

OXFORD



fourth edition

# English File

Teacher's Guide

**A1/A2**  
Elementary

WITH TEACHER'S RESOURCES  
ON OXFORD PREMIUM  
for speakers of Spanish

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# Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>				
8	<b>A Welcome to the class</b>	verb <i>be</i> [+], subject pronouns: <i>I, you</i> , etc.	days of the week, numbers 0–20	vowel sounds, word stress
10	<b>B One world</b>	verb <i>be</i> [–] and [?]	countries, numbers 21–100	/ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress
12	<b>C What's your email?</b>	possessive adjectives: <i>my, your</i> , etc.	classroom language	/əʊ/, /uː/, /ɑː/, the alphabet, sentence stress
14	<b>Practical English Episode 1</b>	<b>checking in    V in a hotel</b>		<b>16 Workbook File 1</b>
<b>2</b>				
24	<b>A Are you tidy or untidy?</b>	singular and plural nouns	things, <i>in, on, under</i>	final -s and -es
26	<b>B Made in America</b>	adjectives	colours, adjectives, modifiers: <i>very / really, quite</i>	long and short vowel sounds
28	<b>C Slow down!</b>	imperatives, <i>let's</i>	feelings	linking
30	<b>Revise and Check 1&amp;2</b>			<b>32 Workbook File 2</b>
<b>3</b>				
38	<b>A Britain: the good and the bad</b>	present simple [+] and [–]	verb phrases: <i>cook dinner</i> , etc.	third person -s
40	<b>B 9 to 5</b>	present simple [?]	jobs	/ɜː/ and /ə/
42	<b>C Love me, love my dog</b>	word order in questions	question words	sentence stress
44	<b>Practical English Episode 2</b>	<b>buying a coffee    V telling the time</b>		<b>46 Workbook File 3</b>
<b>4</b>				
54	<b>A Family photos</b>	possessive 's, <i>Whose...?</i>	family	/ʌ/, the letter o
56	<b>B From morning to night</b>	prepositions of time ( <i>at, in, on</i> ) and place ( <i>at, in, to</i> )	daily routine	linking
58	<b>C Blue Zones</b>	position of adverbs, expressions of frequency	months, adverbs and expressions of frequency	the letter h
60	<b>Revise and Check 3&amp;4</b>			<b>62 Workbook File 4</b>
<b>5</b>				
68	<b>A Vote for me!</b>	<i>can / can't</i>	verb phrases: <i>buy a newspaper</i> , etc.	sentence stress
70	<b>B A quiet life?</b>	present continuous: <i>be + verb + -ing</i>	noise: verbs and verb phrases	/ŋ/
72	<b>C A city for all seasons</b>	present simple or present continuous?	the weather and seasons	places in London
74	<b>Practical English Episode 3</b>	<b>buying clothes    V clothes</b>		<b>76 Workbook File 5</b>
<b>6</b>				
84	<b>A A North African story</b>	object pronouns: <i>me, you, him</i> , etc.	words in a story	/aɪ/, /ɪ/, and /iː/
86	<b>B The third Friday in June</b>	<i>like + (verb + -ing)</i>	the date, ordinal numbers	/ð/ and /θ/, saying the date
88	<b>C Making music</b>	revision: <i>be</i> or <i>do</i> ?	music	/j/, giving opinions
90	<b>Revise and Check 5&amp;6</b>			<b>92 Workbook File 6</b>



SPEAKING	LISTENING	READING
saying hello, saying goodbye	recognizing names recognizing places and numbers	
<i>Where are you from? Where is it from? Where are they from?</i>	<i>Where are you from? Where is it from? Where are they from?</i> , numbers	
giving personal information	classroom language; understanding personal information	classroom language
Vocabulary: countries and nationalities Listening: Signing up for a language course	Pronunciation: contractions; consonants; /əʊ/ and /ɒ/	
saying where things are	listening for detail	
<i>describing things; the same or different?</i>		identifying paragraph headings
<i>What's the matter?</i>	inferring mood, understanding specific advice	
Vocabulary: opposite adjectives; be + feelings Pronunciation: /z/ and /ɪz/; city names Listening: In a room		
things I like and don't like about my country		identifying attitude
guess the job	understanding specific information	
getting to know somebody	identifying who's who	
Vocabulary: colloquial phrases; more jobs Pronunciation: third person -s; word stress Listening: Local customs in the UK		
talking about family	identifying the main / supporting information	
a typical weekend	inferring feelings	understanding specific information
retelling the main information in a short text	listening for detail	inferring information
Vocabulary: daily routine Pronunciation: consonant clusters; final -d; /h/ and /dʒ/ Listening: A Scotswoman in Spain		
talking about abilities	focusing on practical information	
spot the difference	identifying a situation from context	
the weather and seasons; what to do in London	the weather and seasons	finding specific information
Vocabulary: more verb phrases; the weather Pronunciation: can/can't; /n/ and /ŋ/ Listening: Weather forecasts		
reading habits, retelling a story	checking predictions	understanding a traditional story
favourite times	understanding dates	understanding feelings and opinions
music questionnaire; giving opinions	understanding specific information	
Vocabulary: story words; music Pronunciation: /aɪ/, /ɪ/, and /iː/; /θ/; dates Listening: The digital music industry		

