. I'm very

stay at home = not go out

d • Ask the class if people in their country live like the

Okinawans. Elicit things which are similar or different

on the board.

Extra challenge
With a strong class you could write down the four

sentences from the article on the board. SS, in pairs, try
to remember all the information they can from the four

paragraphs.

3 VOCABULARY time words and expressions
• In pairs SS complete the quiz. Check answers. Model
drill pronunciation, especially second /ˈsek.ənd/,
minute /ˈmɪnɪt/, hour /ˈaʊər/ and month /ˈmʌnθ/.

• A minute an hour a day a week a month a year

Extra support
Write the time words in random order for SS to match
with the definitions.

b • Tell SS to go to: Vocabulary Bank Times and dates
• Give SS two minutes to do exercise a in pairs.
• Check answers and model and drill pronunciation.
Highlight once /ˈwʌns/ and twice /ˈtwʌs/.2.
• Make sure SS are clear about the meaning and
pronunciation of How often...? (which is used when
you want to ask someone about the frequency with
which they do an activity) and every (= all, without
exception).
• Highlight that once and twice are irregular forms (you
can't say one time or two times). For all other numbers
we use a number + times, e.g. five times, ten times.

week month year week week year

• Now get SS to cover the right-hand column and try to
remember the expressions.
• Tell SS to go back to the main lesson on p. 33.

4 SPEAKING
• Tell the class that they are going to find out if they live
the Okinawa way by answering the questionnaire.
• You could demonstrate the activity by getting the class
to interview you first and show how you can give extra
information in your answers.
• Put SS in pairs. Give the As time to interview the Bs
and to circle their partners’ answers.

b • Now the pairs change roles and the Bs interview the As
and circle their answers.

C • Tell SS to go to Communication The Okinawa Way
on p. 108 and to calculate their partner’s score.
• SS take turns to tell their partner his/her score and to
read him/her the results.

• Get feedback from the class and find out how many
people live the Okinawa way or the complete opposite!
• Tell SS to go back to the main lesson on p. 33.

5 PRONUNCIATION the letter h
a • Focus on the task (practising the /h/ sound) and on
words in the box.

Pronunciation notes
• How difficult this sound is will depend on your SS’
first language and you should spend more or less time
here accordingly.
• Highlight that the letter /h/ is almost always
pronounced like the /h/ in hotel and How? There are
very few exceptions. The only one which is relevant at
this level is hour, but don't mention this until after SS
have done b.
• Play the tape/CD once or twice and SS listen and
repeat the words.

3.10 CD I Track 68
house /h/ how, hardly, heavy, high, have, half, hungry, happy

b • In pairs, SS read the sentences aloud and try to find in
which word the letter h is not pronounced. Don't
check answers yet.

c • Play the tape/CD and SS listen and check. Confirm
that in the word hour the h is not pronounced.
• Play the tape/CD again pausing after each sentence for
SS to repeat.

Extra support
If this sound is difficult for your SS you could get them
to practise the sentences further in pairs and then ask
three or four pairs to say the sentences to the class.

3.11 CD I Track 69
Harry’s unhealthy.
He hardly ever has breakfast.
He usually eats hamburgers.
He's always in a hurry.
He's often half an hour late for work.

Extra photocopiable activities
Grammar
adverbs of frequency p. 150.
Communicative
How often ...? p. 195 (instructions p.177).

HOMEWORK
Study Link Workbook pp. 26–27.
Lesson plan

The main focus in this lesson is expressing time: how to say what the date is and how to use common prepositions of time correctly. Although the date can be said in two ways, e.g. the sixth of April or April the sixth, we have focused on the former, which is more common, as it is easier for SS just to learn one form. The context is three unusual ‘throwing’ festivals which are held in different countries around the world and, later in the lesson, an interview with a Chilean novelist who talks about her favourite times of day, year, etc.

Optional lead-in (books closed)

- Write the question WHAT’S THE DATE TODAY? on the board. Elicit/teach the answer and write it on the board like this: 6th April 2009. Elicit/teach that th indicates an ordinal number (here sixth). SS will practise this in more detail in VOCABULARY. You may want to explain that the date can also be written: 6 April 2004 (without th).
- Draw a face and a speech bubble on the board and write in the bubble: The sixth of April two thousand and nine. Explain that this is the way the date is said in English.
- Highlight the use of the /ð/ and of /ɒ/ and model and drill pronunciation.

1 READING

a  Books open. Focus on the photos and ask SS what people do in the three festivals. Elicit/teach the verb throw (They throw tomatoes/oranges/water).
- Give SS a couple of minutes to read the texts and match the three photos to the paragraphs.
- Now read the text with the class and deal with any vocabulary which is new or problematic for your SS.

1 Water Festival (Songkran)
2 Carnevale d’Ivrea
3 Tomatina

b  SS read the text again and try to remember the details. Then they cover the text and in pairs ask and answer the three questions.

Picture 1: 1 Spain. 2 It’s on the last Thursday in August. 3 Tomatoes.
Picture 2: 1 Italy. 2 It’s in January. 3 Oranges.
Picture 3: 1 Thailand. 2 It’s from the 13th to the 15th of April. 3 Water.

c  Ask this question to the whole class and get several answers. Get a show of hands to see which of the festivals is the most popular.

2 VOCABULARY the date

a  Tell SS to go to Vocabulary Bank Times and dates p. 148.

- In pairs SS do part 2.
- Check answers and model and drill pronunciation.

| a | 1 Autumn          | 5 Winter          |
| b | 2 New Year        | 6 Easter          |
| c | 3 Summer          | 7 Spring          |
| d | 4 Christmas       | 8th October       |
| e | January, February | 9th September     |
| f | March, April, May | 10th August       |
| g | July, August, September | 11th November     |
| h | 12th December     | 13th December     |
| i | 14th January      | 15th March        |
| j | 16th April        | 17th May          |
| k | 18th June         | 19th July         |
| l | 20th August       | 21st August       |
| m | 22nd September    | 23rd September    |
| n | 24th October      | 25th October      |
| o | 26th November     | 27th November     |
| p | 28th December     | 29th December     |
| q | 30th January      | 31st January      |

- Now get SS to cover the words in a and use the pictures to test themselves or each other.

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.
- Tell SS to go back to the main lesson on p. 34.
- Do this as an open-class question if SS are from the same place. If they are from different countries, do in pairs and get feedback.

3 PRONUNCIATION word stress /ð/ and /ɒ/.

a  Focus on the months and play the tape/CD for SS to listen and repeat.

<table>
<thead>
<tr>
<th>3.12</th>
<th>CD1 Track 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>May</td>
</tr>
<tr>
<td>February</td>
<td>June</td>
</tr>
<tr>
<td>March</td>
<td>July</td>
</tr>
<tr>
<td>April</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>September</td>
</tr>
<tr>
<td>September</td>
<td>November</td>
</tr>
</tbody>
</table>

- Play the tape/CD again, pausing for SS to underline the stressed syllable. Ask which five months have the stress on the second syllable.

- Ask where the stress is on all the other months (the first syllable).

b  Focus on the activity. Play the tape/CD and SS repeat after it. Play the tape/CD again or model the pronunciation yourself for SS to repeat again.

<table>
<thead>
<tr>
<th>3.13</th>
<th>CD1 Track 11</th>
</tr>
</thead>
</table>
| mother /ð/ this, the, other, their, they, with thumb /ɒ/ this, the, other, their, they, with
|       | Thursday, thirteenth, third, birthday, think, throw |
Pronunciation notes
- A can only be pronounced in two ways, /ə/ or /a/, and there are no easy rules to give SS. Many nationalities tend to pronounce all th like thumb. In fact the difference between these two sounds is a small one, and doesn't usually cause communication problems.
- If your SS have difficulty distinguishing and making the two sounds, and you want them to focus on the difference, try to show that the /θ/ is made in the mouth without using the voice (an unvoiced sound) and the /ð/ sound is made lower down in the chest using the voice (a voiced sound).

Focus on some other ways of writing the dates on the left and highlight what is written on the right is the way that you say the date.
- Highlight that:
  - The words the and of are said but not written.
  - Don't say of before the year. NOT The sixth of May of 1985.
  - Years up to 2000 are said like this: 1950 = nineteen fifty
  - From 2000 the most common way of saying the years is like this:
  - 2008 = two thousand and eight
- Play the tape/CD and SS listen and repeat, trying to copy the rhythm.

Thursday the thirteenth
the twelfth of May
the twenty-third of September
the fifteenth of April, nineteen ninety-nine
the thirtieth of January, two thousand and eight

CD1 Track 72

Extra support
Write other dates on the board for SS to practise saying,
\( \text{e.g.} \) 11/6/53 22nd March 1854 3/3 12th July 31/12/2010

d Model and drill the question When's your birthday?
Get SS to stand up and move around the class. If this is not practical get them to ask all the students around them. Ask SS to put their hands up if they have a birthday in January. Write the number on the board and repeat for other months to find out which month has the most birthdays.

4 GRAMMAR prepositions of time
- Put SS in pairs. Tell them not to look back at the reading text on p. 34 but to try to complete the sentences from memory. After a minute or so get SS to check their answers by looking at the text again. Check answers.

<table>
<thead>
<tr>
<th>1 at</th>
<th>2 in</th>
<th>3 on</th>
<th>4 at</th>
</tr>
</thead>
</table>

- Tell SS to go to Grammar Bank 3D on p. 126. Go through the rules with the class. Model and drill the example sentences.
- Go through the rules and the chart.

Grammar notes
- There are three main prepositions of time: in, on, at.
- There are simple rules for in and on. The rules for at require a little bit more effort to remember, because these include the exceptions at night, at the weekend.

- Now focus on the exercises for 3D on p. 127. SS do them individually or in pairs. Check answers.

<table>
<thead>
<tr>
<th>a 1 at</th>
<th>2 in</th>
<th>3 at</th>
<th>4 on</th>
<th>5 in</th>
<th>6 in</th>
<th>7 at</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 in</td>
<td>9 at</td>
<td>10 on</td>
<td>11 at</td>
<td>12 on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b 1 at</td>
<td>midnight</td>
<td>5 on Sundays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 on</td>
<td>4th</td>
<td>6 in</td>
<td>the afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 at</td>
<td>Christmas</td>
<td>7 at</td>
<td>five o'clock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 in</td>
<td>the summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Study Link SS can find an end-of-File grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.

c Now put SS in pairs, A and B. Tell SS to go to Communication When...? (A to p. 108 and B to p. 111).
- SS take turns to ask questions with When...? and to answer with a preposition of time, in, on, or at and a time word. Monitor and help, correcting any mistakes with prepositions.
- Get feedback from different SS asking a few of the when questions.
- Tell SS to go back to the main lesson on p. 35.

5 READING & LISTENING
- Focus on the photo of Carla, a novelist from Chile, and on the interview Times you love. Make sure SS understand the word favourite. Model and drill the pronunciation /ˈfeɪvərət/.
- Give SS a time limit, e.g. two minutes to read the text.
- Now focus on sentences A–E. Tell SS that these five sentences have been cut from Carla's answers. They have to try to match the sentences to her answers. Again, set a time limit.
- Check answers and elicit/teach any new words/phrases.

Check answers and elicit/teach any new words/phrases.

C E A D B

- Explain the task. Before SS hear the two interviews they hear four extracts from them (two from each). This will later help them understand the interviews.
- Play the tape/CD once or twice. Check SS understand the highlighted words, either translating into SS' L1 if you prefer, using the glossary below, or getting SS to check in their dictionaries. Model and drill pronunciation.

enjoy = like a lot
far away = another way of saying far, the opposite of very near
energy = when you have a lot of energy you don't feel tired
temperature = e.g. 40 degrees C
comfortable /ˈkʌmftəbl/ = in this context physically well, e.g. not too hot, but also a comfortable bed, sofa, etc.
6 SPEAKING

- SS now take turns to interview each other using the questions in Carla’s interview. SS will not find it easy to say why. Encourage them to communicate in any way they can (single words, etc.).
- Get feedback, asking a few SS about their favourite times.

Extra photocopiable activities

Grammar
prepositions of time p. 151.
Communicative
Dates and times survey p. 196 (instructions p.178).

HOMEWORK

Study Link Workbook pp. 28–29.

3.15 CD1 Track 73
1 I can start to relax and enjoy the evening.
2 My family live very far away...
3 I get up early and feel full of energy.
4 ...in winter it’s a nice temperature and it’s when I feel comfortable.

3.16 CD1 Track 74
(tapescipt in Student’s Book on p.116.)

Cristina
My favourite time of day is 10 o’clock at night, because it’s when I finish training and I can start to relax and enjoy the evening. My favourite day of the week is Thursday, because I don’t work on Friday, so for me the weekend begins on Thursday night. My favourite month is July because it’s the month when I have my holiday. My favourite season is the spring. One of my hobbies is gardening and my garden is really beautiful in the spring. My favourite public holiday is Christmas. My family live very far away, and it’s the only time when I can see them.

Udom
My favourite time of the day is the morning because I get up early and feel full of energy. My favourite day of the week is Friday because it’s the end of the week and I can go home for the weekend. My favourite month is December because here in Thailand it’s when you can see a lot of flowers. My favourite season is winter, because in winter it’s a nice temperature and it’s when I feel comfortable. The summer here is very hot. My favourite public holiday is the Thai New Year in April. It’s a water festival, and people throw water at each other and everyone is very happy.

3.16

Focus on the chart and instructions. Play the tape/CD once.
- SS complete the chart and compare with a partner. Play the tape/CD again for them to check their answers.

Cristina  Udom
1 10 p.m. the morning
2 Thursday Friday
3 July December
4 spring winter
5 Christmas New Year

Now SS listen again for more detail, i.e. for why these are their favourite times. Get SS to write 1–5 on a piece of paper. Play the tape/CD again pausing to give SS time to write down their answers. Get them to compare with a partner and then play the tape/CD again to see if they can add more detail.

Extra support
Tell SS not to write anything but just to listen and try to understand their reasons. Pause the tape/CD after each section, e.g. in the first interview after the evening, and ask comprehension questions Why is this her favourite time? What can she start to do? Finally let SS listen with the tapescript on p. 116.
Lesson plan
In this lesson SS get practice in ordering coffee and snacks in a coffee shop and in saying prices. In the story Mark helps Allie for a coffee to kill time before their next meeting. Unfortunately he spills coffee on Allie’s white shirt and takes her shopping to buy her a new one before the meeting.

Study Link These lessons are also on the New English File Elementary Video, which can be used instead of the Classroom Teacher/CD (see introduction p.9).

The first section of the Video is also on the MultiROM, with additional activities.

VOCABULARY coffee and snacks
- Focus on the coffee shop menu and get SS to match the pictures to the items in the menu by writing the correct number.
- Check answers and model and drill pronunciation. Make sure SS pronounce the words with the correct word stress.
- Give SS practice in saying the prices by asking them, e.g. How much is a filter coffee? How much is a brownie? Explain that prices are said like this: 1.45 = one forty-five.
- In the Practical English lessons the actual currency is not referred to. SS can use the expressions, e.g. one forty five, for most major currencies, e.g. pounds, dollars, and euros. If you wish to teach a particular currency, now would be a good time to do so.

1 Cappuccino
2 Filter coffee
3 Espresso
4 Brownies
5 Chocolate chip cookies

- Get SS in pairs to cover the menu and try to remember all the items by looking at the pictures and saying the words.

Extra idea
In pairs SS take turns to ask and answer using the menu, e.g. A How much is an espresso? B A regular is 1.65 and a large is 2.85. Make sure SS use the indefinite article an/a for the drinks.

BUYING A COFFEE
- Focus on the picture of Mark and Allie. Ask Where are they? (in a coffee shop).
- Now either tell SS to close their books, and write questions 1 and 2 on the board, or get SS to cover the conversation.
- Play the tape/CD once or twice. Check answers.

Extra support
As they listen get SS to look at the menu and tick the things they hear being ordered.
1. Mark has a large cappuccino and a brownie. 
   Allie has an espresso.
2. It costs 6.45.

- Now focus on the dialogue and the gaps. Give SS a minute to read through the dialogue and guess the missing words. Then play the tape/CD again once or twice as necessary. Check answers.
- Get SS to compare answers in pairs. Check answers.

3.17 CD2 Track 2

<table>
<thead>
<tr>
<th>AS</th>
<th>assistant, M = Mark, A = Allie</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>Can I help you?</td>
</tr>
<tr>
<td>M</td>
<td>What would you like?</td>
</tr>
<tr>
<td>AS</td>
<td>A cappuccino, please.</td>
</tr>
<tr>
<td>AS</td>
<td>Regular or large?</td>
</tr>
<tr>
<td>A</td>
<td>Large, please.</td>
</tr>
<tr>
<td>M</td>
<td>And can I have an espresso, please?</td>
</tr>
<tr>
<td>AS</td>
<td>To have here or take away?</td>
</tr>
<tr>
<td>M</td>
<td>To have here.</td>
</tr>
<tr>
<td>AS</td>
<td>Anything else?</td>
</tr>
<tr>
<td>A</td>
<td>No, thanks.</td>
</tr>
<tr>
<td>M</td>
<td>A brownie for me, please.</td>
</tr>
<tr>
<td>AS</td>
<td>OK.</td>
</tr>
<tr>
<td>M</td>
<td>How much is that?</td>
</tr>
<tr>
<td>AS</td>
<td>Together or separate?</td>
</tr>
<tr>
<td>M</td>
<td>Together.</td>
</tr>
<tr>
<td>AS</td>
<td>That’s 6.45, please.</td>
</tr>
<tr>
<td>M</td>
<td>Sorry, how much?</td>
</tr>
<tr>
<td>AS</td>
<td>6.45. Thank you.</td>
</tr>
</tbody>
</table>

- Go through the dialogue line by line with SS, helping them with any expressions they don’t understand.

3.18 CD2 Track 3

- Focus on the YOU SAY column of the conversation.
- Focus on the instructions. Before you play the tape/CD, emphasize that you want SS to try to copy the rhythm of the phrases they hear. Play the tape/CD again if you think the SS need more practice.

3.18

| AS | Can I help you? |
| M  | What would you like? |
|    | repeat |
| AS | A cappuccino, please. |
|    | repeat |
| AS | Regular or large? |
| A  | Large, please. |
|    | repeat |
| M  | And can I have an espresso, please? |
|    | repeat |
| AS | To have here or take away? |
| M  | To have here. |
|    | repeat |
| AS | Anything else? |
| A  | No, thanks. |
| M  | A brownie for me, please. |
|    | repeat |
| AS | OK. |
| M  | How much is that? |
|    | repeat |
AS Together or separate?
M Together.
repeat
AS That’s 6.45, please.
M Sorry, how much?
repeat
AS 6.45. Thank you.

- Put SS in threes, A, B, and C. A is Mark, B is Allie, and C is the coffee shop assistant. If you finish with only two SS in one group then just have Mark and the coffee shop assistant and don’t say Allie’s line.
- Tell A and B to use the menu and to choose two things, a drink and a snack. C should add up all the things and say the total price. Then SS change roles.

**SOCIAL ENGLISH**

a 3.19

- Tell SS that they are going to listen to the rest of the conversation between Allie and Mark in the coffee shop.
- Focus on the four questions and make sure SS understand them. Demonstrate the meaning of spill.
- Play the tape/CD once or twice and SS circle the correct answer and then compare with their partner. Play the tape/CD again if necessary and check answers.

1 There is a free table.
2 Mark spills coffee on Allie.
3 Their next meeting is at 12.30.
4 Allie agrees to go shopping for a new shirt.

3.19 CD2 Track 4
(tapescript in Student’s Book on p. 116.)

A Thanks, Mark.
M You’re welcome. Look, there’s a free table over there.
M Here you are. Oh, I’m really sorry!
A Don’t worry. It’s always the same. When I wear white something like this always happens.
M Look, first I’ll buy you another coffee, then we can go shopping.
A Shopping?
M Yeah. I want to buy you a new shirt. You can’t go to a meeting like that.
A But we don’t have time - the next meeting’s at 12.30.
M We have time. It’s only 11.00.
A Are you sure?
M Yes. Sit down and relax. Let’s have coffee and then go.
A Well, OK.

b - Ask the question to the class. SS need to listen to the ‘tone’ of Allie’s voice to decide if she is angry or not.

No, not really.

c - Focus on the USEFUL PHRASES. For each phrase, ask SS Who says it, Mark or Allie?
- Play the tape/CD again for SS to check. Pause after each phrase and get SS to repeat it. (See the tapescript above). In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

- Give SS practice in the USEFUL PHRASES by page 43, Thanks and Sorry and getting them to respond. E.g. Over there by asking where things are in the class which are out of their reach.

**Extra support**

If there’s time, you could get SS to listen to the tape for a final time with the tapescript on p. 116 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

**Extra challenge**

Get SS in pairs to roleplay the second conversation using the tapescript on p. 116.

**HOMEWORK**

**Study Link Workbook p. 30.**
Lesson plan

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

- Focus on the task. Set SS a time limit to read the article, e.g. three minutes. Tell them to read all the article first before trying to order the paragraphs.
- Give SS another minute to order the paragraphs and to compare with their partner. Check answers.

- SS read the article again, this time focusing on the highlighted words. They should try to guess the meaning of the words in their own language.
- Focus on Connectors. With a partner SS complete the five sentences. Check answers

1 and 2 but 3 because 4 or 5 or

- Make sure SS are clear about the meaning of the four connectors. Highlight that:
  - and is used to join two similar ideas: I like coffee and tea.
  - but is used to contrast two ideas: I like coffee, but not tea.
  - or is used in two ways:
    1 To join two alternative ideas: I don’t like tea or coffee.
    2 To express two possible ideas: You can have tea or coffee.
  - because is used to give a reason: I want to learn English because it’s an important language.

- Focus on Sequencers. With the same partner SS complete the three sentences. Check answers.

6 Then 7 After 8 before

- Make sure SS are clear about the meaning of the three sequencers. Highlight that:
  - Then is used with a verb phrase. It can be used at the beginning or in the middle of a sentence: I have a shower. Then I go to bed. I have a shower and then I go to bed.
  - You may want to teach after that as an alternative to then.
  - after and before are prepositions and opposites. They are used with a noun or a verb phrase: I always have a cup of coffee after lunch/after I have lunch.

- Put SS in pairs to do this final check exercise. Set a time limit, e.g. two minutes.

1 or 2 but 3 After 4 or 5 then 6 and 7 because

Write an article for a magazine

- Focus on the task and the instructions. Make sure SS know what a paragraph is. Elicit/explain that the article has four paragraphs and each one describes one main idea.
- SS can write their article in class if there is time or for homework. In either case give them two or three minutes to check their work before they give it you to be marked.

For instructions on how to use these pages see p.28.

What do you remember?

GRAMMAR

a 1 a 2 a 3 a b 4 b c 5 a 6 b 7 a 8 a 9 b 10 a
b 1 What colour is 4 How often do you eat
  2 What time is 5 When do...watch
  3 What time do

VOCABULARY

a 1 bad 2 cheap 3 ugly 4 short 5 full
b 1 get 2 take 3 have 4 do 5 go
b 1 tall 2 seven 3 one 4 nephew 5 Easter
d 1 up 2 in 3 by 4 at 5 for

PRONUNCIATION

a 1 do 2 stop 3 think 4 father 5 hour
b 1 expensive 2 difficult 3 always 4 July 5 December

What can you do?

CAN YOU UNDERSTAND THIS TEXT?

a 4 ✓ 5 ✓

b resolution = a decision to do something new
  happens = occurs
  very enthusiastic = feel very positive about
  a personal trainer = a person who helps you get fit
  cut out = stop eating
  go jogging = run slowly as a form of exercise

- Because in the winter our bodies need food and sleep
  not diet and exercise.

CAN YOU HEAR THE DIFFERENCE?

a 1 a 2 b 3 b 4 a 5 b

CD2 Track 5

1 I’m very angry.
2 It’s quarter past ten
3 She goes home at five.
4 It’s on the first of May.
5 Today’s September 20th.

b 1 a 2 a 3 b 4 a 5 b

CD2 Track 6

3.20

1 What colour’s your car?
2 What do you have for breakfast?
3 When do you have lunch?
4 How often do you go to English classes?
5 What’s the date today?

Extra photocopiable activities

Quicktest 3 p.233.
Lesson plan

Can is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. In your SS’s language these concepts might not all be expressed by just one verb. Can for ability is presented through the context of an audition for a TV show where young people compete for the chance to be trained as a pop star. In the second half of the lesson other common uses of can are presented. Special attention is given to the pronunciation of can/can’t which may cause problems of communication.

Optional lead-in (books closed)
- Play a short extract from the tape/CD 4.1, e.g. the three contestants playing the guitar. Tell SS that this is part of a TV programme. Ask SS what kind of programme they think it is.
- Elicit ideas, then tell SS that they are going to find out.

1 GRAMMAR can / can’t (ability)

a • Books open. Go through the advertisement with SS, and ask them if there is (or has been) a similar programme in their country.
• Then focus on the photos of the three people. Explain that these three people want to be on the TV programme.

b 4.1
• Tell SS that they are going to hear the three contestants play the guitar, dance, and sing, and then decide who they think wins a place on the programme.
• Focus on the instructions and on sentences 1–8. Check that SS remember the difference between very well and quite well, and highlight that sentences 1–3 are about the guitar, 4 and 5 about dancing, and 6–8 about singing.
• Now tell SS that they are going to hear Jude, Gareth, and Kelly play the guitar. Play the first part of the audition (guitar). Then tell SS in pairs to complete sentences 1–3.
• Now play the second part of the audition (dancing) and get SS to complete sentences 4–5. Finally, play the last part of the audition (singing) and get SS to complete sentences 6–8.

4.1 CD2 Track 7
OK, quiet everyone, please. It’s time to start. The guitar first. Can you start, Jude?
Jude plays quite well
Thank you. And now Gareth.
Gareth can’t play
Thank you. OK, your turn, Kelly.
Kelly plays very well
Thank you very much. OK. Next part now – the dancing. Jude first.
Jude dances well

Thank you, And Gareth.
Gareth can’t dance
Thank you, And Kelly.
Kelly dances well
OK. Are you ready with your songs? Jude?
Jude sings very well
Great. Thank you. OK, Gareth.
Gareth sings quite well
Thank you, Gareth. And now Kelly.
Kelly can’t sing
Thank you, Kelly, thank you, that’s fine.

Check answers.
2 Kelly 5 Gareth 7 Jude
3 Gareth 6 Gareth 8 Kelly
4 Jude and Kelly

4.2
• Now ask SS Who do you think is the winner? (Most SS will probably say Jude but there may not be complete agreement.) Ask Why? Encourage SS to talk about each of the three candidates using can and can’t.
• Don’t confirm who is the winner yet. Play the tape/CD for SS to hear who the winner is.

Jude

4.3 CD2 Track 1
OK! The winner of this morning’s audition is… Jude!

Now focus on the sentences and get SS to complete them. Check answers.

[ ] She can’t dance.
[ ] Can he dance? [ ] Yes, he can. [ ] No, he can’t

Grammar notes
• can/can’t in this context = know how to.
• can is a modal verb and questions are formed by inverting the subject and verb, not with auxiliaries: Can you play the guitar? NOT Do you can…?
• There are only two possible forms, can or can’t (then there is no change for the third person).
• The negative form can’t is a contraction of cannot. Can’t is almost always used in both conversation and informal writing.
• The verb after can is the infinitive without to: I can play the guitar NOT I can to play….

SS do not go to the Grammar Bank at this point. They will do so later in the lesson when they practise the uses of can in exercise 4.

c • Focus on the speech bubbles. Highlight the use of Can you? to return a question. Drill the questions and short answers, getting SS to copy the rhythm. Then demonstrate the dialogue with a student.
• SS ask and answer in pairs.
2 PRONUNCIATION sentence stress

- 4.3
  - Focus on the dialogue which gives examples of [ə], [æ], [ə] forms of can/can’t. Remind SS that the underlined words in the dialogue are stressed.
  - Play the tape/CD once right through for SS just to listen. Then play it again, stopping after each sentence for SS to repeat and to try to copy the rhythm.

Pronunciation notes

- There are two main pronunciation problems related to can/can’t.
  - Can is usually unstressed = /kan/ in sentences like They can sing. Your SS may find this difficult to hear and say. If they stress can, the listener may think they are saying a /k/ sentence.
  - The negative can’t is always stressed. Not stressing it can cause a communication problem (the listener may understand can not can’t). The pronunciation of this word varies among different groups of native English speakers. In British English it is usually pronounced kant /kent/ but there are regional variations. The important thing for SS is to make sure that they stress kant /kent/ quite strongly.

If your own pronunciation of can/can’t is different from what is on the tape/CD, you may want to model the dialogue yourself.

- Get SS to practise the dialogue in pairs. Encourage them to stress the underlined words more strongly and say the other words more quickly and lightly.

4.4 CD2 Track 9

A Can you sing?
B Yes, I can.
A Can you play a musical instrument?
B Yes, I can.
A What can you play?
B I can play the guitar.
A Can you dance?
B No, I can’t.

- Now focus on the rules. Give SS a minute to read the dialogue again and complete the rules in pairs.
- Check answers.
  - in positive [ə] sentences ✗ in Wh- questions? ✓
  - in negative [æ] sentences ✓ in short answers ✓

4.4

- This exercise gives SS practice in distinguishing between positive and negative statements.
  - Write a positive and negative sentence on the board and underline the stressed words, e.g. I can dance. I can’t dance.
  - Elicit or model the difference in pronunciation, highlighting the much longer sound in can’t.
  - Focus on the instructions. Play the tape/CD at least twice. Get SS to compare their answers in pairs.
  - Check answers by playing the tape/CD again, stopping after each sentence, and asking SS first if it’s positive or negative and then what the sentence is.


Extra challenge
You could do as a dictation, getting SS to write the complete sentences.
As a follow up, get SS in pairs to write four sentences each (two positive and two negative). They take turns to say their sentences to each other as clearly as possible and decide if their partner has said a positive or negative sentence, e.g. A I can’t cook. B Negative.

3 VOCABULARY verb phrases

- Tell SS to go to Vocabulary Bank More verb phrases on p. 149.
- Give SS five minutes to do a in pairs. They should be able to do this quite quickly as many of the verbs will be familiar to them.
- Check answers. Model and drill pronunciation.

1 run a race 15 turn on/off the TV
2 walk home 16 take photos
3 hear a noise 17 swim every day
4 see a film 18 ride a bike
5 come here 19 dance the tango
6 find some money 20 sing a song
7 meet a friend 21 play chess
8 call/phone a taxi 22 draw a picture
9 wait for a bus 23 paint a picture
10 take your umbrella 24 travel by plane
11 give someone a present 25 buy a newspaper
12 tell someone a secret 26 talk to a friend
13 help someone 27 use a computer
14 look for your keys

- Get SS to cover the words and use the pictures to test themselves or each other. Encourage them to say the complete phrase, i.e. verb + collocate. Highlight that it is more useful for SS to remember complete phrases, e.g. meet a friend (instead of just meet).

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.

- Tell SS to go back to the main lesson on p. 41.
- Focus on the survey and the instructions. Go through the verbs, making sure SS understand them all. The meaning of physical, creative, and practical should be clear from the illustrations but check that SS understand the meaning of the three adjectives.
- Now focus on the examples in the speech bubbles and highlight that after they’ve asked a question, if their partner says Yes (I can) they should ask How well? Their partner can answer either Very well or Quite well.
- Demonstrate the activity yourself. Ask SS to guess if you are physical, creative, or practical. Then get them to ask you the questions and decide if you clearly fall
into one of the three categories. If not, teach the word a mixture.

- Put SS in pairs A and B. A interviews B and completes the form for him/her, and then they swap roles. Monitor, helping and correcting especially the pronunciation of can't.
- Focus on the question. If you haven't already done so above, elicit/teach a mixture, and tell SS to decide according to where there are the most ticks (√).
- Get feedback, asking a few pairs if they are physical, creative, or practical.

4 GRAMMAR can / can't (other uses)

a 4.5

- Focus on the pictures and the instructions, and elicit ideas from different SS. Accept all possible ideas, and tell them they're going to hear two conversations.
- Play the tape/CD once and ask SS what the problem is (in the first situation the man can't find the sugar, in the second the woman is having problems with the printer).

b  Play the tape/CD again, stopping after each conversation for SS to write the three sentences. Repeat the tape/CD as many times as SS need.

Extra support

Tell SS that in the first conversation all the three sentences are negative, and in the second they are all questions. Then the second time you play the tape/CD, pause after each can / can't sentence.

- Get SS to compare with a partner and then check answers.

1 I can't see it.  1 Can you come here a minute?
2 I can't find it.  2 Can you help me?
3 I can't hear you. 3 Can you wait a minute?

4.5 CD2 Track 11

(tapscript in Student's Book on p.116.)

1 Amandy, where's the sugar?
   B In the cupboard, on the right.
   A It isn't there.
   B Yes, it is. Look for it.
   A I can't find it. It's definitely not there.
   B I know it's there. It's on the second shelf.
   A I can't hear you.
   B Turn the radio off then. It's on the second shelf.
   A Well, I'm sorry, but it isn't there.
   B The sugar!
   A Oh.

2 A Tony. Can you come here a minute? Tony!
   B What?
   A Can you help me?
   B What is it?
   A It's the computer. The printer doesn't work.
   B Can you wait a minute?
   A TONY!
   B Coming. What's the problem?
   A It's the printer - it doesn't work.
   B It helps if you turn it on!

- Tell SS to go to Grammar Bank 4A on p.128.
- Go through the rules with the class. Focus on the different meanings. Get SS to translate them into their L1 and ask them if they use the same verb for these in many languages the equivalent of the verb 'know' (used to express ability).
- Model and drill the example sentences.
- Focus on the exercises for 4A on p.129. Get SS to do individually.
- Check answers. Get SS to read the sentences out loud, making sure they get the rhythm right (stressing can and trying not to stress can in positive sentences).

a 1 can 2 Can 3 can't 4 can 5 Can 6 can't 7 can't 8 can

- Now focus on b and the first symbol and example sentence. Explain that here You means people in general, and that English doesn't have a separate impersonal pronoun (SS' L1 may have one).
- Elicit a sentence for the second symbol, e.g. You can have a cup of coffee here. Then get SS to write sentences for symbols 1–7 in pairs. Check answers.

b (Suggested answers)
1 You can have/drink a coffee here.
2 You can't smoke here.
3 You can't take photographs.
4 You can camp here.
5 You can't drive in this street.
6 You can pay with a credit card.
7 You can't use mobiles here.

- Tell SS to go back to the main lesson on p.41.

d  Focus on the instructions and the pictures. Get SS to write the sentences in pairs.
- Get feedback, accepting all possible sentences and writing them on the board.

(Suggested answers)
1 Can you help me? OR Help! I can't swim.
2 Can you take a photo, please?
3 I can't see. Can you move/take off your hat, please?
4 Can you tell me the time?

Extra challenge

Teach SS some expressions for responding to requests, e.g. Yes, of course, sure. Then get them to reread the conversation using the sentences they have written for each picture.

Extra photocopiable activities

Grammar

can/can't p.152.

Communicative

Find someone who … p.197 (instructions p.178).

HOMEWORK

Study Link Workbook pp.31–32.
Lesson plan

- In this lesson SS learn to talk about activities they like, love, and hate and how to make the -ing form of the verb which follows. The presentation context is men and women talking about shopping. SS also read a new article which says that shopping is a popular activity with both men and women, but that they do it in different ways. The lesson finishes with SS talking about their free time activities they like and dislike.

Optional lead-in (books closed)

- Write on the board: DO MEN LIKE SHOPPING?
  YES
  NO
- Ask the question to the class and get a show of hands for YES and NO to find out what they think.
- Ask what you think without giving too much away about the text.

1 LISTENING

- Books open. Focus on the title of the lesson to see if your class agrees.
- Now focus on the instructions. Give SS a minute to tick the things they like buying, and then compare with a partner. Make sure they understand the meaning and use of What about you? (= And you?). It is usual to return a question.
- Make sure SS understand the difference between shopping and buying, e.g. that shopping = going to the shops, and that buying = giving money in exchange for something. We always put a noun (thing) after buying, e.g. I love buying clothes, CDs, but not after shopping, e.g. I love shopping.
- Write on the board:

  **Women (total number) Men (total number)**

  clothes
  food
  CDs/DVDs
  books
  presents

  - Now get class statistics, by asking How many people like buying clothes? (etc.) and getting a show of hands. Count the women and then the men and write up the figures on the board.
  - Get some feedback, e.g. asking SS if they think their class statistics are typical for men/women in their country.

2 GRAMMAR like + (verb + -ing)

- Focus on the pictures and the instructions. Play the tape/CD once for SS to match the conversations and pictures. Get SS to compare and then check answers.

A4 B2 C3 D1

- Focus on the sentences 1–4 and on the four verbs in the -ing form above. Play the tape/CD again. Repeat if necessary for SS to complete the sentences. Elicit/teach the meaning of try on here.

  - Check answers. Ask SS to spell the missing verbs and write them on the board.

1 going
2 shopping
3 buying
4 trying on

Extra challenge

Focus on the pictures A–D again. Play the tape/CD again, pausing after each person and asking a few extra comprehension questions, e.g.

1 (Picture D) Why doesn't he like shopping? (It's boring.) Why doesn't he like going to clothes shops with his girlfriend? (They always argue.)

2 (Picture B) What does she like buying? (Food and things for the house.) Why doesn't she like buying clothes? (She can never find anything she likes and clothes are expensive.)

3 (Picture C) What do they go shopping? (Saturday).

4 (Picture A) Who doesn't she like shopping with? (Her mother.)

4.6 (tapescript in Student's Book on p.116.)

1 A Do you like shopping?
   B No, I don't. I hate it. It's boring. I hate going to clothes shops with my girlfriend. We always argue.

2 A Do you like shopping?
   B It's OK. I like buying food, and things for the house. I don't like shopping for clothes. I never find things I like, and clothes are very expensive.

3 A Do you like shopping?
   B Yeah! I go shopping every Saturday. I love buying clothes, music, books, food—everything.

  - Shopping's fun. I love it.

4 A Do you like shopping?
   B It depends. I like trying on clothes with my friends. That's fun but I don't like going shopping with my mother, and I hate going to the supermarket.

2 GRAMMAR like +(verb+ -ing)

- Focus on the faces and the four verbs. Give SS a minute to complete the chart in pairs.

- Check answers.

  love
  like
  don't like
  hate

- Tell SS to go to Grammar Bank 4B on p. 128.

- Go through the rules with the class. Model and drill the example sentences.
Grammar notes

**like** (+ verb + -ing)**
- SS may find it strange that in English we use the same verb to say *I love you* and *I love shopping*.
- **When another verb follows love, like, don't like, and hate, the -ing form is normally used,** e.g. *buying, going,* not the infinitive, e.g. *NOT I love buy clothes.*
- The infinitive with to after like, love, etc. is also possible in certain circumstances but it may be confusing for SS and it's best to avoid it at this stage.

**Spelling rules**
- In the -ing form, remind SS that verbs ending in *y* don't change the *y* for an *i* as they do in 3rd person singular (e.g. *study* — studying NOT studying).

- **Focus on the exercises for 4B on p. 129. SS do a individually or in pairs.**
- **Check answers.** When you check the -ing forms also check that SS remember the meaning of the verbs.
- **SS now do b. Remind SS that they have to add -ing to the verbs, e.g. playing to make the sentences.**

<table>
<thead>
<tr>
<th>a working</th>
<th>living</th>
<th>shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>talking</td>
<td>writing</td>
<td>running</td>
</tr>
<tr>
<td>playing</td>
<td>having</td>
<td>sitting</td>
</tr>
<tr>
<td>cooking</td>
<td>making</td>
<td>getting</td>
</tr>
<tr>
<td>studying</td>
<td>phoning</td>
<td>swimming</td>
</tr>
</tbody>
</table>

**b 1** He loves watching TV.
2 He likes taking photos.
3 He likes going to the cinema.
4 He doesn't like doing exercise.
5 He doesn't like listening to the radio.
6 He hates doing housework.
7 He hates eating fast food.

- **Tell SS to go back to the main lesson on p. 42.**
- **Focus on the list of expressions. Demonstrate the activity by making at least three true sentences about yourself. Add a bit of extra information if you can, e.g. why you like/dislike each activity, etc.**
- **Get SS to write at least three true sentences (with like, love, etc.), and then compare with a partner (or in groups of three).**

**Extra idea**

If SS want to know how to give a ‘neutral’ answer, teach *I don’t mind (shopping with my family).*

- **Get some feedback to see if SS agree with each other.**

**3 READING**

- **Focus on the article. Go through the instructions and show that Men and Women have been filled in for the first paragraph.**
- **Set a time limit for the reading, e.g. three minutes. Encourage SS to try to guess any new words, or ask a partner for help. When they have finished, get them to compare their answers with a partner.**
- **Check answers.**

Paragraph 2: Men Women
Paragraph 3: Women Men
Paragraph 4: Men Women

- **Get SS to read the text again carefully. Go through paragraph by paragraph, explaining/ translating any new words, e.g. toys (usually things children play with, e.g. dolls, soldiers, but here referring to things men play with, e.g. electronic devices).**
- **Now get SS to underline one thing they think is true and one that they think is not true, and compare with a partner. Emphasize that they are talking about men and women in general, not themselves!**
- **Get feedback from the whole class.**

You may like to point out here the omission of the definite article (the) when talking in general, i.e. that we say *Men like... Women love... NOT The men... The women...*

**4 PRONUNCIATION /ŋ/, sentence stress**

**a 4.7**
- **Focus on the sound picture and elicit the word and sound (singer, /ŋ/).**
- **Play the tape/CD once for SS just to listen. Then play it again, pausing for SS to repeat the words (shopping, waiting, etc.)**

**b 4.8**
- **Play the tape/CD several times with pauses for SS to write the four sentences.**

**Extra support**

Write spaces on the board so that SS know exactly how many words there are in each sentence, e.g.

1

**c**

- **Play the tape/CD again pausing for SS to listen and repeat. Ask SS which two words have ‘extra stress’. Elicit that love and hate are usually said with extra stress because they convey strong feelings.**

**Extra challenge**

Get SS to underline the stressed words (see transcript above).

- **Tell SS to go to the Sound Bank on p. 159 and look up the spelling rules for the /ŋ/ sound.**
- **Tell SS to go back to the main lesson on p. 43.**

**5 VOCABULARY & SPEAKING**

- **Focus on the pictures and explain that they all show free time activity.**
- **Focus on picture 1 and elicit reading. Get SS to spell the -ing form. Then focus on picture 2 and elicit watching football (on TV).**

[tape script in Student’s Book on p.117.]

1 I love talking on the phone.
2 I like playing computer games.
3 I don’t like doing housework.
4 I hate watching football.
- Div SS in pairs a minute to write verbs/expressions for the other ten pictures. Remind them to write the verb in the -ing form.

- Check answers.

1. watching
2. playing football (on TV)
3. looking
4. playing computer games
5. listening to music
6. walking
7. going to the cinema
8. doing homework
9. dancing
10. running
11. phoning on the phone
12. going to the gym

- Now focus on the flow chart. Highlight the use and pronunciation of It's OK as a neutral answer. Remind SS of the use of it in I love it/I hate it.

- Demonstrate the activity, by asking Do you like dancing? to different SS until one answers Yes, I do or No, I don't. Then continue with the follow-up questions.

- Get SS to continue in pairs (or threes), asking and answering about the different activities. Monitor, encouraging them to add extra stress to I love it/I hate it, and helping them with follow-up questions.

**Extra challenge**

- Truth or lie? Tell SS to include in their answers one lie, e.g. to say 'Yes, I love it' for something they don't like, and then invent answers to the follow-up questions. At the end of the conversation their partner must decide which answer was a lie.

**Extra idea**

- Find out what the three favourite free time activities in the class are.

- First elicit everybody's favourite activity (it may be something different from the ones in b). Then count up the 'votes' for each activity and see which is the most popular.

**Extra photocopiable activities**

**Grammar**

I love + verb + ing) p. 153.

**Communicative**

A partner for the perfect weekend? p. 198 (instructions on p. 178).

**HOMEWORK**

| Study Link | Workbook pp. 33–34. |
Fatal attraction?

Lesson plan

This lesson looks at famous cinema love stories and is based on a newspaper article which says that there are only really five basic types of love story. It illustrates them with examples taken from the plots of famous Hollywood films. The grammar aim is object pronouns (me, you, him, etc.). These are presented through film stories which allow Ss to see how pronouns work, i.e. to avoid repeating names and nouns.

Optional lead-in (books closed)

- Write up on the board Romantic films. Then give Ss in pairs one minute to write the names of three famous romantic films.
- Get feedback. If they only know some names in their L1, tell them the names in English (if you can), and write them on the board.
- Find out which film is the class favourite.

1 GRAMMAR object pronouns

a. Books open. Focus on the photos and text. Tell Ss not to shout out the name of the film (if they know it), but to read the text first.
- Give Ss a minute or two to read the text. Tell them to try to guess any new words, or ask a partner.
- Elicit the name of the film (Ghost) and ask Ss (in their L1 if necessary) if they have seen it. Check Ss have guessed the meaning of die (opposite of live) and a psychic /'sækstik/ (a person with unusual powers, e.g. who can see the future or communicate with dead people).

b. Focus on the highlighted words and the example. Explain that we use these words because we don’t want to repeat the names of the people. Then give Ss a few minutes in pairs to write the names. Then check answers.

| 2 Molly | 3 Sue | 4 Ota | 5 Molly |

c. Focus on the chart and get Ss to complete it in pairs. Although some of the words may be completely new to them, they should be able to do this by a process of elimination.

- Check answers. Highlight that you and it don’t change, and that her is the same as the possessive adjective.

<table>
<thead>
<tr>
<th>subject pronouns</th>
<th>object pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

- Tell Ss to go to Grammar Bank 4C on p. 128.

- Go through the rules with the class. Model and do the example sentences.

Grammar notes

- Both subject and object pronouns are used to refer to people and things when we don’t want to repeat the noun, e.g. Sam can see Molly but she can’t see him.
- ‘it’ is used for things, him for masculine, and her for feminine. The plural them is used both for people and things.

A You could point out that the object pronoun required, used instead of the subject pronoun I to answer the question Who?, e.g. A Who wants a cup of coffee? B (NOT I). Out.

- Focus on the exercises for 4C on p. 129. Ss do the exercises individually or in pairs.
- Check answers.

| a | I    | her | him | 4 | us |
| b | 2    | it  | 5   | her | me |
| c | 3    | you | 6   | them |
| d | 1    | her | 4   | it |
| e | 2    | him | 5   | her |
| f | 3    | them | 6 | us |

- Tell Ss to go back to the main lesson on p. 44.