		GRAMMAR	VOCABULARY	PRONUNCIATION
<b>7</b>				
98	<b>A Selfies</b>	past simple of be: <i>was / were</i>	word formation: <i>write &gt; writer</i>	sentence stress
100	<b>B Wrong name, wrong place</b>	past simple: regular verbs	past time expressions	-ed endings
102	<b>C Happy New Year?</b>	<i>past simple: irregular verbs</i>	<i>go, have, get</i>	sentence stress
104	<b>Practical English Episode 4</b>	<b>asking the way</b>	<b>V directions</b>	<b>106 Workbook File 7</b>
<b>8</b>				
114	<b>A A murder mystery</b>	past simple: regular and irregular	irregular verbs	past simple: verbs
116	<b>B A house with a history</b>	<i>there is / there are, some / any</i> ⊕ plural nouns	the house	/eə/ and /ɪə/
118	<b>C Room 333</b>	<i>there was / there were</i>	prepositions: place and movement	silent letters
120	<b>Revise and Check 7&amp;8</b>			<b>122 Workbook File 8</b>
<b>9</b>				
128	<b>A #mydinnerlastnight</b>	countable / uncountable nouns; <i>a / an, some / any</i>	food and drink	the letters <i>ea</i>
130	<b>B White gold</b>	quantifiers: <i>how much / how many, a lot of</i> , etc.	food containers	linking, /ʃ/ and /ə/
132	<b>Facts and figures</b>	comparative adjectives	high numbers	/ə/, sentence
134	<b>Practical English Episode 5</b>	<b>ordering a meal</b>	<b>V understanding a menu</b>	<b>136 Workbook File 9</b>
<b>10</b>				
144	<b>A The most dangerous place...</b>	superlative adjectives	places and buildings	consonant groups
146	<b>B Five continents in a day</b>	<i>be going to</i> (plans); future time expressions	city holidays	sentence stress
148	<b>C The fortune teller</b>	<i>be going to</i> (predictions)	verb phrases	word stress
150	<b>Revise and Check 9&amp;10</b>			<b>152 Workbook File 10</b>
<b>11</b>				
158	<b>A Culture shock</b>	adverbs (manner and modifiers)	common adverbs	understanding connected speech
160	<b>B Experiences or things?</b>	verb + <i>to</i> + infinitive	verbs that take the infinitive	weak <i>to</i> , sentence stress
162	<b>C How smart is your phone?</b>	definite article: <i>the</i> or no <i>the</i>	phones and the internet	<i>the</i>
164	<b>Practical English Episode 6</b>	<b>getting to the airport</b>	<b>V public transport</b>	<b>166 Workbook File 11</b>
<b>12</b>				
174	<b>A I've seen it ten times!</b>	present perfect	irregular past participles	sentence stress
176	<b>B He's been everywhere!</b>	present perfect or past simple?	learning irregular verbs	irregular past participles
178	<b>C The English File interview</b>	revision: question formation		
180	<b>Revise and Check 11&amp;12</b>			<b>182 Workbook File 12</b>
188	<b>Communication</b>	210 <b>Grammar Bank</b>	251 <b>Irregular verbs</b>	199 <b>Writing</b>



## SPEAKING

## LISTENING

## READING

selfies and photos

understanding the order of life events

*Did you...?; When was the last time?*checking predictions understanding  
the sequence of events

checking predictions

a memorable night

understanding extra information

understanding gist and detail

Vocabulary: *take, post, share; go, have, get* Pronunciation: past simple regular verbs; irregular verbs  
Listening: Street interviews

police interview

taking notes and comparing  
information

understanding events in a story

describing a house

using evidence to predict outcome

describing a room

understanding specific details

identifying paragraph topics

Vocabulary: the house; *in* and *on* Pronunciation: the letter *i*; more silent letters Listening: A haunted house

food diary for yesterday

hypothesizing about photos to prepare  
for listeninghow much salt and sugar do you  
have a day?

categorizing information

asking and answering quiz questions

understanding instructions

identifying section topics

Vocabulary: more food and drink; numbers Pronunciation: /e/, /i:/, and /ei/; /j/ and /s/ Listening: A healthy diet

tourist information

identifying paragraph endings

city holidays

using prior knowledge to predict  
stages, taking notes

making predictions

checking predictions

following the events of a story

Vocabulary: more places and buildings; holidays Pronunciation: /tʃ/ and /k/; s + consonant Listening: A tour guide

*Do you think people in your country...?*

understanding details

understanding opinions

talking about dreams and ambitions

scanning for information

phones and the internet

understanding habits and preferences

using visual clues to support  
understanding

Vocabulary: more adverbs; technology Pronunciation: /g/; word stress Listening: Students abroad

films, TV, and books

recognizing topic questions

*recently..., in your life...*

identifying key information

question formation

understanding biographical  
information

understanding topics

Vocabulary: books and films; achievements Pronunciation: past participles; /i:/, /ɪ/, and /ʌ/  
Listening: Successful language learners

# Course overview

## Introduction

Our aim with *English File fourth edition* has been to make every lesson better and to make the package more student- and teacher-friendly. As well as the main A, B, C Student's Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available. Don't forget to use these resources:

- videos that can be used in class in every File: Practical English, Video Listening, and Can you understand these people?
- Quick Tests and File Tests for every File, as well as Progress Tests, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course
- photocopiable Grammar and Communicative activities for every A, B, C lesson, and a Vocabulary activity for every Vocabulary Bank

**Online Practice** and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

## What do A1/A2 level students need?

We believe that in 9 out of 10 cases when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English.

## 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 *English File A1/A2* all three elements are given equal importance.

Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

## Grammar

- Clear and memorable presentations of new structures
- Regular and varied practice in useful and natural contexts
- 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 example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

## Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Accessible reference material

Every lesson focuses on high frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words.

Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**.

## Pronunciation

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns

A1/A2 level learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

### 4C Blue Zones

G position of adverbs, expressions of frequency V months, adverbs and expressions of frequency P the letter h

1 **VOCABULARY** months, adverbs and expressions of frequency

a 4.16 Complete the months in the phone diary. Listen and check.

b Listen again and repeat the months. Which five are stressed on the second syllable?

c Say the month of your birthday round the class.

d p.243 Vocabulary Bank Time Do Parts 2 and 3.

2 **GRAMMAR** position of adverbs, expressions of frequency

a Read the text about teenagers in the USA. Are teenagers in your country similar?

Look at the position of the highlighted words and expressions. Circle the correct rule.

- Adverbs of frequency (e.g. usually) go: before / after a main verb.
- Expressions of frequency (e.g. every week) go at the beginning / at the end of a phrase or sentence.

3 **PRONUNCIATION** the letter h

a 4.21 Listen to the words and sound. Then listen and repeat.

house	how	hardly	happy	healthy
	high	have	hungry	

b 4.22 Listen. Circle one word where h is not pronounced. Then practise saying the sentences.

Harry's a hairdresser.  
He hardly ever has breakfast.  
He's often in a hurry.  
He usually has half an hour for lunch.  
He often has a hamburger for dinner.  
Harry isn't very healthy.

c In pairs, make true sentences about you with the verb phrases and an adverb or expression of frequency.

be at home on Saturday night be in a hurry  
do housework go to the hairdresser have a healthy lunch  
have a hot bath sleep for eight hours

(I'm not usually at home on Saturday night.)

**SPEAKERS OF SPANISH**  
Go online for extra Pronunciation > /h/ and /dʒ/



## Speaking

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

*English File* motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts and listenings, and practising grammar and vocabulary orally. Every two Files, students can use **Online Practice** to record themselves doing a short task.

## Listening

- A reason to listen
- Confidence-building tasks
- Help with connected speech

The listenings in *English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

## Reading

- 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 *English File A1/A2* 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 and ability to generate discussion.

## Mediation

- Collaborative teamwork tasks in every File
- Texts, charts, and images for learners to extract and share understanding

The concept of mediation in the CEFR includes a range of communicative strategies and tasks that focus on how learners work together collaboratively, extract and share meaning from texts, and develop better understanding among themselves and others. *English File* promotes and develops mediation skills in a variety of ways in every File. Activities that develop mediation skills are highlighted in the teacher's notes, and the CEFR mapping document on Oxford Premium includes mediation descriptors mapped to every lesson. The mediation tasks in *English File* will help your learners develop the communication skills that build their '21st century skills'.

## Writing

- Clear models
- The 'nuts and bolts' of writing on a word and sentence level

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *English File A1/A2* provides guided writing tasks covering a range of writing types from a formal email to a social media post. Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

## Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The 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 storyline involving two main characters, Jenny (from New York) and Rob (from London). There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key 'Social English' phrases. On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

## Revision

- Regular review
- Motivating reference and practice material
- A sense of progress

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 the course. After every two Files there is a two-page Revise & Check section. The left-hand page revises the grammar, vocabulary, and pronunciation of each File. The right-hand page provides a series of skills-based challenges, including street interviews, 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. On **Online Practice**, for each File, there are three **Check your progress** activities. The first is a multiple choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a dictation related to the topic and the language of the File for students to practise the new language in context. Finally, there is a **Challenge** activity, which involves a mini-research project based on a topic from the File. Every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student's Book**.

# Course overview

## For students

### Combined Student's Book and Workbook

The Student's Book has 12 Files. Each File is organized like this:

#### A, B, and C lessons

Each File contains three two-page lessons which present and practise **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the C lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank**, **Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book.

#### Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches functional 'survival English' (for example language for checking into a hotel or ordering a meal) and also 'Social English' (useful phrases like *Nice to meet you*, *Let's go*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

#### Revise & Check

Every two Files (starting from File 2) there is a two-page section revising the **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking**. The 'Can you...?' section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

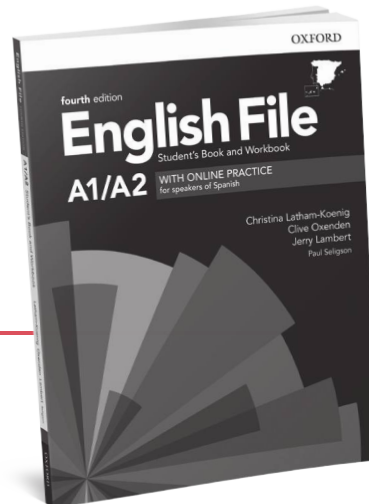
### Online Practice

For students to practise and develop their language and skills or catch up on a class they have missed.