2 SPEAKING

a. Focus on the four circles. Set a time limit for Ss to write four names in each circle.

b. Focus on the instructions and speech bubbles. Demonstrate the activity; get four SS to ask you a question (What do you think of ... ?), one from each circle. Answer choosing suitable words from the speech bubbles, e.g. S: What do you think of Kevin Reeves? T: I like him. He's great.

Extra challenge

If you want to extend Ss’ vocabulary you could elicit/teach a few more adjectives of opinion, e.g.

+ fantastic, interesting
- awful, boring

- Put Ss in pairs or groups of three, to ask and answer about the people/things in their circles. Monitor and help, reminding Ss to use extra stress with love and hate.

- When you think the activity has gone on long enough stop it and get some feedback from different pairs/threes.

3 READING

- Focus on the films. Ask Ss if they know if they have happy or sad endings.
b 4.10
- Focus on the story. Play the tape/CD once for SS to listen. Then go through it line by line, asking SS if the highlighted sounds are like fish or like tree. Encourage SS to see the sound-spelling relationship, i.e. that the fish sound here is always the letter i, usually between consonants; the tree sound here is always e, ee, or ea.

Extra support
(through each story line by line with SS, eliciting cues for the meaning of any vocabulary that they don't know, including the highlighted expressions.

4.1 0
- Now get SS in pairs to decide what type of love story each film is. Check answers.
1 Teacher and pupil
2 Rich and poor
3 Obsession
4 First love
5 Sacrifice

Extra challenge
Get SS to cover the texts and look at the photos, and try to retell in pairs the story of each film.

Extra idea
Ask SS if they can think of any other famous films for each of the five types of love story, e.g. First love—Titanic.

4 PRONUNCIATION /i/ and /ɪ/ 

4.49
- Focus on the sound pictures, and elicit the words (fish and tree). Tell SS that these sounds can seem quite similar, but the main difference is that fish is a short sound and tree is a long sound. Remind them that the symbols which have two dots are always long sounds.

Pronunciation notes
- This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds. Depending on their L1 SS may find this difference difficult to hear and to produce. It is important to encourage elementary SS when they do these kinds of pronunciation exercises. Reassure them that this difference is small and that with time and practice they will be able to differentiate and make these sounds.

Extra challenge
SS can try to memorize the whole story and re-tell it to each other from memory. The student who is listening can look at the book and prompt his/her partner if necessary.

4.49 CD2 Track 15
fish /ɪ/ him, it, his, film, kill, live

tree /ɪ/ he, she, me, meet, leave

4.49 CD2 Track 16
They live in a big city.
She meets him in the gym.
He works in films, she's a teacher.
She kisses him and he thinks she loves him.
But in the end she leaves him.

- Now get SS in pairs to take turns telling the story to each other. (NB It is an invented story, not the story of a particular film, in case SS ask.) Then choose individual SS to say a sentence and re-tell the story round the class.

Extra vocations
Grammar
object pronouns p. 154.

Communicative
What do you think of ...? p. 199 (instructions p. 178).

HOMEWORK
Study Link Workbook pp. 35–36.
Lesson plan

The topic of this lesson is music and songs. First, SS talk about their musical tastes. Then possessive pronouns (mine, yours, etc.) are introduced through the lines from some well-known songs. The lesson finishes with the song *Unchained Melody*, which links back to the previous lesson as it was the theme song of the film *Ghost*.

Optional lead-in (books closed)
- Give SS in pairs a minute or two to brainstorm English words for different kinds of music, e.g. *pop, rock, classical, blues*. Many of these words will be 'international'. Your SS may well come up with types of music you haven't heard of.
- Feedback their ideas on the board, and model and drill pronunciation.

1 SPEAKING

a • Books open. Ask SS to look at the photos and tell you what they can see (an orchestra, a DJ, a blues guitarist, a group, lyrics).

b 4.11
- Focus on the list of types of music and tell SS they are going to hear six short excerpts of music. Play the tape/CD once and SS tick the types of music they hear. Then get SS to compare with a partner. Play the tape/CD again if necessary. Check answers.

4.11 CD2 Track 17
rock, opera, jazz, dance, and classical music

- Focus on the questionnaire. Go through it, making sure SS understand all the questions and can pronounce new words, e.g. *orchestra /ˈɔrkestra/, download (v) /dənˈlaʊd/.
- Put SS into pairs, A and B. Get SS to sit facing each other if possible. A (book open) interviews B (book closed). Get A to interview B first with all the questions. Encourage SS to ask for and give more information where they can.
- SS swap roles.

Extra support

Get SS to interview you first and encourage them to ask you extra questions, so that they know what to ask when they interview each other. Write key words on the board to help SS remember the questions.
- Monitor and help SS with any extra vocabulary they may need. When they have finished get feedback by asking some pairs if they had similar or different tastes in music.

2 GRAMMAR possessive pronouns

a • Focus on the song lyrics. SS, in pairs, try to match them to the correct singer. Check answers.

1 Kylie Minogue
2 Roy Orbison, Oh Pretty Woman
3 Joe Cocker
4 Elvis Presley, Love me tender

- Now focus on the highlighted words, and ask SS in pairs to work out the difference between *my/your* mine/yours. Check answers.

*Mine* and *yours* are possessive pronouns. They are used with a noun, e.g. head, hat. *Mine* and *yours* are possessive pronouns. They are alone, not with a noun.

b • Tell SS to go to Grammar Bank 4D on p. 128.
- Go through the rules with the class. Model and drill the example sentences. Highlight that apart from *mine*, the possessive pronoun is formed by adding *'s* to the possessive adjective (his stays the same as it already ends in *s*).

Grammar notes

- There is a clear difference between possessive adjectives and pronouns. The adjectives (my, your etc.) always go *with* a noun while the possessive pronouns are used *without* a noun.
- A name + *'s* can also be used as a pronoun (i.e. without a noun), e.g. *Whose car is it? It's Mark's.*
- *Whose* is pronounced exactly the same as *Who's* (+is). For this reason they are sometimes confused.

- Focus on the exercises for 4D on p. 129. SS do the exercises individually or in pairs.
- Check answers.

a 2 ours
3 his
4 theirs
5 hers
6 yours
b 1 your mine
2 her Their
3 my yours
4 ours Our

Study Link SS can find an end-of-File grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.
- Tell SS to go back to the main lesson on p. 47.
3 PRONUNCIATION rhyming words

- Focus on the instructions. You could give more examples of rhyming words at the end of song lines using songs you think your SS will know, e.g. Every breath you take, every move you make (The Police).
- Focus on the words in the circles and do one pair with SS, e.g. mine - fine. Then give them a few minutes in pairs to match the rest.

b. Play the tape/CD for SS to check answers. Then play it again, pausing after each pair for SS to listen and repeat.

c. Get SS to do this in pairs, A (book open) and B (book closed). A says a word from circle B and B tries to remember the rhyming pronoun.

d. Tell SS to choose a single possession (pen, book, glasses, etc.) and put it in front of them. Tell SS that they should remember who the things belong to.
- Quickly collect the possessions. Then pick up one thing and ask the class Whose is it? Get SS to point at the person who they think it belongs to and say It's his or It's hers.
- Check by asking the student Is it yours? and elicit the answer Yes, it's mine.
- Continue with the other possessions.

4 LISTENING

- Focus on the song (originally recorded by the Righteous Brothers) and ask SS which film it's from (Ghost). Then focus on the instructions.
- Play the tape/CD once or twice for SS to complete the song with the missing words. Check answers.

Oh my love, my darling,
I hunger for your touch,
A long, lonely time.
And time goes by so slowly,
And time can do so much,
Are you still mine?
I need your love.
I need your love.
God speed your love to me.
Lonely rivers flow to the sea, to the sea,
To the open arms of the sea.
Lonely rivers sigh, wait for me, wait for me,
I'll be coming home, wait for me.

b. Play the tape/CD again for SS to read the lyrics with the glossary. Then go through it line by line with them, and elicit the right summary (2). If your SS like singing you could play the tape/CD again for SS to sing along with it.

Extra photocopyable activities

Grammar
possessive pronouns p. 155.
Communicative
Vowel sounds dominoes p. 200 (instructions p. 179).

HOMEWORK

Study Link Workbook pp. 37–38.
**Vocabulary** clothes: shirt, shoes, etc.

**Function** Buying clothes

**Language** What size is this shirt? etc ...

**Lesson plan**

In this episode, Mark takes Allie shopping to buy her a new shirt (to replace the one he spilt coffee on). After buying the shirt Mark invites Allie to have dinner with him that night to celebrate his birthday. Allie declines the invitation but agrees to go out with Mark on Friday night.

In the lesson SS learn some basic clothes vocabulary and some key phrases for buying clothes in English.

**Study Link** These lessons are also on the New English File Elementary Video, which can be used instead of the Class Cassette/CD (see introduction p.9).

The first section of the Video is also on the MultiROM, with additional activities.

**VOCABULARY** clothes

**a** Focus on the pictures. Give SS in pairs a few moments to match them to the words.

- Check answers. Model and drill pronunciation.

<table>
<thead>
<tr>
<th>Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a shirt</td>
</tr>
<tr>
<td>2</td>
<td>trousers</td>
</tr>
<tr>
<td>3</td>
<td>shoes</td>
</tr>
<tr>
<td>4</td>
<td>a jacket</td>
</tr>
<tr>
<td>5</td>
<td>jeans</td>
</tr>
<tr>
<td>6</td>
<td>a sweater</td>
</tr>
</tbody>
</table>

- Ask SS why they think it’s a shirt, a sweater, a jacket (with article) and jeans, shoes, trousers (no article) and elicit that it’s because the latter are plural.

**b** Tell SS to cover the words and test each other in pairs.

**Extra idea**

SS are often interested in clothes vocabulary and you may want to expand their vocabulary in this area, but be careful not to overload them.

- Use what you or SS are wearing to elicit/teach, e.g. skirt, dress, suit, trainers, T-shirt, coat, socks, etc. Model and drill the words and then write them on the board and get SS to copy them into their vocabulary notebooks.

- Get SS in pairs to say what they usually wear during the week and at the weekend.

**BUYING CLOTHES**

**a** Focus on the picture and ask SS Where are Mark and Allie? (in a clothes shop). Why? (because Mark wants to buy Allie a new shirt).

- Now either tell SS to close their books, and write questions 1–3 on the board, or get SS to cover the conversation.

- Play the tape/CD once. Check answers.

<table>
<thead>
<tr>
<th>Number</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A medium</td>
</tr>
<tr>
<td>2</td>
<td>34.99</td>
</tr>
<tr>
<td>3</td>
<td>American Express</td>
</tr>
</tbody>
</table>

**b** Focus on the conversation and the gaps. Give SS a minute to read through the dialogue and guess the missing words. Then play the tape/CD again once twice as necessary.

- Get SS to compare answers in pairs. Check answers.

**c** Go through the dialogue line by line, helping SS with any expressions they don’t understand.

**d** Put SS in pairs. A and B. A is the shop assistant. Get to read the dialogue first. Then tell B to close his/her book and try to respond from memory. Then A and B swap roles.

**A** It’s not necessary to roleplay this dialogue in three. The SS taking the role of the customer should say Allie’s lines and also Mark’s line at the end (Do you take American Express?).
SOCIAL ENGLISH

- Write these questions on the board: Does Mark like Allie’s new shirt? What day is it today? What does Mark and Allie? Then play the tape/CD once. Check answers.

- Focus on the five sentences. Play the tape/CD once and get SS to try and fill the gaps with one word. Play the tape/CD again and then get SS to compare their answers in pairs. Check answers.

- Focus on the question and if necessary play the last part of the conversation again (where Mark invites Allie to dinner). Get SS to focus on Allie’s intonation and body language if you’re using the video. Feedback SS’ ideas.

This is a matter of opinion, but probably yes.

4.16 CD2 Track 22

(takescript in Student’s Book on p.117.)
A Thank you very much, Mark.
M You’re welcome. I’m really sorry about the coffee.
A That’s OK. It’s late. Our meeting’s at 12.30.
M We can take a taxi.
A OK. Do you like the shirt?
M Well, yeah, it’s exactly the same as the other one.
A The same? It’s completely different!
M Sorry!
A Typical man!
M Allie, can I ask you something?
A Yes. What?
M Would you like to have dinner with me tonight?
A Tonight?
M Yeah. You see, it’s my birthday.
A Oh! Happy birthday! I’m sorry, but I can’t have dinner tonight. I’m busy.
M Oh. How about Friday night?
A Friday? Well... OK.
M Do you know a good restaurant?
A Let me think. Do you like Italian food?
M I love it.
A Well, there’s a new Italian restaurant. We can go there.
M Good idea. Taxi!!

- Focus on the USEFUL PHRASES. For each phrase, ask SS Who says it, Mark or Allie?
- Play the tape/CD again for SS to check. Pause after each phrase and get SS to repeat it. In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

Would you like to have dinner with me tonight? – Mark
Happy birthday! – Allie
I’m busy. – Allie
How about Friday night? – Mark
Let me think. – Allie
Good idea. – Mark

- Highlight that:
Would you like...? is a useful phrase for inviting somebody to do something. SS will have seen this in File 1 Practical English.
How about...? is very useful for making a suggestion, e.g. when you are trying to decide on a day to meet. How about Friday? (= Is Friday OK for you?); You could also teach the alternative What about...?

Extra support
If there’s time, you could get SS to listen to the tape/CD for a final time with the tapecript on p. 117 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

Extra challenge
Get SS in pairs to roleplay the second conversation using the tapecript on p. 117.

HOMEWORK

Study Link Workbook p. 39.
Lesson plan

In this writing lesson, SS revise adjectives from File 3, and consolidate language to express free time activities from File 4 in the context of describing a person. The writing skills focus on correcting spelling, and organizing a text into paragraphs. We suggest you do the exercises in class and set the description for homework.

- Focus on the photograph. Tell SS that her name is Stephanie, and ask SS a few questions about her appearance, e.g. Is her hair long or short? (quite short) Is she fair or dark? (dark), etc.

a • Now focus on the instructions and on the highlighted words. Tell SS that these are typical spelling mistakes. Give them a minute to write the words correctly.

- Check answers.

| 1 friend | 4 writing |
| 2 studies | 5 beautiful |
| 3 intelligent | 6 always |

b • SS now read the description and match the paragraphs and questions. Set a time limit, e.g. three minutes.

- Check answers.

1 Who is the person in the photo?
2 How old is he/she? etc.
3 Describe him/her.
4 What does he/she like doing? etc.
5 Why is your friend special?

c • Now get SS to read the description carefully and try to remember the information. Help SS with any words they don’t understand/remember.

- Put SS in pairs. Get them to cover the text, and then ask each other the questions in order, beginning with Who is the person in the photo? They should try to answer from memory.

- Then test their memories by getting SS to close their books and asking questions round the class.

Write a description

- Go through the instructions with SS. Stress the importance of checking writing after they’ve done it, and remind them that if they write on a computer, they could run a spell check when they’ve finished.

- Either give SS at least fifteen minutes to write the description in class, or set it for homework. Encourage SS to attach a photo, or scan one in if they write on a computer.

- If SS do the writing in class, get them to swap and read each others’ descriptions and correct any mistakes they find, before you collect them all in.

Extra idea

Give SS more oral practice by telling them to think of a friend and then getting them in pairs to interview each other about their friend using the questions in b.
Who were they?

Lesson plan

The lesson uses the context of historical figures to
practise and carry out the past simple of the verb be
and was / were. The first context is tourists asking about
the heads of four famous US presidents. Elicit that they are all presidents of the USA. Ask if anyone
knows where the headquarters are (South Dakota, USA)

Now get SS in pairs to try and match the names and
remember which head is which. (You could get
SS to cover the dialogue below as this will give them
one of the answers.) Don’t check answers at this point.

Play the tape/CD once or twice. Then check answers
to a.

George Washington
Thomas Jefferson
Theodore Roosevelt
Abraham Lincoln

(tipscript in Student’s Book on p.117.)

Guide We are now at Mount Rushmore, in South
Dakota, and you can see in front of you, from left to right,
the heads of George Washington, Thomas Jefferson,
Theodore Roosevelt, and Abraham Lincoln. As you
know, all four men were presidents of the United States
of America. George Washington was the first president...

Now focus on the dialogue. Stress that the missing
words are either numbers or dates. Give SS a few
moments to go through the dialogue before they listen. If they ask, explain that was (He was President of
the United States) is the past simple of is and that were
(His parents were very rich) is the past simple of are.
Reassure SS that they will look at this more closely
later in the lesson.

A When was he born? SS may find it confusing that this
concept is expressed by a passive construction in
English. If you know your SS’ L1, a literal translation
(i.e. born is the past participle of bear) may help here.

Extra support

Give SS time to read the dialogue and work out what
kind of number is missing before they listen, and remind
them how to say years, e.g. 1801, 1842, etc.

- Play the tape/CD once. Get SS to compare their
answers, and then play it again. Check answers.

5.2 CD2 Track 26

G = guide, T = tourist

G The second head is of Thomas Jefferson. He was
President of the United States from 1801 to 1809.
T1 When was he born?
G He was born in 1743, in Virginia. His parents were
very rich.
T2 Was he President after Washington?
G No, he was the third President.
T2 What’s Jefferson famous for?
G Well, he’s famous for writing the Declaration of
Independence — that’s when he was 33, before he
was President — and for buying the state of
Louisiana from Napoleon in 1803.

- Go through the dialogue line by line. Elicit/teach
the meaning of was born and help SS with any other
vocabulary problems.

2 GRAMMAR was / were

a Focus on the chart and the instructions. Tell SS to look at the
elements of was / were in the dialogue if they are
not sure of the difference between them. Check
answers.

They were all presidents of the USA.
He was the first American President.

b Tell SS to go to Grammar Bank 5A on p. 130. Go
through the rules with the class. Model and drill the
example sentences.

Grammar notes

- was is the past of am and is and were is the past of are.
- 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).
- Some SS have a tendency to remember was and forget
were.

- Focus on the exercises for 5A on p. 131. SS do the
exercises individually or in pairs.
- Check answers, getting SS to read out the full
sentences, not just say the verbs.
3 PRONUNCIATION sentence stress

**a** 5.3

- Focus on the sentences and play the tape/CD once for SS to listen. Then play it again pausing after each sentence for SS to repeat.

**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 sentences: I *was* /waz/ born in 1990. *They were* /wə/ *famous.*
- *was/wasn’t* and *were/weren’t* have a strong pronunciation in short answer and sentence: Yes, *I was* /waz/. No, *I wasn’t* /wəznt/. Yes we *were* /wə/ *No we weren’t* /wənt/.
- 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 3a).

**b** 5.4

- Divide SS into pairs, A and B. Tell them to go to **Communication Three Presidents** A p. 109, B p. 112.
- Go through the instructions with them and elicit and drill the questions, e.g. *What was (Washington’s) first name? Which president was he? When was he born? Where was he born? Where were his parents from?*

**Extra support**

When you have elicited and drilled the questions, write them on the board.

- SS ask and answer questions to complete the chart. Remind them to ask *How do you spell it?* for first names and place names they don’t know.
- Monitor, encouraging SS to get the right rhythm.
- If necessary, when they have finished the activity, let SS check their answers by looking at each other’s books.
- Tell SS to go back to the main lesson on p. 52.

**c** 5.4

- Focus on the questions. Model and drill them for SS to get the right rhythm. SS ask the questions in pairs.

- Get some feedback by asking individual SS about their partner in the third person, e.g. *Where was Dennis born?

4 READING

**a**

- Focus on the photos, names, and cities. Set a time limit for SS in pairs or small groups to match the names, places, and photos. Check answers.

1 Chopin Warsaw
2 Joan of Arc Paris
3 Nelson London
4 Garibaldi Rome

- You could ask SS if they know why the four people were, encouraging them to use *was* in their answer.

**b**

- Now focus on the biographies, and set a time limit again for SS to read them and complete the missing information.

1 Chopin Poland
2 Joan of Arc France
3 Nelson England
4 Garibaldi Italy

**c** 5.4

- Play the tape/CD for SS to check their answers, and hear how to pronounce the names and place names.

**Extra idea**

You could also get SS to read the texts aloud in pairs to get more practice with the rhythm of *was* and *were*, ie not stressing them in sentences.

- Now get SS to cover the texts and to try and remember what they have read. In pairs, A says anything he/she can remember about the first statue. B checks and prompts. Then they swap roles for the second statue.

5 VOCABULARY word formation

**a**

- Focus on the explanation about making the word for person (e.g. painter) and ask SS what letters they add to a verb or noun. Give SS time to look at the examples and find the answers.

- *er* or *-or* to a verb, *-ist* or *-ian* to a noun

- Point out to SS that sometimes with nouns you have
to make more changes, e.g. science - scientist (the ce appears and a t is added).

3 Model and drill pronunciation of the words. Then test SS memory by getting them to cover the words and then saying the noun/verb as a prompt, e.g. T: art SS:

Give SS a few minutes to find the words in the texts, or them to guess first and then check with the texts.

Check answers, modelling the pronunciation and asking SS to underline the stress.

| 1 player | 4 sailor |
| 2 coacher | 5 politician |

Extra challenge

Ask a famous name(s) for each of the professions in a task (preferably a dead person). Then get SS to say a sentence, e.g. (X) was a famous pianist.

Demonstrate by telling SS about a famous statue in your town or city. If you can show SS a photo of it, even better. In a monolingual class you could get SS to write their text in pairs.

Extra idea

You could set this for homework, and get SS to do some research to prepare their texts, e.g. from the Internet, and include photos of the statues.

6 SPEAKING

- Focus on the photo and ask SS who he is and what he was (Winston Churchill, a politician). Then go through the short text with them, clarifying meaning.
- If SS want to know who the top ten were and in what order, they were 1 Churchill, 2 Brunel (engineer), 3 Princess Diana, 4 Charles Darwin (scientist), 5 Shakespeare, 6 Isaac Newton (scientist) 7 Queen Elizabeth I, 8 John Lennon, 9 Lord Nelson, and 10 Oliver Cromwell (17th century leader of the English Revolution who executed King Charles I).
- Put SS in groups of three and get them to agree on their top three. Monitor and help with vocabulary as necessary.

In a multilingual class, put SS in groups and get them to think of a world top three. You may want to exclude people from their own countries.

- Get SS to tell the class about their choices. Each student could describe one person.

Extra photocopyable activities

Grammar

was/were p. 156.

Communicative

Where was James? p. 201 (instructions p. 179).

Homework

StudyLink Workbook pp. 40-41.
Lesson plan

Past simple regular verbs are introduced in this lesson. The context is provided by the true story of two young people (from Sidcup in south-east England) who booked tickets to what they thought was Sydney, Australia but which turned out to be a remote town in Canada also called Sydney. Although SS learn all forms (++, −, and ?) of the past simple, the focus in this lesson is mainly on the + form and SS are given thorough practice of the -ed ending. Irregular verbs will be introduced in the next lesson where the focus will move to question forms.

Optional lead-in (books closed)

- Play 'Hangman' (see p. 20) with the word AUSTRALIA. Then ask SS What's the capital of Australia? (Canberra) What other big cities are there? (Sydney, Melbourne, Perth, etc.).
- Ask What's Australia famous for? and elicit some ideas on the board (e.g. Sydney Opera House, Ayers Rock (Uluru), kangaroos, koalas, the 2000 Olympic games, beaches, beer, dangerous spiders and snakes, etc.).

1 READING

a 5.5

- Books open. Focus on the photo and elicit that it's of Sydney and shows Sydney Opera House. Ask SS if they'd like to go there for a day or not and why.
- Focus on the text, and tell SS they're going to read and listen to a true story which was in the news all over the world. Explain that the story will be in the past simple (the first time in the book that SS have seen this form of the verb).
- Play the tape/CD once and SS read and listen. Then focus on the final question and elicit ideas. If SS say no, ask Why? (e.g. very small airport, Sydney is a major city). Don't tell them the answer at this stage.

5.5 A tale of two Sydneys

Last April two British teenagers wanted to go to Australia for their summer holiday. But it was a 24-hour journey by plane and tickets were very expensive. So, Raoul Sebastian and Emma Nunn, aged 19, looked for cheap tickets on the Internet. They were lucky, and they booked two tickets to Sydney. On August 4th they arrived at Heathrow airport. They checked in and waited for the plane to leave. Six hours later they landed at a big airport and changed planes. Emma I was a bit worried because the second plane was very small, but I didn’t want to say anything to Raoul.

Raoul After only an hour the plane landed. We looked out of the window. It was a very small airport. We walked to the information desk and I showed our tickets to the woman. ‘When is our next flight?’ I asked. She looked at our tickets. ‘The next flight? This is the end of your journey. Where did you want to go?’ ‘Where are we?’ I asked.

b Now focus on the pictures. Tell SS to read the story again and number the pictures in order. Encourage them to use the pictures to help them guess any new vocabulary.
- Get SS to compare their order with a partner, before checking answers.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>G</td>
<td>B</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

- Tell SS to read the text again quickly and underline all the words and phrases they don’t know, e.g. teenage, journey, lucky, etc. Then with their partner they try to guess the meaning or use their dictionaries to check.
- Get feedback to find out which words they didn’t know, and model and drill pronunciation.

c 5.6

Now play the end of the story where SS discover that Emma and Raoul were in Sydney, Canada, not Sydney Australia.

5.6 (tapescript in Student’s Book on p.117.)

N = narrator, R = Raoul, W = information

N They walked to the information desk and they showed their tickets to the woman.

R When is our next flight?

W The next flight? This is the end of your journey. Where did you want to go?

R Where are we?

W You’re in Sydney.

R We’re in Australia?

W Australia? No, you’re in Canada!

R Canada!

d Tell SS to go to Communication Sydney on p.112 to read about what happened next. Ask a few comprehension questions, e.g. Do you think Sydney Nova Scotia is exciting? (not very) How many days did they stay there? (four days) Where did they go next? (back to London – they never went to Australia).

- Then ask the whole class if they think it is easy to make a mistake like this.
- Tell SS to go back to the main lesson on p. 55.

2 GRAMMAR past simple regular verbs

a Focus on the chart, and tell SS to complete the past simple column with the highlighted verbs from the story. Check answers.
Focus on the speech bubbles and get SS to ask and answer the questions in pairs. They should be able to remember the answer. Although it isn’t necessary to always answer yes/no questions with a short answer using the auxiliary verb, i.e. Yes, they did, get SS to use them here as it will help to reinforce the difference between was and did.

3 PRONUNCIATION -ed endings

a 5.8
- Get SS to underline the regular verbs in the first paragraph. Focus on the A box and give SS time to read through it.
- Focus on the verbs in the three columns and play the tape/CD once. Tell SS to listen and concentrate on how the -ed is pronounced.
- Elicit/explain that there are three different ways of pronouncing -ed. Two are similar (the first two columns) but the third column is very different.

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: /kl/, /lp/, /lt/, /st/, /lt/, /lt/, e.g. booked, hoped, laughed, passed, washed, watched.
  2. After voiced endings -ed is pronounced /d/, e.g. arrived, changed, showed.
  3. After verbs ending in /d/ or /t/ the pronunciation of -ed is /d/, e.g. wanted, needed, decided.
- 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 SS tend to transfer this ending to verbs from groups 1 and 2 by mistake.
- If SS want more information about when the -ed is pronounced /t/ and when it is pronounced /d/, you could explain that -ed is pronounced /t/ after verbs ending with unvoiced sounds (made in the mouth without using the voice, see above). After all other endings (except /d/ and /t/) it is pronounced /d/.
- Focus on the phonetics which show the three different pronunciations of -ed (/t/, /d/ and /d/). Then play the tape/CD again, pausing after each verb for SS to repeat it.

b 5.8
- Now ask SS the question In which group do you pronounce the e in -ed? (column 3).
- Tell SS to look at the spelling of the verbs, 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 /ed/. 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.)

b 5.9

- Now focus on the sentences telling Raoul and Emma's story. Play the tape/CD and SS repeat the sentences. Give more practice modelling the sentences yourself or playing the tape/CD again. Encourage SS to 'link' the past simple verbs with the words following them, e.g. They arrived at Heathrow airport.

A SS may find it difficult to pronounce sentences 1, 2, and 8 because the -ed ending is followed by a word beginning with t. At this level SS will find it easier in these cases if they pronounce each word separately.

- Get SS to quickly match the nine sentences to the pictures in 1b and tell them to try and memorize the story.

c 5.9

- Now get SS to cover the sentences and focus on pictures A–1 in 1b. Elicit the sentence for picture 1 (they wanted to go to Australia), and continue until the class have told the whole story from memory.

Extra idea

- Now put SS in pairs to re-tell the story. They can either say alternate sentences, or A can tell the whole story while B helps and prompts, and they then swap roles.

- Monitor and correct any pronunciation errors, focusing on where SS pronounce the e in the -ed and where they shouldn’t, e.g. /bʊkt/ NOT /boʊkt/ for booked.

4 VOCABULARY & SPEAKING

a 5.9

- Write a true sentence about yourself in the past with a regular verb, e.g. I started teaching English in 1999. 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 SS must number them from the most recent (five minutes ago) to the most distant (a year ago).

- Check answers, getting SS to read the whole sentence, e.g. I booked the tickets five minutes ago.

- Go through the rule and 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.
Girls' night out

Lesson plan

The lesson is based on an article from the magazine Marie Claire. The magazine asked women members of staff in different offices around the world to have a 'girls' night out' and then to write a report about it. The reports from Moscow, Beijing, and Rio de Janeiro provide the context for the introduction of common past simple irregular verbs. The main focus of the lesson is question formation to prepare SS to ask each other about their last night out. The vocabulary focus is common collocations of the key verbs go, have, and get (e.g. go out, get home, etc.).

Optional lead-in (books closed)

- Revise some of the verbs and expressions from Vocabulary Bank Daily routine on p. 147. Say the vocabulary, and elicit the verbs from SS, e.g.

  - breakfast SS: have
  - shopping SS: go
  - sleep and go straight to Vocabulary Bank Go, have, get on p. 150. (See 1b below.)

1 VOCABULARY go, have, get

- Books open. Focus on the three collocates and give SS a moment to decide if they are go, have, or get. Check answers.

  have lunch go shopping get up

- Tell SS to go to Vocabulary Bank Go, have, get on p. 150.
- Give SS five minutes to do a in pairs. They should be able to do this quite quickly as many of the words will be familiar to them.
- Check answers. Model and drill pronunciation.

1 go shopping 13 have a shower
2 go to bed 14 have a good time
3 go out 15 have breakfast/lunch/
4 go to the beach 16 have a car
5 go by bus 17 get a taxi/bus/train
6 go to church/to mosque 18 get home
7 go for a walk 19 get to a restaurant
8 go home 20 get dressed
9 go away 21 get a newspaper
10 go to a restaurant 22 get an e-mail/letter
11 have a sandwich 23 get up
12 have a drink

- Focus on b and elicit that go home = go to your house, get home = arrive at your house.
- Focus on c. Get SS to cover the words and use the pictures to test themselves or each other. Encourage them to say the complete phrase.

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.
- Tell SS to go back to the main lesson on p. 56.

2 READING

a. Do this as an open class question and elicit ideas.
b. Focus on the photo and the introduction to the article. Make sure the SS understand that the women went out for the night and then wrote a report about it.
c. Tell SS that they are only going to read two of the reports, and must decide which two cities the women are from, choosing from Rio, Beijing, and Moscow.
d. You may want to pre-teach the past of go = went to help SS understand the text. Give SS four or five minutes to read the text and then discuss with a partner where Sabina and Sharon live. Encourage them to use the photos to help them. Check answers.

Sabina lives in Moscow. Sharon lives in Beijing.

e. Focus on the questions, and ask SS if they are in the present or in the past (the past). Ask how they know (because of the auxiliary did). Then get SS to match the questions and the answers. Check answers.

1 What did you wear?
2 What did you do?
3 What did you have to eat and drink?
4 What did you talk about?
5 How did you go home?
6 What time did you get home?
7 Did you have a good time?

d. SS quickly read the text again and complete the chart.

Extra idea

Get SS to complete the chart first from memory and then read the text again to check.

e. Focus on the instructions. SS ask and answer questions in pairs, answering with short answers.
- Finally check answers with the whole class.

<table>
<thead>
<tr>
<th>Sabina</th>
<th>Sharon</th>
</tr>
</thead>
<tbody>
<tr>
<td>wear a dress</td>
<td>x</td>
</tr>
<tr>
<td>go to a bar</td>
<td>✓</td>
</tr>
<tr>
<td>drink alcohol</td>
<td>✓</td>
</tr>
<tr>
<td>talk about men</td>
<td>✓</td>
</tr>
<tr>
<td>talk about clothes</td>
<td>x</td>
</tr>
<tr>
<td>go home by taxi</td>
<td>✓</td>
</tr>
<tr>
<td>get home after 1.30</td>
<td>✓</td>
</tr>
</tbody>
</table>
- Tell SS to go through the text again quickly and underline any words and phrases they don't know, e.g. dress, traditional, fashions, etc. Then with their partner they try to guess the meaning or use their dictionaries to check.
- Get feedback to find out which words were new and model and drill pronunciation.
3 GRAMMAR past simple irregular verbs

a  Focus on the ten infinitives and check SS remember their meaning. Then give them a few minutes to find the past simple verbs in the text. Encourage them to use the phonetics to help them.

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.
- 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 pp. 154–155 of the Student’s Book.

b 5.10
- Write the ten infinitives on the board. Play the tape/CD, pausing after each verb to check answers. Get SS to spell the verbs to you and write the past simples on the board next to the infinitives.

<table>
<thead>
<tr>
<th>wear</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
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<tr>
<td>buy</td>
<td>bought</td>
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<tr>
<td>get</td>
<td>got</td>
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<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>can</td>
<td>could</td>
</tr>
</tbody>
</table>

- Focus on the phonetics and tell SS to listen to the pronunciation. Play the tape/CD again.

Extra challenge
Focus on the phonetics and elicit the pronunciation of the verbs before playing the tape/CD.
- Play the tape/CD again, pausing after each pair of verbs for SS to repeat them. Give more practice as necessary, getting SS to repeat after you or after the tape/CD.
- Get SS to cover the past simple and see if they can remember it, uncovering them one by one to check their answers.
- Tell SS to go to Grammar Bank 5C on p. 130. Go through the rules with the class. Model and drill the example sentences.
- Now focus on the exercises for 5C on p. 131. SS do them individually or in pairs. Highlight in a that if the verb is not an irregular one they just learned, then it is regular.
- Monitor while SS are doing the exercises. If you see they are having problems with word order in b, remind them of QUASI and ASI (see p. 33 of this book).
- Check answers. Get SS to read the sentences and questions aloud, helping them with the rhythm, and correcting any mispronunciation of the -ed.

Study Link  SS can find an end-of-file grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.
- Tell SS to go back to the main lesson on p. 57.

4 LISTENING
a  Focus on the third photo with the Girl’s Night Out article and ask where the women are (Rio de Janeiro, Brazil).
- Get SS to cover the questions from 2c, and see if they can remember them. Elicit them from the class and write them on the board.
- Leave the questions up on the board for when SS practise the pronunciation later.

b 5.11
- Now tell SS they’re going to listen to Silvia from Brazil answering the questions. Tell them to relax and listen and just focus on the answer to the two questions. Ask how they have a good time? and How many points out of 10?
- Play the tape/CD once, and elicit the answers to the two questions.

They had quite a good time – 7 out of 10.

c  Now tell SS to listen for the answers to questions 1b, and play the tape/CD again. SS compare their answers in pairs and then listen again if necessary.

5.11 (tapescript in Student’s Book on p. 117.)

I = Interviewer, S = Silvia
- I’ve been out with four friends. Karina, Mónica, Ana, and Thelma. Silvia, can you tell us about your girls’ night out?
- Sure.
- I What did you wear?
S Well, first we went to a restaurant in Ipanema. It’s a place where a lot of famous people go and we saw an actor there, called Fernando Finto. Karina really liked him – in fact she’s crazy about him! Then we went to a beach bar and we had some drinks. And then we went to a party.
- I What did you have to eat and drink?
S At the restaurant we had beer and we had some French fries. And at the beach bar we had beer and coconut water.
6 SONG Dancing Queen

5.13
- Here SS listen to a song by the Swedish group Abba. This was one of their most popular songs and it is about a girl who goes out on a Friday night and wants to dance. If you want to do this song with your SS there is a photocopyable activity on p. 225.

5.13

You can dance, you can jive, having the time of your life
See that girl, watch that scene, dig in the Dancing Queen
Friday night and the lights are low
Looking out for the place to go Where they play the right music, getting in the swing
You come to look for a King, Anybody could be that guy
Night is young and the music's high
With a bit of rock music, everything is fine You're in the mood for a dance
And when you get the chance
You are the Dancing Queen, young and sweet, only seventeen
Dancing Queen, feel the beat from the tambourine You can dance, you can jive, having the time of your life
See that girl, watch that scene, dig in the Dancing Queen
You're a teaser, you turn them on
Leave them burning and then you're gone
Looking out for another, anyone will do
You're in the mood for a dance
And when you get the chance, etc.

Extra photocopyable activities

Grammar
past simple irregular verbs p. 158.

Communicative
Boys' night out p. 203 (instructions p. 180).

Song
Dancing Queen p. 225 (instructions p. 220).

HOMEWORK

Study Link Workbook pp. 44–45.
Lesson plan

The aim of this lesson is to revise all forms of the past simple, regular and irregular. SS do not go to the Grammar Bank, but revise the past simple through reading, listening, and speaking, and learn several new irregular verbs. The lesson will work best if you can generate and maintain suspense so that SS want to find out who the murderer was. The story is presented in the form of a Graded Reader and is also on tape/CD (as many Graded Readers are). This provides a good opportunity to encourage SS to start reading Graded Readers if they haven’t already done so.

Optional lead-in (books closed)

- Write the following types of texts on the board: novels, textbooks, song lyrics, the Internet, newspapers, magazines
- Then ask SS Which do you read in your language? and get as much feedback as possible from different SS.
- Now ask SS Which do you read in English? Some SS may try to read e.g. song lyrics and information from the Internet in English.
- Then tell SS about Graded Readers and show them a few if possible, and tell them how important it is to read in English to improve their grammar and vocabulary.

1 READING

a. Focus on the photo of the house and ask SS a few questions, e.g. What is it? How old do you think it is? Where do you think it is? and elicit ideas/suggestions.
   - Then focus on the text. Ask SS what kind of information is usually on the back of a book (an introduction to or summary of the story), and give SS a couple of minutes to read it.
   - Go through the text with SS, explaining the meaning and pronunciation of murder /'m3rdə/ and country house. Ask a few comprehension questions, e.g. When does the story take place? (in 1938), Who is the main character and murder victim? (Jeremy Travers), Why was June 22nd 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).

b. Focus on the photos, and explain that they are the people who were in the house when the murder happened.
   - Focus on the speech bubbles and get SS to practise in pairs saying who everybody is in relation to Jeremy, e.g. Who’s Claudia? (she’s Jeremy’s secretary). This will help SS to remember who’s who as they read/listen to the story and also revises using the possessive ‘s.
   - Ask SS Who do you think the murderer is? and elicit ideas, suggestions.

- Now focus on the text and tell SS that they are going to read the story and listen to it at the same time.
- Play the tape/CD for SS to read and listen. Then give time limit, e.g. four minutes and get SS in pairs to read the text together and mark sentences 1-7 T or F (false).

5.14
Jeremy, Jeremy! Jeremy! Oh no!

Inspector Granger arrived at about 9.00. He was a tall man with a big black moustache. Amanda, Barbara, Claudia, and Gordon were in the living room. The inspector came in.
'Mr Travers died between midnight last night and seven o’clock this morning,' he said. 'Somebody in this room killed him.' He looked at them one by one but nobody spoke.
'Mrs Travers. I want to talk to you first. Come into the library with me, please.'
Amanda Travers followed the inspector into the library and they sat down.
'What did your husband do after dinner last night?'
'When we finished dinner Jeremy said he was tired and he went to bed.'
'Did you go to bed then?'
'No, I didn’t. I went for a walk in the garden.'
'What time did you go to bed?'
'About quarter to twelve.'
'Was your husband asleep?'
'I don’t know, inspector. We… we slept in separate rooms.'
'Did you hear anything when you were in your room?'
'Yes, I heard Jeremy’s bedroom door. It opened. I thought it was Jeremy. Then it closed again. I heard in bed for half an hour and then I went to sleep.'
'What time did you get up this morning?'
'I got up at about 7.15. I had breakfast and at 8.00 I told my husband a cup of tea. I found him in bed. He was dead.'
'Tell me, Mrs Travers, did you love your husband?'
'Jeremy is… was a difficult man.'
'But did you love him, Mrs Travers?'
'No, inspector. I hated him.'

- Check answers, getting SS to say why the F sentences are false.

1 F He died between midnight and seven in the morning.
2 F In the library.
3 T
4 F They slept in separate rooms.
5 T
6 She got up at 7.15.
7 T

- Deal with any vocabulary problems, e.g. moustache, library (contrast it with bookshop), asleep, but leave new irregular verbs as SS are about to focus on them.
arrived died killed looked followed finished opened closed hated

Extra challenge
Get SS to predict how the -ed is pronounced for each verb, /d/ or /t/ or /id/. Then play the tape/CD for them to check.
(arrived, died, killed, followed, opened, closed are all /d/, looked, finished are /t/, and hated is /id/.)

3 LISTENING

a 5.17
- Focus on the questions and Amanda’s answers in the chart. Explain that SS are now going to hear the inspector interview the other three suspects, Barbara, Gordon, and Claudia. They have to complete the chart.
- Ask Who’s Barbara? (Jeremy’s daughter). Then play the tape twice for SS to complete the chart. Don’t check answers yet, but get SS to compare answers with a partner between each listening.

b 5.18
- Ask Who’s Gordon? (Jeremy’s business partner). Then play the tape twice for SS to complete the chart. Again, don’t check answers yet, but let SS compare answers with a partner between each listening.

4.16
CD2 Track 40

7 think
8 read
9 take
10 find

Tell SS to go back to main lesson on p. 59.
**Extra challenge**

Get SS to roleplay an interview. Put them in pairs and ask them each to choose a suspect they want to be, give them a few minutes to read the tapescript on p. 117. Then get them to interview each other in pairs, using the chart as a prompt, with one student playing the part of the detective.

- Now tell SS to look at their charts 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.

**f**

- Play the tape/CD for SS to see if they were right. Pause the tape after Amanda says ‘Dinner everybody’ and ask comprehension questions, e.g. What happened before dinner? What did Gordon tell Jeremy?, etc. to make sure SS are following the story.
- Now play the last part. Repeat it from the beginning. SS want to hear it again. Get SS to explain why Gordon killed him (because he wanted to marry Barbara and have all the money and Jeremy said he couldn’t).

---

**Extra support**

Play the three interviews again and get SS to listen and read the tapescript on p. 117.

---

**4 SPEAKING**

- This activity will take at least 15–20 minutes. If you don’t have time this lesson, go straight to the vocabulary and do it next lesson.
- Divide SS into groups of four, and then into pairs. One pair are both as (police officers) and the other as (friends/suspects). If you have odd numbers, have extra as (i.e. three police officers and two suspects).
- Tell SS to go to Communication Police interview A p. 109, B p. 112.
- Go through the instructions with them carefully. The give at least five minutes for AS to prepare their questions and for BS to prepare their alibis.
When they are ready, re-divide the groups of four, so that each A is with a different B. If possible, tell the A's 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 not be near their own 'partner'.)

Allow at least five minutes for the interviews, making sure the police officers take notes.

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

Tell SS to go back to the main lesson on p. 59.

VOCABULARY irregular verbs

Tell SS to go back to Irregular verbs on pp. 154–155.

Tell SS 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.

Show SS how to test themselves by covering the past simple column, looking at the present, and saying the sentences again but with the verb in the past.

Go through the verbs one by one, eliciting/teaching the meaning of any new ones, and getting SS to highlight or 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.

Finally go through the text about Graded Readers with them.

Extra idea

If you have a school library, get SS to take a book out and start reading. Put up a chart in your classroom so that SS can write down the name of the book they're reading, and you can keep track of how many they read.

If your school doesn't have a library, you could create a school library by getting each student to buy one Graded Reader (level 1) – they are relatively inexpensive. They then swap books with each other.

Extra photocopiable activities

Grammar

Past simple regular and irregular p. 159.

Communicative

Past tense question time p. 204 (instructions p. 180).

HOMEWORK

StudyLink Workbook pp. 46–47.
5 PRACTICAL ENGLISH IN A GIFT SHOP

Vocabulary T-shirt, mug, etc.
Function Buying a present
Language How much is that T-shirt?, etc.

Lesson plan
In this lesson SS get practice in using and understanding basic shopping language in the context of shopping for souvenirs, as Allie buys a birthday present for Mark. Later Allie goes to the hotel to pick Mark up for dinner. She gives him the present but she drops it and it breaks. They set off together to the restaurant.

Study Link These lessons are also on the New English File Elementary Video, which can be used instead of the Class Cassette/CD (see introduction p.9).
The first section of the Video is also on the MultiROM, with additional activities.

VOCABULARY shopping
a • Focus on the pictures and give SS in pairs a few moments to match them to the words.
• Check answers. Drill pronunciation.
1 postcards
2 a (camera) film
3 a mug
4 T-shirts
5 batteries

b • Tell SS to cover the words and test each other in pairs.

BUYING A PRESENT

a 5.21
• Focus on the picture and ask SS Where's Allie? (In a shop). Ask about the previous Practical English lesson, e.g. What did Mark ask Allie to do? (to have dinner with him). Why? (because it was his birthday). Elicit that Allie wants to buy Mark a small present.
• Now either tell SS to close their books or cover the conversation and listen to find out what she buys.
• Play the tape/CD once or twice. Check answers.

She buys a large mug.

b • Now focus on the conversation and the gaps. Give SS a minute to read through the dialogue and guess the missing words. Then play the tape/CD again once or twice as necessary.
• Get SS to compare their answers. Check answers.

5.21 CD2 Track 45
S = shop assistant, A = Allie
S Can I help you?
A How much is that T-shirt?
S It's 15.60.
A Sorry, how much did you say?
S 15.60.
A And how much are those mugs?