- **Look again:** review the language from every lesson.
- **Practice:** extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves, get instant feedback, and try an extra challenge.
- **Interactive video** to practise the language from the Practical English lessons.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.

#### FOR SPEAKERS OF SPANISH

- Five extra online activities for every File to practise the key areas of Vocabulary, Pronunciation, and Listening skills that speakers of Spanish need.
- Extra online activities clearly signposted on the page, so students know when to go online.
- Students can download the Vocabulary and Grammar Pocket Book, with notes, examples, and translations, specially developed for speakers of Spanish.
- All Student's Book and Workbook audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.



#### The back of the Student's Book

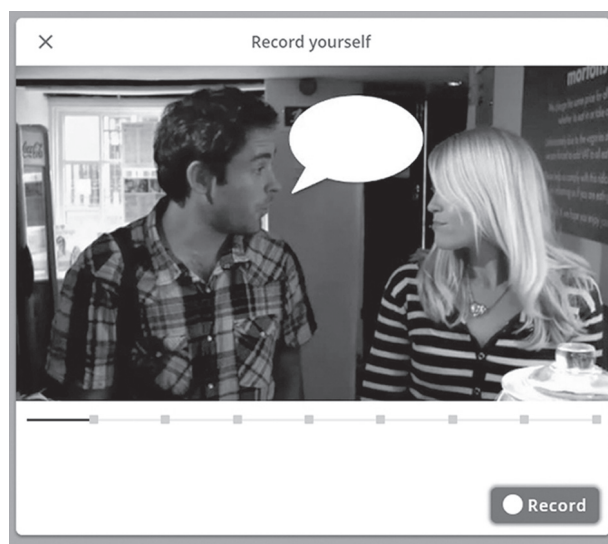
The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

**The Student's Book is also available as an eBook.**

#### Workbook

Interleaved with the Student's Book, File by File, for language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on Online Practice
- *Can you remember...?* exercises for students to check their progress



**Say It app**

**For students to learn and practise the sounds of English**

- Individual sounds
- Sounds in key words
- Speak and record functionality



## For teachers

### Teacher's Guide

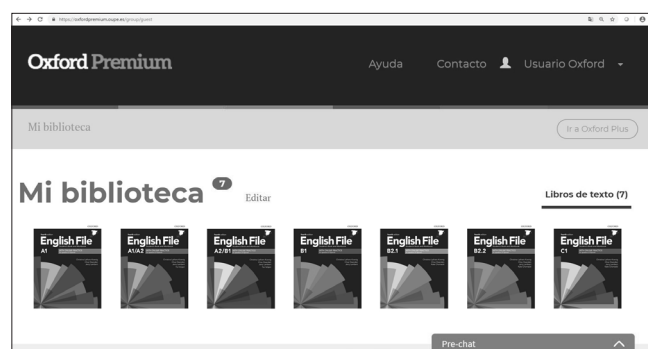
Step-by-step procedural notes for all the lessons including:

- an optional 'books-closed' lead-in for every lesson.
- **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 work with weaker students.
- **Extra ideas** for optional activities.

**FOR SPEAKERS OF SPANISH** References show you when there is extra material for your learners on Online Practice or in the downloadable Pocket Book.

All lesson plans include answer keys and audio scripts.

### Teacher's Resources on Oxford Premium



Oxford Premium offers teachers an invaluable range of resources, news, and features for your classes. You can access the site at [oxfordpremium.es](http://oxfordpremium.es). Go to Oxford Premium for:

- All the Student's Book and Workbook audio/video files and scripts
- Detailed lesson plans and answer keys from the Teacher's Guide
- Tests and assessment material, including: practice tests and extra material for students preparing for EOI tests; an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents and the *English File programación*
- A wide range of online tools and resources to create your own classroom materials
- Up-to-the-minute news articles on English and education
- Webinars from experts on current pedagogical topics
- Over 90 pages of photocopiable activities, including tips on how to use them, and customizable versions:

#### Grammar

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice

#### Communicative

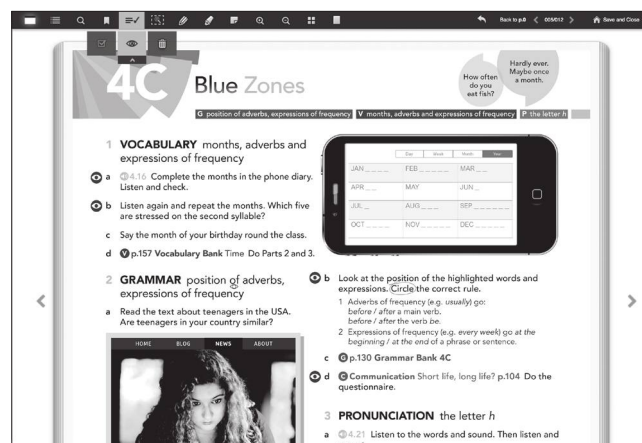
- Extra speaking practice for every A, B, C lesson

#### Vocabulary

- An activity for every Vocabulary Bank, which can be used in class or for self-study extra practice



### Classroom Presentation Tool



- The complete Student's Book and Workbook
- Photocopiable activities
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student's Book, Workbook and photocopiable activities
- Dyslexia-friendly texts



### Class audio

All the listening materials for the Student's Book can be found on **Teacher's Resources on Oxford Premium**, **Classroom Presentation Tool**, **Online Practice**, **Student's eBook**, and the **Class Audio CDs**.