Grammar notes
have got
- Have got is often used in British English instead of have for possession, e.g. I've got a car; Have you got children?, etc. It is a complex structure for low level as it involves a new auxiliary verb (have) and new contractions (I've, he's, etc.).
- We recommend at this level teaching have got for recognition only. However, if you want to teach it in more detail, the full table is in the Grammar Bank appendix p. 3.8.

c 5.22
• Now focus on the YOU SAY phrases. Tell SS they're going to listen to the dialogue again and they should repeat the YOU SAY phrases when they hear the key
• Play the tape/CD, (pausing if necessary) and get SS to repeat the phrases. Encourage them to copy the rhythm and intonation.

5.22 CD2 Track 46
S Can I help you?
A How much is that T-shirt?
repeat
S It's 15.60.
A Sorry, how much did you say?
repeat
S 15.60.
A And how much are those mugs?
repeat
S The big mugs are 10.25 and the small ones are 8.75
A Can I have a big mug, please?
repeat
S Sure. Here you are. Anything else?
A Do you have birthday cards?
repeat
S Sorry, we've only got postcards.
A Oh well, just the mug then.
repeat
S That's 10.25.
A Here you are.
repeat
S Have you got the 25?
A Yes, here.
repeat
S Thanks.
A Thank you.
repeat
S Bye.
A Bye.
repeat
LESSON PLAN

Social English

- Focus on the next picture. Ask SS Where are they? (in Mark’s hotel).
- Focus on sentences 1–4 and go through them.
- Play the tape/CD at least twice, and then give SS time to compare answers before checking. Ask why the F images are false.

Lesson plan

In this fifth writing lesson SS consolidate the past simple through a written report, and practise transferring information from a questionnaire into a written text.

- First focus on the questionnaire. Go through the questions, and highlight that the answers are not complete sentences but notes. Elicit/teach any expressions SS don’t understand, e.g. walked around, special atmosphere, cross the road, etc.
- Now focus on the instructions. Give SS in pairs two minutes to match the questions and paragraphs. Check answers.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 1, 2, 3, 4</td>
<td>1. Where did you go? 2. How was the food? 3. Where did you go next? 4. What time did you go home?</td>
</tr>
<tr>
<td>2: 5, 6</td>
<td>5. Why did you go there? 6. Where did you stay?</td>
</tr>
<tr>
<td>3: 7, 8</td>
<td>7. What did you do? 8. What was the weather like?</td>
</tr>
<tr>
<td>4: 9, 10</td>
<td>9. What did you see? 10. What did you do to relax?</td>
</tr>
</tbody>
</table>

- b Give SS five minutes or so to make notes about their last holiday, using the questionnaire’s answers as a model.

Extra idea

Give SS extra oral practice by getting them to interview each other with the questions.

Write a holiday report

- Go through the instructions with SS. Stress the importance of checking writing after they’ve done it, and remind them that if they write on a computer, they should run a spell check in English when they’ve finished.
- Either give SS at least fifteen minutes to write the report in class, or set it for homework. Encourage SS to attach or scan in a photo if they do it at home.
- If SS do the writing in class, get them to swap and read each others’ reports and correct any mistakes they find, before you collect them all in.

Extra challenge

Get SS in pairs to roleplay the second conversation using the tapescript on p. 118.

HOMEWORK

Workbook p. 48.
For instructions on how to use these pages, see p.28.

What do you remember?

GRAMMAR

a 1 b 2 b 3 a 4 a 5 a 6 b 7 b 8 b 9 a 10 a
b 1 studied
 2 went
 3 drove
 4 could
 5 waited
 6 said
 7 thought
 8 wrote
 9 stayed
10 heard

VOCABULARY

a 1 actor 2 artist 3 painter 4 musician 5 scientist
b 1 have 2 get 3 go 4 get 5 have
c 1 for 2 out 3 by 4 to 5 in
d 1 three weeks ago
 2 yesterday morning
 3 last month
 4 last night
 5 last April

PRONUNCIATION

b 1 waited 2 landed 3 told 4 found 5 heard
c politician musician restaurant ago somebody

What can you do?

CAN YOU UNDERSTAND THIS TEXT?

a 2 smoked 3 cried 4 went
b 1 No. Because they went to McDonald's.
 2 Outside.
 3 No (but his father did).
 4 Because it was a barbecue and it rained.

can you hear the difference?

a 1 b 2 b 3 a 4 a 5 b

5.24
1 My mother was a writer.
2 We booked tickets on the Internet.
3 Where do you study English?
4 We meet every week.
5 They had a lot of money.

b 1 a 2 b 3 a 4 b 5 b

5.25
1 A Where were you born?
   B I was born in Lyons, in France, but my parents are from Argentina.
2 A I like your shoes. Where did you get them?
   B At that new shop in the centre.
   A Wow! That's an expensive place!
   A Yes, but these were cheap.
3 A Did you like the film?
   B Well, I thought Tom Hanks was quite good but the film was terrible.
4 A What did you do on Saturday night?
   B We stayed at home. We were tired because we went out on Friday night.
5 A What time did you get up?
   B Well, I woke up at seven, but I didn't get up until half past.

Extra photocopiabl e activities
Quicktest 5 p.235.

86
Lesson plan

The lesson links back to the murder story in 5D. Many of the items shown round Jeremy Travers' house by the estate agent are the same as those in the Flat in 5B. It is only after they have decided to rent it that the detectives discover that the house has a dark secret and that the murder was the murder there. SS practice there is / there are in the house and furniture vocabulary.

Optional lead-in (books closed)

Ask the following sketch onto the board.

- Write the names of the three rooms (bathroom, kitchen, and bedroom) and write them on the board. Model and drill pronunciation.
- Ask from the class two items of furniture for each room, e.g. bath, toilet, cooker, fridge, bed, cupboard.
- Now tell SS to go to Vocabulary Bank Flats and houses on p.151 and continue from 1c below.

VOCABULARY houses and furniture

- Books open. Focus on the three anagrams. Tell SS that they are three rooms in a flat or house. SS in pairs reorder the letters.
- Check answers. Model and drill pronunciation.

kitchen bedroom bathroom

- Elicit from the class two items of furniture for each room, e.g. bath, toilet, cooker, fridge, bed, cupboard.
- Write all the new words on the board and drill pronunciation, especially cupboard /'kʌbɔd/.
- Tell SS to go to Vocabulary Bank Flats and houses on p.151.
- Give SS two minutes to do 1 in pairs. They should be able to do this quite quickly, as many of the rooms will be familiar to them.
- Check answers. Model and drill pronunciation.

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

- Now give SS five minutes to do 2a in pairs. Check answers. Model and drill pronunciation.

1 shelves 9 a clock 16 a desk
2 a light 10 a fridge 17 central heating
3 a bed 11 a cooker 18 an armchair
4 a carpet 12 a cupboard 19 a fireplace
5 a wall 13 floor 20 a picture
6 a shower 14 stairs 21 a sofa
7 a mirror 15 a lamp 22 a plant

- Now get SS to cover the words and use the pictures to test themselves or each other with the words from 1 and 2.
- Tell SS to close their books. In pairs they should try to tell each other what they have in at least two rooms in their own house/flat.

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.
- Tell SS to go back to the main lesson on p.64.

2 LISTENING

a  6.1

Focus on the advertisement and photo and ask if SS would like to live in it and why (not)?

At this stage only tell SS that the house is the same house as 5D if someone in the class realizes.
- Get ideas/feedback from a few SS. Check they understand to rent and low price. Ask SS why they think it is cheap. (Perhaps because nobody wants to live there because of the murder.)

- Focus on the picture and instructions. Ask Who is the young man? and elicit that he is an estate agent, a man who sells and rents houses and flats.
- Now either tell SS to close their books and listen, or to cover the conversation. Play the tape/CD once, and check answers.

A Stress that SS should listen to find out which rooms they actually go into, not which ones they or the estate agent mention.

the hall the living room the kitchen

E - estate agent, L - Larry, L - Louise
E Well, this is the hall. There are six rooms on this floor. There's a kitchen, a dining room, a living room, a study, a library ...
L Wow! There's a library, Louise!
L What's that room?
E That's a bathroom, madam.
L How many bathrooms are there?
E There's one downstairs and three upstairs.
L Are there any showers?
**3 GRAMMAR  there is / there are**

**a**  Focus on the chart and give SS a minute to complete it.

**Extra support**

Give SS time to read through the dialogue and think about what kind of words are missing (i.e. furniture or rooms) before you play the tape/CD.

---

**4 PRONUNCIATION  /ð/ and /æ/, sentence stress**

**a**  Focus on the dialogue and play the tape/CD. Elicit that all the examples of th are pronounced /ð/ like mother, and that the other highlighted letters all have the /æ/ sound, like chair.  

Play the tape/CD again, pausing after each sentence for SS to repeat, copying the rhythm.

**Extra support**

Get SS to underline the stressed words (see tapescript) and remind them to pronounce them more strongly when they practise the dialogue.

**Focus on**

- SS a moment to look at the question and do it in pairs. Elicit that some = we don't know how many exactly.
- Tell SS to go to Grammar Bank 6A on p. 132. Go through the rules with the class. Model and deliver example sentences.

---

**Grammar notes**

*there is / there are*

- There is is used with singular nouns, there are with plural nouns.
- Questions are formed by inversion (There is -- is there...) and negatives by adding aren't (There is -- there isn't).
- There is no written contraction of are in there are (NOT there're) but in speaking are is unstressed.
- When giving a list of things we use there is (NOT there are) when the first word is singular, e.g. In my living room there's a sofa and two armchairs.
  
  *some and any*

Some and any are indefinite articles used here with plural countable nouns. Some and any with uncountable nouns is presented in 7A.

- Focus on exercises 6A on p. 133. SS do the exercises individually or in pairs.
- Check answers, getting SS to read out the full sentence.

---

**6.2  CD2 Track 51**

(tapescript in Student's Book on p. 118.)

E  OK. Let's have a look upstairs now. Follow me.
LO It's very old.
E  Yes, madam, the house is a hundred years old. The Travers family lived here for nearly eighty years. There are five bedrooms. This was Mr Travers' bedroom.
L  It's cold in here.
LO Yes, very cold.
E  Don't worry, madam. There is central heating in the house. And this room here is the second bedroom.
L  OK, well what do you think, Louise?
LO I like it.
L  Me too. Yup. We want it.
E  Excellent! Let's go back to my office and we can sign the contract.

---

**Focus on**

- SS a moment to look at the question and do it in pairs. Elicit that some = we don't know how many exactly.
- Tell SS to go to Grammar Bank 6A on p. 132. Go through the rules with the class. Model and deliver example sentences.

---

**Extra support**

Give SS time to read through the dialogue and think about what kind of words are missing (i.e. furniture or rooms) before you play the tape/CD.
6.4 (tapescript in Student's Book on p.118.)

L = Larry, Lo = Louise, B = barman

L: Good evening.
B: Good evening, sir, madam. What would you like to drink?
L: Do you have champagne?
B: Yes, sir.
L: A bottle of champagne, please.
B: Here you are!
L: Cheers, Larry.
L: Cheers. To our new house.
B: You're Americans, aren't you?
L: Yes, that's right. We're from Washington.
L: My wife and I just rented the big house in the village. Tonight is our first night there.
B: The Travers family's old house?
L: Yes.
B: Oh.
L: Is there a problem?
B: Didn't they tell you?
L: Tell us what.
B: About the murder.
L: Murder?
B: Yes, Mr Travers was murdered in that house in 1938... in his bed.
L: Oh, how horrible!
B: That's why they always rent that house.
L: Why?
B: Because nobody wants to buy it.
L: Come on, Larry. Let's go and find a hotel.
L: A hotel?
L: Yes - I don't want to sleep in a house where somebody was murdered. Come on.
L: Louise... your champagne... Louise...

Ask a few more comprehension questions, e.g. Where are Louise and Larry from? (Washington). Why do they always rent the house? (because nobody wants to buy it). Does Louise finish her champagne? (no). Finally ask SS if they would like to rent a house where somebody was murdered.

Extra support
Get SS to listen to the tape/CD for a final time with the tapescript on p.118 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

Extra photocopyable activities

Grammar

there is/there are p. 160.

Communicative

Flat to rent p. 205 (instructions p. 180).

HOMEWORK

Study Link Workbook pp. 49-50.
Lesson plan

This lesson is based on a Sunday Times travel article about haunted hotels in the UK. A journalist was sent to stay at one and report on what happened during the night. This provides a context for SS to practise there was/there were and prepositions of place. Make sure SS realize that this is a true story, and that it is a real hotel where they could go and spend the night!

Optional lead-in (books closed)

• Play the 'long sentence game' with your SS 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. He/She must repeat your sentence, and add one more piece of furniture, e.g. In my living room there's a sofa, two armchairs, and a table.
• 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 ten SS have added their words, see if the whole class can repeat the list from memory.

1 VOCABULARY prepositions of place

a • Books open. Focus on the nine prepositions of place and the pictures.
• Ask What can you see in every picture? (a ghost). In pairs SS match the words and pictures. Some of these prepositions may be new to your SS, so go round monitoring and helping.

Extra support

Demonstrate the meaning of the prepositions using classroom objects before doing a.

• Check answers by asking SS Where’s the ghost in picture 1? Model and drill the pronunciation.

1 behind
2 in
3 under
4 over
5 in front of
6 next to
7 between
8 opposite
9 on

• Highlight the difference between in (= inside) and on, and between in front of and opposite (= face to face) demonstrating with objects/people in the classroom.

Extra idea

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

b • Focus on the example. SS cover the prepositions and test each other in pairs pointing to pictures and asking Where’s the ghost?

• Tell SS to go to Vocabulary Bank Flats and house p. 151. Tell them to choose a room and to draw a picture of it, e.g. in the cupboard, under the bed, etc. They mustn’t let their partner see their picture.

• If SS don’t want to draw in their book then tell them to choose a place where the ghost is and write it on a piece of paper.

• Get SS to sit face to face if possible. Now tell them that they have to ‘find’ their partner’s ghost, but they can only ask ten questions, always beginning Is it in...? A preposition of place, e.g. Is it in the living room? Is it behind the sofa?

• Make sure SS realize that first they need to identify what room the ghost is in.

• Demonstrate by ‘hiding’ the ghost yourself, and eliciting questions from SS until they ‘find’ it.

• Tell SS to go back to the main lesson on p. 66.

2 READING

a • Focus on the lesson title. Elicit / teach the meaning of haunted hotel (a hotel where a ghost lives). Then focus on the title of the article and the two photos. Tell SS that this is a real hotel in England. SS now read the introduction (until I don’t believe in ghosts) and in pairs answer the questions. Set a time limit, e.g. five minutes.

• Check answers. Make sure SS understood priest (a religious man), appear (suddenly come), nervous (a little bit worried/frightened before you do something).

1 In Cumbria, in the north of England.
2 A (Sunday Times) journalist.
3 People say there is a ghost there.
4 Stephen spent a night in Room 11.
5 Phone or speak to anybody.
6 Nervous.
7 No.

b • Ask the whole class and elicit responses.

c • Focus on the text, and explain that it’s the journalist’s account of his night in Room 11. Build suspense by asking SS if they think he sees the ghost or not.

6.5

• Focus on the three pictures. SS listen and read the text once and then label the pictures. Set another time limit for the first read (e.g. two minutes), and get SS to compare before checking answers. Model and drill pronunciation.

1 cemetery / semutri/
2 remote control.
3 horror film
1 Yes 6 No
2 2.00 a.m. 7 Yes
3 Yes 8 very
4 TV 9 Yes
5 light 10 I want to see the ghost.

Extra support
Get SS to listen to the tape/CD for a final time with the tapescript on p. 118 so they can see exactly what Stephen said and see how much they understood. Translate/explain any new words or phrases.

Extra idea
Get SS to read the tapescript on p. 118, and then roleplay the interview. The person playing Stephen should do it with books closed.

4 GRAMMAR there was/there were
a Focus on the four sentences. Get SS to complete them in pairs. Check answers.
1 weren't
2 were
3 was
4 wasn't
b Tell SS to go to Grammar Bank 6B on p. 132. Go through the rules with the class. Model and drill the example sentences.

Grammar notes
- There is / there are can be used in any tense simply by changing the tense of be, thus the past is there was / there were.
- Although it works in exactly the same way as there is there are, SS have a tendency to forget the plural form there were.

- Focus on exercises 6B on p. 133. SS do the exercises individually or in pairs. Remind them to use some and any in plural sentences where no number is mentioned.

- Check answers, getting SS to read the full sentences.

| a 1 | There were some double rooms. |
| 1 2 | There was a swimming pool.  |
| 3 4 | There was a restaurant.    |
| 4 5 | There wasn't a car park.   |
| 5 | There weren't any shops.    |

| b 1 | There were 7 was there |
| 2 8 | There was 9 were there |
| 3 4 | There were 10 there weren't |
| 4 5 | There wasn't 11 There was |

- Tell SS to go back to the main lesson on p. 67.

**5 SPEAKING**

- Tell SS to go to Communication Room 11 on p. 111. Give them one minute to look at the picture.

- Put students in pairs, A and B. Tell A to go to p. 109 and B to p. 112. Give each student a couple of minutes to write their questions.

**Extra support**

Put SS in pairs, A and A and B and B, to prepare their questions together.

- Get SS to sit face to face. A asks his/her questions to B who has to answer without looking back at the picture.

- B now asks A his/her questions.

- When they have finished get SS to go back to p. 111 to check their answers and see who has the best memory.

**Extra challenge**

Get SS to make questions from the prompts orally, without writing them first.

- Tell SS to go back to the main lesson on p. 67.

**6 PRONUNCIATION silent letters**

- Go through the introductory text and model and drill the pronunciation of cupboard so SS can hear that the p isn't pronounced. Show them that the phonetics also make this clear. Highlight also that the second syllable in cupboard is shortened and is pronounced /bɔd/ and not /bɔd/.

**Pronunciation notes**

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

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

- In pairs SS say the words aloud, decide which think is the silent letter in each word, and say (the silent letters are in red).

### Extra idea

If your SS have dictionaries, you could get them to check their answers with the phonetics in their dictionaries to help build their confidence in dictionary use.

**Extra photocopyable activities**

**Grammar**

they were p. 161.

**Communicative**


**HOMEWORK**

*Study Link* Workbook pp. 51–52.
Neighbours from hell

Lesson plan

A lesson is based on a newspaper survey about noisy neighbours. SS learn new verb phrases and practise the present continuous. The form (be + -ing form of the verb) is a problem, but using it correctly can be difficult, especially for SS who do not have an equivalent in their L1 French and Polish learners. The present simple and present continuous are contrasted in the next lesson (6D). The use of the present continuous to express future arrangements is tested in New English File Pre-Intermediate.

Optional lead-in (books closed)

- Do something which makes a noise, e.g. put a cassette on loudly, bang the desk, etc., and elicit the word noise. Then elicit the verb we use with noise, make a noise, and noisy.
- Now elicit/teach the word neighbours (people who live in the flat/house next to you). Model and drill pronunciation /ˈnɪbərz/. Then give SS in pairs a few moments to think of three things noisy neighbours do.
- Get feedback and write SS ideas on the board. When you start 1a, get SS to see if any of the things they suggested are there.

VOCABULARY & SPEAKING

- Books open. Focus on the text and photo, and use it to teach the word neighbours. Model and drill pronunciation. Elicit that the man doesn’t like his neighbours because they are noisy.
- Focus on the text and the verbs above it. Tell SS to read the text and, in pairs, to complete the problems. Get them to try to work out the meaning of the new verbs from the context.
- Check answers.

They talk loudly. Their babies cry. They have noisy parties. Their dogs bark. They watch TV late at night. They move furniture. They play a musical instrument. They argue with their partner.

- Tell SS to cover the sentences and see how many they can remember.
- Focus on the survey and go through the questions.
- Get SS to interview you. Give as much (simple) information as you can to model the way you want the SS to answer the questions.
- SS interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need.
- Get some feedback about their neighbours.

2 GRAMMAR present continuous

a Focus on the sentences and get SS to match them to the different flats on p. 69.
- Get SS to compare and then check answers. Model and drill pronunciation.

1 She’s playing the violin. 2 They’re arguing. 3 The dog’s barking. 4 He’s watching football. 5 The baby’s crying. 6 They’re moving furniture. 7 They’re having a party. 8 He’s listening to music.

b Get SS to cover the sentences and look at the picture. Play the tape/CD of eight sound effects (which tell you what the people in the flats are doing).
- Pause the tape/CD after each one and ask SS What’s happening? (They’re arguing) Where? (In flat 2) to elicit the eight sentences from a.

<table>
<thead>
<tr>
<th>6.8</th>
<th>CD2 Track 57</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He’s watching football.</td>
<td>Flat 4</td>
</tr>
<tr>
<td>2. The baby’s crying.</td>
<td>Flat 5</td>
</tr>
<tr>
<td>3. They’re having a party.</td>
<td>Flat 7</td>
</tr>
<tr>
<td>4. She’s playing the violin.</td>
<td>Flat 1</td>
</tr>
<tr>
<td>5. The dog’s barking.</td>
<td>Flat 3</td>
</tr>
<tr>
<td>6. They’re arguing.</td>
<td>Flat 2</td>
</tr>
<tr>
<td>7. They’re moving furniture.</td>
<td>Flat 6</td>
</tr>
<tr>
<td>8. He’s listening to music.</td>
<td>Flat 8</td>
</tr>
</tbody>
</table>

c Focus on the chart and on the three sentences. Elicit that’s is the contraction of is, and’re is the contraction of are. The other verb is always verb + -ing.
- Get SS to complete the [ ] and [?] forms.

d Play the tape/CD and get SS to repeat the sentences and check their answers.

<table>
<thead>
<tr>
<th>6.9</th>
<th>CD2 Track 58</th>
</tr>
</thead>
<tbody>
<tr>
<td>The baby’s crying.</td>
<td>Flat 9</td>
</tr>
<tr>
<td>She’s playing the violin.</td>
<td>Flat 10</td>
</tr>
<tr>
<td>They’re having a party.</td>
<td>Flat 11</td>
</tr>
<tr>
<td>The baby isn’t crying.</td>
<td>Flat 12</td>
</tr>
<tr>
<td>She isn’t playing the violin.</td>
<td>Flat 13</td>
</tr>
<tr>
<td>They aren’t having a party.</td>
<td>Flat 14</td>
</tr>
<tr>
<td>Is the baby crying?</td>
<td>Flat 15</td>
</tr>
<tr>
<td>Is the playing the violin?</td>
<td>Flat 16</td>
</tr>
<tr>
<td>Are they having a party?</td>
<td>Flat 17</td>
</tr>
</tbody>
</table>

- Elicit/teach that we use this form of the verb (present continuous) for something that’s happening now, at the moment of speaking. Give a few more examples, e.g. We’re having a class. I’m talking to you and you’re listening.
Tell SS to go to Grammar Bank 6C on p. 132. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

**Present continuous**
- SS don’t usually find the form of this tense difficult verb (be + -ing form of the verb), but they often have problems using it correctly, especially if they do not have an equivalent form in their L1. Their main mistake is to use the present simple, not continuous, for things which are happening now, e.g. *The baby cries* instead of *The baby’s crying*.
- The present continuous is contrasted with the present simple in the next lesson (6D). Its use to talk about future arrangements will be presented in *New English File Pre-Intermediate*.

**Spelling rules**
SS learned the rules for making the -ing form in lesson 4B. They will probably need to revise them (see p. 128).

Focus on the exercises for 6C on p. 133. SS do the exercises individually or in pairs.
- Check answers, getting SS to read the full sentences.
  a. 1. He’s having a shower.
    2. What are they doing? They’re dancing.
    3. What’s she doing? She’s listening to music.
  b. 1. It’s raining
    2. she’s talking
    3. are you doing
    4. aren’t you doing
    5. we’re studying
    6. she’s waiting
    7. They’re having
    8. What’s she wearing

**Extra idea**
Get SS in pairs to read the dialogue b in pairs.
- Tell SS to go back to the main lesson on p. 68.

**Extra support**
Get SS to practise making Yes/No questions, e.g. with Flat 1, A Is she playing the piano? B No, (she isn’t). She’s playing the violin.

Now tell SS to close their books and listen to six noises. They have to decide what they think is happening and write a sentence.
- Play the tape/CD once the whole way through, for SS just to listen. Then play it again, stopping after each sound effect, and give SS in pairs time to write a sentence. Emphasize that SS should write full sentences, not just the -ing form, e.g. *It’s raining*.
- Check answers, accepting all appropriate sentences.

**3 PRONUNCIATION verb + -ing**

- Focus on the sound pictures and elicit the words’ sounds (car, /kær/, train, /treɪn/, horse, /hɔːs/, bike, /baɪk/, phone, /fəʊn/).
- Now focus on the -ing forms/verbs. SS put two verbs in each column.

Extra idea (taped script in Student’s Book on p. 118.)
Hi Bill, it’s Rob. What are you doing? E I’m going to London...Who are you talking to? E I’m having a coffee...Is the baby crying? E My train’s arriving. By the way...are you doing?

Check answers, and write them on the board. Get SS to spell the -ing forms.

1. What are you doing?
2. I’m going to London.
3. Who are you talking to?
4. I’m having a coffee.
5. Is the baby crying?
6. My train’s arriving.

**4 SPEAKING**
A Use someone in class or pictures to pre-teach the use of *She’s wearing*...to describe what clothes someone has on. In your SS’ language they may use the present simple to convey this idea.
• Put SS in pairs and get them to sit face to face. Now
• ask them to go to Communication They're having a
• party! A p. 110, B p. 113.
• Go through the instructions with them. Highlight that
• when we describe a picture, we use the present
• continuous for actions which are happening in the
• picture.
• Tell the As to describe the left-hand side of the picture
• and the Bs the right-hand side. Demonstrate the
• activity by sitting with an A and beginning to describe
• the left-hand side. Tell all the Bs to listen to you and to
• say when they hear something that's different.
• SS continue in pairs. When they've finished, they
• compare their pictures to see if they have correctly
• identified the differences.
• Check by getting pairs to explain the differences, e.g.
  1. In my picture the man and the woman are talking.
  2. In my picture they're kissing.

A • the parents are coming through the door / into
  the room; in B they are not there.
B • the boy and the girl are kissing; in B they are
  kissing.
A • the boy in the yellow shirt is opening a bottle of
  champagne; in B he's talking on his mobile.
B • the man and woman are dancing the tango; in B
  they are dancing rock'n'roll.
A • the boy in the orange shirt is smoking; in A he's
  opening / having a beer.
B • the girl is wearing a blue dress; in A she's wearing
  a red dress.
A • B two people are eating on the sofa; in A they're
  sleeping.
B • the people in the house next door are talking on
  the phone / calling the police; in A they are watching
  the television.

Extra idea
For more personalization with the present continuous,
write the names of five family members or friends on the
board, e.g. my mother, David (my brother), and explain
who they are if necessary. Elicit from SS the question
What's (your mother) doing at the moment? and answer,
e.g. I think she's (probably) having lunch. When SS have
asked about the other people, they do the same in pairs.

Extra photocopiable activities
Grammar
present continuous p. 162.
Communicative
Don't say a word p. 207 (instructions p. 181).

HOMEWORK
Study Link Workbook pp. 53-54.
Lesson plan

This lesson contrasts the present simple and present continuous. The context is provided by tourists’ impressions of four of London’s top attractions. SS also learn the vocabulary to describe tourist attractions in a city and they read an extract from a guidebook about the London Eye. The lesson finishes with the Kinks’ 1967 song about London, Waterloo Sunset.

Optional lead-in (books closed)
- Write LONDON on the board and teach/elicit the right pronunciation (’London’).
- Tell SS in pairs to write down three things they associate with London (e.g. red buses, Trafalgar Square, the River Thames, Big Ben, Oxford Street, Camden Market, etc.)
- Feedback their suggestions on the board.
- Ask SS Have any of you visited London? Which of these did you see? and get feedback.

1 GRAMMAR present simple or present continuous?

a • Books open. Focus on the lesson title and tell SS it’s the beginning of a famous saying. Ask them if they have any idea how it finishes, and then tell them it is *When a man is tired of London, he’s tired of life*, and was written by the 18th century writer Dr Johnson.

b Now focus on the photos and see if SS can identify them. Write the names on the board.

The London Eye
Tower Bridge
Madame Tussaud’s
Buckingham Palace

• Ask SS which two attractions they would like to see and get responses. Ask Why?

c • Focus on the picture of Ivan and Eva. Revise the present continuous by asking SS What are they doing? What’s Ivan wearing? What’s Eva wearing?

• Tell SS that Ivan and Eva are in London for the day, and they visit all four attractions. Eva has a guidebook so she can tell Ivan about the attractions.

Extra challenge
Give SS a few minutes to guess which tense the verbs in before they listen.

• Check answers.

Extra support
Get SS to read the dialogues aloud in pairs.

d • Tell SS to go to Grammar Bank 6D on p. 132. Go through the rules with the class. Model and drill the example sentences.

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

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

  The present continuous is used for things happening now, at this moment.

• The use of these two tenses can cause problems either because SS don’t have the present continuous in their...
L1, or because English is ‘stricter’ about using it when talking about now.

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

- Some verbs are not normally used in the present continuous, e.g. want, like, need, have (= possession), and know.

- SS do 6D a on p.133 in pairs. Check answers, getting SS to correct the wrong sentences.

a 1 √
2 √
3 X He’s having a great time.
4 √
5 X I normally go...
6 √
7 X What do you do?

- Now focus on b. SS do it individually or in pairs. Check answers.

b 1 What are you doing? I’m waiting
2 What does your mother do? She works...
3 They’re having… They have
4 I’m going… Do you want…

Study Link SS can find an end-of-File grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.

- Tell SS to go back to the main lesson on p. 71.

2 READING

- Focus on the guidebook extract and photo of the London Eye.

- First go through the questions. Use the photo to explain capsule, and elicit/teach that How long = How much time. You could explain the use of How + adjective to make questions, e.g. How high…? How far…? How fast…?, etc. SS have already studied How old.

- Set a time limit, e.g. five minutes for SS to read the text to find the answers. Get them to compare with a partner and then check answers.

1 1.35 metres
2 40km
3 32
4 25
5 30 minutes
6 15 metres a minute
7 9 a.m.-10 p.m.; 10 a.m.-6 p.m.
8 Yes
9 in County Hall, next to the Eye
10 Waterloo

b Now focus on the highlighted words. In pairs SS guess them from the context, and then match them to their meanings. Check answers, and explain/translate any other vocabulary SS want to know.

1 in advance
2 are available
3 Daily
4 to queue
5 room
6 Passengers

- Ask the class and elicit why or why not.

3 VOCABULARY places in a city

a - Get ideas from the class and encourage them to tell you about the building(s), asking them How high is it? What can you see?, etc.

b - Tell SS to go to Vocabulary Bank Town and city on p. 152.

- Give SS five to ten minutes to do a in pairs. They have already seen a lot of the words.

- Check answers. Model and drill pronunciation.

1 a police station 15 a road
2 a bus station 16 a railway station
3 a river 17 a supermarket
4 a shopping centre 18 a theatre
5 a department store 19 a street
6 a bridge 20 a school
7 a hospital 21 a travel agent’s
8 a bank 22 a chemist’s/pharmacy
9 an art gallery 23 a market
10 a church 24 a town hall
11 a museum 25 a park
12 a cinema 26 a mosque
13 a sports centre 27 a post office
14 a castle 28 a square

- For b SS cover the words and use the pictures to test themselves or each other.

Study Link SS can find more practice of these words on the MultiROM and on the New English File Elementary website.

- Tell SS to go back to the main lesson on p. 71.

4 SPEAKING

- This speaking activity focuses on recycling the vocabulary SS have just learned.

- Focus on the questionnaire. If you are from a different town/city from your SS, get them to interview you about it.

- Put SS in pairs. If they are from the same town/city, get them to answer questions 1–3 together in English. Then tell them that for 4, they can only put one name, and to decide together which name to put. If SS are from different places, get them to answer the questions individually and then compare with a partner.

5 PRONUNCIATION city names

a 64

- Focus on the introductory sentence, and elicit the correct pronunciation of Leicester /ˈlestə/ getting SS to look at the phonetics.

- Tell SS that they’re going to hear eight famous towns in the UK or Ireland, which they must write down (just the towns, not the whole sentences).

- Play the tape/CD once the whole way through for SS to listen. Then play it again, pausing after each sentence to give SS time to write. Check answers getting SS to spell the names and writing them on the board.
(tape script in Student's Book on p. 119.)
1 I'm from Edinburgh. /'edməbrə/
2 He's from London. /'lɔndən/
3 They live in Brighton. /'brʌtən/
4 We went to Oxford for the weekend. /'ɔksfəd/ 
5 She was born in Dublin. /'dʌblən/
6 We're studying in Cambridge. /'kæmbrɪdʒ/ 
7 I want to go to Manchester. /'mæntʃəstə/ 
8 Do you like Birmingham? /'bɜːmɪŋəm/

b • Now repeat the tape/CD and get SS to repeat the names (or the whole sentence). Play it again, stopping after each sentence to ask SS if the town has the /ə/ sound (they all do except Dublin and Cambridge).

c • Get SS to practise saying the names.

d • Tell SS to go to the Sound Bank on p. 157. Highlight that the /ə/ sound can be made by any combination of vowels and always occurs before or after a stressed syllable.

Extra idea
If your SS are more interested in the USA than the UK, teach them the pronunciation of famous towns/cities there, e.g. San Francisco, New York, Washington, etc.

6 SONG  Waterloo Sunset

6.15
- Here SS listen to one of the Kinks' most famous songs, about Waterloo Bridge, in central London. Waterloo Bridge and the station were named after the Battle of Waterloo. If you want to do this song with your SS there is a photocopiable activity on p. 226.

6.15
Dirty old river, must you keep rolling, flowing into the night
People so busy, make me feel dizzy,
Taxi light shines so bright
But I don't need no friends
As long as I gaze on Waterloo sunset I am in paradise
Every day I look at the world from my window,
But chilly, chilly is the evening time
Waterloo sunset's fine
Terry meets Julie, Waterloo station, every Friday night
But I am so lazy, don't want to wander,
I stay at home at night
But I don't feel afraid
As long as I gaze on Waterloo sunset I am in paradise
Every day I look at the world from my window,
But chilly, chilly is the evening time
Waterloo sunset's fine
Millions of people, swarming like flies round Waterloo underground,
But Terry and Julie cross over the river
Where they feel safe and sound
And they don't need no friends
As long as they gaze on Waterloo sunset, they are in paradise
Waterloo sunset's fine
Lesson plan

The Mark and Allie story continues—they get lost, and Allie gets stressed trying to find the street where the restaurant is. Mark, rather irritatingly for Allie, always seems to be right.

In this lesson SS get practice with directions. The focus is more on asking for and understanding directions than on giving them, as this is difficult at their level.

**Study Link**  These lessons are also on the New English File Elementary Video, which can be used instead of the Class Cassette/CD (see introduction p.9). The first section of the Video is also on the MultiROM, with additional activities.

**VOCABULARY directions**

- Focus on the pictures and give SS in pairs a few moments to match them to the words or phrases.
- Check answers. Drill pronunciation. Highlight that when opposite is used to describe the position of a building it usually means facing on the other side of the road. Give an example by asking SS what there is opposite your school.

  1 a roundabout
  2 on the corner
  3 opposite
  4 at the traffic lights
  5 go straight on
  6 turn right
  7 turn left
  8 go past (the station)

- Tell SS to cover the words and test each other in pairs.

**ASKING FOR DIRECTIONS**

- Tell SS to cover the dialogue and look only at the map. Play the tape/CD at least twice and then ask them which street is King Street.
- Get SS to compare answers in pairs. Check answers.

  **Extra idea**

  Give SS clear directions to a nearby restaurant or shop and see if they can work out where it is.
Lesson plan

In this sixth writing lesson SS consolidate the present continuous and revise the present and past simple. The writing focus is on using the correct verb tense.

a • Ask SS if they send postcards when they’re on holiday, who to, etc. Then focus on the two postcards and ask if SS know where they are from (they are both from Prague).
• If no one knows the answer, don’t tell them and see if after reading the postcard and looking at the stamp they can guess where it is.

b • Give SS three minutes to read Melanie’s postcard quickly. Tell SS it is one of the cards above. Tell them to ignore the gaps. Get them to discuss together which card it is.
• Check answers, and if they couldn’t identify the city before, elicit more ideas and then tell them it’s Prague the capital of the Czech Republic.

Postcard 1

We’re having arrived
we’re staying went
visited
we’re sitting
is
are

have

• Check comprehension by asking a few questions, e.g. Are they having a good time? (Yes), Where are they staying? (in a small hotel), etc.

Write a postcard

Go through the instructions with SS. Stress the importance of checking writing after they’ve done it.
• Either give SS at least fifteen minutes to write the postcard in class, or set it for homework. Encourage SS to use a real postcard if they can get one.
• If SS do the writing in class, get them to swap and read each others’ postcards and correct any mistakes they find, before you collect them all in.

Extra support

If time, you could get SS to listen to the tape/CD for a final time with the tapescript on p. 119 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

Extra challenge

Get SS in pairs to roleplay the second conversation using the tapescript on p. 119.

HOMEWORK

Study Link Workbook p. 57.
6 REVISE & CHECK

For instructions on how to use these pages, see p.28.

What do you remember?

GRAMMAR

1b 2a 3b 4a 5b 6b 7a 8b 9b 10a

VOCABULARY

1 make 2 play 3 have 4 book 5 take
2 shelf (not a room)
3 cooker (not in a living room)
4 there (not a preposition)
5 town hall (a building)
6 square (not a building)
7 with 2 on 3 on 4 of 5 to

PRONUNCIATION

1 near 2 know 3 floor 4 church 5 theatre
c opposite
between behind cupboard museum

What can you do?

CAN YOU UNDERSTAND THIS TEXT?

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

CAN YOU HEAR THE DIFFERENCE?

a 1b 2a 3b 4b 5a

6.19 CD3 Track 5

E = estate agent, C = customer
E Good afternoon, Happy Homes. How can I help you?
C Good afternoon. I'm calling about your advert in the local paper.
E Er, which one?
C The four-bedroomed house.
E Oh yes. I've got it.
E Where is it exactly?
C It's about thirteen miles from Cambridge.
E Sorry? Did you say thirty?
E Er, no. Thirteen.
C Oh, it's quite near. How many bathrooms are there?
E There's one upstairs and one downstairs.
E Is there a garden?
E A very small one.
C How old is the house?
E It's about ninety years old. Would you like to see it?
C Yes, please. When?
E Is Thursday afternoon OK?
C Yes. What time?
E Half past five?
Lesson plan

This lesson takes a light-hearted look at the food we eat and what it says about our personality type. The grammatical and lexical focus is on countable and uncountable nouns and how a, some, and any are used with them. SS also revise there is / there are. The pronunciation focus looks at the combination of vowels, ea, which can be pronounced in several different ways and which occurs in many food words.

Optional lead-in (books closed)

- Write BREAKFAST on the board. Put SS in pairs and give them two minutes to write as many words as they can for things people eat and drink for breakfast.
- Feedback their words onto the board. Model and drill pronunciation.

(Possible answers)
- bread/toast/butter/jam
- cereal
- croissant
- cold meat
- cheese
- eggs
- fruit/fruit juice
- tea/coffee

- Get SS to say in pairs what they had for breakfast this morning.

1 VOCABULARY food

a. Focus on the picture. Ask SS what they think Laura writes in her Food Diary (what she eats and drinks every day) and why (to try to control her diet or her weight).

b. Focus on the instructions and the food on the table. Give SS a minute to write the missing letters. Tell them that there is only one letter missing from each word.

Get SS to check their answers by answering the question What did Laura have to eat and drink yesterday? e.g. A She had an apple. B She had a banana.

Now check answers getting SS to tell you the first letter for each word. Model and drill pronunciation. Remind SS that some is not an exact amount.

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>(singular or plural)</td>
<td>(singular)</td>
</tr>
<tr>
<td>an apple</td>
<td>some butter</td>
</tr>
<tr>
<td>a banana</td>
<td>some meat</td>
</tr>
<tr>
<td>an egg</td>
<td>some rice</td>
</tr>
<tr>
<td>a tomato</td>
<td>some sugar</td>
</tr>
<tr>
<td>a biscuit</td>
<td>some coffee</td>
</tr>
</tbody>
</table>

- For b get SS to cover the words and use the pictures to test themselves or each other.

Study Link. SS can find more practice of these words on the MultiROM and on the New English File Elementary website.

- Tell SS to go back to the main lesson on p. 76.

2 GRAMMAR a/an, some/any

- Focus on the questions and get SS to ask you first. Then they ask and answer in pairs.

- Get some feedback. Elicit that seeing what food people buy often tells you how healthy they are, if they cook much or not, how busy/stressed they are, etc.
b Focus on the three baskets and elicit what is in each basket. Check answers.

**Basket 1**
carrots, lettuce, orange juice, mineral water, milk, grapes, pasta, oranges, tomatoes

**Basket 2**
champagne, smoked salmon, box of chocolates, a pineapple, ice cream, strawberries, steak, butter

**Basket 3**
chips, beer, peas, pizzas, chocolate, biscuits

c Now focus on the cartoon characters. Model and drill their names, and make sure SS understand *luxury* /ˈlʌksəri/. Give them a minute to decide which basket is whose. Check answers.

1 Healthy Hannah
2 Luxury Lucy
3 Fast Food Frank

d Focus on the words in bold in sentences a–f and give SS a minute or two to complete the rules. Check answers.

Use a/an with singular countable nouns. Use some (++) and any (—- and ?) with plural nouns and uncountable nouns.

e Tell SS to go to Grammar Bank 7A on p. 134. Go through the rules with the class. Model and drill the example sentences.

**Grammar notes**

**Countable/uncountable nouns**
- The concept of countable and uncountable nouns shouldn’t cause too many problems (unless they do not exist in the SS’ own language), but what may cause confusion is that some words are countable in English but uncountable in other languages or vice versa, e.g. spaghetti – uncountable in English, countable in Italian.
- You may need to give more examples of when a noun can be countable or uncountable. This occurs when we can think of e.g. a chicken (a whole chicken) and chicken (e.g. chicken pieces).
- Others examples: a beer (= a can or glass of beer), beer (= the liquid in general); a coffee (= a cup of), coffee (= a quantity of coffee beans or powder in a jar).
- *a/an, some/any*

SS have already learnt the rules for *a/an, some, and any* plus singular and plural countable nouns in 6A. Here they learn that *some* can also be used with singular uncountable nouns meaning not an exact amount, *e.g. some butter, some milk*.

SS may find it strange using *some and any* with ‘singular’ words, e.g. *butter*, since they previously used them with plural nouns and may have translated them in their heads as plural words.

Make sure you point out the exception of using *some* for offers and requests. SS usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

- Focus on the exercises for 7A on p. 135. SS do the exercises individually or in pairs.
- Check answers, getting SS to read the full sentences.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>an orange</td>
<td>3</td>
<td>a biscuit</td>
<td>4</td>
<td>some peas</td>
<td>5</td>
<td>an ice cream</td>
<td>6</td>
<td>some cake</td>
</tr>
<tr>
<td>b</td>
<td>some</td>
<td>1</td>
<td>any</td>
<td>2</td>
<td>some</td>
<td>3</td>
<td>any</td>
<td>4</td>
<td>any</td>
</tr>
</tbody>
</table>

- Tell SS to go back to the main lesson on p. 77.

f Focus on the instructions. Then say a sentence yourself, e.g. *There isn’t any chocolate*, and get SS to say which basket (1). SS continue in pairs taking turns to make sentences. A says a sentence, B has to say which basket it is. Set a time limit, e.g. five minutes.

**Extra support**
Get SS to write their (e.g. 6) sentences first and then read them to each other.

3 PRONUNCIATION  the letters *ea*

**Pronunciation notes**
- The combination of vowels *e + a* has several possible pronunciations, several of which may seem quite irregular to SS, e.g. *great /greɪt/. In this exercise we focus on common examples of this spelling which all occur in food words.

- Focus on the words in the box and elicit that they all have the vowels *ea*, but that the pronunciation is not the same.

- Now focus on the sound pictures and elicit the three words and sounds (*tree /tiː/, egg /eɡ/, train /træin/). Get SS in pairs to put the words in the three columns. Encourage them to say the words aloud to help them.

b 21
- Play the tape/CD once to check answers. Then play it again pausing after each word (or group of words) for SS to repeat. Elicit that the most common pronunciation is /iː/, but they will need to learn unusual ones, e.g. *steak*, by heart.

**Extra challenge**
Write up on the board some more words that SS know with *ea* for them to put in the columns, e.g. *sea, break, dead, great, leader, mean, please, speak.*
4 SPEAKING

a • Tell SS to go to Vocabulary Bank Food p. 153 and make a food diary for yesterday, i.e. to write down what they had to eat and drink. Monitor and help them with any new words they need, but try not to overdo new vocabulary. Encourage SS to use more general words, e.g. meat, fish, vegetables, rather than specific words (lamb, hare, carrots, etc.). Tell them to write a/an or some and any with each word, and to group them under meals.

b • Demonstrate first yourself. Tell SS what you had for breakfast, lunch, and dinner, and ask them if they think you are more like Healthy Hannah, Luxury Lucy, or Fast Food Frank.

• SS now do the same in pairs. Monitor and help with pronunciation and correct any mistakes with a/an or some and any.

• Get feedback from some pairs to find out what their diets are like.

5 LISTENING

a • Focus on the picture and ask SS what cooking programmes there are on TV in their country.

• Now focus on the question. Elicit ideas and write them on the board.

b • Focus on the exercise. Tell SS they’re going to hear the tape/CD twice, and that they should try to get some ingredients the first time, and then the rest the second time.

c • Play the tape/CD. Get SS to compare with a partner and then play it again.

• Check answers.

2 an onion 6 some tomato ketchup
3 some butter 7 some red wine
4 a carrot 8 some meat
5 some mushrooms 9 some cheese

Extra support
Pause the tape/CD after each ingredient to give SS time to write it down.

CD3 Track 8

(tapscript in Student’s Book on p. 119.)
B = Bob, A = audience, Be = Belinda, C = Colin
B Good evening. My name’s Bob, and welcome to another edition of... Can men cook?
A Yes, they can!
B Well, Belinda, who’s our first guest tonight?
BE This is Colin Davidson and he’s from Bristol!
B Hello, Colin! What can you cook?
C Hello, Bob. My speciality is spaghetti bolognese.
B And what do you need to make it, Colin?
C Well, for four people you need some spaghetti. About half a kilo, Bob. And then for the bolognese sauce you need an onion, some butter, a carrot, some mushrooms, some tomato ketchup...
B Tomato ketchup, Colin?
C Yes, that’s right, and you also need some red wine.
B Do you need any meat, Colin?
C Yes, Bob. You need some meat – about 300 grams. And some cheese.

Extra photocopiable activities

Grammar
a/an, some/any p. 164.
Communicative
Food families p. 209 (instructions p. 181).

HOMEWORK

Lesson plan

This lesson continues the theme of diet and is based on the subject of how much water we need to drink every day. The text Water - facts and myths is based on several recent articles and studies and presents a controversial view which should provoke differing opinions in the class. The grammar builds on what SS learn in the previous lesson, introducing different ways of talking and asking about quantity. SS have seen much, many, and a lot of previously in the book, so should be aware of their meaning, but have not focused on grammatical rules.

Optional lead-in (books closed)

- Write on the board SOFT DRINKS and ALCOHOLIC DRINKS. Elicit ideas from SS and write them up. Model and drill pronunciation.
- Ask SS if the words are countable or uncountable, and elicit that drinks words are generally uncountable (unless you mean a glass of, a bottle of, a cup of, etc.).
- Ask SS What's your favourite drink?

2 SPEAKING

a. Focus on the introduction to the questionnaire. Read it out loud, and ask SS if they think it's true that we need to drink lots of water. Then focus on the illustrations and use them to pre-teach tap (water) and revise mineral water.

b. Go through the questions and possible answers. Then get the class to interview you first. Answer the questions, giving a bit of extra information where you can as a model for the SS.

- SS interview each other in pairs. Get some quick feedback from the class for each question and find out how many SS think they need to drink more water.

3 GRAMMAR how much / how many?, quantifiers

a. Focus on the questions and elicit the answers from the class.

| 1 How many | 2 How much |

b. Now focus on the sentences and pictures, and get SS to match them. Check answers.

| 1 A | 2 D | 3 C | 4 B |

- Highlight that much and many are used with the negative verb. Ask SS what they think would change in sentence 2 if instead of water, it said glasses of water, and elicit that much would change to many.

c. Tell SS to go to Grammar Bank 7B on p. 134. Go through the rules with the class. Model and drill the example sentences. Highlight the pronunciation of none / naɪn/.

Grammar notes

a lot of

- In sentences native speakers normally use a lot of for big quantities. It is also possible to use a lot of in negatives and questions, although it is more common to use much / many.

- We use a lot (NOT a lot of) in short answers or when we don't give the noun, e.g., I eat a lot of chocolate but I eat a lot.

- In colloquial English people often use lots of as an alternative to a lot of. At this level it is best just to teach SS one form (a lot of).

much / many

- Much and many are used mainly in negative sentences and questions. Many is also sometimes used in sentences in formal English, e.g., Many people live in houses in the UK. However much is not normally used in sentences, e.g., NOT British people drink much tea.

- Tell SS to think of much as singular and many as plural to help them to remember which one to use.

Pronunciation /w/, /v/, and /b/

- Focus on the three sound pictures and play the tape/CD for SS to repeat the words and sounds. Make sure SS can hear the difference between them, and show them the position of the lips/teeth to distinguish between /b/ and /v/.

witch /w/ water
vase /v/ vodka
bag /b/ beer

Pronunciation notes

- These three sounds can cause some nationalities difficulties because of LI interference. The rules are quite clear. See Sound Bank p. 159.

CD3 Track 9

CD3 Track 10

V Would you like a beer, Bill?
B No, thanks, Vicky. A whisky and water.
V Do you want some biscuits or a sandwich?
B A sandwich.
V Brown bread or white bread?
B Brown bread. It's very good for you.
Focus on the exercises for 7B on p. 135. SS do the exercises individually or in pairs.

Check answers, getting SS to read the full sentences.

a 1 How many
   2 How much
   3 How much
   4 How many
   5 How many
   6 How much
   7 How many
   8 How much

b 1 a lot of
   2 much
   3 many
   4 None
   5 quite a lot of
   6 Not much

Tell SS to go back to the main lesson on p. 79.

d Focus on the questions and the short answers (a lot, quite a lot, etc.) and get SS to complete the questions.

Check answers by getting SS to ask you the questions. Use a short answer, and then add a bit more information where possible. You may want to teach a few words for containers, e.g. (half) a bottle, a can, a carton.

1 How many
   2 How much
   3 How many
   4 How many
   5 How much
   6 How much
   7 How much
   8 How much

e SS ask and answer in pairs.

Extra challenge
Have SS asking the questions with books open and SS answering with books closed, to encourage them to remember the short answers.

4 READING

a Tell SS not to look at the article yet and go through the questions to make sure they understand them. Highlight the meaning of too much (= more than what is good for you). SS, in pairs, try to answer some of the questions.

Encourage SS to try to communicate their answers in English, but not to worry too much about being accurate, as they may want to say more than they can express correctly.

Extra support
Ask the questions to the whole class, rather than having SS work in pairs, and help them to express their answers.

b Now focus on the article, and instructions. Let SS take their time to read and match the questions, as this is probably the most challenging reading they’ve done so far.

Extra support
Get SS to go through the text together and do the task in pairs.

- Get SS to compare with a partner before checking answers. Get SS to write the questions in the spaces and it will then make the article easier to re-read.

b 1 temperature /'tempərətʃər/
   2 sweat /swet/ 
   3 experiments
   4 recently
   5 myths /mθɪz/ 
   6 at least
   7 contain
   8 In fact

e SS read the text again and match the highlighted words to the phrases. Tell them also to underline any other words they’re not sure of.

Check answers and model and drill the pronunciation.

Extra photocopiable activities

Grammar
how much/how many p. 165.

Communicative

HOMEWORK

Workbook pp. 60–61.
Lesson plan

This lesson is inspired by an episode of the BBC TV programme called Holiday Swaps, where two couples or families plan a holiday, which is then 'swapped' at the last minute with another couple's holiday. This provides a context for practising going to for future plans. The lesson is predominantly listening-based as SS follow the different stages of the programme.

Going to is the main future form taught in this level. Going to for predictions is practised in the next lesson. Will is introduced (in Practical English 8) but is not taught as a grammar point until New English File Pre-intermediate.

Optional lead-in (books closed)
- Copy the following onto the board:

A HOLIDAY

How to get there  Where to stay  What to do
by car  in a friend's house relax

- Get SS to copy this, and then in pairs SS write two more things in each column.

- Get feedback and write SS' answers under each heading.

Make sure you elicit/pre-teach campsite during this activity as SS will need this later.

(Possible answers)

How to get there  Where to stay  What to do
by plane  in a hotel  go to the beach
g by bus  at a campsite  go shopping
g by train  in a Youth Hostel  go for walks
g to museums

1 READING

- Books open. Focus on the TV magazine extract and the photo. Give SS two minutes to read it. Then ask comprehension questions to check they understand how the programme works, e.g. What's a couple? (two people). What do the couples plan? (they plan a holiday). What happens next? (the programme chooses two couples and they exchange holidays). Who are the two couples on tonight's programme? (Lisa and Jon, Jerry and Sue).

2 GRAMMAR be going to (plans)

- Tell SS that the programme has chosen two couples, and now they're going to phone them. Get SS to cover the dialogue.

- Play the tape/CD once. Tell the whole class to listen to find out as much as they can about Lisa and Jon's holiday plans.

- Check their understanding by asking some comprehension questions, e.g. Where are they going to go? (New York). How are they going to go? (fly/by plane). Where are they going to stay? (in a hotel – the Hotel Athena). What are they going to do? (go shopping, go clubbing, see a show, see the Statue of Liberty, Central Park, etc.).

- Now focus on the dialogue. Give SS time to read it through, and ask them what kind of words they think are missing (verbs). Then play the tape/CD once or twice for SS to fill in the missing words.

Extra support

Pause after each gap to give SS time to write.

- Check answers (see tapescript below). Elicit the meaning of see the sights (= visit the famous tourist places) and deal with any other new words or expressions.

Extra idea

Get SS to read the dialogue aloud in pairs.

Tell SS to underline the examples of going to and to answer the questions in pairs. Stress that they should underline the whole expression (i.e. I'm going to go). Check answers (see tapescript above).

Tell SS to go to Grammar Bank 7C on p. 134. Go through the rules with the class. Model and drill the example sentences, getting SS to copy the rhythm (I'm going to have a holiday, Are you going to have a holiday, etc.).
Grammar notes

- going to + infinitive is the most common way to express future plans. It is often used with time expressions like tonight, next week. SS don’t usually find the concept of going to a problem but the form needs plenty of practice. A typical error is the omission of the auxiliary be, i.e. I going to have dinner.

- In song lyrics going to is sometimes spelt gonna because of the way it is pronounced (see pronunciation below). Discourage SS from using this in written English.

- Some SS may know will and may ask if this is the future too. Explain that both going to and will are used to talk about the future. In New English File going to is presented first, as it is the right form for talking about plans and predictions (practised in 7D). SS see will in Practical English 8, for expressing promises and it is dealt with in detail in New English File Pre-Intermediate.

- Focus on the exercises for 7C on p. 135. Get SS to do the exercises individually or in pairs.

- Check answers, getting SS to read the full sentences.

a 2 She’s going to speak Italian.
3 She’s going to stay in a hotel.
4 She’s going to take (some / a lot of) photos.
5 She’s going to eat spaghetti.
6 She’s going to see the Colosseum.

b 1 is going to cook
2 I’m going to study
3 Are (you) going to buy
4 aren’t going to fly
5 is your (brother) going to do
6 isn’t going to have

- Tell SS to go back to the main lesson on p. 80.

e 76

- Now focus on the chart, and tell SS they’re going to hear the TV presenter, Peter Douglas, phone the second couple, Jerry and Sue.

- First elicit the questions 1–5 (Where are you going to go? Who are you going to go with? How are you going to get there? What are you going to do? Where are you going to stay?) and write them on the board.

- Leave the questions on the board for the pronunciation exercise which comes next.

- Tell SS they don’t need to write sentences in the chart, just the name of the place, the person, etc. Play the tape/CD. Get SS to compare with a partner and then play the tape/CD again. Check answers.

1 To Norway
2 Sue, his girlfriend
3 By train
4 clean a river, plant trees
5 at a campsite

3 PRONUNCIATION sentence stress

Pronunciation notes

When native speakers speak quickly, they tend to pronounce going to as gonna /ˈɡɒnə/. Elementary SS are unlikely to speak that quickly, so it is better to teach them to get the stress and rhythm right, i.e. to say, e.g. I’m going to be late, rather than trying to get them to contract going to to gonna.

- Focus on the questions (which you should still have on the board) and play the tape/CD. Ask SS which words are stressed (see transcript below) and underline them on the board.

- Play the tape/CD again, pausing after each question for SS to repeat.

- Now pretend that you are Jerry, and get SS to ask you the questions. Answer with full answers, e.g. We’re going to go to Norway, etc.

- SS roleplay the interview in pairs. Get them to swap roles.

Extra challenge

Rub questions 1–5 off the board so that SS have to produce them from memory.

4 LISTENING & READING

- Tell SS that this is the moment in the programme when the two couples are at the airport (see photo on p. 80). Explain that Peter, the presenter, is going to give both couples an envelope with their new destination. Ask SS whether they think they are going to like their new holidays.
To help SS remember who’s who, write up on the board:

Lisa and Jon  Jerry and Sue
(Planned to go to New York) (Planned to go to Norway)

- Play the tape/CD twice, pausing each time after I hate camping. Elicit that Lisa and Jon are not very happy with their new holiday. Ask why (because they don’t want to work and Lisa hates camping).

- Then say What about Sue and Jerry? Play the rest of the tape/CD once or twice and elicit that Sue and Jerry are not very happy either because Jerry doesn’t like shopping and they don’t have the right clothes.

78 CD3 Track 14
(tapescipt in Student’s Book on p.119.)
P = Peter, J = Jon, L = Lisa, S = Sue, Je = Jerry
P Well, here we are at the airport with Lisa and Jon and Jerry and Sue. And this is the moment of truth. I’ve got two envelopes here, and now I’m going to give the two couples their new holiday plans! Are you ready to play ‘Changing Holidays’?

ALL Yes.
P OK, so now you can open the envelopes, Jon and Lisa first.
L A working holiday in Norway.
O Oh no!
P Oh yes! You’re going to help clean a river and plant some trees.
J Oh great. Working all day!
L Where are we going to stay?
P You’re going to stay at a campsite!
A A campsite? Oh no, I hate camping!
P And now Sue and Jerry.
S Oh! A week in New York.
Je New York?
P That’s right. You’re going to spend a week in the Big Apple, shopping, going out, and seeing the sights! Do you like shopping, Jerry?
Je Not much.
S What are we going to wear? We don’t have the right clothes for New York.

Extra support
Get SS to listen again to the whole conversation with the tapescipt on p.119.

- Ask SS Do you think the two couples are going to have a good time? and elicit ideas. Then tell them they’re going to find out.

- Focus on the holiday diaries and the photos. Set a time limit for SS to read and get them to compare ideas with a partner.

- Check answers, and get SS to give reasons.

Lisa and Jon are not very happy (the weather is terrible, it’s cold and raining a lot, the people are different, they can’t cook, etc.)
Jerry and Sue are (quite) happy (they like the food and the ‘sights’, they went to a famous nightclub, etc.)

79 CD3 Track 15
(tapescipt in Student’s Book on p.119.)
P OK, so it’s hello again to our two couples from last week, Lisa and Jon, and Sue and Jerry. Welcome back. So what we all want to know is, did you have a good time? Jon and Lisa, what about you?
L No, we didn’t have a good time. It wasn’t a holiday. I mean, we worked every day.
P And it was hard work. That’s not my idea of a holiday.
J And we hated camping!
L The people were very nice but…
J It rained every day. We went to bed at 10.00 every night – not exactly exciting!
L The thing is, what we really like is shopping, nightlife, big cities – and if that’s what you want, Norway’s not the place to go.
P OK, OK. What about Sue and Jerry. Did you have a good time?
S Well, we don’t usually like big cities. But New York is special!
Je Yeah. The hotel wasn’t very good – it was very big and impersonal. But we liked all the tourist sights – the Guggenheim was fantastic.
S And the people were great, and we loved the food.
Je Yeah, we even liked the nightclub! We usually go to bed early, we’re not really ‘night’ people, but the New York nightlife is great.
P So where are you going to go next summer? Lisa and Jon?
L Next summer we’re really going to go to New York!
P And Jerry and Sue?
S We really liked New York. Next year we’re going to go to another city, maybe Amsterdam or Barcelona!

Extra support
Get SS to listen to the tape/CD for a final time with the tapescipt on p.119 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

- Ask the whole class which holiday they would prefer and see which SS are more adventurous!
5 SPEAKING
a • Focus on the instructions and the example language in the speech bubbles. Tell SS that they are going to plan each part in pairs, beginning with A asking B Where are we going to go?, etc.
• Put SS in pairs, and give them about five minutes to make their plans for each of the four questions. Monitor and help, encouraging them to use Why don’t we...? for making suggestions.

Extra idea
If your SS have been doing the Practical English lessons they will also know What about...? and Let’s... Remind them of these expressions and write them on the board.

b • Now give each pair a piece of paper and tell them to write down their plans. Then collect them in.

c • Now give out a different plan to each pair and let them read them.
• Get one pair to come out to the front of the class. Act as TV presenter and interview them, using the prompts from a, e.g. Where are you going to go? Ask them if they are happy with their new holiday and why (not).
• Put each pair with another, and get them to interview each other about their new holidays. Ask each pair to tell the class what they’re going to do, and if they’re happy with their new holiday.

6 SONG  La Isla Bonita

Here SS listen to a song by Madonna about a summer holiday. If you want to do this song with your SS, there is a photocopiable activity on p. 227.

Last night I dreamt of San Pedro
Just like I’d never gone, I knew the song
A young boy with eyes like the desert
It all seems like yesterday, not far away
Tropical the island breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the samba played
The sun would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby
I fell in love with San Pedro
Warm wind carried on the sea, he called to me
‘Te dijo te amo’
I prayed that the days would last
They went so fast
Tropical the island breeze, etc
I want to be where the sun warms the sky
When it's time for siesta you can watch them go by
Beautiful faces, no cares in this world
Where a girl loves a boy, and a boy loves a girl
Last night I dreamt of San Pedro
It all seems like yesterday, not far away
Tropical the island breeze, etc.
**Lesson plan**

This lesson continues with *going to*, but this time focuses on how the structure is used to express predictions (what we think or are sure is going to happen). The focus is on reading and speaking. SS read an original short story about a twist about fortune telling, and then use the fortune teller’s cards to tell each other’s fortunes. The story is on tape/CD, so that SS can read and listen.

**Optional lead-in (books closed)**
- Revise *going to* for plans. Write the following prompts on the board:
  - AFTER CLASS
  - TOMORROW NIGHT
  - NEXT WEEKEND
  - NEXT SUMMER
- Get SS to ask you *What are you going to do...?* and the prompts.
- SS ask each other in pairs.

## READING & LISTENING

- Books open. Focus on the cards and ask SS what they think they are for. Elicit/tell them they are for fortune telling, i.e. predicting the future.
- In pairs, SS match the cards and verb phrases. Check answers, and model and drill pronunciation.

```
A be lucky   F meet somebody new
B get married G have a surprise
C travel     H move house
D get a lot of money    I get a new job
E fall in love     J be famous
```

- Get SS to test each other’s memory by covering the phrases and pointing at the cards.

**b 211**

- Focus on the title of the story and help SS to explain/translate it. Then get them to cover all the text except paragraph 1. Tell SS that they are going to read and listen at the same time. Play the tape/CD for SS to listen to the first paragraph.

### It’s written in the cards

*Come in,* said a voice. Jane Ross opened the door and went into a small room. There was a man sitting behind a table.

*Good afternoon,* said Jane. ‘I want to see Madame Yolanda, the fortune teller.’

‘Madame Yolanda isn’t here today,’ said the man. ‘But don’t worry. I’m going to tell you about your future. What questions do you want to ask?’ Jane looked at the fortune teller. She couldn’t see him very well because the room was very dark.

- Focus on questions 1–3. Get SS to answer them in pairs and then check answers. Elicit/teach the meaning of any words you think SS may not have understood, e.g. a voice.

---

1. Madame Yolanda, the fortune teller.
2. A man. Because Madame Yolanda isn’t there.
3. Because the room is dark.

**Although the story is in the past, it is more natural to ask and answer questions about it in the present.**

**7.12**

- SS now uncover paragraph 2 and read and listen.

### CD3 Track 18

*Well,* she said, ‘I have a problem with my boyfriend. We argue all the time. I don’t think he loves me. I want to know if we’re going to stay together.’

‘Please choose five cards, but don’t look at them.’

Jane took five cards. The fortune teller put them on the table face down. He turned over the first card.

‘Ah, this is a good card. This means you’re going to be very lucky.’

‘But am I going to stay with my boyfriend?’ Jane asked.

‘Maybe,’ said the fortune teller. ‘We need to look at the other cards first.’

- Focus on questions 4–6. Get SS to answer them in pairs and then check answers. Elicit/teach the meaning of any words you think SS may not have understood, e.g. face down, turn over.

4. She and her boyfriend always argue. She thinks he doesn’t love her.
5. Five.
6. A. She’s going to be lucky.

**7.13**

- SS uncover paragraph 3 and read and listen.

### CD3 Track 19

He turned over the second card.

‘Mmm, a house. A new house. You’re going to move, very soon, to another country.’

‘But my boyfriend works here. He can’t move to another country.’

‘Let’s look at the next card,’ said the fortune teller. He turned over the third card.

‘A heart. You’re going to fall in love.’

‘Who with?’ asked Jane.

‘Let me concentrate. I can see a tall man. He’s very attractive.’

‘Oh, that’s Jim,’ said Jane.

‘Who’s Jim? Your boyfriend?’

‘No, Jim’s a man I met at a party last month. He’s an actor, and he says he’s in love with me. It was his idea for me to come to Madame Yolanda.’

‘Well, the card says that you’re going to fall in love with him.’

‘Are you sure?’ asked Jane. ‘But what about my boyfriend?’

‘Let’s look at the fourth card,’ said the fortune teller.
Focus on questions 7–10. Get SS to answer them in pairs and then check answers. Then elicit ideas for question 11.

7 H She’s going to move house, to another country.
8 Because her boyfriend can’t move to another country.
9 E She’s going to fall in love.
10 An actor. She met him at a party.
11 A matter of opinion.

SS uncover paragraph 4 and read and listen.

The fortune teller turned over a card with two rings.
‘Now I can see everything clearly. You are going to leave your boyfriend and go away with the other man, to another country. You are going to get married.’
‘Married? But am I going to be happy with him?’
‘You’re going to be very happy.’
Jane looked at her watch. ‘Oh no, look at the time. I’m going to be late.’
She stood up, left a £50 note on the table, and ran out of the room.

Focus on questions 12–14. Get SS to answer them in pairs and then check answers. Elicit/teach the meaning of any words you think SS may not have understood, e.g. ring, note.

12 B She and Jim are going to get married.
13 Because she's going to be late.
14 £50

SS uncover the last paragraph and read and listen.

The fortune teller stood up. He turned on the light. At that moment an old woman came in. ‘So, what happened?’ she asked.
‘She believed everything,’ said Jim. ‘I told you, I’m a very good actor!’
He gave the woman £100.
‘That’s Jane’s £50 and another £50 from me. Thanks very much, Madame Yolanda.’
Madame Yolanda took the money. The fifth card was still on the table, face down. She turned it over. It was the ship. She looked at it for four or five seconds and then she said:
‘Young man! Don’t travel with that girl – you’re going to...’
But the room was empty.

Let SS read the last paragraph again. Focus on questions 15–17. Get SS to answer them in pairs and then check answers.

15 Jim (the actor Jane had met).
16 Because she has helped him.
17 C (the travel card) – Accept any reasonable predictions – we assume they are going to have an accident of some sort.

Extra ideas

If SS have enjoyed the story and want to get more pronunciation practice, they could read it aloud in pairs.

Alternatively, you could give them extra listening practice by getting them to close their books and listen to the whole story on tape/CD.

You could also ask SS if anyone has ever been to a fortune teller, and to tell the class about it. They don’t really have the language to do this accurately, but they could try to communicate what happened.

2 GRAMMAR be going to (predictions)

a Focus on the two sentences and make sure SS understand a prediction (= something you think is going to happen). SS answer the question in pairs. Check answers.

1 is a prediction 2 is a plan

b Tell SS to go to Grammar Bank 7D on p. 134. Model and drill the example sentences.

Grammar notes

SS learnt the use of going to to express future plans in the previous lesson. Here it is used to make predictions (what we think or are sure will happen). Will can also be used to make predictions. This is presented in New English File Intermediate.

Focus on the exercises for 7D on p. 135. SS do the exercises individually or in pairs.

Check answers, getting SS to read out the full sentences.

a 1 It’s going to rain.
2 She’s going to have a baby.
3 He’s going to have an accident.
4 They’re going to play tennis.

b 1 ‘re going to win
2 isn’t going to pass
3 ’s going to be
4 ‘re going to have
5 ’re going to break
6 ’s going to wake up

Study Link SS can find an end-of-File grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.

Tell SS to go back to the main lesson on p. 83.

3 PRONUNCIATION /u/, /u:/, and /ə/

a Focus on the three sound pictures and elicit the words and sounds (bull, /u/, boot /u:/, up /ə/). Make sure they can hear the difference between the short /u/ and long /u:/.

Now focus on the first word in the list, good, and elicit that it’s like bull. Then get SS to continue in pairs. Encourage them to say the words out loud to help them decide what the sound is.

b 216 Play the tape/CD for SS to listen and check. Check answers (see tapescript). Then play it again, pausing after each word or group of words for SS to repeat.
Tell SS to go the Sound Bank on p. 157. Go through the typical and less common spellings for each sound.

Tell SS to go back to the main lesson on p. 83.

4 SPEAKING

- Go through the instructions with SS and focus on the example in the speech bubble. Highlight the use of maybe to express a possibility. Then put them in pairs, and get them to sit face to face.
- SS individually number the cards 1–10. Stress that it should be in random order. Number the cards yourself too.
- Demonstrate the activity. Get a student to tell you a number and 'tell his/her fortune', depending on the card he/she has chosen.
- Tell SS to choose five numbers between 1 and 10, and write them on a piece of paper and give them to their partner. They then tell each other’s fortunes.
- If you have odd numbers, have a group of three, where A tells B’s fortune, B tells C’s, and C tells A’s.
- Get feedback, by asking a few SS what’s going to happen to them.

Extra photocopiable activities

Grammar
be going to (predictions) p. 167.

Communicative
Pronunciation bingo p. 212 (instructions p.182).

HOMEWORK

Workbook pp. 64–65.
Vocabulary a menu: main course, dessert, etc.
Function ordering a meal
Language I'd like the onion soup.

Lesson plans
In this lesson SS learn the language of menus and practise ordering a meal in a restaurant. In the story, Mark and Allie order their meal, but after they've had their main course, Mark tries to tell Allie something, but keeps getting interrupted by the waiter. Finally, he manages to ask her if she would like to come to a conference in the USA. Allie says she needs time to think.

Study Link These lessons are also on the New English File Elementary Video, which can be used instead of the Class Cassette / CD (see introduction p.9).
The first section of the Video is also on the MultiROM, with additional activities.

VOCABULARY a menu
a Focus on the menu and give SS in pairs a few moments to fill the gaps. Check answers and model and drill the pronunciation of the words.

Starters  Main courses  Desserts
b Focus on the highlighted words and give SS in pairs a few minutes to try to work out what they think they mean.
   Check answers, either by giving examples, translating into SS' L1 if you prefer, or getting SS to check in their dictionaries.
c Get SS to cover the menu. Ask What starters were there? In pairs, see how many of the dishes they can remember. Repeat for the other courses then feedback asking the class to say what was on the menu.

ORDERING A MEAL

a 7.17
   Focus on the picture and ask SS Where are Allie and Mark? (at the restaurant). What are they doing? (looking at the menu/ordering).
   Now either tell SS to close their books or get SS to cover the conversation. Tell SS to listen to find out what Allie and Mark order.
   Play the tape/CD once or twice. Check answers. Ask What's Mark having for a starter?, etc.

Mark: onion soup and steak; red wine.
Allie: goat's cheese salad and lasagne; mineral water.

b Now focus on the conversation and the gaps. Give SS a minute to read through the dialogue and predict the missing words. Then play the tape/CD again once or twice as necessary.
   Get SS to compare answers in pairs. Check answers.

7.18
   Now focus on the YOU SAY phrases. Highlight the two ways of ordering, e.g. I'd like (I would like) the onion soup or The onion soup for me, please.
   Tell SS they're going to hear the dialogue again. They repeat the YOU SAY phrases when they hear the beg. Encourage them to copy the rhythm and intonation.
   Play the tape/CD, pausing if necessary for SS to repeat the phrases.

Extra support
Get SS to read the dialogue through once or twice before roleplaying.
If your classroom permits, get the 'customers' to stand up and come up to their 'waiter', who will show them to a table. Then tell the 'customers' to decide what they want from the menu.

After a few minutes tell the waiters to go to the tables, and begin the conversation with *Are you ready to order?*

**Extra challenge**
Get the waiter to come back for SS to order desserts and coffee as well.

### 3 SOCIAL ENGLISH

**a 719**

- Focus on the four questions. Play the tape/CD. Pause each time Mark tries to ask Allie his question (see * in the tapescript) and ask SS *What's he going to say?* to build up the suspense, and for SS to get the humour of the constant interruptions.

- Give SS time to compare answers before playing the tape/CD again. Check answers.

| 1 | Allie: fruit salad, Mark: two espressos |
| 2 | To come to a conference in California |
| 3 | She's not sure; she needs time to think |
| 4 | Could we have the bill, please? |

(tapescript in Student's Book on p.120.)

**M** How was the pasta?

**A** It was delicious.

**M** Listen, Allie. There's something I want to ask you.

**A** Yes? What? *

**W** Would you like a dessert?

**A** Yes, please. What is there?

**W** Tiramisu, ice cream, or fruit salad.

**A** Fruit salad, please.

**W** And you, sir?

**M** Nothing for me, thanks, Allie?

**A** Yes. Go on, Mark.

**M** Well, tomorrow's my last day. And I think we... I mean, I really liked meeting you and... *

**W** Here you are. Fruit salad. Would you like any coffee?

**A** Yes, an espresso, please.

**M** The same for me, please.

**A** Sorry, Mark.

**M** Do you want to come to California next month? There's a big conference. I'm going to be there. Why don't you come? What do you think?

**W** Two espressos. Anything else? A little brandy? A grappa?

**M** No, thank you. What do you say, Allie?

**A** I'm not sure, Mark. I need some time to think about it. OK?

**M** All right. But please tell me before I go.

**A** OK.

**M** Could we have the check, please?

**W** Sorry? The check?

**A** The bill, Mark. We're in Britain, remember?

**M** Sorry. Could we have the bill, please?

**W** Yes, sir.

**b** Ask the questions to the class. Elicit SS's ideas.

**c** Focus on the **USEFUL PHRASES.** For each phrase, ask SS *Who says it, Mark or Allie?* Then play the tape/CD for SS to check their answers.

- Play the tape/CD again for SS to check. Pause after each phrase and get SS to repeat it (see the tapescript above). In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

*It was delicious.* – Allie

*What is there?* – Allie

*Nothing for me, thanks.* – Mark

*The same for me, please* – Mark

*I'm not sure.* – Allie

*Could we have the bill, please?* – Mark

**Extra support**

If time, you could get SS to listen to the tape/CD for a final time with the tapescript on p.120 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

**Extra challenge**

Get SS in pairs to roleplay the second conversation using the tapescript on p. 120.

**HOMEWORK**

[Study Link] Workbook p. 66.
Lesson plan

Here SS recycle food vocabulary, quantifiers, and imperatives in the context of a very simple recipe for a sandwich.

a  • Focus on the photos and get SS to match them to the ingredients in the recipe. Check answers.

A some brown bread
B some black pepper
C some cream cheese
D some smoked salmon
E a lemon

b  • Quickly mime cut and put and elicit which is which. Then get SS to complete the gaps in the recipe.

Highlight the different pronunciation /kʌt/ and /pʊt/.

• Check answers. Go through the recipe. Make sure SS understand pieces and on top.

1 cut
2 put
3 Put
4 Cut
5 Put
6 put

• Ask SS if they'd like to eat this sandwich and why (not).

Extra challenge

Get SS to cover the recipe and see if they can remember the seven steps.

Write instructions

Go through the task with SS. Stress the importance of checking writing after they’ve done it.

• Give SS at least fifteen minutes to write the recipe in class. They could do it in pairs, and use a dictionary for any ingredients they don’t know the words for. Alternatively, set it for homework.

• If SS do the writing in class, get them to swap and read each others’ recipes and correct any mistakes they find, before you collect them all in.

Extra ideas

Put the recipes up round the classroom and get SS to vote for the best one.

You could also encourage SS to write their recipes on computer, or present them neatly, so you can make a class sandwich recipe book.
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

1 c 2 b 3 a 4 b

CAN YOU HEAR THE DIFFERENCE?

1 a b 2 b 3 b 4 a 5 b

220 CD3 Track 26

1 A Is there any milk?
   B Yes, there’s some in the fridge.
   A No, there isn’t. I just looked.
   B Well, then go and get some. The supermarket’s still open.
2 A How much coffee do you drink?
   B Quite a lot. Three or four cups a day.
   A That’s not much! I drink six or seven.
3 A Where are you going to go on holiday?
   B Well, I wanted to go to Australia, but it’s very expensive, so I’m going to go to Italy.
4 A What are you going to do tomorrow night?
   B I don’t know. Are there any good films on at the cinema?
   A Not really. Why don’t we try that new French restaurant?
   B That’s a good idea.
5 A Do you think they’re going to get married?
   B I don’t know. Probably not. They’re always arguing.
   A That’s quite normal.

b 1 She buys oranges, strawberries and carrots.
   2 4.95

221 CD3 Track 27

G = greengrocer, C = customer

G Get your fresh fruit and vegetables here! Oh. Yes, love?
C Can I have three oranges, please?
G Help yourself. Anything else, love?
C Yes, do you have any grapes?
G Sorry, we haven’t got any today. How about some strawberries? They’re very cheap.
C How much are they?
G Five fifty a kilo.
C OK, half a kilo then. And half a kilo of carrots.
G Anything else, love? There are some nice tomatoes.
C No, thanks. How much is that?
G OK, let’s see, that’s two seventy-five for the strawberries, plus one for the carrots, and one twenty for the oranges. That’s five ninety-five.
C Five ninety-five? Four ninety-five, you mean.
G Sorry love, you’re right. Four ninety-five.
C Here you are.
G Here’s your change. Thanks, love.

Extra photocopiable activities

Quicktest 7 p.237.
Lesson plan

In this lesson comparative adjectives are presented and practised in the context of a TV quiz show. One of the questions in the quiz refers to car colours, and at the end of the lesson SS listen to a psychologist talking about what your car colour says about your personality.

Optional lead-in (books closed)
- Revise adjectives by writing the following on the board:
  tall safe good cold young
  happy expensive clean slow poor
- Tell SS, in pairs, to write the opposites. Check answers.
  short dangerous bad hot old
  sad cheap dirty fast rich

1 SPEAKING & LISTENING
- Focus on the people and ask SS What kind of programme do you think it is? (a quiz show). Ask SS which programmes are popular in their country and which ones they like/don't like.

a • Now focus on the pictures and elicit from the class everything they can see. Write any new words, e.g. mosquito, shark, on the board, and model and drill pronunciation.
  a cat, a fish, a shark, brown and white eggs, Mars, a mosquito, the Earth, a tiger, a yellow and a white car

b • Focus on the sentences, and the first two comparatives, more dangerous and healthier. Elicit/teach that the sentences are comparing mosquitoes and sharks and brown and white eggs using the adjectives dangerous and healthy. Highlight that the -er ending in healthier means more. Get SS to read the sentences in pairs and decide whether they are true or false. Don't check answers yet.

c 8.1
- Play the tape/CD. Pause after the introduction (see * in the tapscript) and elicit how the quiz show works. (You have 10 seconds to say if each question is True or False. If you get the first question right, you win 10,000 euros. If you get the second question right, you win 20,000, etc. There are eight questions altogether. If you get a question wrong, you go home with nothing.)
- Now play the rest of the tape/CD, so SS can hear the show. Ask the question What does Darren win? and play it once the whole way through. (Darren doesn't win anything)
- Then play it again, pausing after each answer. Check answers, and elicit any more information that SS heard.

1T 2F 3T 4F 5T 6F 7F 8F
- Find out if any pair got all the answers right.

(tapscript in Student's Book on p.120.)
P = presenter, D = Darren
P Good evening. Welcome to The True False Show. Tonight’s show comes from Dublin. My name’s Annie O’Brian and I ask the questions. Remember, after each question you have ten seconds to say ‘true’ or ‘false’. If you get the first answer right, you win 10,000 euros. If you get the second answer right, you win 20,000 euros, and you win 30,000 euros for the third correct answer. For eight correct answers you win 80,000 euros. But if you get an answer wrong, you go home with ... nothing. Our first contestant is Darren from London. Right, Darren, for 10,000 euros. Mosquitoes are more dangerous than sharks. True or false?
D Er, true.
P Correct. Mosquitoes are more dangerous than sharks. More people die every year from mosquito bites than from shark attacks. Now, for 20,000 euros, brown eggs are healthier than white eggs. True or false?
D Er... false.
P Correct. It's false. Brown eggs look nicer than white ones, but they are exactly the same. For 30,000 euros, the Earth is hotter than Mars.
D I think it's true, Annie.
P Correct. The Earth is much hotter than Mars. Next, for 40,000 euros, coffee is more popular than tea in the UK. True or false?
D Er, false.
P Correct. British people drink 185 million cups of tea every day. Next, for 50,000 euros, tigers are better swimmers than cats. True or false?
D Er... false. No - true.
P Is that your answer?
D Yes, true.
P Correct. Tigers are very good swimmers. For 60,000 euros, an adult is shorter in the morning than in the evening.
D Er... false.
P Correct. Adults are one centimetre taller in the morning than in the evening. OK Darren, for 70,000 euros. White cars are safer than yellow cars. True or false?
D Er, I'm sure that's false, Annie.
P Correct. Yellow cars are safer - they are easier to see during the day, so they don't have as many accidents. And finally, the last question. Be very careful, Darren. If you get it right, you win 80,000 euros, but if you get it wrong, you lose everything. Are you ready?
D Yes, ready.
P OK, so for 80,000 euros. The word 'yes' is more common than the word 'no'. True or false?
D Er... er....
P Quickly Darren, time's running out.
D True.
P No, Darren. It's false. 'No' is more common than 'yes.' You had 70,000 euros, but now you go home with nothing.
Extra support
Get SS to listen to the tape/CD for a final time with the tapiscript on p. 120 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

2 GRAMMAR comparative adjectives
a • Focus on the instructions. Give SS two minutes to answer the questions in pairs. Check answers.
1 -er
2 because an extra t is also added
3 the y changes to i before the -er
4 more
5 than
b • Tell SS to go to Grammar Bank 8A on p. 136. Go through the rules with the class. Model and drill the example sentences.

Grammar notes
- There are clear rules governing the formation of comparative adjectives.
- To simplify the rules even further tell SS that for short adjectives (one syllable) add -er. For all the rest (two syllables or more) add more (except adjectives ending in -y).
- The spelling rules for big, hot, etc. are the same as for verbs ending in -ing (see p.128), e.g., big, bigger.
- Depending on your SS' L1, they may try to use that instead of than after comparative adjectives.

c • Put SS in pairs A and B and tell them to go to Communication True False Show A p. 110, B p. 113.
- Go through all the instructions with them. Then give SS five minutes to complete their sentences with comparative adjectives.
- Write the amounts of money that they win up on the board, e.g., 1–10,000 (euros, dollars, or a currency that your SS are familiar with), 2–20,000, 3–40,000, etc. (up to 80,000) and check SS can say the numbers correctly. Explain that if you get e.g. question 4 wrong, you lose all your money and start again, i.e., for question 5 you get 10,000, question 6 20,000, etc.
- Now get SS to sit face to face. A reads his/her sentences to B. Monitor and help SS to get the rhythm right when they read their quiz sentences.

Student A Student B
1 faster 1 better
2 more expensive 2 safer
3 nearer 3 older
4 bigger 4 more intelligent
5 more common 5 smaller
6 worse 6 shorter
7 more dangerous 7 more popular
8 richer 8 longer

3 PRONUNCIATION /ə/, sentence stress
a 8.2
- Focus on the comparative adjectives. Play the tape/CD once, pausing after each adjective for SS to underline the stressed syllable (it’s always the first). Check answers, and elicit that the final er is always pronounced /ə/, like computer, and is never stressed, e.g., safer NOT safer.
- Play the tape/CD again, pausing for SS to repeat the adjectives.

b 8.3
- Now get SS to look back at the quiz sentences in 1b. Play the tape/CD for them to repeat, encouraging them to copy the rhythm. Highlight that is/are and than are not stressed.

Extra support
You could do the above activity in groups of four instead of pairs. Divide class into groups of four and have two as and two Bs. They prepare their quiz sentences together, and take turns to read them to the other pair.

Extra challenge
Encourage A to ‘play the role’ of the presenter. Give SS a few minutes to look at the tapiscript and make a note of any useful language (e.g., Good evening, I ask the questions).
- When both SS have played the game get feedback to see who won the most money.
- Tell SS to go back to the main lesson on p. 89.

4 VOCABULARY  personality adjectives
- Focus on the adjectives in the box, and get SS in pairs to match the words to their meanings. Check answers and model and drill pronunciation.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful</td>
<td>polite</td>
</tr>
<tr>
<td>serious</td>
<td>honest</td>
</tr>
<tr>
<td>quiet</td>
<td>calm</td>
</tr>
<tr>
<td>generous</td>
<td>kind</td>
</tr>
<tr>
<td>stylish</td>
<td>elegant</td>
</tr>
<tr>
<td>aggressive</td>
<td>rude</td>
</tr>
</tbody>
</table>

- Get SS to cover the first half of the sentences (i.e. the adjectives) with a piece of paper and to remember the adjectives by reading the rest of the sentence (e.g. a/an … person is open and kind).
- Get SS to work in pairs and write down the comparative form of the seven adjectives. Check answers.

5 LISTENING
a - Ask SS if they can remember from the quiz which cars are safer, white cars or yellow cars? (Yellow cars: both are good colours at night, but yellow cars are easier to see during the day.)
- Focus on the question. Tell them about your car, if you have one, and why you chose the colour.
- In a small class, ask all SS. In a big class get them to ask a partner and feedback a few answers.

b 8.4
- Focus on the chart. Tell SS they’re going to hear the programme twice. The first time they should just write the colours in the chart in the order the speaker mentions them.
- Play the tape/CD once and let SS compare in pairs. Don’t check answers yet.

Extra idea
You could keep back the last four lines of the conversation until the end of the activity so that SS can appreciate the doctor’s reply to the last question more fully.

c - Now tell SS to listen again and complete the missing adjectives (they are all ones they have just learnt in the previous VOCABULARY exercise). Play the tape/CD again.
- Get SS to compare with a partner, and then play the tape/CD again if necessary. Check answers. Silver may be a new word for many SS.

<table>
<thead>
<tr>
<th>Blue</th>
<th>Green</th>
<th>Silver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>Careful</td>
<td>Attractive</td>
</tr>
<tr>
<td>Red</td>
<td>Aggressive</td>
<td>Black</td>
</tr>
<tr>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>White</td>
<td>Careful</td>
<td>Silver</td>
</tr>
<tr>
<td>Black</td>
<td>Serious</td>
<td>Black</td>
</tr>
</tbody>
</table>

- Ask SS what colour Dr Baker’s car is and what it says about him. (The interviewer suggests white, as he’s a doctor, but in fact it’s red which means he’s aggressive.)

Extra support
Get SS to listen to the tape/CD for a final time with the tapescript on p. 120 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

d - Get SS to do this in pairs, and then get some feedback from the class.

Extra photocopiable activities
Grammar
comparative adjectives p. 168.
Communicative
Guess the comparative p. 213 (instructions p. 183).

HOMEWORK
Study Link  Workbook pp. 67–68.
Lesson plan

In this lesson SS make the logical progression from comparatives to superlatives. The magazine article on which the lesson is based describes three ‘extreme’ places to live in, the highest city, the hottest country, and the coldest place. In the second half of the lesson SS do a superlative quiz (about world capitals) and talk about their own country.

Optional lead-in (books closed)
- Write on the board Russia and China. Ask SS if they are big or small countries, and elicit that they are big. Then ask which is bigger, and elicit that Russia is bigger. (For reference, Russia is about 17 million km², China about 9.6 million km²).
- Now rub China off the board. Ask SS if they know any country which is bigger than Russia (there isn’t one). Elicit/teach Russia is the biggest country in the world. Write the sentence on the board.

1 READING

- Books open. Focus on the photos and elicit ideas but don’t tell SS the answers yet.
- Now focus on the article and the three superlative phrases.
- Set a time limit, e.g. three minutes, for SS to read it, complete the headings, and match the places to the photos. Check answers.

The hottest country in the world
The highest capital city in the world
The coldest place in the world
- Focus on the instructions, and set another time limit, e.g. two minutes. Get SS to compare with a partner and check their answers.

2 La Paz
3 Mali
4 Siberia (Yakutia)
5 Siberia (Yakutia)
6 La Paz

Extra challenge

Get SS to answer the questions from memory and then read the article again to check.

- Now tell SS to focus on the highlighted words and in pairs try to guess what they mean. Check answers, either drawing, miming, translating into SS’ L1 if you prefer, using the glossary below, or getting SS to check in their dictionaries. Model and drill pronunciation.

cotton
roof
sea level
nose

a material, typical for, e.g. T-shirts
the top part of a house
how high the sea is
the part of your face that you use to breathe

snow
soft frozen water that falls to the ground
breathe /'breit/ take in air
altitude
how high something is above sea level
hit
strike with your hand or a tool, e.g. hit a ball
freezer
place where you keep frozen food

- Tell SS to choose five new words (or phrases) to learn from the text and write them in their vocabulary notebooks. Get them to compare the words they’ve chosen with a partner. Get some feedback of the words they’ve chosen.

2 GRAMMAR superlative adjectives

a - Focus on the chart and elicit the meaning of the coldest (= colder than all others). SS then complete the chart with more superlatives.
- Check answers. Model and drill pronunciation.

the highest
the hottest
the most dangerous
the best
the worst
- Elicit/explain how superlatives are formed, e.g. for one-syllable adjectives add -est to the end of the adjective, for adjectives with two or more syllables, use the most before the adjective. Highlight that we use the before superlatives.
- Get SS to underline a sentence where each superlative occurs in the text.

b - Tell SS to go to Grammar Bank 8B on p. 136. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

Superlatives
- Make sure SS are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is e.g. the smallest in a group of three or more). In your SS’ L1 they may just use the comparative form + the. (Typical error: the better place in the world …)
- Formation of superlatives is very easy once SS know comparatives. -er changes to -est in short adjectives and more changes to the most before long adjectives.

Spelling rules

These are exactly the same as for comparatives, e.g. hotter/hottest; prettier/prettiest.

| Use in the world, in the class, etc. after superlatives, NOT of.

b - Focus on the exercises for 8B on p. 137. SS do the exercises individually or in pairs.
- Check answers. Get SS to spell the -est adjectives in a where there’s a spelling change and write them on the
board. In b, get them to read the full sentences, helping them with the rhythm.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 the smallest</td>
<td>1 the tallest</td>
</tr>
<tr>
<td>2 the highest</td>
<td>2 the oldest</td>
</tr>
<tr>
<td>3 the most expensive</td>
<td>3 the best</td>
</tr>
<tr>
<td>4 the oldest</td>
<td>4 the hottest</td>
</tr>
<tr>
<td>5 the most difficult</td>
<td>5 the most famous</td>
</tr>
<tr>
<td>6 the driest</td>
<td>6 the worst</td>
</tr>
<tr>
<td>7 the most beautiful/the prettiest</td>
<td>7 the most difficult</td>
</tr>
<tr>
<td>8 the poorest</td>
<td>8 the prettiest</td>
</tr>
</tbody>
</table>

- Tell SS to go back to the main lesson on p.91.

### 3 PRONUNCIATION consonant groups

- Focus on the chart and get SS to listen and repeat.

### 4 VOCABULARY the weather

- Focus on the questions. If you are not from the same country as your SS, get them to interview you first, and see how much you know about your country.