### Video

#### Video listening

- Short documentary, drama, or animation for students at the end of even-numbered C lessons (2C, 4C, 6C, etc.)

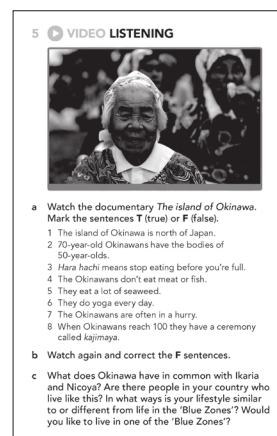
#### Practical English

- A unique series of videos that goes with the Practical English lessons in the Student's Book

#### Revise & Check video

- Street interviews filmed in London, New York, and Oxford to accompany the Revise & Check section

All the video materials for the Student's Book can be found on **Teacher's Resources on Oxford Premium**, **Classroom Presentation Tool**, **Online Practice**, **Student's eBook**, and the **Class DVD**.



- G** verb *be* [+], subject pronouns: *I, you*, etc.  
**V** days of the week, numbers 0–20  
**P** vowel sounds (/ɪ/, /i:/, /æ/, /e/, /eɪ/, /aɪ/), word stress

## Lesson plan

The context of this first lesson is a young man who meets a woman at a salsa class. He then introduces her to his friend, who clearly likes her and joins the class. The lesson starts with five conversations where Sts practise basic greetings, asking names, etc. They then focus on the grammar of the verb *be* in positive sentences and on subject pronouns. In Pronunciation, Sts are introduced to word stress and the *English File* system of teaching the sounds of English. Here they begin by focusing on six vowel sounds. There is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity, which pulls together the various strands of the lesson.

There is an Entry Test on the *Teacher's Resources on Oxford Premium* which you can give Sts before starting the course.

### More materials for speakers of Spanish

#### For teachers on Oxford Premium

##### Photocopiables

*Grammar* verb *be* [+], subject pronouns  
*Vocabulary* Days of the week / Numbers 0–20  
*Communicative* You say, you answer

##### Resources

Entry test  
 Tests for Escuelas Oficiales de Idiomas  
 Wordlists and additional teacher resources

#### For students

Workbook 1A  
 Online Practice 1A  
 Plus extra Pronunciation for speakers of Spanish: contractions  
 Grammar and Vocabulary Pocket Book

#### OPTIONAL LEAD-IN (BOOKS CLOSED)

Pre-teach conversation 2 in **b** by introducing yourself. Say *Hi / Hello, I'm (...)*, and ask three or four Sts *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 LISTENING & SPEAKING recognizing names

- a** 1.2 Books open. Focus on the people in the photo story. Then tell Sts to listen to the conversations and label the four people in pictures 1–4.  
 Play the audio once or twice if necessary.  
 Check answers.

**EXTRA SUPPORT** Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

**A** Carla **B** Matt **C** Sally **D** Ben

### 1.2

**C = Carla, M = Matt, S = Sally, B = Ben**

1

**C** Hello, everybody. Welcome to the class. I'm Carla. I'm your teacher.

2

**M** Hi, I'm Matt. What's your name?

**S** Sally.

**M** Sorry?

**S** Sally!

3

**M** What's your phone number?

**S** It's 07894 132 456.

4

**B** Hi, Matt.

**M** Hello. This is Sally. She's in my salsa class.

**B** Nice to meet you. My name's Ben.

**S** Nice to meet you, too.

**M** Bye, Sally.

**S** Goodbye, Matt. Bye, Ben.

5

**B** Hi, Sally.

**S** Ben! Are you in the salsa class, too?

**B** Yes, I am. How are you?

**S** I'm very well, thank you. And you?

**B** Fine, thanks. ... Great! You're my partner!

**S** Yes! See you later, Matt.

- b** Play the audio again for Sts to listen and complete the gaps. Point out that the first one (*name*) has been done for them. Play it again if necessary.

Check answers and write the words on the board.

2 Sorry 3 number 4 Hi 5 meet 6 you 7 thank  
 8 Fine

**EXTRA SUPPORT** Write the seven missing words in jumbled order on the board.

Finally, go through each line of the conversations eliciting / explaining the meaning of any words / phrases that Sts don't understand. You might want to tell Sts that nowadays some people say *I'm good* (instead of *I'm fine*. / *Fine*.) in answer to the question *How are you?*

- c** 1.3 Play the audio for Sts to listen and repeat. Encourage them to try to copy the rhythm of the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.

### 1.3

Same as script 1.2 with repeat pauses

**EXTRA IDEA** Put Sts in groups of three, and tell them to take roles (Sally, Matt, and Ben). Tell them to focus on the pictures and explain that they are going to act out the conversations. If there's time, get Sts to swap roles.