### Extra idea

As the quiz is on capital cities, give SS a quick oral quiz first and revise countries by asking SS where each city is.

Tokyo – Japan
Madrid – Spain
Rome – Italy
Buenos Aires – Argentina
Mexico City – Mexico
Nairobi – Kenya
Lagos – Nigeria

- SS complete the questions with the correct superlative.
- Check answers.

- Now get SS to take turns asking each other the questions. They should circle their partner’s answer, and then say if they agree.
- Check answers to the quiz.

### Extra challenge

Tell SS not to write the superlatives but to produce them orally.
6 SONG  The Best

- Here SS listen to one of Tina Turner’s most famous songs, The Best. If you want to use this song with your SS there is a photocopiable activity on p. 228.

8.7

I call you when I need you
And my heart’s on fire
You come to me, come to me
Wild and wired
You come to me, give me everything I need
You bring a lifetime of promises
And a world of dreams
You speak the language of love
Like you know what it means
And it can’t be wrong
Take my heart and make it strong
You’re simply the best
Better than all the rest
Better than anyone
Anyone I ever met
I’m stuck on your heart
I hang on every word you say
Tear us apart
Baby I would rather be dead
In your heart
I see the start
Of every night and every day
And in your eyes I get lost
I get washed away
Just as long as I’m here in your arms
I could be in no better place
You’re simply the best, etc.
Each time you leave me I start losing control
You’re walking away with my heart and my soul
I can feel you even when I’m alone
Oh baby, don’t go
Oh, you’re the best, etc

Extra photocopiable activities

Grammar
Superlative adjectives p. 169.

Communicative
What do you know about the UK? p. 214 (instructions p. 183).

Song
The Best p. 228 (instructions p. 221).

HOMEWORK

Study Link Workbook pp. 69–70.
Lesson plan

In the UK today many people, instead of traditional presents, give people 'adventure experiences' as gifts, e.g. spending a day learning to fly a plane or going up in a balloon. This lesson uses this context for SS to practise *would like to* (do) and contrast it with *like (doing)*. First they read about different possible presents, discuss which ones they would like to do, and finish by listening to one person's experience of doing a parachute jump.

Optional lead-in (books closed)

- Revise verb phrases. Quickly write the following on the board:
  1. ___ a car
  2. ___ a new language
  3. ___ a plane
  4. ___ a motorbike/a horse
  5. ___ a meal
  6. ___ salsa
  7. ___ a song
  8. ___ money/time
- Give SS in pairs two minutes to write the verbs. Check answers.

| 1. drive  | 5. cook / have |
| 2. learn/study | 6. dance |
| 3. fly       | 7. sing   |
| 4. ride      | 8. spend  |

1 READING & SPEAKING

a. Books open. Focus on the questions, and get SS to answer in pairs. Get feedback, and tell SS about your family.

b. Focus on the advert and get SS to read it, or read it with them. Tell SS that these are now very popular presents in the UK, especially for 'the person who has everything'. Ask SS what they think of the idea.

- Now focus on the pictures and tell SS they are different 'experience' presents. Set a time limit, e.g. five minutes for SS in pairs to read the information and match the presents to the information.
- Check answers.

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

c. Get SS to do this in pairs. The first two are facts, the rest are a matter of opinion. Get feedback, to see if SS agree about the *Which do you think...?* questions.

The cheapest is E. The most expensive is A.

- Go through the text making sure SS understand the new words and phrases, e.g. *record (v), recording studio, go back in time, recipes, lasts.*

d. Get SS to ask you the questions first. Then they answer them in pairs.
- Get feedback from a few SS.

Extra idea

Get SS to rank the experiences in order, 1–6 (1 = their favourite).

2 GRAMMAR *would like to / like*

a. Focus on the dialogue and get SS to answer the questions in pairs, or ask the whole class. Check answers.

1. *to + infinitive*
2. *b*
3. I like dancing = I like dancing in general; I'd like to dance = I want to dance now or in the future

b. Tell SS to go to Grammar Bank 8C on p. 136. Go through the rules with the class. Model and drill the example sentences.
- Remind SS that the *I in would* is silent /wʊd/.

Grammar notes

- This is the first time 'the infinitive with *to* is referred to. Explain that the infinitive can be with or without *to*, e.g. without *to* after *can*, but with *to* after *would like*. Other verbs they know which are followed by the infinitive with *to* are *want, need, and learn*.

- Focus on the exercises for 8C on p. 137. SS do the exercises individually or in pairs.
- Check answers. Get SS to use contractions *'d and wouldn't* when they read their answers.

a. 1. I'd like to be a millionaire.
2. Would you like to be famous?
3. I wouldn't like to go up in a balloon.
4. He'd like to learn to cook.
5. She wouldn't like to be on TV.
6. Would they like to have children?
7. I wouldn't like to live in a foreign country.
8. We'd like to buy a bigger flat.

b. 1. to have 5. to get
2. to go flying 6. to open cooking
3. to be 7. living
4. seeing to go 8. to learn

- Tell SS to go back to the main lesson on p. 93.

3 PRONUNCIATION *sentence stress*}

**8.8\***

- Focus on the dialogue, and play the tape/CD once just for SS to listen. Then play it again and pause after each line for SS to repeat.

**Answer: C.**

A. Would you like to learn to fly a plane?
B. No, I wouldn't.
C. Why not?
D. Because I don't like flying, and I think it's dangerous.
b 8.9
Focus on the second dialogue. Play the tape/CD and pause at the end of each line for SS to underline the stressed words.
- Get SS to compare with a partner, and then check answers (see tapescript).

8.9 CD3 Track 36
A Would you like to drive a Ferrari?
B Yes, I'd love to.
A Why?
B Because I like driving, but my car's very slow.

SS practise reading the dialogue in pairs.

Focus on the pictures in 1b. SS take turns to interview their partner using the pictures.

4 LISTENING
a Focus on the photo, instructions, and the two questions. Elicit that the present was a parachute jump, and ask SS if they think Russell enjoyed it.

b 8.10
Focus on the phrases and pictures. Tell SS that the phrases are from the interview they are going to hear.
- Play the tape/CD once, and get SS to match them. Check answers, and teach land (= touch the ground), float (= move gently on top of the water or through the air), jump (= push your body into the air).

8.10 CD3 Track 37
1 We learned how to land.
2 I sat on the floor and waited.
3 Then the instructor said 'Jump!' and I jumped.
4 Suddenly the parachute opened, and I floated down.
5 One of the people in my group broke his leg.

ID 2 C 3 A 4 E 5 B

c 8.11
- Now tell SS they're going to hear the whole interview. Tell SS just to relax and listen to see if it was a good experience or not. Play the tape/CD once.
- Ask SS Did he enjoy it? (Yes, especially after the jump). Would he like to do it again? (No, because he thinks it's dangerous - one of his group broke his leg, and he heard that another person died two months after he jumped).

8.11 CD3 Track 38
(tapescript in Student's Book on p.121.)
I = interviewer, R = Russell
I Russell, can you describe your day?
R Well, first we had some classes and we learned how to land.
I What happened then?
R Well, when we finished the classes we went up in the plane.
I How high did you go up?
R About 800 metres.
I Then what happened?
R Well, I sat on the floor and waited.
I How did you feel?
R Very frightened! That was the worst part, waiting to jump.

I And then?
R Then the instructor said 'Jump!' and I jumped.
I How was it?
R It was incredible. First I fell very fast. I couldn't think. I forgot all the instructions. Suddenly the parachute opened, and I floated down.
I Did you land OK?
R Yes, I did - perfectly.
I How did you feel afterwards?
R Great - I felt fantastic. I was really happy. I thought 'I did it!'
I Would you like to do it again?
R Well no, I wouldn't.
I Why not?
R Because it can be dangerous. One of the people in my group broke his leg. And two months after that I heard that someone died.
I How?
R His parachute didn't open and he fell...

d Now focus on the sentences. In pairs, SS number them 1–9 based on what they heard the first time and on what they think is a logical order.
- Play the tape/CD once for SS to check their order. Get them to compare answers with their partner. Play the tape/CD again if necessary. Check answers.

2 He went up in the plane.
3 He waited to jump.
4 He felt frightened.
5 He jumped.
6 He floated down.
7 His parachute opened.
8 He landed.
9 He felt fantastic.

Extra support
Get SS to listen to the tape/CD for a final time with the tapescript on p.121 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.
- Ask the whole class if they would like to do a parachute jump. See if the majority would like to or not. Elicit a few reasons.

You may want to do the photocopyable activity on p. 215 at this point, where SS design their own 'experience' present.

Extra photocopyable activities
Grammar
would like to / like p. 170.
Communicative
Make your own 'experience' present p. 215 (instructions p.183).

HOMEWORK
Study Link Workbook pp. 71–72.
Lesson plan

This lesson is based on real interviews with people who live abroad, where they rate different aspects of their ‘new’ country, and talk about what surprised them when they first arrived. This provides the context for SS to practise forming and using adverbs.

Optional lead-in (books closed)

- Tell SS to imagine that they have to go and live for a year in a foreign city. Then tell them, in pairs, to say which two cities they would like to go to, and why.
- Get feedback about the cities SS chose, and their reasons.

1 READING & SPEAKING

a Books open. Focus on the cities and elicit where they are.

b Go through the instructions. Tell SS which cities you would find easy or difficult to live in and why.
Give SS in pairs a few minutes to mark the cities E or D and compare with a partner. Get feedback from a few SS.

c Focus on the text. Set a time limit, e.g. five minutes, for SS to read and complete the texts with a city. Get them to compare with a partner and then check answers.

Nuria lives in Los Angeles.
Mónica lives in Tokyo.
Kevin lives in Milan.

d Tell SS to read the text again slowly and try to remember at least three things about each city. Move around helping SS with any vocabulary they don’t understand.
Write on the board on one side the three cities, and on the other side the headings from the text, i.e. driving, social life, people, safety, clothes, food.
Tell SS to cover the text and in pairs say what they can remember about the three cities.
Get feedback, and ask SS if they found anything about the cities surprising.

2 GRAMMAR adverbs

a Focus on the four sentences, and elicit that you normally make adverbs by adding -ly to the adjective.
b Focus on the underlined phrase in the text drive quite slowly. SS underline eight more verb + adverb phrases. Check answers and elicit that hard, fast, and well are also adverbs but they don’t end in -ly.

work very hard; walk safely; drive carefully; speak very quietly; change completely; sang very loudly and badly; dresses well; drive very fast

c Tell SS to go to Grammar Bank 8D on p. 136. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- The most common word order with these kinds of adverbs is after a verb or verb phrase, e.g. He drives very quickly, I speak English very well (typical error: I speak very well English).
- SS may try to use hardly instead of hard, e.g. I work hardly. Explain that hard is irregular and doesn’t add -ly. Hardly is another word which means almost not, e.g. I hardly slept last night, I hardly ever go to the theatre. SS learn hardly ever in lesson 3C.

Focus on the exercises for 8D on p. 137. SS do the exercises individually or in pairs.
Check answers. Get SS to read the whole sentence. Help with rhythm, and tell them that adverbs are always stressed.

| 1a slowly 5 carefully 2 perfect 6 safely 3 quickly 7 well 4 good 8 terrible |
| b 1 badly 5 hard 2 slowly 6 carefully 3 quietly 7 healthily 4 easily 8 beautifully |

Study Link SS can find an end-of-file grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.
- Tell SS to go back to the main lesson on p. 95.

d 8.12

Tell SS they’re going to hear six sound effects and for each sound they must write a sentence using the present continuous and an adverb to describe what’s happening.
Play the tape/CD and pause after number 1, so SS can see how the example sentence (They’re speaking quietly) describes the sounds. Ask Why? and elicit that it’s because the baby is asleep.
Now play the other five sounds, pausing after each one for SS to write sentences in pairs. Check answers.

2 She’s driving aggressively.
3 He’s dancing badly.
4 He’s eating noisily.
5 She’s singing beautifully/well.
6 He’s talking loudly.

CD3 Track 30
1 speaking quietly 4 eating noisily
2 driving aggressively 5 singing beautifully
3 dancing badly 6 talking loudly
3 PRONUNCIATION  adjectives and adverbs

a  Focus on the adjectives, and tell SS in pairs to underline the stressed syllable.

Extra support
Play the tape/CD first to remind them where the stress is.

b  Play the tape/CD once for SS to check answers. Then play it again pausing after each adjective for SS to repeat.

CD3 Track 40

aggressive   beautiful
stylish       quiet
dangerous     careful
polite        complete

Vocabulary verb phrases: pay the bill

Function Checking out

Language Can I have my bill, please?

Lesson plan

In this final Practical English lesson SS revise some verb phrases and practise checking out of a hotel. Allie is supposed to be taking Mark to the airport but is delayed. Mark is nervously waiting to hear if she is going to come to the States or not. She finally turns up at the airport to give him her answer...

Study Link These lessons are also on the New English File Elementary Video, which can be used instead of the Class Cassette/CD (see introduction p.9). The first section of the Video is also on the MultiROM, with additional activities.

VOCABULARY verb phrases

a  Focus on the phrases and give SS in pairs a few moments to complete them with the right verb. Check answers and model and drill pronunciation.

1 check out 2 ask 3 pay 4 sign/sam 5 need 6 call

b  Put SS in pairs. Get one student to close his/her book. A reads the phrase (e.g. of a hotel) and B has to remember the verb (e.g. check out). SS swap roles.

CHECKING OUT

a  Focus on the picture and ask SS Where's Mark? (At the hotel). What's he doing? (He's checking out).

b  Now write the two questions on the board and tell SS to close their books, or get SS to cover the conversation.

He asks for the bill. He doesn't need a taxi or help with his luggage.

Extra photocopyable activities

Grammar
adverbs p. 171.

Communicative
Mime the phrase p. 216 (instructions p.184).

HOMEWORK

Study Link  Workbook pp. 73–74.
M No, thanks.
R Do you need any help with your luggage?
M No, I'm fine, thanks.
R Have a good trip, Mr Ryder.
M Thank you.
R Goodbye.
M Goodbye.

8.16

- Tell SS they're going to hear the dialogue again. They repeat the YOU SAY phrases when they hear the beep. Encourage them to copy the rhythm and intonation.
- Play the tape/CD, pausing for SS to repeat the phrases.

8.16  CD3 Track 43

R Good morning, sir.
M Good morning. Can I have my bill, please? I'm checking out.
repeat
R Which room is it?
M Room 425.
repeat
R Did you have anything from the minibar last night?
M Yes, a mineral water.
repeat
R Here you are. How would you like to pay?
M American Express.
repeat
R Thank you. OK. Can you sign here, please? Thank you. Would you like me to call a taxi for you?
M No, thanks.
repeat
R Do you need any help with your luggage?
M No, I'm fine, thanks.
repeat
R Have a good trip, Mr Ryder.
M Thank you.
repeat
R Goodbye.
M Goodbye.
repeat

8.16

- Put SS in pairs. A is the receptionist. Get SS to read the dialogue first. Then tell B to close his/her book and answer from memory. Then A and B swap roles.

SOCIAL ENGLISH

8.17

- Now focus on the next picture. Write the following on the board:
  Mark phones Allie.
  Mark asks for a taxi.
  Mark gets his plane.
  Allie phones Mark.
  Allie and Mark meet.
- Play the tape/CD once. Get SS to tell you in which order things happen.
- Focus on the five sentences. Play the tape/CD twice and SS choose the correct option. Check answers.

8.17

b • Focus on the question and elicit some ideas from the class. Tell SS to use going to in their answers.

c • Focus on the USEFUL PHRASES. Ask SS Who says it? Mark or Allie? Then play the tape/CD for SS to check their answers.
- Play the tape/CD again for SS to check. Pause after each phrase and get SS to repeat it. (See the transcript above). In a monolingual class, ask them what the equivalent phrase is in their language.

I'll call a taxi. – Mark
Well, thanks for everything. – Mark
I'll meet you at the airport. – Allie
Where can we meet? – Mark
Could you call me a taxi, please? – Mark
Sorry I'm late. – Allie
Have a safe trip! – Allie

• Focus on the note about will. Explain that it's used here to make an instant decision or promise about the future, e.g. I'll call a taxi. The uses of will are dealt with in New English File Pre-intermediate but are included here for reference in the Grammar Bank appendix on p. 139.

HOMEWORK

Study Link Workbook p. 75.
**Writing Making a Reservation**

**Lesson plan**

In this last writing lesson, SS learn to write a formal e-mail to book a hotel room. They compare and contrast the conventions of a formal e-mail with an informal one. There is no focus on a formal letter as it is more likely today that SS will need to write an e-mail. However, if you think your SS also need to learn how to write a formal letter, the conventions are highlighted below under Extra idea.

- Focus on the three hotels. Give SS a few minutes to read them. Ask SS which hotel they’d like to go to and why. Explain/translate any words SS want to know, e.g. *terrace, views, lagoon,* etc.
- Now focus on the e-mail. Tell SS to read it quickly, ignoring the gaps, and to answer the question. Check answers.

**The Residence, Tunisia**

- Focus on the words/expressions and get SS to complete the e-mail. Get them to compare with a partner and check answers.

- Reservation
- Room
- Nights
- View
- Information
- Please:
- Yours

- Focus on the chart and get SS to complete it. Check answers.

Dear [Name],

Extra idea

If your SS also need to write formal letters, not just e-mails, tell them that they can use exactly the same language to begin and end as in an e-mail, but should put:
- their address in the top right hand corner
- the name and address of the person/company they’re writing to on the left hand side, slightly lower down
- the date under the name and address
- Yours faithfully (if the letter is addressed *Dear Sir/Madam*) or *Yours sincerely* (if it is addressed to a name, e.g. *Dear Mrs Richards*).

You could also teach as a set phrase I look forward to hearing from you.

**Rewrite an e-mail**

- Go through the instructions with SS. Stress the importance of checking writing after they’ve done it.
- Either give SS at least fifteen minutes to write the e-mail in class, or set it for homework.
- If SS do the writing in class, get them to swap and read each others’ e-mails and correct any mistakes they find, before you collect them all in.

**Revise & Check**

**Grammar**

1b 2a 3b 4a 5a 6b 7a 8a 9b 10b

**Vocabulary**

- a 1 slowly 2 dangerous 3 badly 4 quiet
- b 5 the worst
- b 1 tall (physical, not personality)
- 2 dangerous (not to do with climate)
- 3 leader (not a comparative)
- 4 friendly (not an adverb)
- 5 safe (not a negative adjective for a town/city)
- c 1 in 2 of 3 for 4 up 5 than

**Pronunciation**

- a 1 car 2 slowly 3 boring 4 serious 5 big
- b aggressive, ambitious, adventure, politely, dangerously

**Can you understand this text?**

b 1 a 2 b 3 b 4 c

**Can you hear the difference?**

b 1 a 2 a 3 b 4 a 5 b

8.18 CD3 Track 45

I = interviewer, N = Nicolas

I: Tell me about Edinburgh.

N: Er, well, at first I had a problem with the language. People here speak with a Scottish accent, and they also use some different words.

I: Different words? For example?

N: For example, they don’t say ‘little’ they say ‘wee’ – ‘a wee boy’, ‘a wee drink’, things like that.

I: Was the weather a problem?

N: Not really. Well, people told me that it rained a lot in Scotland. But in fact it doesn’t rain very much. I read the other day that it rains more in Paris than Edinburgh. But it is very windy, and I didn’t expect that. And people talk about the weather all the time!

I: What about the food?

N: Well, I love Scotland but I don’t think the diet is very healthy. My Scottish friends eat a lot of chocolate bars, biscuits – things like that. They don’t eat much fruit or vegetables.

I: What about the whisky? Do you like it?

N: Well, my friends say the whisky is fantastic – and there are many different kinds. In some pubs they have special whisky menus. But unfortunately I don’t like whisky. I only drink wine!

I: Would you like to stay in Scotland when you finish university?

N: I don’t know yet. It depends if I can find a good job here.

**Extra Photocopiable Activities**

Quicktest 8 p.238.
Before we met

Lesson plan

The idea for this lesson comes from a novel called Before we met by Julian Barnes, about a couple where the man is pathologically jealous of his girlfriend’s ex-boyfriend. However, the ‘extract from a novel’ is invented and is not based on the original novel. The present perfect (for past experiences) is presented, but confined to one past participle (been to…) to talk about cities and countries which SS have visited. This allows SS to get to grips with have as an auxiliary verb, and with making questions and negatives. In 9B they learn other regular and irregular past participles, and contrast the present perfect with the past simple.

Optional lead-in (books closed)

- Revise the adjectives of personality SS learned in 8A. Write on the board:
  What’s the word for a person who...
  - is open and kind? f
  - thinks a lot and doesn’t make jokes? s
  - likes arguing and can be violent? a
  - doesn’t talk much? q
  - likes giving people things? g
  - dresses well? s
  - thinks their partner is interested in another person j

- Give SS a minute to try and think of the adjectives (tell them the last one may be new).
- Check answers.

friendly
serious
aggressive
quiet
generous
stylish
jealous

- Model and drill the pronunciation of jealous /'dʒeləs/ and elicit that the ea is pronounced /e/, like bread, breakfast, etc.

1 SPEAKING & READING

a • Books open. Focus on the questionnaire. If you didn’t do the lead in, elicit/teach the meaning of jealous.
- Get SS to ask you the questions. They then interview each other in pairs or small groups.
- Get feedback from the class. Find out what the majority opinion is for question 4.

b 9.1
- Now focus on the ‘extract from the novel’ and questions 1–3. Play the tape/CD once for SS to read and listen.

If SS ask at this point what I’ve been is say that I’ve have and been is the past participle of be. The meaning here is visited.

Extra challenge
As an alternative, you could do b as a listening, i.e. get to cover the text and listen and answer the questions. Play the tape/CD twice and check answers. Then get them to read the story and guess the meaning of the highlighted words.

- Get SS to compare with a partner and then check answers.

1 Barcelona Rome Florence
2 His ex-girlfriend.
   She’s in Canada.
3 Because Rob went there with Jessica.

9.1 CD3 Track 46

It was a Thursday evening in June when we sat down in Charlotte’s living room with the holiday brochures. ‘I got these from the travel agent’s today,’ said Charlotte. ‘This is going to be fun!’ Have you been to Italy?’ ‘Yes, I have,’ I replied. ‘I’ve been to Rome and Florence. On holiday?’ ‘Yes… with Jessica.’ ‘Oh.’ There was a long silence. ‘But I haven’t been to Venice. What about Venice?’ ‘No. Forget Italy. Have you been to Spain?’ ‘Yes. I’ve been to Barcelona.’ ‘With Jessica?’ ‘Yes, but…’ She picked up a brochure for Lisbon. ‘Don’t tell me. You’ve been there too. With Jessica.’ ‘No. I’ve never been to Portugal. Look, what’s the problem? Jessica’s not my girlfriend now. She’s thousands of miles away. She lives in Canada. Why are you so jealous of her?’ ‘Me? Jealous? I’m not jealous.’ There was another long silence.

- SS read the text again and focus on the meaning of the highlighted words. Check answers by explaining or translating the words, letting SS check with a dictionary or using the glossary below.

holiday brochures magazines with photos and information about holidays
fun enjoyable, entertaining
replied answered
silence when there is no noise/nobody talking
picked up took from the floor or from a table

- Ask SS Do you think Charlotte is jealous? Note: the story continues in LISTENING.
2 GRAMMAR present perfect

a  Focus on the instructions and get SS to answer in pairs. Check answers.

1 yes  2 no  3 have  4 be

b  SS underline examples of have been to. Check answers (see tapescript above), and elicit that have been to = have visited.

c  Focus on the chart. Give SS a few minutes to complete it. Check answers.

I, you, we, they

[4] have been to

I haven’t been to

[?] Have you

been to

Lisbon?

She has been to

She hasn’t been to

Lisbon?

Rome.

Venice.

Rome.

Venice.

[?]

d  Tell SS to go to Grammar Bank 9A on p. 138. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

• The present perfect is probably the tense which causes the most problems for foreign learners, mainly because of L1 interference. For this reason in New English File Elementary we introduce it through one simple and common use, i.e. to talk about past experiences (things that we have done in our lives up till now, but without saying exactly when). SS will study further uses of the present perfect in New English File Pre-intermediate.

• Although the use of the present perfect is usually considered the main difficulty for SS, the form is also problematic, as it is the first time SS see have used as an auxiliary verb with all its contractions (I’ve… he’s…, etc.).

• The meaning of been to can cause problems. SS naturally expect either been in or gone to. It is probably best to explain that been to in the present perfect = visited (and come back), gone to = travelled to and not returned.

• Focus on the exercises for 9A on p. 139. SS do the exercises individually or in pairs.

• Check answers. In a write the contracted forms on the board, and in b tell SS to use contractions in [4] and [?] after I, he, etc.

a  1 She hasn’t been to the USA.
   2 They haven’t been to China.
   3 He’s been to an opera.
   4 You haven’t been to my house.
   5 I haven’t been there.
   6 We’ve been to Madrid.

b  1 I haven’t been to Rome.
   2 Have you been to Barcelona?
   3 Mark hasn’t been to South America.
   4 My parents have been to Africa.
   5 Has Ann been to Argentina?
   6 We haven’t been to Budapest.

• Tell SS to go back to the main lesson on p. 101.

3 PRONUNCIATION sentence stress

a  9.2

Focus on the dialogue. Play the tape/CD once for SS to listen. Then play it again, pausing after each line for SS to repeat. Highlight that the underlined words are the ones which SS should stress more strongly.

9.2  CD3 Track 47

A  Have you been to Italy?
B  Yes, I have. I’ve been to Venice.

A  Have you been to New York?
B  No, I haven’t. I haven’t been to the USA.

• Get SS to practise the dialogue in pairs.

b  Demonstrate the activity. Write on the board six place names (countries or cities), three of which you’ve been to and three of which you haven’t.

• Tell SS to decide in pairs which three they think you have been to, and write them on a piece of paper.

• SS ask you Have you been to…? for all six places to check their guesses. Get feedback to see which pair(s) guessed right.

• Put SS in pairs and get them to write their own lists of six cities. In a monolingual class, if your SS haven’t travelled abroad restrict the activity to cities in their country. Monitor and help SS write their lists.

• SS swap lists, and try to guess which three places their partner has been to. They then ask Have you been to…? to check. Monitor, helping SS get the right rhythm in their questions. Get feedback to see who had the most correct guesses in each pair.

4 LISTENING

a  9.3

• If you are doing this activity on a different day to when you did the first part of the Rob and Charlotte story you could read the text again to refresh SS’ memories.

• Tell SS they’re now going to see what happens to Rob and Charlotte. Focus on the question, and play the tape/CD once and elicit the answer.

Jessica phones.

b  Now focus on sentences 1–6. Play the tape/CD once for SS to complete them with a name. Get them to compare answers with their partner. Play the tape/CD again and check answers.

1 Rob
2 Charlotte
3 Rob
4 Jessica
5 Rob, Jessica
6 Charlotte, Rob

9.3  CD3 Track 48

(tapescript in Student’s Book on p.121)
R = Rob, C = Charlotte
R  Why don’t we go to Paris? I haven’t been there.
C  Are you sure?
R  Look, I promise. I’ve never been to Paris.
C OK. Let’s look at the brochure. I love Paris. It’s one of my favourite cities.
R You choose a hotel then.
C What about this one? It’s very near the Eiffel Tower. It looks nice. Very romantic. Let’s go there.
R Is that your phone?
C No, it’s yours.
R Oh yeah. You’re right. Hello?... Who?... Oh hi. What a surprise.... Fine, fine. How are you?... Sorry?... It’s seven o’clock here. In the evening. What time is it in Canada?... Sorry?... No, I’m not. I’m with... I’m with a friend... Can I call you back later?... I said, can I call you back later this evening?... Sorry? I can’t hear you... OK I’ll call you back later... Yes, OK. Bye... Sorry, Charlotte, what did you say about the hotel?
C Forget it, Rob. I don’t want to go away with you this weekend. In fact I don’t want to do anything with you. See you sometime.
R Charlotte, don’t go. Listen, I can explain. It isn’t what you think...

Extra support
Get SS to listen to the tape/CD for a final time with the tapescript on p. 121 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

5 SPEAKING
- Focus on the questionnaire and go through the questions. Then focus on the instructions and make sure SS understand them.
- Set a time limit, e.g. five minutes. Tell SS to stand up and start. Mix in with them yourself.
- Stop the activity after five minutes (or when you think SS have had enough, or when someone has found people for all the questions). Get SS to sit down again.
- Get feedback. Ask Who has been to a very hot country? and elicit the student’s name. Then ask him or her Where? When?
- Do the same for the other questions, getting a bit more information each time.

Extra challenge
Tell SS they must try to find a different person for each question.

Extra photocopiable activities
Grammar
present perfect p. 172.
Communicative
Where have you been? p. 217 (instructions p. 184).

HOMEWORK

Study Link Workbook pp. 76–77.
Lesson plan

In this final lesson SS learn more about the present perfect (for past experiences). They get practice in forming regular and irregular past participles and in asking questions with ever. The main context of the lesson is a survey asking about 'Cinema experiences'. Finally, the lesson contrasts the present perfect and the past simple in a natural context: Have you read the book? Have you seen the film? Which did you prefer?

Optional lead-in (books closed)
- Write on the board in two columns: PAST PARTICIPLE INFINITIVE
- Now write been under past participle and elicit that the infinitive is be, and write it under infinitive.
- Then write these past participles in the column: spoken, seen, cried, bought, left, slept, kissed
- Give SS in pairs one minute to decide what they think the infinitive is. Check answers, and model and drill the pronunciation. Ask which two are regular past participles (cried, kissed).

SPEAKING

a. Books open. Focus on the questionnaires and the beginning of the question Have you ever...? Elicit/teach that ever = (at any time) in your life.

b. Focus on the example Have you ever spoken to a film actor or actress? If you didn't do the lead-in, ask SS what the infinitive of spoken is (speak). Explain that spoken is the 'past participle' of the verb speak.

c. If you didn't do the lead-in, focus on the past participles in the box (slept, bought, etc.) and elicit the infinitive and the meaning of each verb.

- In pairs, give SS two minutes to complete the questionnaire with the past participles. Check answers.

2 seen 3 cried 4 bought 5 left 6 slept 7 kissed

b. Get SS to ask you the first question. If you answer Yes, get them to ask the two follow-up questions. If you answer No, get them to ask question 2, etc. until you answer Yes.

These questions are in the past simple not the present perfect. If SS ask about this, reassure them that you will explain this in detail later in the lesson.

- SS interview each other in pairs. Get them to sit face to face. A should give B a complete interview and then swap roles. Monitor and help, but don't correct them too much in their answers to the follow-up questions. The focus should be on communication not accuracy.

- Get feedback from a few SS. Ask Who has spoken to a film actor? and then get the details.

2 VOCABULARY past participles

a. Focus on questions 1–3 and the questionnaire in 1. Give SS, in pairs, two minutes to answer the questions. Check answers.

b. Tell SS to go to Irregular verbs on p. 154. Focus on the third column, and go through them with SS, getting them to tick the past participles that are the different from the past simple. Model and drill the pronunciation of these only.

- Tell SS they only need to learn the ones that are different (assuming they have assimilated the past simple verbs whose past participles are the same.) Give them five minutes to focus on them and then get them to close their books and see how many they can remember.

- Tell SS to go back to the main lesson on p. 102.

3 PRONUNCIATION irregular participles

a. Focus on the five sound pictures and elicit the word and sound (fish, hit, train /ri:n/, up /əp/, phone /əʊn/, horse /hɔ:z/)

- In pairs SS put three past participles into each column.

Extra support

Model the pronunciation of the participles first and then get SS to put them in columns.

b. Play the tape/CD once for SS to check their answers. Then play it again pausing after each group for SS to repeat. Give extra practice as necessary. Make sure SS don't pronounce the gh in bought and caught.

4 GRAMMAR present perfect or past simple?

a. Focus on the dialogue and give SS time to answer the questions in pairs. Check answers.

b. Tell SS to go to Grammar Bank 9B on p. 138. Go through the rules with the class. Model and drill the example sentences.
Grammar notes

Regular and irregular past participles
- Regular verbs should not cause any problems for SS since they are the same as the past simple. SS simply have to remember the pronunciation rules for -ed endings.
- Many irregular past participles also have the same form as the past simple. However, ones which are different (e.g. speak spoke spoken) may cause problems as SS may confuse the two forms (e.g. I have spoke...) For this reason it is worth focusing especially on these verbs.

Present perfect or past simple?
- It is almost impossible to teach the present perfect for experiences without dealing with the contrast with the past simple, since when people talk about an experience, I've been to Morocco, they are frequently asked When...? or another question which focuses on a specific moment in time (i.e. when you were in Morocco), when the past simple must be used, e.g. Did you like it?

- Focus on the exercises for 9B on p.139. SS do the exercises individually or in pairs.

Extra challenge
Get SS to try to do a without checking with the irregular verb list.
- Check answers.

a 1 met 2 read 3 fallen 4 cried 5 travelled 6 met 7 seen 8 written
b 1 Have you ever spoken...? 2 Yes, I have. 3 Who was it? 4 Where did you see him? 5 I saw... 6 What did you say...? 7 I asked him for... 8 Has your brother been to South Korea? 9 Yes he has. 10 He's been to Seoul. 11 When did he go there? 12 He went there... 13 Did he like it? 14 Yes, he loved it.

Study Link SS can find an end-of-file grammar quiz on the MultiROM, and more grammar activities on the New English File Elementary website.

Extra idea
Get SS to read the two dialogues in b to practise their pronunciation.
- Tell SS to go back to the main lesson on p.103.

5 LISTENING & SPEAKING

a • Focus on the books. Model and drill the two questions. Get SS to ask you the questions for each one, and answer them.

b SS may need help with the titles, which may have been translated differently in their country.
- Either get SS to ask each other in pairs, or ask round the class. If anyone has both read the book and seen the film ask Which did you like best? Why?

b Focus on the website information and give SS a minute to read it. Then ask the whole class the questions and elicit answers. (It's about whether good books make good films, and listeners are going to phone and say what they think.)

9.5 • Focus on the question. Then play the tape/CD once and elicit that the person who is the most positive about films made from books is Linda.

9.5 (tapescript in Student's Book on p.121.)
P = presenter, C = Carl, L = Linda, S = Sam
P: Our next caller is Carl from Essex. Hello, Carl.
C: Hi.
P: What do you think, Carl? Do good books make good films?
C: Well, I've read a lot of books and then seen the films and I usually think that the books are better. For example, I loved the Lord of the Rings books but I didn't like the films very much.
P: Thank you, Carl. Our next caller is Linda from Manchester. Hello, Linda.
L: Hi, Well, what I think is that today people don't read very much. But they do go to the cinema. And sometimes after they've seen a film of a book then they go and buy the book, so that's a good thing because they read more.
P: But do you think good books make good films?
L: Yes, I've read a lot of good books and then I've seen the films and I've loved them all, The Exorcist, Harry Potter, Gone with the Wind. They're all great books and great films.
P: Thank you, Linda. And our last caller is Sam from Cardiff. Hello, Sam. What do you think about our question today?
S: I think it depends. I think good books don't usually make good films. But I've seen some films which I think are better than the books. That's usually because the book wasn't very good.
P: So bad books can make good films?
S: That's right.
P: Give me an example.
S: Well, the James Bond films. The books aren't very good but some of the films are great, like Goldfinger, or From Russia with Love.
P: Thank you, Sam. Bye.

d • Focus on the true/false sentences and give SS a moment to read them. Then play the tape/CD again and get SS to compare their answers with a partner. Play the tape/CD again and then check answers. Ask why the F sentences are false.
e • Write up on the board the name of a recent film based on a book (preferably one you’ve seen). Then get SS in pairs to think of one each. Get each pair to tell you the film they have thought of and write them on the board.

A • In a monolingual class don’t worry about translating film titles into English unless your SS want you to.

f • Focus on the flow chart. Tell SS in pairs to decide what the full questions are. Tell them that all the questions are either present perfect or past simple. They should write the full questions on a separate piece of paper,

not on the flow chart.

• Check answers, eliciting which tense each question is.

Have you seen the film? (present perfect)
Yes, I have.
No, I haven’t.
Did you like it? (past simple)
Have you read the book? (present perfect)
Yes, I have.
No, I haven’t.
Did you like it? (past simple)
Which did you prefer, the film or the book? (past

simple)

• Get SS to ask you about the first film in the list on the board. Get them to use the name, i.e. Have you seen (name)? and then follow the flow chart.

• Now SS interview each other in pairs. Encourage them to ask the questions using just the prompts in the flow chart.

Extra support
Let SS refer to the full questions on their piece of paper for this activity.

• Monitor and help. Finally get feedback to find out who has both seen the film and read the book for any of the titles and which they preferred.

Extra photocopyable activities

Grammar
present perfect or past simple? p. 173.

Communicative
Have you ever …? p. 218 (instructions p. 184).

HOMEWORK

Study Link Workbook pp. 78–79.

The last two sections in File 9, Revise and Check Grammar and Revise and Check Vocabulary and Pronunciation are intended to help SS revise for a final end-of-course test.

GRAMMAR
The grammar is divided up by Files, and gives the Grammar Bank page reference. SS should read through the rules again, and then test themselves with the exercises. They can either do this File by File or all at once. We suggest doing them in pairs or small groups in a final class, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

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VOCABULARY
This section provides exercises to test SS on all the Vocabulary Banks of New English File Elementary. If possible, give SS time to revise the Vocabulary Banks before doing the exercises. If this is not feasible, the exercises should highlight which ones SS need to look back over. We suggest doing them in pairs or small groups, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

a 1 Polish (not a country)
2 cooker (not a job)
3 grandmother (the others are all male words)
4 fast (not a feeling)
5 yesterday (not an adverb of frequency)
6 buy (not past)
7 living room (not furniture)
8 square (not a building)
9 strawberries (not a vegetable)
10 good (not an adverb)

b 1 fifty 6 three times
2 Tuesday 7 hour
3 third 8 winter
4 thirtieth 9 April
5 evening 10 next week
c 1 June 6 the post office
 2 my aunt 7 Spanish
 3 the bathroom 8 a waiter
 4 dirty 9 hate
 5 thought 10 generous
d 1 get 6 take
 2 have 7 turn
 3 go 8 give
 4 do 9 play
 5 make 10 wait
e 1 keys 6 bath
 2 glasses 7 bridge
 3 rich 8 church
 4 high 9 (some) cheese
 5 cupboard 10 (some) meat
f 1 from 6 in
 2 about 7 of
 3 at 8 for
 4 to 9 to
 5 up 10 to

PRONUNCIATION
This section provides exercises to test sounds and word stress.

a 1 bread 9 see
 2 famous 10 give
 3 work 11 have
 4 four 12 daughter
 5 three 13 don’t
 6 get 14 cinema
 7 love 15 food
 8 hour
b 1 American 11 sunglasses
 2 afternoon 12 magazine
 3 thirteen 13 chocolate
 4 breakfast 14 umbrella
 5 July 15 receptionist
 6 musician 16 grandmother
 7 between 17 dangerous
 8 bathroom 18 museum
 9 tomorrow 19 supermarket
 10 pronunciation 20 newspaper

Extra photocopyable activities
Grammar
revision of prepositions p. 174.

Communicative
Revise and Check p. 219 (instructions p. 184).
End-of-course test p. 239 (tapescript opposite).

TA CD3 Track 51
Part A
1 A Can you tell me your phone number?
   B Yes, it’s 7734056.
   A Sorry?
   B 7734056.
2 A Do you like shopping?
   B Not really. Shopping for CDs and DVDs is OK, but
   I hate shopping for clothes and things like that.
3 A Where were you last night between 9 o’clock and
   10.30?
   B I was at home all evening. I watched TV for an
   hour. Then I had a bath and I went to bed early, at
   about 10.00.
4 A Hi Simon. Where are you?
   B I’m in the office. I’m working.
   A But it’s Saturday. You don’t usually work on
   Saturdays.
   B I know, but this week I’m really busy.
5 A Where are you going to go for your summer
   holidays next year?
   B Portugal.
   A Portugal, really? Have you been there before?
   B No, I haven’t. This is my first time.

TB CD3 Track 52
Part B
A = Alex, S = Sylvie, T = travel agent
A Good morning. We’d like to go to Dublin on Friday,
   for the weekend.
T How would you like to travel? You can go by train,
   bus, or by plane.
S Which is the cheapest?
T Bus. By plane is the most expensive.
S How much is a return train ticket?
T It’s 150 euros.
S 150 euros. For that price, we could get a flight on
   the Internet.
A But we haven’t got time. Anyway, I like travelling by
   train. And it’s much more comfortable than going by
   bus. We’d like to leave on Friday morning. What
   time is the first train?
T There’s one at 6.45 and one at 7.45.
S Let’s get the first one. Then we’ll get there earlier.
   How long does it take?
T It takes about nine hours. You arrive in Dublin at
   15.50.
S Great.
T When do you want to come back?
A On Monday evening.
S I think it’d be better to come back after lunch. Then
   we’ll get back earlier.
T There’s a train that leaves at 15.10 and gets to
   London at midnight.
A Fine.
Photocopiable activities

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Photocopiable material

- There is a Grammar activity for each main (A, B, C, and D) lesson of the Student’s Book.
- There is a Communicative activity for each main (A, B, C, and D) lesson of the Student’s Book.
- There are seven Song activities. These can be used as part of the main lesson in the Student’s Book or in a later lesson. The recording of the song can be found in the main lesson on the Class Cassette / CD.
- There is a Quicktest for Files 1–8. These are short tests of the main Grammar, Vocabulary, and Pronunciation to be used at the end of each File.
- There is an End-of-course test which tests Grammar, Vocabulary, and Pronunciation from the course as well as Reading, Listening, and Writing.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some SS finish SB activities much more quickly than others. You could give these fast-finishers a photocopiable activity (either Communicative or Grammar) while you help the slower students. Alternatively some teachers might want to give faster SS extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The Grammar activities are designed to give SS extra practice in the main grammar point from each lesson. How you use these activities depends on the needs of your SS and time you have available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could set them as homework for some or all of your SS.

- All of the activities start with a writing stage. If you use the activities in class, get SS to work individually or in pairs. Allow SS to compare before checking the answers.
- Many of the activities have a final section that gets SS to cover the sentences and to test their memory. If you are using the activities in class, SS can work in pairs and test their partner. If you set them for homework, encourage SS to use this stage to test themselves.
- If SS are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student’s Book.
- Make sure that SS keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their revision.
### Grammar Activity Answers

#### 1A pronouns + verb be

<table>
<thead>
<tr>
<th>a</th>
<th>2 You're</th>
<th>3 She's</th>
<th>4 It's</th>
<th>5 We're</th>
<th>6 They're</th>
<th>7 I'm</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>2 You are</td>
<td>3 She is</td>
<td>4 It is</td>
<td>5 We are</td>
<td>6 They are</td>
<td>1 I am</td>
</tr>
<tr>
<td></td>
<td>8 You are</td>
<td>9 He is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1B verb be + and

<table>
<thead>
<tr>
<th>a</th>
<th>2 Are</th>
<th>3 am</th>
<th>4 Are</th>
<th>5 're</th>
<th>6 's</th>
<th>7 's</th>
<th>8 are</th>
<th>9 'm</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>10 'm</td>
<td>11 Are</td>
<td>12 'm</td>
<td>14 's</td>
<td>15's</td>
<td>16 Is</td>
<td>17 's</td>
<td>18 are</td>
</tr>
</tbody>
</table>

#### 1C possessive adjectives

<table>
<thead>
<tr>
<th>a</th>
<th>2 My</th>
<th>3 his</th>
<th>4 Her</th>
<th>5 Their</th>
<th>6 our</th>
<th>7 your</th>
<th>8 her</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>9 my</td>
<td>10 His</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1D a/an, the, this, that, these, those

| a | 3 What's that? It's a 4 What's this? It's an 5 What's that? It's an 6 What are these? They're 7 What are those? They're 8 What's this? It's a 9 What's this? It's a 10 What's that? It's an |
|---|------|------|------|--------|------|-------|------|
| b | 2 the | 3 a | 4 the; the | 5 the | 6 an | 7 an; a | 8 the |

#### 2A present simple + and

<table>
<thead>
<tr>
<th>a</th>
<th>2 drinks</th>
<th>3 don't have</th>
<th>4 live</th>
<th>5 doesn't watch</th>
<th>6 wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>7 works</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>2 goes</td>
<td>3 don't read</td>
<td>4 watches</td>
<td>5 drink</td>
<td>6 don't stop</td>
</tr>
<tr>
<td></td>
<td>7 does</td>
<td>8 doesn't like</td>
<td>9 don't do</td>
<td>10 studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 don't live</td>
<td>12 finishes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2B present simple (?)

<table>
<thead>
<tr>
<th>a</th>
<th>2 is</th>
<th>3 are</th>
<th>4 do</th>
<th>5 Do</th>
<th>6 Do</th>
<th>7 is</th>
<th>8 does</th>
<th>9 Are</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 do</td>
<td>11 Are</td>
<td>12 Do</td>
<td>13 Is</td>
<td>14 does</td>
<td>15 is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2C a/an + jobs

<table>
<thead>
<tr>
<th>a</th>
<th>2 do they</th>
<th>They're actors</th>
<th>3 does he</th>
<th>He's a doctor</th>
<th>4 do they</th>
<th>They're builders</th>
<th>5 does she</th>
<th>She's a secretary</th>
<th>6 do they</th>
<th>They're waiters</th>
<th>7 does he</th>
<th>He's a hairdresser</th>
<th>8 do they</th>
<th>They're police officers</th>
<th>9 does he</th>
<th>He's a politician</th>
<th>10 do they</th>
<th>They're musicians</th>
</tr>
</thead>
</table>

#### 2D possessive s

|---|--------------------|------------------|--------------------|---------------------------|------------------|----------------|--------------------|-------------------|------------------------|---------------------|

#### 3A adjectives

<table>
<thead>
<tr>
<th>a</th>
<th>2 He's an old waiter</th>
<th>3 It's a cheap hotel</th>
<th>4 It's an expensive car</th>
<th>5 It's an easy exercise</th>
<th>6 They're dirty glasses</th>
<th>7 It's a small mobile (phone)</th>
<th>8 It's a big city</th>
<th>9 He's a tall man</th>
<th>10 It's a long snake</th>
</tr>
</thead>
</table>

#### 3B telling the time; present simple

<table>
<thead>
<tr>
<th>a</th>
<th>2 It's five to four</th>
<th>3 It's twenty-five past twelve</th>
<th>4 It's quarter to two</th>
<th>5 It's twenty to nine</th>
<th>6 It's twenty past eleven</th>
<th>7 It's twenty-five to five</th>
<th>8 It's ten to ten</th>
<th>9 at quarter to nine</th>
<th>10 at nine o'clock</th>
<th>11 at quarter past one</th>
<th>12 at six o'clock</th>
<th>13 at quarter to eight</th>
<th>14 at half past eight</th>
<th>15 at half past eleven</th>
</tr>
</thead>
</table>

#### 3C adverbs of frequency

**Possible answers**

| a | 2 She never goes to the gym | 3 She hardly ever does exercise | 4 She hardly ever has breakfast | 5 She sometimes goes to the pub | 6 She sometimes gets up late | 7 She often smokes | 8 She often drinks wine | 9 She usually goes to bed at 12.00 | 10 She usually has lunch at one o'clock | 11 She always goes to work by tram | 12 She always gets home at 9.00 |
|---|-----------------------------|-------------------------------|---------------------------|------------------------|----------------------|----------------|---------------------|-----------------|------------------------|------------------------|----------------|-----------------|----------------|----------------------|

#### 3D prepositions of time

<table>
<thead>
<tr>
<th>a</th>
<th>2 on</th>
<th>3 at</th>
<th>4 in</th>
<th>5 at</th>
<th>6 at</th>
<th>7 in</th>
<th>8 at</th>
<th>9 in</th>
<th>10 at</th>
<th>11 on</th>
<th>12 on</th>
<th>13 in</th>
<th>14 in</th>
<th>15 in</th>
<th>16 on</th>
<th>17 in</th>
<th>18 in</th>
<th>19 on</th>
<th>20 on</th>
</tr>
</thead>
</table>

#### 4A can / can't

<table>
<thead>
<tr>
<th>a</th>
<th>3 Can open</th>
<th>4 can't draw</th>
<th>5 can't smoke</th>
<th>6 can't hear</th>
<th>7 can't swim</th>
<th>8 Can help</th>
<th>9 can't speak</th>
<th>10 can't play</th>
<th>11 Can open</th>
<th>12 can't find</th>
</tr>
</thead>
</table>

#### 4B like + (verb +/- ing)

<table>
<thead>
<tr>
<th>a</th>
<th>2 loves cooking</th>
<th>3 doesn't like doing</th>
<th>4 likes watching</th>
<th>5 loves reading</th>
<th>6 doesn't like dancing</th>
<th>7 likes playing</th>
<th>8 hate getting up</th>
<th>9 loves playing</th>
<th>10 hates taking</th>
</tr>
</thead>
</table>

#### 4C object pronouns

| a | 2 us | 3 them | 4 him | 5 her | 6 him | 7 you | 8 it | 9 them | 10 us | 11 it | 12 her | 13 me | 14 them | 15 us |
|---|-----|------|------|------|------|------|-----|------|------|------|-------|------|-------|------|------|

#### 4D possessive pronouns

<table>
<thead>
<tr>
<th>a</th>
<th>2 ours</th>
<th>3 his</th>
<th>4 yours</th>
<th>5 ours</th>
<th>6 theirs</th>
<th>7 hers</th>
<th>8 mine</th>
</tr>
</thead>
</table>

#### 5A was / were

<table>
<thead>
<tr>
<th>a</th>
<th>2 weren't</th>
<th>3 was</th>
<th>4 was</th>
<th>5 was</th>
<th>6 wasn't</th>
<th>7 wasn't</th>
<th>8 weren't</th>
<th>9 weren't</th>
<th>10 weren't</th>
<th>11 wasn't</th>
<th>12 wasn't</th>
<th>13 was</th>
<th>14 weren't</th>
<th>15 was</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### 5B past simple regular verbs

<table>
<thead>
<tr>
<th>a</th>
<th>3 He waited for the plane</th>
<th>4 He didn't smoke</th>
<th>5 He landed in Milan</th>
<th>6 He travelled by bus to the hotel</th>
<th>7 He arrived at the hotel</th>
<th>8 He stayed at the hotel for two nights</th>
<th>9 He didn't visit the city</th>
<th>10 He trained for three hours</th>
<th>11 He didn't play the match</th>
<th>12 Milan scored five goals</th>
</tr>
</thead>
</table>

#### 5C past simple irregular verbs

<table>
<thead>
<tr>
<th>a</th>
<th>2 had</th>
<th>3 was</th>
<th>4 was</th>
<th>5 saw</th>
<th>6 went</th>
<th>7 couldn't</th>
<th>8 went</th>
<th>9 met</th>
<th>10 drove</th>
<th>11 had</th>
<th>12 got</th>
<th>13 went</th>
<th>14 drove</th>
<th>15 were</th>
<th>16 went</th>
<th>17 saw</th>
<th>18 didn't see</th>
<th>19 left</th>
<th>20 didn't see</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>b</th>
<th>2 did Lali have?</th>
<th>3 did she meet Nestor?</th>
<th>4 did they drive / go?</th>
<th>5 did they do</th>
<th>6 did they get home</th>
<th>7 did Lali go</th>
<th>8 Did Nestor see</th>
<th>9 did she do?</th>
<th>10 Did she see him</th>
</tr>
</thead>
</table>

#### 138
5D past simple regular and irregular
2 didn’t come 3 did you see 4 woke up 5 had
6 drove 7 went 8 was 9 made 10 did you come
11 came 12 sat 13 read 14 had 15 went 16 had
17 slept 18 Did you speak 19 came 20 did she say
21 didn’t speak 22 said 23 took 24 didn’t say
25 heard 26 didn’t see

6A there is / there are
2 Is there an armchair in the living room? Yes, there is.
3 Is there a window in the study? No, there isn’t.
4 Are there any plants in the kitchen? Yes, there are.
5 Is there a mirror in the hall? Yes, there is.
6 Are there any pictures in the house? No, there aren’t.
7 There isn’t a clock in the hall.
8 There’s a shower in the bathroom.
9 There isn’t a television in the bedroom.
10 There are some cupboards in the kitchen.
11 There aren’t any flowers in the living room.

6B there was / there were
2 There weren’t 3 Was there 4 there were 5 there
6 wasn’t 7 were 8 there 9 weren’t 10 Was there
11 There was 12 there weren’t 13 Was there
14 There were 15 These weren’t

6C present continuous
2’s happening 3’re winning 4 aren’t playing
5 aren’t watching 6’m driving 7’s doing 8 is working?
9’re travelling 10 are doing 11’m not working
12’m looking for 13 are doing? 14’re counting
15 aren’t counting 16’re playing 17’s doing?
18’s looking

6D present simple or present continuous?
2 do 3 are going 4 Do go 5 I’m listening
6 do listen 7 are having 8 do have 9 Do wear
10 are wearing 11’s working 12 do work

7A countable / uncountable nouns
2 Is there any butter? Yes, there is.
3 Are there any mushrooms? Yes, there are.
4 Is there any beer? No, there isn’t.
5 Is there any cheese? Yes, there is.
6 Is there a lettuce? No, there isn’t.
7 Are there any carrots? Yes, there are.
8 There aren’t any onions.
9 There is some milk.
10 There is some orange juice.
11 There aren’t any bananas.
12 There are some grapes.
13 There isn’t any meat.

7B how much / how many?
2 How many She eats a lot of vegetables.
3 How much She doesn’t drink much diet cola.
4 How much He eats a lot of pasta.
5 How many He eats a lot of tomatoes.
6 How much He doesn’t drink any beer.
7 How many He doesn’t eat any vegetables.
8 How many He eats a lot of hamburgers.
9 How much He doesn’t drink any mineral water.
10 How much She drinks a lot of milk.
11 How many She doesn’t eat many biscuits.
12 How much She doesn’t drink any coffee.

7C be going to (plans)
2’s going to bring 3’re going to buy 4 are going to do
5 aren’t going to give 6 isn’t going to teach 7’s going to
8 are going to watch 9’re going to watch
10’m not going to go out 11 ‘m going to go 12 are
going to do 13’m going to stay 14 are going to take
15’re going to stay

7D be going to (predictions)
Possible answers
2 He’s going to kiss her.
3 She’s going to buy some shoes.
4 He’s going to go to his Italian class.
5 He’s going to have / eat a sandwich.
6 She’s going to buy a dog.
7 He’s going to do the housework.
8 She’s / They’re going to have a baby.

8A comparative adjectives
2 New York is more dangerous than London.
3 A Rolex Daytona is more expensive than a Cartier Roadster.
4 Germany is smaller than France.
5 Water is healthier than beer.
6 Seville is hotter than Toronto.
7 A Fiat Uno is slower than a Lamborghini Countach.
8 Compact discs are newer than cassettes.
9 Rio de Janeiro is wetter than Moscow.
10 The Leaning Tower of Pisa is older than the Taj Mahal.

8B superlative adjectives
2 What is the tallest animal in the world?
3 What is the fastest bird in the world?
4 What is the heaviest snake in the world?
5 What is the biggest land animal in the world?
6 What is the noisiest land animal in the world?
7 What is the noisiest sea animal in the world?
8 What is the slowest land animal in the world?
9 What is the most dangerous insect in the world?

8C would like to / like
2 Would you like to have
3 Would like to have
4 Would like to travel
5 Would you like to play
6 Wouldn’t like to be
7 Would like to buy

8D adverbs
a badly, carefully, dangerously, fast, well, hard, loud, quietly, slowly
b He’s talking loudly.
3 He’s driving slowly.
4 He’s opening quietly.
5 He’s singing badly.
6 He’s playing well.
7 He’s working hard.
8 He’s riding dangerously.
9 He’s writing carefully.

9A present perfect
2 She’s been to Moscow.
3 Have they been to Sydney?
4 He’s been to Rome.
5 Have you been to San Francisco?
6 They’ve been to London.
7 Has she been to Paris?
8 We haven’t been to Rio.
9 They haven’t been to Athens.
10 I’ve been to Dublin.

9B present perfect or past simple?
2 a stayed
3 Have been
4 went
5 Have read
6 studied
7 did have
8 wasn’t
9 Have spoken
10 We’ve met
11 Did cry
12 was
13 Have seen
14 Did do
15 didn’t have

9C revision of prepositions
2 a at 3 for 4 at 5 in 6 to 7 on 8 on 9 at 10 to
11 by 12 for 13 in 14 for 15 to 16 for 17 on
18 in 19 in 20 for
Grammar pronouns + verb be

a Complete the sentences with a pronoun (I, you, etc.) and 'm, 're, or 's.

1 I'm Jack.

2 in Class 2.

3 my teacher.

4 a cat.

5 students.

6 trains.

7 Jane.

8 in Room 231.

9 at the airport.

b Rewrite sentences 2–9 with the full forms (not contractions).

1 I am Jack.

2 I'm in Class 2.

3 I'm my teacher.

4 I'm a cat.

5 I'm students.

6 I'm trains.

7 I'm Jane.

8 I'm in Room 231.

9 I'm at the airport.

c Test your memory. Cover the sentences in a. Look at the pictures and say the sentences. Use contractions.
a Complete the conversation with *is, are, or am*. Use contractions where possible.

**PETRA** Hello.

**JUAN** Hi.

**PETRA** 1. *Is* this Class 2?

**JUAN** Yes. 2. *Are* you here for the English class?

**PETRA** Yes I 3. *am*. 4. *Are* you in this class too?

**JUAN** Yes. We 5. *are* in the same class. My name 6. *is* Juan.

**PETRA** Hello. My name 7. *is* Petra.

**JUAN** Where 8. *are* you from, Petra?

**PETRA** I 9. *am* from the Czech Republic. And you?

**JUAN** I 10. *am* from Madrid in Spain.

**PETRA** 11. *Are* you Spanish?


**PETRA** Who 14. *is* our teacher?

**JUAN** Her name 15. *is* Diane.

**PETRA** 16. *Is* she English?

**JUAN** No, she isn’t. She 17. *is* Canadian.

**PETRA** Where 18. *are* the other students?

**JUAN** They 19. *are* in the classroom! We 20. *are* late!

b Practise the conversation with a partner.
a Look at the pictures. Complete the sentences with *my, your, etc.*

1. This is **our** hotel.
   - Name is Michael.

2. They’re **______** dogs.
   - Mobile phone number is 555 4242.

3. **______** names are Sue and Sally.
   - Is this **______** train?

4. Is this **______** chair?
   - They’re **______** boots.

5. Where’s **______** car?
   - Name is Peter.

b Test your memory. Cover the sentences. Look at the pictures and say the sentences.
Look at the pictures. Write the questions with this, that, these, and those and the answers.

1. What's that? It's a hotel.
2. What are these? They're glasses.
3. ? TV.
4. ? identity card.
5. ? umbrella.
6. ? coins.
7. ? dictionaries.
8. ? mobile phone.
10. ? egg sandwich.

Complete the sentences with a, an, or the.
1. Open the window.
2. I don't know ___ answer.
3. She's from ___ city in Poland. I don't remember its name.
4. Read ___ text and answer ___ questions.
5. Where's ___ hotel?
6. It's ___ identity card.
7. A Is that ___ address book?
   B No, it's ___ diary.
8. Please close ___ door.

Test your memory. Look at the pictures and say the sentences.
A What's this/that?
What are these/those?
B It's a . . .
They're . . .
Grammar: present simple + and -

a Write a + or - sentence for each picture.

1 I don't smoke.

2 He drinks a lot of coffee.

3 They have children.

4 We live in that house.

b Test your memory. Cover the sentences. Look at the pictures and say the sentences.

Complete the sentences using the correct form of the verb in brackets.

1 Jane and I go to the cinema every Wednesday. (go)

2 Mario goes to English classes on Tuesday and Thursday. (go)

3 I read in the evening. I watch TV. (not/read)

4 My mother watches cooking programmes on TV. (watch)

5 British people drink a lot of tea. (drink)

6 In Spain cars stop at zebra crossings. (not/stop)

7 She does her homework in the evening. (do)

8 Amanda doesn't like dogs. (not/like)

9 A lot of men don't do housework. (not/do)

10 Gary studies German. (study)

11 My parents live in a flat, they live in a house. (not/live)

12 It's a good film but it finishes at 12.00. (finish)
a Complete the conversation with do, does, is, or are.

ROB Hi. I'm Rob.

MARTINA I'm Martina. Nice to meet you.

ROB 1. _Do_ you want a glass of wine?

MARTINA Yes, please. Thank you.

ROB Martina. 2. _Is_ that a Spanish name?

MARTINA I don't know, but I'm not Spanish.

ROB Where 3. _are_ you from?

MARTINA From Prague, but I live in the USA.

ROB Where 4. _do_ you live in the USA?

MARTINA In Boston.

ROB 5. _Do_ you like it there?

MARTINA Yes, I love it. But I miss my family.

ROB 6. _Do_ your parents live in the Czech Republic?

MARTINA Yes, and my brother too.

ROB How old 7. _is_ he?

MARTINA He's 24.

ROB What 8. _is_ he do?

MARTINA He's a student. He studies law at Prague University.

ROB 9. _Are_ you a student?

MARTINA No, I teach Russian literature.

ROB Where 10. _are_ you work?

MARTINA At Harvard.

ROB Harvard! 11. _Are_ you married?

MARTINA Yes, I am.

ROB Oh, 12. _Do_ you have any children?

MARTINA No, I don't.

ROB 13. _Is_ your husband American?

MARTINA No, he's Russian.

ROB And what 14. _is_ your husband do?

MARTINA He's a policeman. Ah. here he is. Boris, this is ... sorry, what 15. _is_ your name?

b Practise reading the conversation.
a) Look at the pictures. Write the question and the answer.

1. What does she do?
   She's a lawyer.

2. What __________ do?
   ________________

3. What __________ do?
   ________________

4. What __________ do?
   ________________

5. What __________ do?
   ________________

6. What __________ do?
   ________________

7. What __________ do?
   ________________

8. What __________ do?
   ________________

9. What __________ do?
   ________________

10. What __________ do?
    ________________

b) Test your memory. Cover the sentences. Look at the pictures and say the sentences.

A What does he do?
B He's a doctor.
Look at objects 1–12. Whose are they? Write ten more sentences.

2. They're Matt's books.
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

Cover the sentences. Test a partner.

A: Whose is this?
B: It's Luke's football. Whose are these?
A: They're Matt's books.
a Write sentences for pictures 1–10. Use an adjective from the box.

beautiful big cheap dirty easy
expensive long old small tall

1 She's a beautiful actress.

2

3

4

5

6

7

8

9

10

b Test your memory. Cover the sentences and adjectives. Remember the sentences.
What's the time?

1. It's ten past six.

Test your memory. Cover the sentences and remember the times.

Look at the clocks and complete the text.

Every day I get up **at seven o'clock**. I have a shower and I get dressed. I have breakfast **at quarter past seven**. I usually have a big breakfast: cereal, toast, fruit, and coffee. I get to work. I work at a sports centre. I answer the phone at reception and give people the keys to the changing rooms. I start work **at twelve o'clock**. I have lunch with my colleagues in the cafeteria. I usually finish work. Sometimes I stay late at the centre to do some exercise. I get home **at one o'clock**. I have dinner **at six o'clock**. Then I watch TV. I go to bed **at ten o'clock**.
a Look at the pictures and write sentences with the adverbs of frequency.

1. She never goes to the cinema.

2. Never

3. Hardly ever

4. Hardly ever

5. Sometimes

6. Sometimes

7. Often

8. Often

9. Usually

10. Usually

11. Always

12. Always

b Test your memory. Cover the sentences. Look at the pictures and say the sentences.
a Complete the sentences with the correct preposition. Write in the in, on, at column.

1 I wake up ___ 7.00.
2 I sometimes work ___ Saturdays.
3 I never work ___ the weekend.
4 I see my family ___ Christmas.
5 I go on holiday ___ August.
6 I go to bed ___ 11.00 p.m.
7 I watch TV ___ the evening.
8 I do my English homework ___ night.
9 I read the newspaper ___ the morning.
10 I have lunch ___ 1.30 p.m.
11 I always go out ___ Friday nights.
12 I go to a restaurant ___ New Year's Eve.
13 I start a new school year ___ September.
14 I go skiing ___ the winter.
15 I have my holiday ___ the summer.
16 I get up late ___ Saturday mornings.
17 I usually have a cup of coffee ___ the afternoon.
18 My birthday is ___ July.
19 The party is ___ the 21st October.
20 We have a meeting ___ the first Thursday of the month.

b Test your memory. Cover the in, on, at column and say the sentences.
a Look at the pictures. Complete the sentences with can/can't and a verb.

1. He can't dance very well.
2. She can play chess.
3. Can I close the window?
4. Our teacher does very well.
5. You aren't in here.
6. The boy hits the old man.
7. She doesn't.
8. Do you come, please?
9. They speak English.
10. She plays tennis very well.
11. Can you open the door for me, please?
12. He wears his glasses.

b Test your memory. Cover the sentences. Look at the pictures and say the sentences.
Look at the pictures and write the sentences.

1. He **hates** shopping.

2. She _____________.

3. She _____________.

4. He _____________.

5. She _____________.

6. He _____________.

7. She _____________.

8. They _____________.

9. He _____________.

10. She _____________.

Test your memory. Cover the sentences. Look at the pictures and say the sentences.
Complete the sentences with *me, you, him, her, it, us, or them.* Write in the PRONOUN column.

1. It's an awful song. I hate **me**.
2. We have a meeting with the manager. She wants to speak to **it**.
3. I like these clothes but I can't buy **it**. They are very expensive.
4. I have a new baby son. I love **him** very much.
5. My aunt lives in Prague. I like visiting **it**.
6. My husband gets home late, but I always have dinner with **him**.
7. Can you go to the office? The secretary wants to see **me**.
8. It isn't a great film, but I like **it** because it has good special effects.
9. **A** Do you like the Rolling Stones?
   **B** No, I don't like **it**. They are too old.
10. We don't know the city very well. Can you help **me**?
11. This exercise is very difficult. I can't do **it**.
12. My daughter is at university. We hardly ever see **her**.
13. Hello again! Do you remember **me**? My name's Jane.
14. Where are my keys? I can't find **it**.
15. We often write to Anne, but she never writes to **me**.

Test your memory. Cover the PRONOUN column. Say the sentences again with the pronoun.
Look at the pictures and complete the sentences with *mine*, *yours*, *his*, *hers*, *ours*, or *theirs*.

1. I think that's *mine*.
2. It's not _______.
3. Is this _______?
4. I think this is _______.
5. Hey! That's _______.
6. Hello Jo, Hi Tim.
7. They know our names but we don't know _______.
8. That's _______.
9. It's not _______.

Test your memory. Cover the sentences. Look at the pictures and say the sentences.
a) Complete with *was/wasn't* or *were/weren't* to make true sentences.

1. Julius Caesar *wasn't* the first Roman emperor.
2. The Olympic Games *were* in Barcelona in 1996.
3. Mozart *was* the composer of the *Marriage of Figaro*.
4. Albert Einstein *was born* in Germany.
5. Valentina Tereshkova *was* the first woman in space.
6. Vincent Van Gogh *was from* Belgium.
7. The 2002 football World Cup *was in* China.
8. The Incas *were from* Mexico.
9. The Beatles *were from* Manchester.
10. Socrates and Plato *were* Roman philosophers.
11. Che Guevara *was born* in Cuba.
12. Bill Clinton *was* President of the United States in 2002.
13. Marie Antoinette *was* Louis XVI's wife.
14. The Vikings *were from* Germany.
15. Garibaldi *was born* in Italy.

b) Make questions and test your partner's memory.

A *Was Julius Caesar the first Roman Emperor?*

B *No, he wasn't.*
Look at the pictures. Write sentences in the past simple.

1. Steve arrived at Manchester airport.
2. He checked in.
3. [Blank]
4. [Blank]
5. land in Milan
6. travel by bus to the hotel
7. arrive at the hotel
8. stay at the hotel for two nights
9. not visit the city
10. train for three hours
11. not play the match
12. Milan score five goals

Test your memory. Cover the sentences and look at the pictures. Remember the story.
a Complete the story with the past simple of the verbs in brackets.

Lali's story

Lali went into the Café Paris and had a coffee. The waiter’s name was Nestor. He was tall and handsome. Lali fell in love with him the first time she saw him.

The next day Lali went into the same café. ‘Do you want to go out for lunch?’ she asked Nestor. He couldn’t go.

He finished work at six. ‘But I can meet you after work,’ he said.

Lali went back to the café and met Nestor at 6.00. They drove to the beach in Nestor’s car.

At the beach they had a drink and danced at a disco. They got home after midnight.

Every day, Lali went to the café at 6.00 in the evening and they drove to the beach. They were very happy.

On Nestor’s birthday, Lali wanted to surprise him. She went to the café in the morning. She saw Nestor, but Nestor couldn’t see Lali. He was with another girl. Lali left. She didn’t see Nestor again.

b Complete these questions about the text.
1 Where did Nestor and Lali meet?
2 What?
3 What time?
4 Where?
5 What at the beach?
6 What time?
7 Where on Nestor’s birthday?
8 Her?
9 What?
10 Again?

They met at the Café Paris.
She had a coffee.
She met Nestor at 6.00.
They drove to the beach.
They had a drink, had dinner, and danced at a disco.
They got home after midnight.
She went to the café.
No, he didn’t.
She left.
No, she didn’t.

c Test your memory. Cover the answers. Can you remember them?
Complete the conversation with the past tense of the verb in brackets.

Be careful with [+] [-] and [?].

**A NEW LIFE**

**INSPECTOR GRANGER** OK Mr Thomas. Relax and tell me the problem.

**MR THOMAS** It’s my wife. She
1. **went** (go) out yesterday to buy some milk. And she
2. **(not / come)** back.

**INSPECTOR GRANGER** When
3. **(/ you see)** your wife for the last time?

**MR THOMAS** Yesterday evening.

**INSPECTOR GRANGER** Tell me what happened yesterday.

**MR THOMAS** Well, we
4. **(wake up)** at about 8.00 as usual. We
5. **(have)** breakfast and then I
6. **(drive)** to work. I think she
7. **(go)** shopping. It
8. **(be)** a Wednesday. She always goes shopping on Wednesdays. Then she
9. **(make)** the dinner.

**INSPECTOR GRANGER** When
10. **(/ you come)** home? (/ you come)

**MR THOMAS** I
11. **(come)** home at six o’clock. I
12. **(sit)** down in my chair and
13. **(read)** the newspaper. Then we
14. **(have)** dinner. After dinner, my wife
15. **(go)** to the kitchen. I
16. **(have)** a glass of whisky and
17. **(sleep)** in my chair.

**INSPECTOR GRANGER**
18. **(/ you speak)** to your wife when you
19. **(come)** home? Or
20. **(/ she say)** anything to you?

**MR THOMAS** I
21. **(not / speak)** to her, but after about an hour she
22. **(say)**, ‘This isn’t a life. I’m going out.’ She
23. **(take)** her bag and her coat. She
24. **(not / say)** goodbye. I
25. **(hear)** the door close. But I
26. **(not / see)** her again.

**INSPECTOR GRANGER** I see sir. I think I can guess the answer to this mystery.
a Write the questions and short answers.

1. sofa/living room? Is there a sofa in the living room? Yes, there is.
2. armchair/living room?  
3. window/study?  
4. plants/kitchen?  
5. mirror/hall?  
6. pictures/house?  

b Write [ ] or [ ] sentences.

1. sofa/living room [ ] There's a sofa in the living room.
2. clock/hall [ ]
3. shower/bathroom [ ]
4. television/bedroom [ ]
5. cupboards/kitchen [ ]
6. flowers/living room [ ]
Complete the sentences with *there was/ there wasn't*,
*there were/ there weren't*, or *was there/ were there*.

1. a rock concert in the park last night.

2. I looked in the fridge, but any eggs.

3. a supermarket in the town when you were a child?

4. When we arrived, only three people in the restaurant.

5. It was an expensive hotel, but a swimming pool or a gym,
   so I couldn't do any exercise.

6. How many students in class yesterday?

7. When I got home, two men in a car outside our house.

8. many tourists in Rome when you went in January?

9. It was a nice house, but we didn't buy it because a garden.

10. a party last night in the flat upstairs? I heard a lot of noise
    in the middle of the night.

11. a good film on TV last night. Did you watch it?

12. I went to that new shop, but any clothes that I liked and
    I didn't buy anything.

13. a cooker in the kitchen?

14. 80,000 people at the football match last night.

15. We didn't go to the British Museum. time.

Test your memory. Cover the right-hand column and say
the sentences.
Complete the sentences with the verb in brackets in the present continuous.

A 1. **Are you watching** the match (watch)?
B Of course we are.
A What 2. (happen)?
B We 3. (win) 1–0, but we 4. (not/play) very well. Why 5. (not/watch) the match?
A I 6. (drive) home from work but the traffic is terrible.

A How’s your sister?
B She’s fine.
A What 7. (do) now? 8. (she work)?
A No, she’s in Thailand at the moment with two friends. They 9. (travel) around the world.
A What 10. (do) now?
B I 11. (not/work) at the moment but I 12. (look for) a job.

A What can you see?
B There are three men downstairs.
A What 13. (do) they?
A Can you see Jim?
B Yes, he’s upstairs.
A What 17. (do) he?
B He 18. (look) at us!
Put the verbs in the present simple or present continuous.

1 A Are you doing anything at the moment? (do)
   B No, I'm free today.

2 A What ______ you ______? (do)
   B I'm a student.

3 A Where ______ you ______? (go)
   B To the cinema.

4 A ______ you ______ to the gym every day? (go)
   B No, just Mondays, Wednesdays, and Fridays.

5 A What is the answer to number 5?
   B Shh! I ______ to the teacher. (listen)

6 A When ______ you ______ to music? (listen)
   B In the evening, when I get home from work.

7 A What is that loud music?
   B My neighbours ______ a party. (have)

8 A ______ you ______ any brothers and sisters? (have)
   B Just one sister.

9 A ______ you ______ a uniform for work? (wear)
   B Yes. I hate it!

10 A Why ______ you ______ your best clothes? (wear)
    B I'm going out to dinner with Mark.

11 A Where's Simon?
    B He ______ in the garden at the moment. (work)

12 A Where ______ you ______? (work)
    B In a bank.

10–12 Excellent. You understand the difference between the present continuous and the present simple.

8–11 Quite good, but check the rules in the Grammar Bank (Student's Book p.132) and look at the exercise again.

1–7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.132). Then ask your teacher for another photocopy and do the exercise again at home.
a Write the questions and short answers.

1. eggs  
   *Are there any eggs?*  
   No, there aren't.

2. butter

3. mushrooms

4. beer

5. cheese

6. lettuce

7. carrots

b Write + or - sentences with a/an, some, or any.

1. bread  
   *There isn't any bread.*

2. onions

3. milk

4. orange juice

5. bananas

6. grapes

7. meat

c Test your memory. Cover the sentences. Look at the picture and say what there is and isn't in the fridge.
Cross out the wrong word. Then answer the question with a complete sentence with *a lot of*, *not ... much*, *not ... many*, *not ... any*.

**Valerie the vegetarian**
1. How much/*many* meat does she eat?  
   *She doesn't eat any meat.*

2. How much/*many* vegetables does she eat?

3. How much/*many* diet cola does she drink?

**Fabio the Italian Food Fan**
4. How much/*many* pasta does he eat?

5. How much/*many* tomatoes does he eat?

6. How much/*many* beer does he drink?

**Fast Food Phil**
7. How much/*many* vegetables does he eat?

8. How much/*many* hamburgers does he eat?

9. How much/*many* mineral water does he drink?

**Baby Belinda**
10. How much/*many* milk does she drink?

11. How much/*many* biscuits does she eat?

12. How much/*many* coffee does she drink?

Test your memory. Cover the sentences and look at the pictures. Remember what they eat and drink.
Complete the sentences with be + going to. Use the verb in brackets.

A 1. Is Anna going to be at your party? (be)
B Yes, and she 2. bring her new boyfriend.

A Where are your parents?
B They're out shopping. They 3. buy a new TV.

A What 4. do they do with the old one?
B I don't know, but they 5. not give it to me.

A Mike 6. not teach us next year.
B Why not?
A Because he 7. go back to the USA.

A 8. watch you the football match tonight?
B No, we 9. watch the film on the other channel.

A 10. not go out tonight.
B Why not?
A I'm too tired. I 11. go to bed at 10:00.

A What 12. do you do next weekend?
B I 13. stay with my sister in Brighton.
A 14. take you the children?
B No, they 15. stay with their grandmother.

12–15 Excellent. You can use going to very well.
8–11 Quite good, but check the rules in the Grammar Bank (Student’s Book p. 134) and look at the exercise again.
1–7 This is difficult for you. Read the rules in the Grammar Bank (Student’s Book p. 134). Then ask your teacher for another photocopy and do the exercise again at home.
What are they going to do? Write your predictions for each picture.

1. He's going to watch TV.

2. 
3. 
4. 
5. 
6. 
7. 
8. 

Note to teacher: Cut here and give out exercise a.
Then give out exercise b for students to compare their answers.

Look at the pictures. Were your predictions correct?
a Use the information to make a comparative sentence.

1. **Diameter**
   - Mars: 6,786 km
   - Earth: 12,756 km

   *Earth is bigger than Mars.*

2. **Price**
   - A Rolex Daytona: €5204
   - A Cartier Roadster: €3828

3. **Calories per glass**
   - Beer: 130
   - Water: 0

4. **Maximum speed**
   - A Fiat Uno: 165 km/h
   - A Lamborghini Countach: 330 km/h

5. **Average temperature**
   - Seville: 18°C
   - Toronto: 7°C

6. **Annual rainfall**
   - Moscow: 575mm
   - Rio de Janeiro: 1086mm

b Test your memory. Cover the sentences and look at the pictures. Compare the things.
Write the questions.

1. fast/land animal/world.  
   What is the fastest land animal in the world?

2. tall/animal/world

3. fast/bird/world

4. heavy/snake/world

5. big/land animal/world

6. noisy/land animal/world

7. noisy/sea animal/world

8. slow/land animal/world

9. dangerous/insect/world

Match the questions with the answers.

Test your memory. Cover the sentences. Look at the pictures and say the sentences. 

The cheetah is ...
a) Look at the pictures. Write a [+] or [−] sentence or [?]. Use would like and a verb.

1. I would like to be a singer.

2. I like the children.

3. I like a garden.

4. I like round the world.

5. I like tennis.

6. I like a teacher.

7. We like a new car.

b) Test your memory. Cover the sentences. Look at the pictures and say the sentences.

c) Complete the dialogues with would or do/does.

1. A ______ you like classical music?
   B No, I prefer pop.

2. A ______ you like to have dinner with me tonight?
   B I'm sorry. I'm busy tonight.

3. A ______ your sister like cooking?

4. A ______ you like another drink?
   B Yes, please.

5. A ______ your parents like to come to dinner?
   B I don't know. Why don't you ask them?
Make adverbs from the adjectives.
bad  careful  dangerous  fast
  good  hard  loud  quiet  slow

Write sentences for pictures 1–8. Use a verb and an adverb from a.

1. She's running fast.

3.

4.

5.

6.

7.

9.

Test your memory. Cover the sentences. Look at the pictures and say the sentences.
a) Look at the city names. Write a [+,-,?] sentence in the present perfect.

1. He hasn't been to New York.
2. [ ]
3. [ ? ]
4. [ ]
5. [ ? ]
6. [ ? ]
7. [ ? ]
8. [ ]
9. [ ]
10. [ ]

b) Cover the sentences. Look at the cities and say the sentences.
Write the verbs in the present perfect or past simple.

A 1. Did you go to the cinema last night? (go)
B No, I 2. stay at home. (stay)

A 3. you ever go to Mexico? (go)
B Yes, I have. I 4. go last year. (go)

A 5. you read any Latin American novels? (read)
B Yes, I 6. study Spanish when I was at university. (study)

A 7. you have for dinner last night? (have)
B Nothing, I 8. be hungry. (not be)

A 9. you ever speak to a famous actor? (speak)
B No, I 10. never meet a famous person. (meet)

A 11. cry at the end of Titanic? (cry)
B Yes, it 12. be very sad. (be)

A 13. see the new James Bond film? (see)
B No. Is it good?

A 14. your homework last night? (do)
B No, I 15. have time. (not / have)

13–15 Excellent. You understand the difference between the Present perfect and the Past simple.

8–12 Quite good, but check the rules in the Grammar Bank (Student's Book p.138) and look at the exercise again.

1–7 This is difficult for you. Read the rules in Grammar Bank (Student's Book p.138). Then ask your teacher for another photocopy and do the exercise again at home.
• Copy the phrases in LANGUAGE onto the board. Model and drill pronunciation.

• In pairs SS take turns to ask and answer questions pointing at the photos.

• If a pair has answered all the questions they can, but still don’t know what some of the objects are, they can ask other pairs of students.

• At the end of the activity, go through all the pictures and ask SS what they are.

1 a bag
2 stamps
3 coins
4 sunglasses
5 a file
6 a credit card
7 a newspaper
8 a pencil
9 a purse
10 a book
11 a lipstick
12 cigarettes
13 matches
14 a lighter
15 tissues
16 keys
17 a mobile (phone)
18 an identity card
19 an umbrella
20 a comb

2 They’re brothers but they’re different

A A pairwork activity

SS use picture prompts to speak about two brothers. They have to find out how many things the brothers have in common. Copy one sheet per pair and cut into A and B.

LANGUAGE
Present simple: he
He lives in a flat. He doesn’t watch TV.

• Write the names Steve and Simon on the board. Explain that Steve and Simon are brothers, but they are different. SS have to find out how many things the brothers have in common.

• Give out the copies to SS in pairs, A and B. SS must not show each other their worksheet.

• Demonstrate the activity by dictating one sentence about Steve and one sentence about Simon.

• In pairs, SS use the pictures to describe Steve and Simon to each other.

• Ask SS how many things the brothers have in common. (they wear glasses, they have a car)

• Elicit correct sentences on the board with the whole class. Focus on the spelling of, e.g. plays, watches, doesn’t.

A Steve
He does yoga.
He lives in a flat.
He drinks beer.
He eats Chinese food.

B Simon
He plays tennis.
He lives in a big house.
He drinks wine.
He eats pasta.

He doesn’t watch TV.
He drives an old car.
He wears glasses.
He smokes.

He watches TV.
He drives a new car.
He wears glasses.
He doesn’t smoke.

Extra idea When you have finished checking the answers, clean the board. Tell SS to look at their pictures together again and remember the sentences.

2 Somebody like you

B A mingle activity

SS answer questions about themselves, and then ask SS the questions to find somebody similar to them. Copy and cut up one sheet per three SS.

LANGUAGE
Present simple What? questions and answers:
What sports do you play? I play football.

• Give one section to each student. Ask SS to fill in the information about themselves in the first part (You).

• Tell SS they are all at a party together. They must ask each other questions to find a person who is similar to them. Elicit and drill the questions from the second part of the worksheet (OTHER PEOPLE). You could get SS to interview you first.

• SS mingle and ask and answer questions. Make it clear that they must try to talk to as many different people as possible at the party. Set a time limit.

• When they have finished, ask individual SS who is similar to them in the class.

Extra idea Put on some lively, party music in the background while SS do this activity.

2 What do they do?

C A group board game

SS move around a board making sentences about different jobs and collecting points. Make one copy of the board game for every four students. You also need a dice to play this game, one dice per group.

LANGUAGE
Present simple: he/she He works in a bank.
Jobs vocabulary

• Quickly revise the language in ‘Guess my job’ (Student’s Book p. 21).

• Write on the board ‘A nurse’. Ask SS ‘What does a nurse do?’ Elicit different sentences, e.g. ‘She works in a hospital. She wears a uniform. She works with other people.’

• Put SS in small groups (3 or 4). Give each group a copy of the board game and a dice.

• Write on the board: 3 correct sentences = 3 points; 2 correct sentences = 2 points; 1 correct sentence = 1 point.

• Explain the rules of the game. SS throw a dice and move the corresponding number of squares on the board. When they land on a square, they must try to make a maximum of three sentences about the job. If they can make three sentences they get 3 points, if only two, 2 points, etc. One student keeps the scores for the group.

• If a student lands on a square which another student has previously landed on, they must make different sentences.

• SS play the game in groups. The game finishes when someone reaches the FINISH square. SS add up their points. The student with the most points wins.

A If you don’t have dice tell SS to write numbers 1–6 on separate pieces of paper and put them in an envelope. Each SS picks a number when it’s his/her turn and then puts it back.
2 Who's who?

A pairwork information gap activity

SS complete a family tree. Copy one sheet per pair, and cut into A and B.

LANGUAGE

Who’s Andrew’s mother? Rita.
How do you spell it? R-I-T-A
What does she do? She’s retired.
Family vocabulary: mother, father, etc.

Give out the copies to SS in pairs, A and B. Sit A and B so they can’t see each other’s paper. They must not look at each other’s family tree.

Explain that they have to find out the names of all the people in Andrew’s family and what they do. Focus on the instructions and examples.

Demonstrate the activity. Take the part of A and ask the B ‘Who’s Andrew’s mother?’ When the class answers, ask them to spell her name and write it on the board.

Ask ‘What does she do?’ When the class answers, write ‘Retired’ next to Rita’s name. Then take the part of B and ask the A ‘Who’s Andrew’s father? How do you spell it? What does he do?’

SS take turns to ask and answer questions to complete their family trees in pairs. Tell them to ask all questions in relation to Andrew. Remind them to ask each other to spell the names.

When they have completed their family trees, SS compare to check they have the right names and jobs.

3 The same or different?

An information gap activity

SS describe different pictures to each other and decide if they are the same or different. Copy one sheet per pair and cut into A and B.

LANGUAGE

Adjectives and nouns: an old house, wet jeans

Give out copies and sit A and B so they can’t see each other’s picture. Explain to SS that they have 15 pictures. Five are the same and ten are different.

They have to write same (S) or different (D) on each one. They must find ten different pictures.

Demonstrate the activity. Take the part of A and say ‘My number 1 is an old house’. Elicit from the Bs, ‘My number 1 is a new house’. Then tell both As and Bs to write D on square 1, because their pictures are different.

In pairs, SS describe their pictures to each other and find which ten are different.

When SS have finished check answers by asking which pictures are different, and get SS to compare their sheets.

A 1 an old house 2 a very tall waiter
3 an expensive watch 4 an empty glass 5 a high mountain 6 wet jeans 7 an old woman
8 short legs 9 a poor man 10 a dirty floor
11 fair hair 12 a small bag 13 a fast car
14 two thin men 15 two beautiful women

B 1 new house 2 short waiter 3 expensive watch
4 full glass 5 high mountain 6 wet jeans
7 young woman 8 long legs 9 rich man
10 clean floor 11 dark hair 12 big bag
13 fast car 14 two fat men
15 two beautiful women

3 A day in the life of an English teacher

A picture story

SS tell an English Teacher’s day in the present simple. Copy one sheet per student.

LANGUAGE

Present simple, routine verbs:
He gets up at 9.30. He has a shower.
Telling the time

- Give out one sheet per student. Use the pictures to elicit and drill the following suggested sentences about the English teacher:
  1. He wakes up at 9.30.
  2. He gets up.
  3. He has a coffee.
  4. He has a shower.
  5. At 10.30 he has breakfast and reads the newspaper.
  6. He gets dressed.
  7. He goes to work by train at 11.30.
  8. He gets to work at 12.00.
  9. He teaches from 12.00 to 2.00.
  10. He has lunch at 2.30.
  11. He teaches from 4.00 to 9.30.
  12. He has a drink with friends at 10.00.
  13. He goes home at 11.30.
  14. He corrects homework from 12.00 to 1.00.
  15. He goes to bed at 1.30.

- After every five sentences, see if the class can remember his day from the beginning.

- Put SS in pairs and get them to try to tell his day from the beginning. Ask SS if they think he is stressed.

Extra idea Get SS to use the pictures to ask you about your day, e.g. What time do you wake up? What time do you get up? Do you have a coffee? Ask SS if you are similar or different to the teacher in the picture story.

3 How often …?

A pairwork question and answer activity

SS ask each other questions about regular activities. Copy one sheet per pair and cut into A and B.

LANGUAGE

How often do you (go to the cinema)?
Adverbs of frequency: never, always, hardly ever, etc.
Time expressions: every day, once a week, etc.

- SS work in pairs. Get one pair to demonstrate the activity. Student A asks ‘How often do you go to the hairdresser?’ Student B chooses one of the answers from the language in the triangle. Then Student B asks ‘How often do you go
to the dentist’s? and student A chooses an answer from the language in the triangle.

**EXTRA challenge** Encourage SS to ask for/give more information, e.g. ‘Why(not)?’, ‘What kind of films do you like?’, ‘What hairdresser do you go to?’, etc.

- SS take in it turns to ask and answer questions in pairs.
- Follow up by asking individual students to report on their partner.

### 3 Dates and times survey

**D A pairwork activity**

SS complete a table with personal information about dates and times, then interview a partner. Copy one sheet per student.

**LANGUAGE**

- **When is (your birthday)?**
- **What time do you (get up)?**
- **What is your favourite time (to watch TV)?**
- Prepositions of time: **at 8 o'clock, in February, on March 5th.**
- Days of the week, months, and times.

- If necessary, quickly revise prepositions **on** (for days and dates), **in** (for and seasons), **at** (for times).
- Focus on instruction a. Go through the instructions. SS answer each question for themselves in the column marked **YOU**. Do the first two examples with the class, using true information about yourself. Tell students they only need to write the day, date, or time. Allow them time to finish the first column.
- Now tell them to complete the last question themselves, and answer it.
- SS work in pairs. Focus on instruction b. SS interview each other and complete the column **YOUR PARTNER** with information about their partner. Demonstrate with a student. Ask them the first two questions, and elicit the answer with the preposition, e.g. ‘When is your birthday?’ ‘On March 5th’. SS interview each other in pairs using the form. Encourage them to answer with the prepositions or in whole sentences. Monitor and correct prepositions.
- Get some feedback from individual students.

### 4 A partner for the perfect weekend?

**B A mingle activity**

SS complete a table with information about their free activities and then find a partner who has the same likes and dislikes. Copy and cut up one card per student.

**LANGUAGE**

- **Do you like + verb + ing?** Yes, I do. No, I hate it.
- Give each student a card. Explain that the form contains weekend activities.
- Go through the instructions. Tell SS they’re going to find a partner to spend a perfect weekend with. First they must tick the boxes which are true for them.
- SS stand up and move around asking other SS questions based on their cards, e.g. ‘Do you like cooking?’ ‘No, I hate it.’ Tell them they have to talk to as many SS as possible to try to find somebody who has very similar tastes to them. Set a time limit, e.g. five minutes.
- Feedback. See if SS found one or several ideal partners.

### 4 A partner for the perfect weekend?

**C A pairwork activity**

SS ask each other what they think of local singers, restaurants, TV programmes etc. Copy one sheet per student.

**LANGUAGE**

- **What do you think of (Milan)?** I love it. I hate it.
- Object pronouns: **it, him, her, them**
- Adjectives: fantastic awful, great

- Give SS the sheet and focus on instructions for a. Give SS time to write a name for each picture.
- Focus on instructions for b. Model and drill the language in the USEFUL LANGUAGE box. Emphasize the intonation of great/awful/terrible.
- Demonstrate the activity. Write the name of a singer you like (or don’t like) on the board and get SS to ask you, **What do you think of...?** Answer using phrases from USEFUL LANGUAGE, e.g. I don’t like him. He’s awful!
SS in pairs take turns to ask What do you think of…? (singer/restaurant, etc.) and answer each other’s questions.

Get feedback.

If you have a multi-lingual class, tell SS to use internationally famous people and a restaurant/shop in the town where they are studying.

Extra idea When they have finished the activity, you could ask SS to ask you what you think of some of the things they wrote down on their sheets.

4 Vowel sounds dominoes

A group domino game

SS match different words according to their vowel sounds. Copy and cut up one sheet for every three or four SS.

LANGUAGE
Vowel sounds: /i:/, /æ/, /a:/, /ʌ/, /aʊ/, /eə/

Write the following words on the board: son, fall, wear, mine, me, hers. Drill pronunciation and elicit the English file sound word and sound (see p. 156) for each one, e.g.: son - up /ʌ/; fall - horse /æ/; wear - chair /eə/; mine - bike /aʊ/; me - tree /i:/; hers - bird /aə/

Then write the word buy. Ask SS which word has the same vowel sound. (mine). Do the same with third (hers).

Put SS in groups of three. Give each group a set of dominoes. Tell them to distribute them evenly (each student should have six dominoes).