- d** Focus on the exercise. Explain that *Hello* and *Hi* mean the same, but *Hi* is more informal.  
 Get Sts, in pairs, to complete the gaps with words from the list. Check answers and highlight that the words / phrases on the right are more informal than those on the left.



My name's... = **I'm**    Very well = **Fine**    Thank you = **Thanks**  
Goodbye = **Bye**

**EXTRA SUPPORT** Write the phrases in the left-hand column on the board first.

**e** Focus on the example sentences in the speech bubbles.

**EXTRA CHALLENGE** 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*. Model and drill the phrase, and encourage Sts to try to copy the rhythm.

Tell Sts to imagine that they're at a party where they don't know anyone. Get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage them to shake hands, or use a locally appropriate gesture, say *Nice to meet you*, and say *Sorry?* if they don't hear the other student's name.

## 2 GRAMMAR verb *be* ⊕, subject pronouns

**a** Focus on the instructions and on the first sentence, *I am Carla*. Then read the second sentence, *I'm Carla*, and explain that *I'm* is the contraction of the two words *I* and *am*. Tell Sts that when people speak, they normally use contractions.

Give Sts a minute to complete the other four gaps and check answers.

2 **I'm** Matt.    3 My name's Ben.    4 You're my partner.  
5 She's in my salsa class.

**b** Tell Sts to go to **Grammar Bank 1A** on p.210. Explain that all the grammar rules and exercises are in this section of the book.

### Grammar notes

Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.

Highlight also that in English there is only one form of *you*, which is used for singular and plural, and for formal or informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

**EXTRA SUPPORT** If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level, it is unrealistic to expect Sts to fully understand grammar rules in English.

**1.4** Focus on the example sentences and play the audio for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially *You're* /jʊə/, *We're* /weə/, and *They're* /ðeə/. Then go through the rules with the class.

Now focus on the exercises for **1A** on p.211. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

**a**  
1 are    2 is    3 are    4 is    5 am    6 is    7 are    8 is    9 is  
10 am

**b**

1 It's...    2 They're...    3 I'm...    4 You're...

**c**

1 He's...    2 We're...    3 She's...    4 It's...    5 They're...

Tell Sts to go back to the main lesson **1A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

**c** **1.5** Play the audio and get Sts to listen and repeat the pronouns and contractions.

**1.5**

1 I, I'm	5 it, it's
2 you, you're	6 we, we're
3 he, he's	7 they, they're
4 she, she's	

**EXTRA SUPPORT** Write the words on the board so that Sts know what they are saying.

**d** **1.6** Focus on the example and tell Sts they're going to hear a full form of the verb and that they must say the contracted form.

Play the audio, pausing after each phrase, and elicit a response from the whole class.

**1.6**

1 I am (pause) I'm  
2 you are (pause) you're  
3 he is (pause) he's  
4 she is (pause) she's  
5 it is (pause) it's  
6 we are (pause) we're  
7 they are (pause) they're

Now repeat the activity with individual Sts.

**e** Point to a male student whose name you remember and say *He's* (*Antonio*). Then point to a female student and elicit *She's* (*María*).

Put Sts in pairs and ask them to continue naming other Sts, using *He's* / *She's*.

**f** Focus on the example sentences in the speech bubbles. Tell Sts to stand up and speak to the other Sts.

**FOR SPEAKERS OF SPANISH** **Pocket Book** Grammar: 1A verb *be* ⊕, subject pronouns

## 3 PRONUNCIATION vowel sounds, word stress

### Pronunciation notes

It is important to point out to Sts that with vowels (*a*, *e*, *i*, *o*, *u*), there is no one-to-one relation between a letter and a sound, e.g. the letter *e* can be pronounced in more than one way, e.g. *he*, *very*, and *they*. However, reassure your Sts that there are common combinations of letters which are usually pronounced the same way and these will be pointed out to them as the course progresses.

**a** **1.7** Focus on the **Vowel sounds** box and go through it with the class. Tell Sts that English has 20 vowel sounds, and that the *English File* pronunciation system has an example word to help them remember each sound. 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 show how words are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

Tell Sts that the two dots in the symbol /i:/ mean that it's a long sound.

Now tell Sts that diphthongs, e.g. /eɪ/ and /aɪ/, are two sounds together (/e/ and /ɪ/, /æ/ and /ɪ/).

Now focus on the example words in the column under each sound picture, e.g. *it, this, in*. Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g. say *fish, it, this, in; tree, he, we, meet*, etc.

Play the audio for Sts just to listen.

Now play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers.

See underlining in script 1.9

**EXTRA IDEA** If Sts have got dictionaries with them, for example on their phones, get them to look up a word, e.g. *airport*, and show them that stress is marked in dictionaries with an apostrophe before the stressed syllable, e.g. /'eəpɔ:t/. If not, copy a dictionary entry onto the board, or use an online dictionary entry if you have an interactive board.

- d Get Sts to copy the chart and write the words from **c** under the correct heading. Point out that the first one (*airport*) has been done for them.  
Get Sts to compare with a partner, and then check answers.

food	technology	places
pasta	computer	airport
pizza	email	hotel
salad	internet	museum
sandwich	website	university

- e Write the three categories on the board. Then give Sts, in pairs, one minute to try to add more English words to each column.  
Write their answers on the board. Underline the stressed syllable, and model and drill the correct pronunciation.

**FOR SPEAKERS OF SPANISH** **Online Practice** Pronunciation: contractions

**4 VOCABULARY** days of the week, numbers 0–20

- a **1.10** Focus on the picture and elicit that the two people are Ben and Sally.  
Play the audio for Sts to complete the gaps.  
Check answers.

**1.10**  
Ben See you on Saturday. Bye.  
Sally Bye, Ben.

- b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.234 and get them to do **Parts 1 and 2**. Explain that these pages (**Vocabulary Banks**) are their vocabulary section where they will first do the exercises, and will then have the pages for reference to help them learn and remember the words.  
Focus on **1 Days of the week** and get Sts to do **a** individually or in pairs.  
**1.11** Now do **b**. Play the audio for Sts to listen and check.  
Check answers.

**1.11**  
**Days and numbers, 1 Days of the week**  
Monday Tuesday Wednesday Thursday Friday Saturday Sunday

**1.7**  
See words and sounds in Student's Book on p.9

Now play the audio again for Sts to listen and repeat. Get Sts to repeat the first picture word (*fish*), then the sound (/ɪ/), and then the group of three words (*it, this, in*). However, you may wish to get Sts to repeat after each individual word rather than the group of three.

**EXTRA SUPPORT** If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

- b **1.8** Tell Sts they're going to hear ten words and that they must write them in their notebooks.  
Play the audio, pausing after each word to give Sts time to write.  
Check answers by getting Sts to write the words on the board.

**1.8**  
Hi Bye meet they he thanks we very this name

- c **1.9** Focus on the **Word stress** box and go through it with the class. Elicit / Explain the meaning of *syllable* (= units into which a word is divided).  
Now focus on the words. These are words that many Sts will probably already know, and some are 'international', e.g. *hotel, internet*. Write **AIRPORT** 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 *airport* both ways (*airport* and *airport*) and ask Sts which way they think is correct (*airport*). Underline **AIR** on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it isn't where they would expect it.

**!** Warn Sts that even if the same or a similar word exists in their language, the stress may be on a different syllable.

Play the audio once the whole way through for Sts just to listen.

**1.9**  
airport computer email hotel internet museum pasta pizza  
salad sandwich university website

Now either use the audio to drill the pronunciation of the days, or model and drill them yourself. Ask Sts where the stress is (always on the first syllable). Give further practice of any words your Sts find difficult to pronounce. Sts may have problems with *Tuesday* /'tʃu:zdeɪ/, *Wednesday* /'wenzdeɪ/, and *Thursday* /'θɜ:zdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowel sounds in *Tuesday* and *Thursday*.

**1.12** Now focus on the instructions for **c**, and play the audio for Sts just to listen.

**1.12**

See phrases in Student's Book on p.234

Highlight the stressed syllables (*weekend*, *weekday*, *today*, etc.). Elicit / Explain the meaning of any words Sts don't know.

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

Then focus on **Activation**. Get Sts to cover the days of the week with a piece of paper and say them in order. Now ask them *What day is it today? And tomorrow?*

Finally, go through the **Capital letters** box with the class.

Now focus on **2 Numbers 0–20** and get Sts to do **a** individually or in pairs

**Vocabulary notes**

Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

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

Check answers.

5 five 7 seven 11 eleven 12 twelve 15 fifteen  
18 eighteen 20 twenty

**1.13**

**2 Numbers 1–20**

zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Explain / Elicit that numbers 13–19 are stressed on the second syllable. Give further practice of any numbers your Sts find difficult to pronounce.

**!** When we count in a list, 1, 2, 3, 4, etc., we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g. *Room 13*, they are stressed on the second syllable. We recommend that you teach this pronunciation, as it is important for Sts to later distinguish between, e.g. 13 (*thirteen*) and 30 (*thirty*).

**EXTRA SUPPORT** Most Sts will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0 to 20. Then do the same counting backwards, starting from 20.

Now focus on **Activation**. Get Sts to cover the words with a piece of paper, leaving the numbers visible.

Finally, go through the **Phone numbers** box with the class. Highlight that 0 is usually pronounced /əʊ/ in telephone numbers, although *zero* can also be used.

Tell Sts to go back to the main lesson **1A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

**c 1.14** Focus on the example and tell Sts they will hear two words (days of the week or numbers), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class.

**1.14**

Monday, Tuesday, (pause) Wednesday  
eighteen, nineteen, (pause) twenty  
Tuesday, Wednesday, (pause) Thursday  
eight, nine, (pause) ten  
thirteen, fourteen, (pause) fifteen  
Friday, Saturday, (pause) Sunday  
Sunday, Monday, (pause) Tuesday  
ten, eleven, (pause) twelve  
sixteen, seventeen, (pause) eighteen

Now repeat the activity, eliciting responses from individual Sts.

**d** Model and drill the question. Get Sts to ask three Sts sitting near them. They should write down the phone numbers so that they can check them.

**!** Tell Sts they can invent their phone numbers if they prefer.

Get feedback from the class.