Explain the rules for dominoes. The first student puts down a domino. The next student must try to put down a domino with the same vowel sound.

mine lunch son fall short meet

SS must say the two matching words aloud as they put down the domino. The rest of the group decides if they are the same or not. If they aren’t the same, the student keeps the card. If a student doesn’t have a matching sound, he or she says “Pass” and it is the next student’s turn.

Tell SS that the youngest person in each group starts the game. The winner is the person who puts down all their dominoes first. Circulate and monitor.

When the game finishes, model and drill the pronunciation of any words students were having difficulties with.

Extra idea If one group finishes early, tell them to write down all the words on the dominoes in six different groups according to their vowel sounds.

5 Where was James?

An information gap picture story

SS practise was/ were + at/in. Copy one sheet per pair and cut into A and B.

LANGUAGE
Where was James (in 1998)? He was at university.

SS in pairs. Give out copies to A and B. Sit A and B so they can’t see each other’s paper.

Demonstrate the activity. Take the part of B and ask A’s ‘Where was James in 1998?’ Elicit ‘He was at university.’ Then take the part of A and ask B’s ‘Where was Silvia in 1998?’ SS ask and answer questions in turn to complete the information about James and Silvia.

When finished, SS compare and join their pictures, work out when and where James and Silvia were together. Check their answers.

They were together a week ago, last Wednesday night, and yesterday afternoon.

Extra idea SS turn over their sheets. Write the time phrases on the board in a vertical column. In pairs, SS write down where they both were for each time, e.g. Jan was at university. Silvia was at school. Check answers, especially prepositions in/at.

5 Where’s the match?

A pairwork activity

SS put together a jumbled story, then retell the story. Copy and cut up one sheet for every pair of SS.

LANGUAGE
Past simple regular verbs: checked, booked, played

Write on the board The Champions League. Ask SS who was the winner last year. Tell them that they are going to read a true story about some fans who wanted to see their team play in a Champions League match. Pre-teach fan.

Write the first sentence of the story on the board: A few years ago Manchester United played the Spanish team Deportivo La Coruña in the Champions League.

SS work in pairs. Give each pair a set of cards. Tell them to find the first sentence and then try to put the rest of the story in order.

Check answers. Get students to underline the regular verbs and drill the pronunciation of the past tense verbs.

SS work in pairs again. One student holds the cards so that the other can’t see them. The other student tries to remember the story line by line. The first student helps and corrects pronunciation. When the first student has finished, change roles.

Feedback and see if any pairs can tell the whole story from memory.

Extra idea For extra suspense you could keep back the last sentence and give SS only eight cards. When they’ve got the story in order then get SS to guess what the last sentence is. Elicit any ideas and then give out the last card.

Extra challenge With a strong class, divide them into groups of three and give them three cards each. They mustn’t show their cards to the other SS. SS read their sentences out loud, and the group try to decide which is the first sentence. They then decide on the second, etc. Each time they tell the story from the beginning before deciding on the next sentence. When they think they’ve got the story in the right order, they lay the cards down and read it to check.
5 Boys' night out

A picture story

SS tell a story in the past simple. Copy one story sheet per student or pair.

LANGUAGE

Irregular verbs
They met. They went to.

Give out one sheet per student. Use the pictures to elicit and drill the following suggested sentences about a boys' night out. Tell SS to use the past tense of the verbs on the pictures.

1. They met at 7.00.
2. They wore football shirts.
3. They went to a restaurant.
4. They had beer and pizza.
5. They talked about girls and football.
6. Then they went to the stadium.
7. They watched the football match.
8. After the match they had a drink.
9. Then they went to a disco.
10. They danced.
11. They went home by taxi.
12. They got home at 2.00.

After every three sentences, see if the class can remember the story from the beginning.

Put SS in pairs and get them to try to tell the story from the beginning.

EXTRA support If time you could elicit the story from the beginning and write it on the board for SS to copy, or write half sentences (e.g. They talked ...) to see if SS can remember the missing words.

EXTRA idea Get SS in pairs to ask each other questions about the story. A turns his/her sheet over. B asks questions for two minutes e.g. What time did they meet? What did they wear? Then they swap roles.

5 Past tense question time

A pairwork activity

SS practise with question prompts. Copy and cut out sheet per pair (or if you are short of time copy one per student).

LANGUAGE

Past simple questions and answers. What time did you go up? I got up at 7.00. Did you have breakfast? Yes, I did.

Tell the SS the object of the activity is to use the prompts simple by asking and answering as many questions as they can.

Demonstrate the activity. Take a card and ask different students the questions. Then copy a couple of question prompts from your card on the board and elicit the questions. Elicit and drill the rhythm of the two questions.

SS work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. SS take turns to take a card and ask their partner questions. (If you haven't cut up the sheets just get the students to choose a group of questions to use)

Monitor, help, and correct.

EXTRA challenge Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

6 Flat to rent

A pairwork guided roleplay

SS roleplay a phone call for information about a flat to rent. Copy one worksheet per pair. Cut into A and B.

LANGUAGE

There is/are /Is there a garden? Yes, there is.

House vocabulary

Put SS in pairs A and B, and give out the sheet. Explain that they are going to roleplay a phone conversation to rent a flat.

Tell the SS who have sheet A that they are a flat that they want to rent out. They must read the instructions and information about the flat.

Tell the SS who have sheet B that they need to rent a flat. They have a list of questions that they want to ask. They must read the instructions and prepare their questions. Encourage the Bs not to write the missing words but to remember them.

Monitor making sure the As understand all their information and the Bs are clear what questions they have to ask.

After a few minutes tell SS to start the conversation. Remind SS that the conversation is on the phone. Tell As to start with Hello?

At the end of the conversation get feedback to see which Bs decided to rent the flat.
**Where is It?**

A pairwork information gap activity
SS practice prepositions of place. Copy one sheet per pair and cut into A and B.

Language
next to, in, on, under Where is / are ...? Is / Are ...?
Furniture and common objects
- Divide SS into pairs A and B. (If you have an odd number of SS, have two AS in one group.)
- Give each A and B their pictures. Sit A and B so they can't see each other's paper. Tell them not to show their pictures to their partners.
- Go through the instructions and explain the task. Student A complete picture 1 by asking questions about the position of the six objects to the right of their picture. Then draw the objects in the right place.
- Then student B asks about the position of the objects in picture 2.
- Monitor to make sure they don't look at each other's pictures. When SS finish, tell them to compare their pictures.

**EXTRA idea** Fast finishers can test each other, asking about other objects in the pictures.

**Don't Say a Word**

A group drawing game
SS practice the present continuous. Copy and cut up one set of cards per group of four/five SS. Each group also needs paper and pencils for drawing.

Language
He's (eating spaghetti). They're (speaking Chinese).
- SS work in small groups. Give each group a set of cards.
- Explain the rules of the game: When you say 'Start', S1 in each group takes a card and has to draw the sentence. S1 mustn't speak, or write any words or letters. Tell the other SS they must guess the sentence. They must guess exactly what's on the card. As soon as the team have guessed S1's sentence, S2 takes a card and draws, etc.
- Demonstrate by doing a blackboard drawing to elicit a present continuous sentence, e.g. He's playing the guitar.
- The first team to finish all the cards wins.

**Find the Differences**

A pairwork information gap activity where SS
SS revise the present continuous. Copy one sheet per pair and cut into A and B.

Language
There's a woman. She's carrying a baby.
There are two people. They are running.
It's the same in my picture.
Prepositions of place
- Pre-teach zebra crossing and revise any words in the picture you think SS may have forgotten.

- Divide SS into pairs A and B and give out the sheets, face down. Tell SS they mustn't look at each other's picture. If possible get them to sit face to face.
- Explain the activity. SS describe their pictures to each other and find ten differences (there are 14 altogether). Demonstrate how to find differences by playing the parts of both A and B, e.g. A In my picture, there's a man and a woman. They're running. B In my picture, they're not running.
- In pairs SS work together and try to find and circle nine more differences.
- Feedback the differences orally with the class, writing up any difficult sentences for SS to copy.

**EXTRA idea** Fast finishers can first start writing sentences to describe the differences. There are 14 differences.

A A cat is sitting on a car.
B The cat is standing on a car.
A A dog is looking at a cat.
B The dog is barking at a cat.
A A boy is wearing a cap.
B The boy isn't wearing a cap.
A The boy is wearing sunglasses.
B The boy isn't wearing sunglasses.
A A police officer is looking at her watch.
B The police officer is putting a ticket on a car.
A A man and woman are running.
B The man and woman aren't running.
A A man is looking at clothes in the window.
B The man is coming out of the shop.
A A woman with a baby is waiting to cross the road.
B The woman is crossing the road.
A A man is walking with two dogs.
B The man is walking with one dog.
A A couple are kissing.
B The couple are looking at a map.
A A man is riding a bike.
B The man is a riding a motorbike.
A two children are eating ice cream.
B The children are buying ice cream.
A The children are crossing the road.
B The children aren't crossing the road.
A A woman is carrying a baby.
B A man is carrying a baby.

**Food Families**

A group card game
SS practise countable and uncountable food words and a/ any. Copy and cut up one set of cards per group of three or four students.

Language
Do you have a / any ...? Yes. I do. / No. I don't.
Can I have it, please? Here you are.
Food vocabulary: an apple, ice cream

- Tell the SS that in this card game there are five sets of cards, and write across the board: FRUIT, DESSERT, VEGETABLES, DRINKS, BREAKFAST. Elicit the four words for each set, and write them under each heading, e.g. FRUIT: apple, banana, orange, and grapes. (To save time you could make an overhead projector transparency of the page and use this to elicit the words.)
• Check pronunciation of the words, and if they are countable or uncountable. Then rub them off the board leaving just the five headings.

• Put SS in groups of three or four. Give each group one full set of cards. One student shuffles and deals the cards face down.

• SS look at their cards. Explain that the four little pictures at the bottom of each card are to remind them of the others in the set.

• To collect a set of cards, SS ask each other for ones they don’t have using ‘Do you have a/an…?’ They can ask any group member for any card, e.g.
  S1 Do you have a banana?  S4 Yes, I do.
  S1 Can I have it, please?  S4 Here you are.

• S1 keeps asking until someone answers ‘No, I haven’t.’ Then it’s the turn of the student who answered ‘no’. Remind SS to use any with plural and uncountable nouns, e.g. ‘Do you have any toast?’

• Demonstrate with one group first. Either set a time limit, and tell SS that the winner is the person with the most sets, or stop the game when one student has a complete set. Then the cards are re-dealt and a new game starts.

7 Food questionnaire

B A pairwork questionnaire

SS revise How much! How many questions and food vocabulary. Copy one questionnaire per student.

LANGUAGE
How much (fruit) do you eat a day? Quite a lot.
How many (cups of coffee) do you drink a day? Not many.

• Tell SS that they are going to complete a food questionnaire to see if their diet is healthy or unhealthy.

• Give each student a copy of the questionnaire. Tell them first to complete the spaces with How much or How many.
They mustn’t answer the questions at this point. Ask them to write two extra questions in the spaces provided at the end. Check answer and make sure SS’s new questions are correct.

• SS work in pairs. B turns over his/her paper. A interviews B and notes the answers on the sheet. Then they change roles. Tell SS to ask the questions in random order so their partner really has to listen. Encourage SS to try and say a bit more than just the answer to the question where possible.

• When they finish, SS can compare their diets and decide if they are healthy or unhealthy. Get some feedback.

Extra idea Get SS to turn over the questionnaire and interview you. They ask you all the questions they can remember.

7 Pronunciation bingo

D A class game

SS practise pronunciation with Bingo cards. Copy and cut out one game card per pair.

LANGUAGE
Vowel sounds

• Revise the pronunciation of vowel sounds using the pictures in the Student’s Book p.156.

• Put SS in pairs and give each pair a bingo card. Explain that you are going to call out a word. If this word has the same vowel sound as one of the pictures on their card, they must write the word under it on the first line on the card. Demonstrate by holding up a card. Say a word and ask Where do I write the word?.

• When one pair has a word under each of the six pictures they call out Bingo.

• Call out the words from the list below in order. Say the word clearly at least twice. Continue until a pair has written in a word for each of their pictures and shouts Bingo! Tick the last word you call out so that you know where to start again if you want to repeat the game. Give the answers by asking the winning students to read you back the words they wrote down. If they have made a mistake, the game continues.

• If you want to play again, collect the cards and redistribute them. Tell SS now to write their answers on the second line. You can play a third game, making sure that you use different words.

| 1 fast /æ/ | 2 her /ɜː/ |
| 3 light /æ/ | 4 much /æ/ |
| 5 fruit /ɔ/ | 6 road /ɔː/ |
| 7 grapes /æ/ | 8 tea /ɪ/ |
| 9 French /ɛ/ | 10 house /ɔː/ |
| 11 job /dʒ/ | 12 door /dʒ/ |
| 13 bread /e/ | 14 hot /ɔ/ |
8 Guess the comparative

A A pairwork activity

SS read sentences and guess what the missing comparative adjective is. Copy one sheet for each pair and cut into A and B.

LANGUAGE
Comparative adjectives: friendlier, colder, more expensive

Demonstrate the activity. Write an example sentence on a piece of paper, e.g. A Rolex watch is more expensive than a Swatch watch. Tell SS they have to guess the sentence on your piece of paper.

Then write on the board A Rolex watch is _______ than a Swatch watch. Elicit from SS several possible comparatives to fill the gap, e.g. more beautiful, better, more expensive, before telling them what you have on your piece of paper and show it to them.

Give out copies to A and B. Make sure SS can’t see each other’s paper. Tell SS to work individually at first and complete the blanks on their paper. Remind them that all the missing words are comparative adjectives.

Monitor to make sure SS are writing correct and logical comparative adjectives.

Put SS in pairs. Explain the activity. Student B has to read out his/her first sentence. If it is the same as on A’s card (i.e. Russia is colder than Spain) A says That’s right. If it’s not the same A says ‘Try again’, and B guesses using more comparatives until he/she gets the right one. Then A reads his/her second sentence, etc.

Finally tell SS to put their pieces of paper face down and see if they can remember the 12 comparative sentences. Say the first half of the sentences to jog their memory, i.e. Russia is . . .

8 What do you know about the UK?

B A quiz about Britain

SS revise superlatives. Copy one sheet per student or pair/group.

LANGUAGE
Superlatives: most popular, busiest

- If necessary quickly revise the formation of superlatives with examples on the board, e.g. The (tall) person in the class is . . . The (popular) sport in the country is . . .
- SS work in groups of three/four. Give out copies. Set a time limit (e.g. five minutes) for SS to choose the correct answer. Monitor and help.
- Check answers.

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

8 Make your own ‘experience’ present

C An advertisement activity

SS create their own advertisement for an experience present and then try to ‘sell’ it to others. Make one copy of the sheet for every pair of SS.

LANGUAGE
Do you like (driving)?
Would you like to (drive a Formula 1 car)?

- Remind SS of the adventure presents on p. 92 of the Student’s Book. Tell the SS that they are going to design their own adventure present.
- SS in pairs. Give each pair a sheet. Go through the advertisement and show SS how instructions 1–5 below tell them what kind of words they must write in.
- Demonstrate by giving your own examples.
- Set a time limit, e.g. five minutes for SS to make their own experience present following the instructions on the sheet. Monitor and help, correcting spelling where necessary.
- Finally get SS to draw a picture of their present in the space at the top. You can ask all SS to do this after they have completed the form.
- When SS have finished, tell them that they are going to try to ‘sell’ their present to other SS. Demonstrate with one pair of SS. Ask a question, e.g. ‘Do you like driving? Would you like to drive a Formula 1 car?’ Continue reading through the sheet and providing your own information, e.g. ‘Now you can! For only €1,000 you can have this experience present.’ Let the SS decide if they would like to buy it or not.
- SS mingle and read out the information about their adventure gifts to each other. Feedback at the end. Ask which adventure gifts were the most popular in the class.
8 Mime the phrase

A miming game

SS practise adverbs by miming actions in different manners. Copy and cut up one set of cards for every five/six SS in the class.

Before photocopying the worksheet, you could personalise the activity by completing the blank cards with extra verb and adverb combinations that suit your class, e.g. sing (a well-known song) badly.

LANGUAGE

Adverbs: badly, carefully, fast

- If necessary revise adverb formation by writing the following adjectives on the board and asking SS to change them to adverbs: careful, bad, fast, quiet, polite, good.
- SS work in groups of five/six. Give each group a set of cards in an envelope. Explain the game. S1 takes a card and mimics the action. The others in the group try to guess exactly what is on the card. If the other SS can guess the phrase on the card then S1 keeps the card. If other SS can’t guess the phrase then S1 puts it back in the envelope.
- Demonstrate by taking a card and miming the action for the class. Emphasise that SS only have to say the verb and the adverb e.g. dance badly.
- SS take turns miming actions until all the cards are used. The winner is the person with the most cards at the end.

EXTRA idea For groups that finish early, ask the SS to put all the cards back in the envelope and try to write down all the verbs and adverbs from memory.

9 Have you ever ...

A class mingle speaking activity

SS practise the present perfect and past simple question prompts. Copy and cut up one sheet for each class / per group.

Before making copies of the sheet, you could personalise the activity by writing two questions of your own that are relevant to your SS, e.g. 'Have you eaten at a restaurant recently? Have you been to a country that you really want to visit?'

LANGUAGE

Present perfect: Have you ever met a famous person?
Yes, I have. No, I haven’t.

Follow up questions: Who? Which one? When?

- Give every student in the class a question. Tell them to show their question to anybody. If you have 12 SS, divide the class into two or more groups.
- Explain that they’re going to do a survey. SS must walk around the room asking the question on their card to all the other SS in their class or group. If somebody answers ‘yes, I have’, then they ask the second question.
- Remind SS that they must put the verb into the past participle form.
- Get feedback when SS have finished. Find out e.g. how many people have been on TV.

9 Revise and check

Prompts to revise speaking/question formation

SS practise key structures from Files 1–9. This could be used as a final ‘pre-test’ revision, e.g. before SS oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Questions and answers: past, present, and future

- Tell SS the object of the activity is to ask and answer many questions as they can to revise the English they know. Demonstrate by taking a card and asking one student the questions. Then another card and ask them to copy it onto the board. Get SS to use the prompts to ask complete questions. Remind SS that each ‘?’ is a missing word or words.
- SS work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. SS take turns to take a card and partner the questions. Encourage SS to follow up their partner’s answers with further questions. Monitor, help, and correct.

- How long have you been here?
- How long have you been married?
- How long have you been teaching?
- How long have you been here?
- How long have you been teaching?
- How long have you been here?
- How long have you been teaching?
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<td>Frankenstein</td>
<td>Mary Poppins</td>
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<td>Batman</td>
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<td>Julius Caesar</td>
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A Ask B the questions about the famous people. Answer B's questions with the information you have.

A Is Martin Scorsese Italian?
B No, he isn't, he's ...
A Where's he from?
B He's from ...

Martin Scorsese
/ Italian?
Where / from?

Nicole Kidman
Australian
Sydney, Australia

Pierce Brosnan
/ English?
Where / from?

Ricky Martin
Puerto Rican
San Juan, Puerto Rico

Celine Dion
/ American ?
Where / from?

Christina Aguilera
American
New York, USA

Ewan McGregor
/ Irish?
Where / from?

Shakira
Colombian
Barranquilla, Colombia

B Ask A the questions about the famous people. Answer A's questions with the information you have.

B Is Nicole Kidman American?
A No, she isn't, she's ...
B Where's she from?
A She's from ...

Nicole Kidman
American
New York, USA

Pierce Brosnan
Irish
Navan, Ireland

Ricky Martin
/ Mexican ?
Where / from?

Celine Dion
Canadian
Quebec, Canada

Christina Aguilera
/ Argentinian?
Where / from?

Ewan McGregor
Scottish
Crieff, Scotland

Shakira
/ Brazilian?
Where / from?
<table>
<thead>
<tr>
<th>Name</th>
<th>Surname</th>
<th>Name</th>
<th>Surname</th>
<th>Name</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>DUKE</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td><a href="mailto:jane.duke@comet.com">jane.duke@comet.com</a></td>
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<td>Phone:</td>
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<tr>
<td>Rachel</td>
<td>HARVEY</td>
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<td></td>
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<td>WILLIAMS</td>
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<tr>
<td>Celine</td>
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<td>RICHARDS</td>
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<td>09794 487 3524</td>
<td></td>
<td>Phone:</td>
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<tr>
<td>Patrick</td>
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<td>Phone:</td>
<td>650 836 4825</td>
<td></td>
<td>Phone:</td>
</tr>
<tr>
<td>Wayne</td>
<td>EASTWOOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>E-mail:</td>
<td><a href="mailto:w.eastwood@yonder.com">w.eastwood@yonder.com</a></td>
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<td></td>
<td>Phone:</td>
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<td></td>
<td>Phone:</td>
</tr>
</tbody>
</table>
A
- Use the pictures to tell B about Steve.
  *Steve does yoga.*
- What do they have in common?

B
- Use the pictures to tell A about Simon.
  *Simon plays tennis.*
- What do they have in common?
a Fill in the information for YOU.

**YOU**

<table>
<thead>
<tr>
<th>smoke?</th>
<th>Yes □ No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a pet?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>play a sport?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>I like _______ food (e.g. Italian)</td>
<td></td>
</tr>
<tr>
<td>I listen to _______ (music)</td>
<td></td>
</tr>
<tr>
<td>I watch _______ (TV programme)</td>
<td></td>
</tr>
<tr>
<td>I read _______ (magazine or paper)</td>
<td></td>
</tr>
</tbody>
</table>

b Imagine you're at a party. Talk to OTHER PEOPLE to find somebody like you.

**OTHER PEOPLE**

/ smoke ?
/ have a pet? What pet / have?
/ play sport ? What sport / play?
What food / like?
What music / listen to?
What TV programme / watch?
What paper or magazine / read?
What do they do?
A Ask B questions about Andrew’s family to complete the family tree.

Who’s Andrew’s mother? What does she do? 

Dave
retired

= Helen
teacher

= Andrew
policeman

= Tom
doctor

Martin
nurse

= Jemma
model

B Ask A questions about Andrew’s family to complete the family tree.

Who’s Andrew’s father? What does he do? 

= Rita
retired

= Nick
engineer

= Andrew
policeman

= Annie
housewife

Sally
student

Mike
actor
A Describe your pictures to B.

Number 1 It's an old house.

Are the pictures the same or different? Write S or D on the picture. Find ten differences.

B Describe your pictures to A.

Number 1 It's a new house.

Are the pictures the same or different? Write S or D on the picture. Find ten differences.
Communicative  A day in the life of an English teacher

9:30

1. Person waking up.

2. Person sitting at table.

3. Person drinking coffee.

4. Person taking a shower.

5. Person reading a newspaper.

6. Person getting ready.

11:30

7. Person on a train.

8. Person arriving at school.

9. Person inside a classroom.

10. Person reviewing staff notices.

4:00 to 9:30

11. Person in a meeting.

12. Person giving a presentation.

13. Person in a van.

11:30

14. Person grading papers.

12:00 to 1:00

15. Person at a desk.
A Ask and answer questions.

**How often do you go to the hairdresser’s?**

- **Once a week.**
- **What about you?**

- **never**
- **hardly ever**
- **sometimes**
- **(not) often**
- **once a week / month / year**
- **every day / week / month**

- go to the hairdresser’s
- eat chocolate
- go to the theatre
- be late for work / school
- get a taxi
- do housework
- see your best friend
- read the newspaper

B Ask and answer questions.

**How often do you go to the dentist’s?**

- **Hardly ever.**
- **What about you?**

- **never**
- **hardly ever**
- **sometimes**
- **(not) often**
- **once a week / month / year**
- **every day / week / month**

- go to the dentist’s
- eat in a restaurant
- go to the cinema
- listen to classical music
- have a holiday
- cook
- do sport or exercise
- drink tea
- Answer the questions in the **YOU** column.
- Ask the questions to a partner and write their answers in the **YOUR PARTNER** column.

**A** When's your birthday?
**B** On March 5th.
**A** What time do you usually get up?

<table>
<thead>
<tr>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>When's your birthday?</td>
<td></td>
</tr>
<tr>
<td>What time do you usually get up?</td>
<td></td>
</tr>
<tr>
<td>When do you have a shower or bath?</td>
<td></td>
</tr>
<tr>
<td>What time do you usually have lunch?</td>
<td></td>
</tr>
<tr>
<td>What time do you finish work / school?</td>
<td></td>
</tr>
<tr>
<td>What time do you usually have dinner?</td>
<td></td>
</tr>
<tr>
<td>When do you usually go shopping?</td>
<td></td>
</tr>
<tr>
<td>When do you usually have your summer holiday?</td>
<td></td>
</tr>
<tr>
<td>When do you go to English class?</td>
<td></td>
</tr>
<tr>
<td>When do you do your homework?</td>
<td></td>
</tr>
<tr>
<td>When do you usually read?</td>
<td></td>
</tr>
<tr>
<td>When do you usually listen to music?</td>
<td></td>
</tr>
<tr>
<td>What's your favourite time to watch TV?</td>
<td></td>
</tr>
<tr>
<td>When do you usually do sport or exercise?</td>
<td></td>
</tr>
<tr>
<td>When do you usually see your friends?</td>
<td></td>
</tr>
<tr>
<td>What's your favourite day of the week?</td>
<td></td>
</tr>
<tr>
<td>When's the next public holiday in your country?</td>
<td></td>
</tr>
<tr>
<td>What's your favourite public holiday?</td>
<td></td>
</tr>
<tr>
<td>When is it?</td>
<td></td>
</tr>
<tr>
<td>When do you usually</td>
<td></td>
</tr>
<tr>
<td>Find someone who ...</td>
<td>Student’s name</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1 can play a musical instrument</td>
<td></td>
</tr>
<tr>
<td>2 can cook well</td>
<td></td>
</tr>
<tr>
<td>3 can speak three languages</td>
<td></td>
</tr>
<tr>
<td>4 can play a racket sport</td>
<td></td>
</tr>
<tr>
<td>5 can ski or water ski</td>
<td></td>
</tr>
<tr>
<td>6 can drive</td>
<td></td>
</tr>
<tr>
<td>7 can’t swim</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Find someone who ...</th>
<th>Student’s name</th>
<th>More information</th>
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</thead>
<tbody>
<tr>
<td>1 can play a musical instrument</td>
<td></td>
<td>Which? How well?</td>
</tr>
<tr>
<td>2 can cook well</td>
<td></td>
<td>What’s your speciality?</td>
</tr>
<tr>
<td>3 can speak three languages</td>
<td></td>
<td>Which? How well?</td>
</tr>
<tr>
<td>4 can play a racket sport</td>
<td></td>
<td>Which? How well?</td>
</tr>
<tr>
<td>5 can ski or water ski</td>
<td></td>
<td>How well? Where do you usually do it?</td>
</tr>
<tr>
<td>6 can drive</td>
<td></td>
<td>What car do you have?</td>
</tr>
<tr>
<td>7 can’t swim</td>
<td></td>
<td>Why?</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Tick (✓) the boxes which are true for you.

<table>
<thead>
<tr>
<th></th>
<th>I love</th>
<th>I like</th>
<th>I don't like</th>
<th>I hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watching football on TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing sport or exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>going to the cinema</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shopping for clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dancing</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

B Tick (✓) the boxes which are true for you.

<table>
<thead>
<tr>
<th></th>
<th>I love</th>
<th>I like</th>
<th>I don't like</th>
<th>I hate</th>
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<tr>
<td>cooking</td>
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</tr>
<tr>
<td>watching football on TV</td>
<td></td>
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<td></td>
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<tr>
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<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>dancing</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Write the name of real places/things/people you love (or hate) for each picture, for example 1 a singer you love (or hate).

1. a singer
2. a restaurant
3. a TV programme
4. a shop
5. a famous actor
6. a music group
7. a sportsperson
8. a city
9. a book
10. a classic film

Take turns. Ask your partner What do you think of...?

USEFUL LANGUAGE

I love him.  He's great / fantastic.
I like her.  She's (very) good.
I don't like it.  It's OK / all right.
I hate them.  They're awful / terrible.
<table>
<thead>
<tr>
<th>son</th>
<th>fall</th>
<th>there</th>
<th>buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
<td>theirs</td>
<td>work</td>
<td>night</td>
</tr>
<tr>
<td>why</td>
<td>chair</td>
<td>third</td>
<td>speak</td>
</tr>
<tr>
<td>mine</td>
<td>lunch</td>
<td>hair</td>
<td>street</td>
</tr>
<tr>
<td>me</td>
<td>hers</td>
<td>first</td>
<td>where</td>
</tr>
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<td>short</td>
<td>meet</td>
<td>story</td>
<td>word</td>
</tr>
<tr>
<td>door</td>
<td>love</td>
<td>see</td>
<td>child</td>
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<td>yours</td>
<td>learn</td>
<td>write</td>
<td>hungry</td>
</tr>
<tr>
<td>wear</td>
<td>leave</td>
<td>much</td>
<td>board</td>
</tr>
</tbody>
</table>
### A: Communicative Where was James?

**Ask B questions to complete the chart.**
**Answer B's questions.**

**A** Where was Silvia in 1998?
**B** She was .... Where was James?

<table>
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<tr>
<th>Silvia</th>
<th>James</th>
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<tbody>
<tr>
<td><strong>1998</strong></td>
<td>at university</td>
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<tr>
<td>2001</td>
<td>at work</td>
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<tr>
<td></td>
<td>in Mexico</td>
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<tr>
<td></td>
<td>six months ago</td>
</tr>
<tr>
<td></td>
<td>in Berlin</td>
</tr>
<tr>
<td></td>
<td>last month</td>
</tr>
<tr>
<td></td>
<td>in Paris</td>
</tr>
<tr>
<td></td>
<td>a week ago</td>
</tr>
<tr>
<td></td>
<td>at the Louvre</td>
</tr>
<tr>
<td></td>
<td>last Wednesday night</td>
</tr>
<tr>
<td></td>
<td>at a restaurant</td>
</tr>
<tr>
<td></td>
<td>yesterday afternoon</td>
</tr>
<tr>
<td></td>
<td>in church</td>
</tr>
</tbody>
</table>

### B: Communicative Where was Silvia?

**Ask A questions to complete the chart.**
**Answer A's questions.**

**A** Where was James in 1998?
**B** She was .... Where was Silvia?

<table>
<thead>
<tr>
<th>Silvia</th>
<th>James</th>
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</thead>
<tbody>
<tr>
<td><strong>1998</strong></td>
<td>at school</td>
</tr>
<tr>
<td>2001</td>
<td>at university</td>
</tr>
<tr>
<td></td>
<td>last year</td>
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<tr>
<td></td>
<td>in France</td>
</tr>
<tr>
<td></td>
<td>six months ago</td>
</tr>
<tr>
<td></td>
<td>in Paris</td>
</tr>
<tr>
<td></td>
<td>last month</td>
</tr>
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<td>in Paris</td>
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<tr>
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<td></td>
<td>yesterday afternoon</td>
</tr>
<tr>
<td></td>
<td>in church</td>
</tr>
</tbody>
</table>

**b** Compare your pictures. When were they together?

**b** Compare your pictures. When were they together?
A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.

Two Manchester United fans wanted to travel to Spain to see the match.

It wasn’t possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then to get a taxi.

They booked tickets to Santiago on the Internet.

They checked in at Heathrow Airport at 9.00 p.m. because the flight was at 11.00 at night.

When the plane landed they were very surprised! It was morning!

They walked out of the airport and stopped a taxi.

They asked the taxi driver, ‘Where’s the match?’ The taxi driver answered ‘What match?’

They weren’t in Spain. They were in Santiago, the capital of Chile!
### This morning
- What time / wake up?
- What time / get up?
- / have breakfast?
- What / have?
- What time / leave the house?
- How / get to work or school?

### When you were 10 years old
- Where / live?
- What school / go to?
- / like school?
- Which teachers / like?
- What / do after school?
- What TV programmes / you watch?

### Yesterday
- What / have for breakfast?
- Where / have lunch?
- Who / have lunch with?
- Where / be / 6.30 p.m.?
- What / do / evening?
- / go to bed late?
- What time / go to bed?

### Last Saturday
- / go shopping?
- What / buy?
- / go out in the evening?
- Where / go?
- What / have to eat and drink?
- / have a good time?
- What time / go to bed?

### Your last holiday
- Where / go?
- Who / go with?
- How / get there?
- / stay in a hotel?
- What / do?
A

2 You want to rent your flat. Look at the advertisement that you put in the paper, and the information about the flat. Try to remember the information.

Large Flat to Rent
Phone
01189 885 6270
for more information.

B

6 Answer B’s questions.
B Where is it?
A It’s ...
B How much is the rent?
A It’s ______ a month.

B

4 You want to rent a flat. Look at your notebook. What questions do you need to ask?
Where is it?
How much is the rent?
Is there any furniture?

6 Phone A and ask for information.
Write A’s answers in your notebook.
Hello. Can you tell me about the flat?

City centre. Rent: £850 a month
Quiet, ground floor flat with sunny garden. Beautifully furnished with central heating. Two large bedroom + living room with doors to garden. Dining room and new kitchen with washing machine and fridge freezer. Modern bathroom with new shower. 5 minutes from city centre. Good shops and transport.

Where / ?
How much / the rent ?
/ furniture?
/ garden?
How many bedrooms / ?
How many bathrooms / ?
/ a big living room ?
/ a dining room ?
/ a washing machine ?
/ a fridge ?
/ a shower ?
/ central heating ?
/ a garage ?
A
a. Look at picture 1. Ask B questions and draw your six objects in the correct place.
   Where are the books? Where’s the mirror?

b. Look at picture 2. Listen to B. Answer the questions.
   It’s in the... They’re behind the...

B
a. Look at picture 1. Answer A’s questions.
   It’s in the... They’re behind the...

b. Look at picture 2. Ask A questions and draw your six objects in the correct place.
   Where’s the book? Where’s the mirror?
<table>
<thead>
<tr>
<th>He's watching football.</th>
<th>They're playing volleyball.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They're having a party.</td>
<td>They're arguing.</td>
</tr>
<tr>
<td>He's eating spaghetti.</td>
<td>He's making a pizza.</td>
</tr>
<tr>
<td>She's driving a fast car.</td>
<td>She's teaching English.</td>
</tr>
<tr>
<td>They're speaking Chinese.</td>
<td>They're running a marathon.</td>
</tr>
<tr>
<td>The baby's crying.</td>
<td>They're dancing a tango.</td>
</tr>
<tr>
<td>She's phoning her boyfriend.</td>
<td>She's doing yoga.</td>
</tr>
<tr>
<td>They're drinking champagne.</td>
<td>He's painting his house.</td>
</tr>
<tr>
<td>He's playing chess.</td>
<td>They're waiting for a bus.</td>
</tr>
<tr>
<td>The dog's barking.</td>
<td>She's taking photos.</td>
</tr>
</tbody>
</table>
A Describe your picture to B. Find ten differences.  
In my picture a man and a woman are sitting outside. They are having a coffee.

B Describe your picture to A. Find ten differences.  
In my picture a man and a woman are sitting outside. They are having a coffee.
Complete the questions with *How much* or *How many*. Add two more questions.

Interview a partner. Put a [✓] tick in the right column.

Look at your partner’s answers. Do you think his/her diet is healthy or unhealthy?

### Food Questionnaire

<table>
<thead>
<tr>
<th>A lot</th>
<th>Quite a lot</th>
<th>Not much or Not many</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Sugar do you have in your coffee or tea?  
- Cups of coffee do you drink a day?  
- Salt do you put on your food?  
- Sweets do you eat a day?  
- Meat or fish do you eat a week?  
- Butter do you put on your bread?  
- Eggs do you eat a week?  
- Water do you drink a day?  
- Chocolate do you eat a week?  
- Fruit do you eat a day?  
- Alcohol do you drink a week?  

How much ______________________?  

How many ______________________?
How many people are going to go home after class? **Find out.**

How many people are going to watch television tonight? **Find out.**

How many people are going to go to the gym this week? **Find out.**

How many people are going to go shopping tomorrow? **Find out.**

How many people are going to cook tonight? **Find out.**

How many people are going to go to the cinema this weekend? **Find out.**

How many people are going to go to another country next year? **Find out.**

How many people are going to go out tonight? **Find out.**

How many people are going to study English tonight? **Find out.**

How many people are going to use the Internet this evening? **Find out.**

How many people are going to have a drink after class? **Find out.**

How many people are going to ...

How many people are going to ...

How many people are going to ...

How many people are going to ...

How many people are going to ...
<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>u</td>
<td>2</td>
<td>ʌ</td>
<td>3</td>
<td>e</td>
<td>1</td>
<td>əu</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>ai</td>
<td>6</td>
<td>ɒi</td>
<td>4</td>
<td>ɔɪ</td>
<td>5</td>
<td>ɒ</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>ɪ</td>
<td>2</td>
<td>əu</td>
<td>3</td>
<td>əi</td>
<td>1</td>
<td>əv</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>ɔɪ</td>
<td>6</td>
<td>ɔɪ</td>
<td>4</td>
<td>ɔɪ</td>
<td>5</td>
<td>ɒ</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>ɪ</td>
<td>2</td>
<td>əu</td>
<td>3</td>
<td>əi</td>
<td>1</td>
<td>əv</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>ɔɪ</td>
<td>6</td>
<td>ɔɪ</td>
<td>4</td>
<td>ɔɪ</td>
<td>5</td>
<td>ɒ</td>
<td>6</td>
</tr>
</tbody>
</table>

**Pronunciation bingo**

New English File Teacher's Book Elementary
Photocopiable © Oxford University Press
A

1 Russia is colder than Spain.

2 The Americans are ________ than the British.

3 Swimming is better exercise than walking.

4 A sofa is ________ than a chair.

5 A Rolls Royce is more expensive than a Citroen.

6 Driving is ________ than flying.

7 Men are more aggressive drivers than women.

8 Basketball players are ________ than footballers.

9 Red wine is healthier than whisky.

10 Canada is ________ than Brazil.

11 The weather in Britain is worse than the weather in Portugal.

12 Italian men are ________ than British men.

B

1 Russia is ________ than Spain.

2 The Americans are friendlier than the British.

3 Swimming is ________ exercise than walking.

4 A sofa is more comfortable than a chair.

5 A Rolls Royce is ________ than a Citroen.

6 Driving is more dangerous than flying.

7 Men are ________ drivers than women.

8 Basketball players are taller than footballers.

9 Red wine is ________ than whisky.

10 Canada is bigger than Brazil.

11 The weather in Britain is ________ than the weather in Portugal.

12 Italian men are more stylish than British men.
1 What's the busiest London airport?
   a Heathrow  b Gatwick  c Stansted

2 What's the most popular kind of food?
   a British  b Chinese  c Indian

3 Which is the biggest city (after London)?
   a Edinburgh  b Manchester  c Birmingham

4 Where's the highest mountain?
   a Scotland  b England  c Wales

5 Which part of Britain is the sunniest?
   a South West  b South East  c North East

6 Which is the most popular tourist town (after London)?
   a Oxford  b Cambridge  c Edinburgh

7 What is the most popular free time activity?
   a gardening  b watching TV  c reading

8 What is the most popular sport?
   a fishing  b football  c darts

9 Which is the oldest university?
   a Oxford  b Cambridge  c London

10 What is the most common religion?
   a Islam  b Roman Catholicism  c Protestantism

11 What's the most common foreign language that people learn?
   a Spanish  b French  c German

12 What's the biggest animal?
   a horse  b bull  c bear
Make your own ‘experience’ present. Complete the gaps with your own ideas.

1. Write the name or the name of your company.
2. Write a verb in the -ing form, for example, cooking, flying, driving.
3. Write a verb phrase, for example, spend a day with a famous person, ride an Olympic horse.
4. Write a price.
5. Write a person for example, your mother, your best friend.
6. Draw a picture of your present in the box.

Try to ‘sell’ your present to other students.
Do you like …?
Would you like to …?

- 1 ___________ has the perfect original present for you!
- Do you like 2 ___________?
- Would you like to 3 ___________?
- For only 4 ___________ you can give this unique experience to 5 ___________.

Are you looking for an amazing present?
<table>
<thead>
<tr>
<th>drive carefully</th>
<th>play football aggressively</th>
</tr>
</thead>
<tbody>
<tr>
<td>get dressed quickly</td>
<td>work hard</td>
</tr>
<tr>
<td>eat noisily</td>
<td>play chess well</td>
</tr>
<tr>
<td>speak English badly</td>
<td>wake up slowly</td>
</tr>
<tr>
<td>sing beautifully</td>
<td>dance badly</td>
</tr>
<tr>
<td>draw (on the board) well</td>
<td>close the door quietly</td>
</tr>
<tr>
<td>walk sexily</td>
<td>ask for a coffee politely</td>
</tr>
<tr>
<td>drink fast</td>
<td>say goodbye sadly</td>
</tr>
</tbody>
</table>
Have you ever (be) in a very expensive car? What kind of car?

Have you ever (go) to sleep in class? What class?

Have you ever (meet) a famous politician? Who?

Have you ever (read) a newspaper or magazine in English? Which one?

Have you ever (speak) to a tourist in English? Why?

Have you ever (cook) for a lot of people? What did you make?

Have you ever (be) near a dangerous animal? Which?

Have you ever (win) a cup or medal? What for?

Have you ever (be) on TV? What programme?

Have you ever (phone) a radio or TV programme? Which?

Have you ever
### Communicative: Revise and check

<table>
<thead>
<tr>
<th>Personal Information</th>
<th>Lifestyle</th>
<th>The past (be)</th>
<th>The past simple</th>
<th>Now</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where / from?</td>
<td>/ smoke? How many cigarettes / smoke a day?</td>
<td>/ busy yesterday?</td>
<td>What time / go to bed last night?</td>
<td>What / doing now?</td>
<td>What / have for dinner tonight?</td>
</tr>
<tr>
<td>/ married?</td>
<td>/ often drink alcohol?</td>
<td>Where / yesterday at</td>
<td>/ have breakfast this morning?</td>
<td>What / wearing?</td>
<td>What / do tomorrow?</td>
</tr>
<tr>
<td>What / phone number?</td>
<td>/ drink coffee? How many cups / drink a day?</td>
<td>8.00 a.m.</td>
<td>What / go away this weekend?</td>
<td>/ go away this weekend?</td>
<td>/ go away this weekend?</td>
</tr>
<tr>
<td>Where / work (study)?</td>
<td>How many languages / speak?</td>
<td>9.30 p.m.</td>
<td>Who / go with?</td>
<td></td>
<td>/ study English next year?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.45 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free time</th>
<th>Which do you prefer?</th>
<th>Describe a friend</th>
<th>What do you think of ...? Why?</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sports / play?</td>
<td>Why</td>
<td></td>
<td>(an actor/actress)</td>
<td></td>
</tr>
<tr>
<td>What kind of music / like?</td>
<td></td>
<td></td>
<td>(a TV programme)</td>
<td></td>
</tr>
<tr>
<td>What TV programmes / like?</td>
<td></td>
<td></td>
<td>(a singer or group)</td>
<td></td>
</tr>
<tr>
<td>How often / go to the cinema?</td>
<td></td>
<td></td>
<td>(a town or city)</td>
<td></td>
</tr>
<tr>
<td>What / like doing at weekends?</td>
<td></td>
<td></td>
<td>(a politician)</td>
<td></td>
</tr>
<tr>
<td>/ like reading?</td>
<td>Why</td>
<td></td>
<td>(a sports team)</td>
<td></td>
</tr>
<tr>
<td>What books / like?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your flat or house</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/ live in a house or flat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many bedrooms / there?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ there a TV in your bedroom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ there any plants in your living room?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ have a bath in your house or flat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What / your favourite room?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ there any shops near you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your possessions</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/ have a car? What car / have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What colour / ?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ have a mobile phone?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ have pets? What pets / have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What can you do?</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/ play a musical instrument?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ sing or dance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ drive?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ cook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ speak another foreign language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ ski or waterski?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What / the time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What day / it today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When / your birthday?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What time / have lunch?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When / favourite time of day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When / this course end?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When / usually go on holiday?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SONG ACTIVITY INSTRUCTIONS**

### 1) Eternal Flame

**Listening for the correct phrase**

CD1 Track 35

**LANGUAGE**

Verb *be*, *this* / *that*, common verbs and phrases

- Give each student a sheet. Go through the words and phrases at the ends of the lines and check the meaning and pronunciation of each one. Play the tape/CD once. SS should underline the word or phrase they hear. Play the song again for SS to check their answers. Check answers with the whole class, going through the song line by line.

<table>
<thead>
<tr>
<th>1</th>
<th>Close</th>
<th>5 to be</th>
<th>9 my name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>understand</td>
<td>6 you are</td>
<td>10 don't want</td>
</tr>
<tr>
<td>3</td>
<td>am I</td>
<td>7 am I</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Is this</td>
<td>8 Is this</td>
<td></td>
</tr>
</tbody>
</table>

- Give SS a few minutes to read through the song with the glossary. If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

### 2) Something Stupid

**Common verbs**

CD1 Track 47

**LANGUAGE**

Present simple, common verbs

- Give each student a sheet. Go through the words in the two word pools and and check the meaning and pronunciation of each one. Play the tape/CD once for SS to try to put one word in each gap. Repeat if necessary. Check answers, going through the song line by line.

<table>
<thead>
<tr>
<th>1</th>
<th>have</th>
<th>5 go</th>
<th>9 wait</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>find</td>
<td>6 love</td>
<td>10 get</td>
</tr>
<tr>
<td>3</td>
<td>know</td>
<td>7 practise</td>
<td>11 go</td>
</tr>
<tr>
<td>4</td>
<td>have</td>
<td>8 make</td>
<td>12 love</td>
</tr>
</tbody>
</table>

- Give SS a few minutes to read through the song with the glossary. If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

I love you.

### 3) Oh Pretty Woman

**Rhyming words**

CD1 Track 62

**LANGUAGE**

* /s/ , /æ/ , /ə/ *

- Check that SS remember the sounds above either using the Sounds Chart on p.156 or the New English File pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a sheet and put SS in pairs. Explain they should put the words from the circle into the correct column, according to the vowel sound. Feedback answers onto the board or OHT.

| /s/ | me, meet, see, street |
| /æ/ | by, cry, right, tonight |
| /ə/ | late, stay, wait, way |

- Tell SS that they are now going to listen to the song and that they have to put the words from a into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the tape/CD once for SS to fill the gaps. Repeat if necessary. Check answers, going through the song line by line.
- Give SS a few minutes to read through the song with the glossary.
- If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

| 1 street | 5 way | 9 by |
| 2 meet | 6 stay | 10 cry |
| 3 me | 7 right | 11 late |
| 4 see | 8 tonight | 12 wait |

### 5) Dancing Queen

**Listening for specific words**

CD2 Track 57

**LANGUAGE**

General vocabulary revision

- Give SS a worksheet and ask where the girl is. Get SS to look at the pictures and to tell you what they think is happening.
- Go through the words in **bold** from the song and check the meaning and pronunciation of each one.
- Tell SS that some of the words are right and some words are wrong. The first time they listen, they should just decide if they are right or wrong. Play the tape/CD once. Check answers.
• Now tell SS they are going to try to correct all the wrong words. Play the tape/CD again. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

| 1 X dance | 10 X high | 19 ✓ |
| 2 ✓ | 11 X fine | 20 X See |
| 3 X See | 12 X dance | 21 X on |
| 4 X Friday | 13 ✓ | 22 ✓ |
| 5 ✓ | 14 ✓ | 23 ✓ |
| 6 X music | 15 X seventeen | 24 X dance |
| 7 ✓ | 16 ✓ | 25 ✓ |
| 8 X king | 17 ✓ |
| 9 ✓ | 18 X dance |

• Give SS a few minutes to read through the song with the glossary.
• If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

### 6 Waterloo Sunset

#### Adjectives

**LANGUAGE**
Revision and extension of common adjectives

• Give each student a worksheet. SS work in pairs to complete a. Check answers.

1 safe | 4 afraid | 7 bright
2 dizzy | 5 lazy | 8 busy
3 fine | 6 dirty | 9 chilly

• Tell SS they are now going to listen to the song and that they have to fill the blanks in the song with an adjective from a. Make sure they realize that some adjectives are used more than once. Play the tape/CD once. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 Dirty | 5 chilly | 9 afraid
2 busy | 6 chilly | 10 safe
3 dizzy | 7 fine |
4 bright | 8 lazy |

• Give SS a few minutes to read through the song with the glossary. Then get SS to work in pairs or small groups and answer the questions in c.

Possible answers
- a London is beautiful at sunset. It is busy with people coming home from work, cars etc.
- b A solitary person who prefers to stay at home and likes looking at the world from inside.
- c A pair of young lovers who only have eyes for each other

• If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

### 7 La Isla Bonita

#### Holiday words

**LANGUAGE**
Holiday vocabulary

• Give each student a worksheet. Get SS to look at the pictures in a and elicit some ideas of what they can see in each picture.
• Get SS to work in pairs and match the sentences with the pictures in a. Check answers. Get SS to cover the sentences and look at the pictures. Elicit the story.

1 e 3 a 5 d 7 h
2 g 4 c 6 f 8 b

• Now focus on the words in b. Check meaning and pronunciation.
• Play the tape/CD once. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 boy | 5 sea | 9 sky
2 island | 6 days | 10 siesta
3 samba | 7 fast | 11 boy
4 sun | 8 island | 12 island

• Give SS a few minutes to read through the song with the glossary.
• If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

### 8 The Best

#### Choosing the correct word

**LANGUAGE**
General vocabulary revision

• Give each student a worksheet.
• Explain the activity. SS have to listen and choose from two similar-sounding words.
• Go through words in brackets from the song and check the meaning and pronunciation of each one.
• Play the tape/CD once. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 need | 6 anyone | 11 here
2 everything | 7 say | 12 start
3 bring | 8 dead | 13 can
4 means | 9 heart |
5 wrong | 10 night

• Give SS a few minutes to read through the song with the glossary.
• If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
a Listen and underline the correct words in the box.

b Listen again and check. Write the words in the song.

**Eternal Flame**

1. ______ your eyes, give me your hand, darling
   Do you feel my heart beating
   Do you ______?
   Do you feel the same, ______ only dreaming?
   ______ burning an eternal flame?

I believe it's meant ______, darling
I watch you when ______ sleeping,
You belong with me
Do you feel the same, ______ only dreaming?
______ burning an eternal flame?

Say ______, sun shines through the rain
A whole life so lonely
and then you come and ease the pain
I ______ to lose this feeling, oh...

**Glossary**

- eyes
- hand
- dreaming
- heart
- flame
- sleeping
- sun
- rain

_Eternal Flame_ was a number 1 in the UK and the US in 1989 for the American all-girl group The Bangles. It was a number 1 hit again for the British girl group Atomic Kitten in 2001.
a Listen to the song and complete each verse with the correct verb.

**Something stupid**

<table>
<thead>
<tr>
<th>find</th>
<th>go</th>
<th>have</th>
<th>know</th>
<th>love</th>
<th>think</th>
</tr>
</thead>
</table>
| I know I stand in line, until you 1 _____ you have the time  
To spend an evening with me  
And if we 2 _____ some place to dance, I 3 _____ that there's a chance  
You won't be leaving with me  
And afterwards we drop into a quiet little place  
And 4 _____ a drink or two  
And then I 5 _____ and spoil it all, by saying something stupid  
Like: I 6 _____ you |

<table>
<thead>
<tr>
<th>get</th>
<th>go</th>
<th>love</th>
<th>make</th>
<th>practise</th>
<th>wait</th>
</tr>
</thead>
</table>
| I 7 _____ every day to find some clever lines to say  
To 8 _____ the meaning come through  
But then I think I'll 9 _____ until the evening gets late  
And I'm alone with you  
The time is right, your perfume fills my head, the stars 10 _____ red  
And oh the night's so blue  
And then I 11 _____ and spoil it all, by saying something stupid  
Like: I 12 _____ you |

The time is right, etc.

b Listen again. What is the ‘something stupid’?

**Glossary**

- spend an evening = pass an evening
- chance = possibility
- won’t = will not (future)
- drop into = go into
- spoil = ruin, make something bad
- like = for example

- despise = hate
- lies = things that are not true
- heard = past simple of hear
- clever = intelligent
- come through = be clear
a) Which words have the same sound? Write them in the correct column.

stay
me
street
wait
by
cry
late	onight
meet
see
way
right

b) Listen and complete the song with pairs of rhyming words.

**Oh Pretty Woman**

Pretty woman, walking down the 1  
Pretty woman, the kind I like to 2  
Pretty woman  
I don't believe you, you're not the truth  
No one could look as good as you  
Mercy  
Pretty woman, won't you pardon 3  
Pretty woman, I couldn't help but 4  
Pretty woman  
That you look lovely as can be  
Are you lonely just like me?  
Pretty woman, stop a while  
Pretty woman, talk a while  
Pretty woman, give your smile to me  
Pretty woman, yeah yeah yeah  
Pretty woman, look my 5  
Pretty woman, say you'll 6 with me  
'Cause I need you, I'll treat you 7  
Come with me baby, be mine 8  

Pretty woman, don't walk on 9  
Pretty woman, don't make me 10  
Pretty woman, don't walk away, hey ... okay  
If that's the way it must be, okay  
I guess I'll go home, it's 11  
There'll be tomorrow night, but 12  
What do I see?  
Is she walking back to me?  
Yeah, she's walking back to me  
Oh, oh, Pretty woman

Glossary

lovely as can be = very beautiful  
mercy = don't make me suffer  
won't you pardon me = please forgive me  
I couldn't help but see = It was impossible not to see  
a while = a short time  
I'll treat you right = I'll be good to you  
walk on by = walk past without stopping  
If that's the way it must be = If that is the situation  
I guess I'll go home = I think I'll go home

Oh Pretty Woman was originally a big hit for the Texan Roy Orbison in 1964 but was a hit again in 1990 when it provided the inspiration for the title of the film Pretty Woman, starring Julia Roberts and Richard Gere.
Dancing Queen

You can sing, you can jive,
Having the time of your life
Watch that girl, watch that scene,
Dig in the Dancing Queen

Monday night and the lights are low
Looking out for the place to go
Where they play the right songs,
Getting in the swing
You come to look for a boyfriend

Anybody could be that guy
The night is young and the music’s low
With a bit of rock music, everything is great
You’re in the mood for a beer

And when you get the chance
You are the Dancing Queen, young and sweet,
only sixteen
Dancing Queen, feel the beat
from the tambourine, oh yeah
You can sing, you can jive,
Having the time of your life
Watch that girl, watch that scene
Dig in the Dancing Queen

You’re a teaser, you turn them off
Leave them burning and then you’re gone
Looking out for another, anyone will do
You’re in the mood for a coffee

And when you get the chance, etc.

Glossary
jive = a way of dancing
dig in = (informal) get ready
guy = (informal) man, boy
you’re in the mood for = you want, you feel like
chance = opportunity
tambourine = musical instrument
teaser = a person who flirts, provokes
anyone will do = it doesn’t matter who
a Complete sentences 1–9 with adjectives from the list.

afraid   bright   busy   chilly   dirty   dizzy   fine   lazy   safe

1 The opposite of dangerous is ______
2 When you feel ______, everything is going round in circles.
3 How are you? I'm ______ thanks.
4 Some people never travel by plane because they are ______ of flying.
5 Somebody who doesn't like working is ______.
6 The opposite of clean is ______.
7 The lights in a TV studio are always very ______.
8 When you have a lot of things you need to do, you are very ______.
9 Another way of saying quite cold is ______.

b Now listen to the song. Complete the gaps with an adjective. Some adjectives are used more than once.

Waterloo Sunset

1 _______ old river, must you keep rolling, flowing into the night
People so ______, make me feel ______,
Taxi light shines so ______
But I don't need no friends
As long as I gaze on Waterloo sunset I am in paradise

Every day I look at the world from my window,
But ______, ______ is the evening time
Waterloo sunset's ______

Terry meets Julie, Waterloo station, every Friday night
But I am so ______, don't want to wander,
I stay at home at night
But I don't feel ______
As long as I gaze on Waterloo sunset I am in paradise
Every day, etc.

Millions of people, swarming like flies round Waterloo underground,
But Terry and Julie cross over the river, where they feel ______ and sound
And they don't need no friends
As long as they gaze on Waterloo sunset, they are in paradise
Waterloo sunset's fine

c Read the song with glossary. Use the pictures to help you, too. Then listen to the song again. What impression do you get of

1 London?  3 Terry and Julie?
2 the singer?
Song  La Isla Bonita

a  Match the pictures with the sentences below.

b  Listen and complete the song with the right word.

<table>
<thead>
<tr>
<th>boy</th>
<th>days</th>
<th>fast</th>
<th>girl</th>
<th>island (x3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>samba</td>
<td>sea</td>
<td>siesta</td>
<td>sky</td>
<td>sun</td>
</tr>
</tbody>
</table>

La Isla Bonita

Last night I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young 1______ with eyes like the desert
It all seems like yesterday, not far away

Tropical the 2______ breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the 3______ played
The 4______ would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby

I fell in love with San Pedro
Warm wind carried on the 5______, he called to me 'Te dije te amo'
I prayed that the 6______ would last
They went so 7______

Tropical the 8______ breeze, etc.

I want to be where the sun warms the 8______
When it's time for 10______ you can watch them go by
Beautiful faces, no cares in this world
Where a 11______ loves a boy, and a boy loves a girl
Last night I dreamt of San Pedro
It all seems like yesterday, not far away

Tropical the 12______ breeze, etc.

Glossary

desert = a very dry place with sand
breeze = a light wind
wild = not controlled
long to = really want to
sting my eyes = make my eyes hurt
lullaby = song to make a child go to sleep
pray = ask God for something
warm (v) = make hot
face = front part of your head
cares = worries

La Isla Bonita was recorded by Madonna in 1986. Its Latin flavour helped to make it a big hit around the world.
Listen and underline the correct word in every pair.

The Best

I call you when I 1 need / see you
And my heart's on fire
You come to me, come to me
Wild and wired
You come to me, give me 2 everything / anything I need
You 3 give / bring a lifetime of promises
And a world of dreams
You speak the language of love
Like you know what it 4 feels / means
And it can't be 5 wrong / long
Take my heart and make it strong

You're simply the best
Better than all the rest
Better than 6 everyone / anyone
Anyone I ever met
I'm stuck on your heart
I hang on every word you 7 said / say
Tear us apart
Baby I would rather be 8 there / dead
In your 9 head / heart
I see the start
Of every 10 light / night and every day
And in your eyes I get lost
I get washed away
Just as long as I'm 11 here / there in your arms
I could be in no better place

You're simply the best, etc.

Each time you leave me I 12 losing control / start / stop
You're walking away with my heart and my soul
I 13 can / can't feel you even when I'm alone
Oh baby, don't go
Oh, you're the best, etc.

Glossary
on fire = burning
wild = not controlled
wired = electrified
simply = completely, absolutely
all the rest = all the other people
anyone = any other person

stuck on = connected to
hang on = wait for
tear us apart = separate us
I would rather = I would prefer
soul = spiritual part of a person

The Best was recorded in 1989 by Tina Turner. It was a big hit all over the world and is one of her best known songs.
**Quicktests**

**Instructions**
There are eight photocopiable Quicktests, one for each File 1-8. These test the Grammar, Vocabulary, and Pronunciation from the A, B, C, and D lessons. There is one mark for each answer so SS will get a total mark out of 50 for each test. Each test should take between 20 and 30 minutes.

**Answers**

1. Quicktest

**GRAMMAR**
1. a 1 b 2 c 3 b 4 b 5 c 6 a 7 a 8 b 9 c 10 b
2. b 11 1 16 aren’t / ‘re not
3. 12 What 17 Is
4. 13 are 18 His
5. 14 ‘is / ‘s 19 Our
6. 15 Where 20 an

**VOCABULARY**
7. a 1 seven 2 thirty 3 Thursday
8. 4 Polish 5 Ireland
9. b 6 glasses 7 stick 8 phone
10. 9 paper 10 card
11. c 11 Good 16 number
12. 12 meet 17 off
13. 13 from 18 Open
14. 14 spell 19 speak
15. 15 old 20 Read

**PRONUNCIATION**
16. a 1 door 2 Thursday 3 Monday
17. 4 what 5 their
18. b 6 Internet 7 Japanese 8 fifteen
19. 9 fifty 10 address

2. Quicktest

**GRAMMAR**
20. a 1 a 2 b 3 b 4 b 5 c 6 a 7 a 8 c 9 a 10 a
21. b 11 lives 16 do
22. 12 don’t 17 does
23. 13 has 18 Do
24. 14 doesn’t 19 an
25. 15 open 20 Who

**VOCABULARY**
26. a 1 watch 2 listen 3 play 4 eat
27. 5 read
28. b 6 men 7 women 8 children
29. 9 people
30. c 10 brother 11 husband
31. 12 grandfather 13 nephew
32. 14 uncle
33. d 15 in 16 retired / unemployed
34. 17 journalist 18 footballer 19 at
35. 20 cousin

**PRONUNCIATION**
36. a 1 cook 2 cinema 3 politician
37. 4 nephew 5 has
38. b 6 receptionist 9 politician
39. 7 grandmother 10 uniform
40. 8 husband

3. Quicktest

**GRAMMAR**
41. a 1 c 2 a 3 b 4 c 5 b 6 a 7 c 8 a 9 a 10 c
42. b 11 ‘s / ‘s 12 It’s 13 at 14 What
43. 15 Then 16 never 17 ever 18 in
44. 19 on 20 at

**VOCABULARY**
45. a 1 easy 2 cheap 3 dirty 4 ugly
46. 5 short
47. b 6 March 7 August 8 third
48. 9 seventh 10 spring
49. c 11 very 16 go
50. 12 hungry 17 watch
51. 13 have 18 every
52. 14 Do 19 times
53. 15 up 20 date

**PRONUNCIATION**
54. a 1 this 2 throw 3 shopping
55. 4 don’t 5 worried
56. b 6 beautiful 7 dangerous
57. 8 autumn 9 August 10 September

4. Quicktest

**GRAMMAR**
58. a 1 b 2 c 3 b 4 c 5 b 6 a 7 b 8 a 9 b 10 a
59. b 11 speak 16 us
60. 12 can’t 17 me
61. 13 watching 18 it
62. 14 going 19 Whose
63. 15 him 20 yours/ours

**VOCABULARY**
64. a 1 dance 6 give
65. 2 wait 7 use
66. 3 take 8 go
67. 4 ride 9 sing
68. 5 play 10 draw / paint
69. b 11 take 16 with
70. 12 for 17 the
71. 13 on 18 song
72. 14 on 19 orchestra
73. 15 Why 20 lyrics

5. Quicktest

**GRAMMAR**
74. a 1 c 2 b 3 c 4 a 5 c 6 b 7 a 8 b 9 b 10 c
75. b 11 was 16 stopped
76. 12 were 17 do
77. 13 Did 18 went
78. 14 watched 19 wore
79. 15 studied 20 go

**VOCABULARY**
80. a 1 writer 2 musician 3 artist
81. 4 leader 5 politician
82. b 6 left 7 said 8 slept 9 thought
83. 10 could
84. c 11 get 12 have 13 go 14 get
85. 15 have
86. d 16 We didn’t go out last night.
87. 17 I started learning English three years ago.
88. 18 She didn’t come to class yesterday afternoon.
89. 19 We went out on Friday night.
90. 20 My sister got married last year.

**PRONUNCIATION**
91. a 1 bought 2 came 3 said
92. 4 drove 5 could
93. b 6 president 7 composer
94. 8 journey 9 ago 10 inspector
GRAMMAR
a 1 b 2 c 3 a 4 b 5 c 6 c
7 b 8 b 9 a 10 b
b 1 a 2 any 3 were 4 There
5 is 6 watching 7 isn’t
8 doing 9 goes 10 do

VOCABULARY
a 1 bathroom 4 dining room
2 kitchen 5 garage
3 living room
b 6 a sofa 9 shelves
7 a fridge 10 a cooker
8 a carpet
c 11 chemist’s 14 station
12 bridge 15 art gallery
13 post office
d 16 next 17 front 18 with
19 make 20 bark

PRONUNCIATION
a 1 there 2 near 3 wrong
4 fringe 5 ghost
b 6 sofa 7 hospital
8 department store 9 mirror
10 behind

GRAMMAR
a 1 c 2 c 3 b 4 b 5 a 6 a
7 a 8 c 9 b 10 c
b 11 some 16 're / a're
12 an 17 Are
13 lot 18 be
14 much 19 are
15 to 20 it's

VOCABULARY
a 1 have 2 drink 3 do 4 go
5 stay 6 see 7 say 8 fall/be
9 get 10 be
b 11 meat 14 oil
12 rice 15 lettuce
13 pasta
c 16 for 17 Next 18 Tomorrow
19 breakfast 20 vegetables

PRONUNCIATION
a 1 bread 2 meat 3 sugar
4 peas 5 rice
b 6 pineapple 9 biscuits
7 tomatoes 10 potatoes
8 chocolate

---

End-of-course test

Instructions
The End-of-course test is a test of all of the Grammar, Vocabulary, and Pronunciation from the A, B, C, and D lessons. It also includes Reading, Listening, and Writing.

Grammar
25 marks one mark for each answer
Vocabulary
25 marks one mark for each answer
Pronunciation
10 marks one mark for each answer
Reading
10 marks one mark for each answer
Listening
10 marks one mark for each answer
Writing
10 marks We suggest you allocate 6 marks for grammar, vocabulary, and spelling, and 4 marks for content, presentation, and layout.
Speaking
10 marks Either give a mark for their speaking during the course, or use Communicative activity Revise & Check on p.219 as an oral test. Give SS a mark out of 10.

Answers

GRAMMAR
a 1 c 2 b 3 c 4 a 5 c 6 c
7 a 8 b 9 a 10 c 11 c 12 c
13 b 14 a 15 b
b 16 Her 21 see
17 does 22 are
18 me 23 any
19 were 24 much
20 didn’t 25 well

VOCABULARY
a 1 French 6 August
2 fifty 7 third
3 daughter 8 bought
4 musician 9 vegetables
5 cheap
b 10 do 14 go
11 play 15 have
12 get 16 wear
13 eat/have 17 wait
c 18 key 22 fridge
19 identity card 23 garage
20 pilot 24 chemist's
21 dirty 25 post office

PRONUNCIATION
a 1 word 2 weather 3 their
4 worse 5 big
b 6 fifteen 7 behind 8 Chinese
9 expensive 10 October

READING
a 1 False 6 False
2 False 7 True
3 False 8 True
4 True 9 False
5 False 10 False

LISTENING
a 1 b 2 c 3 b 4 c 5 a
b 6 train 9 15.50 / 3.50 p.m.
7 150 euros 10 midnight
8 Friday
(For tapescripts, see p.136)
**GRAMMAR**

**a** Circle a, b, or c.

Example: My name ______ David.

- a am  b is  c are

1. Maria is a student. ______'s in Class 4.
   - a He  b She  c It
2. Are you English?
   - ______
   - a Yes, I'm  b No, I not  c Yes, I am
3. They ______ from Milan, they're from Rome.
   - a not are  b aren't  c isn't
4. Mr Jamieson is the director. That's ______ room.
   - a her  b his  c he
5. Pavel and Marc are in class 7. ______ teacher is Sally.
   - a They're  b Her  c Their
6. ______ name?
   - a your  b you  c his
7. ______ What are those?
   - a They're  b She's  c Those
8. ______ watches  b watch  c watches
9. Egypt and Morocco are African ______.
   - a country's  b country  c countries
10. ______ cars are Japanese.
    - a This  b These  c That

**b** Complete the sentences.

Example: I'm English. I'm from London.

11. Hello. ______ you're Mike.
12. ______ your name?
13. ______ you?
14. He ______ in Class 2.
15. ______ are you from?
16. We ______ German, we're French.
17. ______ your mother Scottish?
18. He's from Mexico. ______ name's Pablo.
19. We're new students. ______ names are Jan and Kasia.
20. A ______ that?
    B It's ______ umbrella.

**VOCABULARY**

**a** Write the missing word.

Example: one, two, ______

1. ten, nine, eight, ______
2. twenty, ______, forty, fifty
3. Tuesday, Wednesday, ______
4. China - Chinese; Poland - ______
5. Scotland - Scottish; ______ - Irish

**b** Complete the objects with a word from the list.

book card name number phone player

Example: address book

6. CD ______ 9. first
7. phone ______ 10. identity
8. mobile ______

**c** Complete with one word.

11. ______ morning. How are you?
12. A I'm Kay.  B Nice to ______ you.
14. A How do you ______ your name?
17. ______ your mobile phone.
18. ______ your books on page 76, please.
19. Please don't ______ Italian. This is an English class.
20. ______ the text on page 12.

**PRONUNCIATION**

**a** Write the words from the list in the chart.

<table>
<thead>
<tr>
<th>door</th>
<th>Monday</th>
<th>their</th>
<th>Thursday</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>board</th>
<th>her</th>
<th>umbrella</th>
<th>not</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**b** Underline the stressed syllable.

Example: afternoon

6. Internet  8. fifteen  10. address
7. Japanese  9. fifty

Total 50
GRAMMAR

a Circle a, b, or c.

Example: My name is David.
   a is  b are  c are

1 Neil and Angela go to the cinema every weekend.
   a go  b goes  c go

2 My brother studies economics at university.
   a studies  b study  c study

3 A Does Jane live with her mother?
   B a Yes, she likes  b Yes, she does  c Yes, she is

4 Where does he work?
   a he works  b does he work  c does he works

5 Do your teacher speak Spanish in class?
   a Do your teacher  b Your teacher does  c Does your teacher

6 A What is the boy?
   B They’re doctors.
   a do they do  b they do  c do they work

7 A Who’s that boy?
   B He’s a/b the brother of Chloe.  c Chloe’s brother

8 Is that a/the your parents’ car?
   b your parent’s car  c your parents’ car

9 He’s a/b the boyfriend of my sister.
   b my sister’s boyfriend  c the boyfriend of my sister

10 This is the end of the exercise.
   a the end of the exercise  b the exercise’s end  c the end’s exercise

b Complete the sentences.

Example: I’m English. I’m from London.

11 I live in London but my sister is in New York.

12 We drive to work, we go by bike.

13 My mother has three sisters.

14 He’s a work. He’s retired.

15 The shops open at 9.30 a.m. and close at 6.00 p.m.

16 Where do you live?

17 What does your brother do?

18 Do your parents have a car?

19 My boyfriend’s an engineer.

20 A’s that woman?
   B She’s Sandra’s aunt.

VOCABULARY

a Write the missing verb.

Example: speak German

1  TV
2  to the radio
3  the guitar
4  fast food
5  the newspaper

b Write the plurals.

Example: book books

6 man  8 child
7 woman  9 person

C Write the missing words.

Example: mother father

10 sister  13 niece
11 wife  14 aunt
12 grandmother

d Complete with one word.

15 Do you work in an office?
16 I don’t have a job. I’m
17 She’s a . She works for The Times newspaper.
18 He’s a . He plays for Manchester United.
19 My niece is 13. She’s at school.
20 My aunt’s daughter is my

PRONUNCIATION

a Write the words from the list in the chart.

Example: afternoon

6 receptionist
7 grandmother
8 husband
9 politician
10 uniform
GRAMMAR

a Circle a, b, or c.
Example: My name ______ David.
    a am b is c are
  1 This is a ______
    a very house nice b house very nice
c very nice house
  2 Do you like my ______?
    a new boots b news boots c boots new
  3 A What's the time?
    B ______
    a It's past half four b It's half past four
c It's four past half
  4 What time ______?
    a get you home b you get home
c do you get home
  5 What time ______ Louisa get up in the morning?
    a do b does c is
  6 ______ to bed late.
    a We usually go b We usually are
c We go usually
  7 The boss is angry with me. ______
    a I always late b I'm late always
c I'm always late
  8 He ______ on Saturdays.
    a never works b doesn't never work
c works never
  9 I never study ______ the evening.
    a in b on c at
  10 All my family go home ______ Christmas.
    a on b in c at

b Complete the sentences.
Example: I'm English. I'm ______ London.
  11 A What ______ the time?
  12 B ______ eight o'clock
  13 Our daughter always wakes up ______ half past five.
  14 A ______ time do you get up in the morning?
    B 7.00 p.m.
  15 I have a shower. ______ I have breakfast.
  16 He's ______ late for class. He's always on time.
  17 I'm very healthy. I'm hardly ______ ill.
  18 I only drink coffee ______ the morning.
  19 I work in a bar ______ Saturday evenings.
  20 My wife is a doctor. She often works ______ night.

VOCABULARY

a Write the opposite adjectives.
Example: big small
  1 difficult 4 beautiful
  2 expensive 5 tall
  3 clean ______

b Write the missing word.
Example: one, two, three
  6 January, February, ______
  7 June, July, ______
  8 first, second, ______
  9 fifth, sixth, ______
  10 autumn, winter, ______

c Complete with one word.
  11 It's a good restaurant and it isn't ______ expensive.
  12 A Do you want a sandwich?
     B No, thanks. I'm not ______.
  13 I never ______ breakfast in the morning.
  14 ______ your homework before you go to bed.
  15 He always wakes ______ two or three times at night.
  16 When the class finishes I ______ home.
  17 My parents never ______ TV.
  18 I get up early ______ day.
  19 They go on holiday three ______ a year.
  20 A What's the ______ today?
     B the second of April.

PRONUNCIATION

a Write the words from the list in the chart.
  don't shopping this throw worried

<table>
<thead>
<tr>
<th>the</th>
<th>Thursday</th>
<th>job</th>
<th>go</th>
<th>son</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

b Underline the stressed syllable.
Example: afternoon
  6 beautiful
  7 dangerous
  8 autumn
  9 August
  10 September
GRAMMAR
a Circle a, b, or c.
   Example: My name _____ David.
   a am  b is  c are
   1 _____ help me? I'm lost.
   a You can  b Can you  c Can you to
   2 She _____ drive. She walks to work.
   a doesn't can  b can't to  c can't
   3 A Do you like shopping?
      B _____.
      a Yes, I like  b Yes, I love it  c No, I do
   4 Fiona hates _____ up early.
   a getting  b get  c getting
   5 She doesn't like _____ alone.
   a live  b living  c liveing
   6 I don't like _____ I think she's a terrible actress.
   a her  b him  c them
   7 The children are very quiet. I can't hear _____.
   a they  b them  c their
   8 Is that _____ book?
   a your  b yours  c you
   9 They have a cat. _____ name is Felix.
   a It's  b It's  c Their
   10 Martha and Dick live in London, but I don't know _____ address.
   a their  b theirs  c hers

b Complete the sentences.
   Example: I'm English. I'm from London.
   11 I can _____ three languages.
   12 You _____ park here. It's 'No Parking'.
   13 My mother hates football on TV.
   14 Emily loves _____ to the cinema.
   15 Carl loves Molly but she doesn't love _____.
   16 We can't find our hotel. Can you help _____?
   17 I love you but you don't love _____.
   18 A What do you think of this music?
       B I like _____.
   19 A _____ is that bag?
       B It's mine.
   20 A Are these coats _____?
       B No, they're not. Ours are black.

VOCABULARY
a Write the missing verb.
   Example: speak German
   1 _____ the tango
   2 _____ for the bus
   3 _____ photos
   4 _____ a bike
   5 _____ chess
   6 _____ someone a present
   7 _____ a computer
   8 _____ out together
   9 _____ karaoke
   10 _____ a picture

b Complete with one word.
   11 Don't forget _____ your umbrella when you go to London.
   12 I can't find my glasses. Help me to look _____ them.
   13 It's very dark in here. Please turn _____ the lights.
   14 Can I try _____ these jeans please?
   15 A _____ don't you like the book?
       B Because it's boring.
   16 In Pretty Woman Richard Gere falls in love _____ Julia Roberts.
   17 Can you play _____ piano?
   18 My father's favourite _____ is Imagine by John Lennon.
   19 He's a violinist. He plays in an _____.
   20 I like this group's music but I can't understand their _____.

PRONUNCIATION
a Write the words from the list in the chart.

   cinema  clothes  leave  mine  thanks
   thing  his  me  no  money

   1  2  3  4  5

b Underline the stressed syllable.
   Example: afternoon
   6 shopping
   7 classical
   8 travel
   9 instrument
   10 basketball

Total 50
GRAMMAR
a Circle a, b, or c.

Example: My name _____ David.
    a am  b is  c are

1 Chopin and Mozart _____ famous composers.
    a is  b was  c were

2 _____ your mother born in India?
    a Were  b Was  c Is

3 Joan of Arc _____ English. She was French.
    a doesn't  b weren't  c wasn't

4 He _____ work yesterday. He was ill.
    a didn't  b doesn't  c wasn't

5 They _____ tennis yesterday.
    a played  b plays  c played

6 I _____ last night.
    a not cooked  b didn't cook  c didn't cooked

7 A What _____ on Friday night?
    B I went out with my friends.
    a did you do  b did you  c you did

8 Did you _____ a good time?
    a had  b have  c has

9 I _____ my boyfriend yesterday. He was in London.
    a didn't saw  b didn't see  c don't see

10 He _____ me some beautiful flowers for my birthday.
    a buy  b buyed  c bought

b Complete the sentences.

Example: I'm English. I'm from London.

11 Washington _____ the first American president.

12 A Where _____ you born?
    B In Liverpool.

13 A _____ you book your tickets on the internet?
    B No, I didn't.

14 We _____ TV last night.

15 A Did you study French at school?
    B No, I _____ German.

16 The bus didn't stop in Lyon. It only _____ in Paris.

17 A What did you _____ on Saturday night?
    B I went to a party.

18 I _____ to a Japanese restaurant yesterday.

19 A What did you wear?
    B I _____ my new jacket.

20 I didn't _____ out last night. I was very tired.

VOCABULARY
a Write the person.

Example: act  actor

1 write _____  4 lead _____

2 music _____  5 politics _____

3 art _____

b Write the past simple.

Example: go  went

6 leave _____  9 think _____

7 say _____  10 can _____

8 sleep _____

c Write have, go, or get.

Example: have a shower

11 _____ dressed

12 _____ a drink

13 _____ out on a Friday night

14 _____ an e-mail

15 _____ breakfast

d Cross out the wrong expression.

Example: I didn't go to work yesterday / the yesterday.

16 We didn't go out last night / the last night.

17 I started learning English ago three years / three years ago.

18 She didn't come to class yesterday afternoon / the last afternoon.

19 We went out on Friday night / the Friday night.

20 My sister got married the last year / last year.

PRONUNCIATION
a Write the words from the list in the chart.

bought  came  could  drove  said

wore  made  went  spoke  took

1  2  3  4  5

b Underline the stressed syllable.

Example: afternoon

6 president

7 composer

8 journey

9 ago

10 inspector

Total 50

235
GRAMMAR

a Circle a, b, or c.
Example: My name ______ David.
   a am  b is  c are
1 How many bedrooms ______ in your flat?
   a is there  b are there  c there are
2 There are ______ glasses in the cupboard.
   a any  b a  c some
3 ______ many guests in the hotel.
   a There weren’t  b They weren’t  c There wasn’t
4 ______ a very noisy party in the street last night.
   a There is  b There was  c There were
5 ______ any good programmes on TV yesterday?
   a Was there  b Are there  c Were there
6 What ______?
   a you are doing  b you doing  c are you doing
7 She ______ lunch.
   a is make  b is making  c is making
8 A What does he do?
   B ______
   a He’s reading  b He’s a student  c Yes, he does
9 My sister ______ on Friday nights.
   a usually goes out  b is usually going out
   c goes usually out
10 A Where’s Ann?
   B She’s in the bathroom.
   a She has a shower  b She’s having a shower
   c She having a shower

b Complete the sentences.
Example: I’m English. I’m from London.
11 There’s ______ big table in the living room.
12 There aren’t ______ chairs.
13 How many people ______ there in class yesterday?
14 ______ wasn’t a bar in the hotel.
15 ______ your brother working at the moment?
16 Don’t make a noise! Your father’s ______ TV.
17 She ______ drinking vodka! It’s water.
18 A What’s Mark ______?
   B He’s playing tennis.
19 Simon usually ______ to bed early.
20 A What does he ______?
   B He’s a pilot.

VOCABULARY

a Write the rooms in the house.
Example: The room where you sleep ______
   1 The room where you have a shower ______
   2 The room where you cook ______
   3 The room where you relax and watch TV ______
   4 The room where you have dinner ______
   5 The place where you leave your car ______

b Write the furniture.
Example: You sleep in this ______
   6 Two people can sit here ______
   7 You put food and drinks here ______
   8 You have this on the floor ______
   9 You put books etc on these ______
   10 You cook on this ______

C Write the places.
Example: A place where you can see old things ______
   11 A place where you can buy medicine ______
   12 A place where you go over a river ______
   13 A place where you can buy stamps ______
   14 A place where you get a train ______
   15 A place where you can see famous paintings ______

d Complete with one word.
16 There’s a small table ______ to the bed.
17 There’s a plant in ______ of the window.
18 Don’t argue ______ me!
19 Our neighbours always ______ a lot of noise
20 My dogs always ______ when they see the postman.

PRONUNCIATION

a Write the words from the list in the chart.

<table>
<thead>
<tr>
<th>fridge</th>
<th>ghost</th>
<th>near</th>
<th>there</th>
<th>wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>eë</td>
<td>ë</td>
<td>r</td>
<td>dʒ</td>
<td>g</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>stairs</th>
<th>here</th>
<th>road</th>
<th>job</th>
<th>garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

b Underline the stressed syllable.
Example: afternoon

6 sofa    9 mirror
7 hospital 10 behind
8 department store

Total 50
GRAMMAR

a Circle a, b, or c.

Example: My name _____ David.
   a am  b is  c are
1 Is there _____ milk in the fridge?
   a a  b an  c any
2 There are _____ chairs in the kitchen.
   a any  b an  c some
3 I don't want _____ coffee, thanks.
   a some  b any  c many
4 _____ cigarettes do you smoke a day?
   a How much  b How many  c How
5 _____ water do you drink?
   a How much  b How many  c How
6 A How many oranges do you eat a week?
   B _____. I don't like oranges.
   a None  b Any  c A lot
7 I _____ a new car.
   a am going to buy  b go to buy  c am going buy
8 What _____ do next summer?
   a you are going to  b do you go to
   c are you going to
9 We _____ have a holiday this summer.
   a don't go to  b aren't going to  c aren't go to
10 A What do you think is going to happen?
   B I think _____ leave her husband.
   a she goes  b she's going  c she's going to

b Complete the sentences.

Example: I'm English. I'm from London.

11 We need _____ butter.
12 Do you want _____ apple?
13 They eat a _____ of fruit.
14 I don't drink _____ coffee – only two cups a day.
15 Is your brother going _____ go to university?
16 We _____ going to drive to Paris.
17 _____ you going to come and see us next summer?
18 I'm sure they're going to _____ very happy.
19 She _____ going to come. She's not well.
20 Take your umbrella. I think _____ going to rain.

VOCABULARY

a Write the verb.

Example: go on holiday
1 _____ coffee and toast for breakfast
2 _____ a lot of water
3 _____ sport or exercise
4 _____ shopping
5 _____ in a hotel
6 _____ the sights
7 _____ goodbye
8 _____ in love
9 _____ married
10 _____ lucky

b Complete the food words.

Example: I usually have toast for breakfast.

11 Vegetarians don't eat _____ in Japan and China.
12 They eat a lot of _____ in Japan and China.
13 Macaroni and spaghetti are kinds of _____.
14 In the Mediterranean they use a lot of _____.
15 People often put _____ in salads.

c Complete with one word.

16 Let's have ice cream _____ dessert.
17 It's January. _____ month is February.
18 Today is Monday. _____ is Tuesday.
19 I usually have coffee and toast for _____
20 Peas and carrots are my favourite _______

PRONUNCIATION

a Write the words from the list in the chart.

<table>
<thead>
<tr>
<th>bread</th>
<th>meat</th>
<th>peas</th>
<th>rice</th>
<th>sugar</th>
<th>when</th>
<th>see</th>
<th>mushrooms</th>
<th>eggs</th>
<th>sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

b Underline the stressed syllable.

Example: afternoon

6 pineapple
7 tomatoes
8 chocolate
9 biscuits
10 potatoes
GRAMMAR

a. Circle a, b, or c.
   Example: My name is David.
   a am b is c are
   1 Today is than yesterday.
     a cold b more cold c colder
   2 My sister is than me.
     a prettier b prettier c more pretty
   3 A Porsche is than a Seat.
     a expensiver b more expensive c most expensive
   4 What’s river in the world?
     a the longest b the longer c longest
   5 This is restaurant I know.
     a the better b the goodest c the best
   6 People say rugby is sport.
     a the dangerous b the more dangerous c the most dangerous
   7 She learn Spanish.
     a ’d like to b likes c like to
   8 to go skiing?
     a Would you like b Do you like c You would like
   9 My brother speaks French
     a very good b very well c very goodly
   10 The Americans don’t drive very
     a fast b fastly c faster

b. Complete the sentences.
   Example: I’m English. I’m from London.
   11 Martin is taller James.
   12 Russian is difficult, but Chinese is difficult.
   13 She’s the intelligent girl in the class.
   14 Everest is the highest mountain the world.
   15 She like to go up in a balloon. She hates flying.
   16 A Would you like to drive a Ferrari?
     B Yes I’d love
   17 you like cooking?
   18 you like to learn to cook well?
   19 You speak very fast. Can you speak more , please?
   20 I can’t understand him. He speaks English very

VOCABULARY

a. Write the opposite comparative.
   Example: hotter colder
   1 richer 4 sadder
   2 smaller 5 better
   3 cheaper

b. Write the opposite superlative.
   Example: the biggest the smallest
   6 the coldest
   7 the most difficult
   8 the worst
   9 the shortest
   10 the ugliest

c. Write the opposite adverb.
   Example: healthily unhealthy
   11 slowly
   12 loudly
   13 well
   14 safely

d. Complete with one word.
   15 A What’s the like?
     B It’s hot and sunny.
   16 It a lot in Siberia in the winter.
   17 It was very last night. Some trees fell down.
   18 If you want to pass the exam, you need to work
   19 This is a present you.
   20 He’d like to learn to a plane.

PRONUNCIATION

a. Write the words from the list in the chart.
   carefully fast healthy stylish world
   
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>high</td>
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<td>square</td>
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<td></td>
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<tr>
<td>hard</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>learn</td>
<td></td>
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</tbody>
</table>

b. Underline the stressed syllable.
   Example: afternoon
   6 popular
   7 generous
   8 beautifully
   9 fantastic
   10 imagine
**GRAMMAR**

a Circle a, b, or c.

1. Where ___ from?
   - a she is  
   - b are she  
   - c is she

2. A What’s ___?
   - B It’s a statue.
     - a those  
     - b that  
     - c these

3. The film ___ at 10.30 p.m.
   - a finish  
   - b finishes  
   - c finishes

4. They ___ any foreign languages.
   - a don’t speak  
   - b doesn’t speak  
   - c not speak

5. Is she your ___?
   - a brothers’ girlfriend  
   - b girlfriend’s brother  
   - c brother’s girlfriend

6. I like your ___.
   - a shoes new  
   - b new shoes  
   - c new shoes

7. My father ___ TV.
   - a never watches  
   - b watches never  
   - c never watch

8. She ___ drive very well.
   - a don’t can  
   - b can’t  
   - c can’t to

9. I don’t like ___ late at night.
   - a studying  
   - b studying  
   - c study

10. A Is that Mark and Anna’s house?
    - B No, ___ is at the end of the road.
      - a his  
      - b their  
      - c theirs

11. A Where’s Dad?
    - B He’s in the kitchen. He ___ the dinner.
      - a makes  
      - b making  
      - c is making

12. What ___ do next summer?
    - a you are going  
    - b are you going  
    - c are you going to

13. Angela is ___ person in the class.
    - a the taller  
    - b the tallest  
    - c the most tall

14. ___ see a film tonight?
    - a Would you like to  
    - b Do you like  
    - c Would you to

15. Have you ever ___ Paris?
    - a been  
    - b been to  
    - c to be

b Complete the sentences.

16. She’s French. ___ name’s Sandrine.

17. What time ___ your brother usually get up?

18. That’s my book. Give it to ___.

19. Where ___ you born?

20. I ___ go out last night because I had a lot of homework.

21. A I went to the cinema on Saturday night.
    - B What film did you ___?

22. How many rooms ___ there in this hotel?

23. Is there ___ water in the fridge?

24. How ___ water do you drink a day?

25. She’s a good driver. She drives very ___.

**VOCABULARY**

a Write the missing word.

1. Britain – British; France – ___

2. 20 – twenty; 50 – ___

3. father – son; mother – ___

4. act – actor; music – ___

5. big – small; expensive – ___

6. January, February; July, ___

7. 1st – first; 3rd – ___

8. go – went; buy – ___

9. apples – fruit; carrots – ___

b Write the missing verb.

10. ___ your homework

11. ___ the piano

12. ___ dressed

13. ___ cereal for breakfast

14. ___ to bed late

15. ___ a good time

16. ___ glasses

17. ___ for the bus

18. You’re in room 208. Here’s your ___.

19. When you travel to another country you need to ___ your passport or ___.

20. He’s a ___. He flies planes.

21. ___ these windows aren’t clean. They are very ___.

22. People usually put milk and fresh food in the ___.

23. A Did you put the car in the ___?
    - B No, I left it in the street.

24. You can buy aspirins or antibiotics in a ___.

25. You can buy stamps and send letters in the ___.

**PRONUNCIATION**

a Underline the word with a different sound.

1. /s/ saw  floor  thought  word

2. /l/ meet  weather  easy  cheap

3. /z/ their  work  nurse  dirty

4. /ʃ/ sugar  Polish  worse  she

5. /ʤ/ Japan  big  bridge  dangerous

b Underline the stressed syllable.

6. fifteen

7. behind

8. Chinese

9. expensive

10. October
READING

Read this newspaper article and circle the correct answer.

The long way home

A British couple went to France for the day – and they got home seven days later.

Everything began well for Mr and Mrs Long on their day trip to France. They went by train from London to Dover and got the ferry to Boulogne in France.

They went for a short walk around the town but they got completely lost. 'We walked and walked,' said Mrs Long, 'but we couldn’t find our way back to the ferry port.' They walked all night and finally a motorist picked them up and drove them to a small village. Here they caught a train to Paris. Their plan was to travel from Paris to London. But they caught the wrong train and the next morning they arrived in Luxembourg! They went to the police station for help, and two hours later the police put them on the train back to Paris. But the train divided into two and unfortunately they were in the wrong half, and they arrived in Basle in Switzerland! A lorry driver took them back to Paris and they went to the railway station again where they nearly got a train to Bonn in Germany. Finally, they got on the right train, and they arrived back in Boulogne a week after their 'short walk around the town.' Mr Long said, ‘This was our first trip abroad and probably our last!’

Example: Mr and Mrs Long are from France.

1. They wanted to spend a week in France. True / False
2. They flew from London to Dover. True / False
3. They caught the ferry from London to Boulogne. True / False
4. They went from Boulogne to a small village by car. True / False
5. They wanted to travel from Paris to London by car. True / False
6. They went to the police station in Paris. True / False
7. One half of the train went from Luxembourg to Paris. True / False
8. They went from Luxembourg to Switzerland by train. True / False
9. They went from Switzerland to Paris by train. True / False
10. Mr Long wants to go on holiday in France next year. True / False

LISTENING

a) Listen and circle the correct answer.

1. Her phone number is ______.
   a) 7734856
   b) 7734056
   c) 734056

2. He hates shopping for CDs.
   a) He likes shopping.
   b) He doesn’t like shopping.
   c) He doesn’t like shopping for clothes.

3. He was in bed from 9.00 a.m. to 10.30 p.m.
   a) He didn’t go out last night.
   b) He went out at about 10.00 p.m.
   c) He went out at 10.00 p.m.

4. Simon usually works on Saturdays.
   a) Simon isn’t busy this week.
   b) Simon is working today.
   c) Simon has never been to Portugal.

5. She has never been to Portugal.
   a) She went to Portugal last summer.
   b) She has been to Portugal three times.
   c) She has never been to Portugal.

b) Listen and write the correct answer in the space.

Destination: Dublin
Travel by: ______
Price of ticket: £ ______
Leave London on: ______ morning at 6.45 a.m.
Arrive in Dublin at: ______
Leave Dublin on: ______ Monday at 3.10 p.m.
Arrive in London at: ______

WRITING

Hello!
My name’s Jaime and I’m from Buenos Aires. I’m studying medicine at university. I live with my family – my parents and my two sisters. They’re younger than me, and they’re at school. In my free time I like watching football on TV, chatting on the Internet, and going out with my friends. Last weekend we went to see a football match. My team, River Plate, won 4–0. It was fantastic. Please write soon.

Answer Jaime’s e-mail. Give similar information about you.

SPEAKING

Total: 100
New
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