**FOR SPEAKERS OF SPANISH** **Pocket Book** Vocabulary: days of the week, numbers 0–20

**5 LISTENING & SPEAKING** recognizing places and numbers

**a 1.15** Focus on the six places (*airport*, *sandwich bar*, etc.) and make sure Sts understand them. Tell Sts they're going to listen to six short conversations. The first time they listen they should just try to understand where the conversation is taking place and write a number 2–6 in the boxes. Point out that the first one has been done for them.

**!** Make sure Sts write 2–6 in the boxes before the words *airport*, *sandwich bar*, etc., and not in the spaces, e.g. after *Gate number*.

Play the audio once for Sts to identify the place. Play again if necessary, and then check answers.

**EXTRA SUPPORT** Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

2 language school 3 airport 4 taxi 5 hotel 6 museum

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🔊 1.15

(script in Student's Book on p.204)

- 1 A A cheese and tomato sandwich, please.  
B That's five pounds twenty.
  - 2 A So, Anna, your classes are on Tuesday and Thursday mornings.  
B *Que?* Sorry?
  - 3 The British Airways flight to Rome is now boarding at Gate number nine.
  - 4 A Where to, madam?  
B Manchester Road, please. Number sixteen.
  - 5 A Here's your key, sir. Room twelve.  
B Thank you.
  - 6 A Here we are.  
B Oh no. It's closed.  
A Look, it says 'Closed on Monday'!
- 

- b Focus on the words on the right in **a**. Elicit / Explain the meaning of *Gate*, etc. Now tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation.

Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the gaps.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

1 sandwich bar	5 pounds <b>20</b>
2 language school	Classes on <b>Tuesday</b> and <b>Thursday</b> mornings
3 airport	Gate number <b>9</b>
4 taxi	<b>16</b> Manchester Road
5 hotel	Room <b>12</b>
6 museum	Closed on <b>Mondays</b>

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.204, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c 🔊 1.16 Focus on the examples and tell Sts they're going to hear a sentence and they must respond to it.

Play the audio, pausing after each sentence to elicit a response from the whole class.

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🔊 1.16

- 1 Hello. Nice to meet you. (*pause*)
  - 2 What day is it today? (*pause*)
  - 3 Hi. What's your name? (*pause*)
  - 4 What's your phone number? (*pause*)
  - 5 Bye. See you on Monday. (*pause*)
  - 6 Have a nice weekend. (*pause*)
  - 7 Hi. This is Anna. (*pause*)
  - 8 Hello. How are you? (*pause*)
- 

Now repeat the activity, eliciting responses from individual Sts.



**G** verb *be* [ ] and [ ]

**V** countries, numbers 21–100

**P** /ə/, consonant sounds /tʃ/, /f/, /dʒ/, word stress

## Lesson plan

The context of this lesson is the Olympics, a time when people from many nationalities gather together in one place. Sts complete their study of the verb *be* and learn how to say where they and other people are from. They start the lesson by learning vocabulary for countries and nationalities, and this language is then practised in a world quiz. Next, Pronunciation covers the schwa /ə/, a sound which occurs in many English words, and three consonant sounds, which are difficult for many nationalities. The Grammar section, *be* in negative sentences and questions, is then presented through three interviews between a journalist and sports fans from different countries. Sts then practise asking where people are from. There is then a second Vocabulary section where Sts learn numbers 21–100, and a Pronunciation and Listening section which focuses on word stress in numbers, and practises numbers through listening and playing *Bingo*.

### More materials for speakers of Spanish

#### For teachers on Oxford Premium

##### Photocopiables

*Grammar* verb *be* [ ] and [ ]

*Vocabulary* The world

*Communicative* Nationalities bingo

##### Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

##### For students

Workbook 1B

Online Practice 1B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: countries and nationalities

Grammar and Vocabulary Pocket Book

### OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the word **CONTINENT** on the board and elicit / teach its meaning. Ask Sts how many continents there are (*six*) and if they can name them (from largest to smallest: *Asia, Africa, North America, South America, Europe, Australia*). Answers to this question might differ as some people say there are five continents (counting North and South America as one); some also include *Antarctica*.

## 1 VOCABULARY countries

**a** **1.17** Books open. Focus on the four countries and make sure Sts know what they are.

Now tell Sts that they are going to hear music from these countries and they must write a number 1–4 in the boxes. Play the audio once for Sts to listen and complete the task. Check answers.

1 Scotland 2 Brazil 3 Mexico 4 Russia

### 1.17

1 *Scottish music*

2 *Brazilian music*

3 *Mexican music*

4 *Russian music*

**b** Tell Sts to go to **Vocabulary Bank Countries** on p.235.

Focus on **1 Continents** and get Sts to do **a** individually or in pairs.

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

Check answers.

### 1.18

#### Countries, 1 Continents

4 *Africa (pause)* African

5 *Asia (pause)* Asian

6 *Australia (pause)* Australian

3 *Europe (pause)* European

1 *North America (pause)* North American

2 *South America (pause)* South American

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **c**. Get Sts to cover the words with a piece of paper, leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on the compass points, and model and drill the pronunciation: *north* /nɔːθ/, *east* /iːst/, *south* /saʊθ/, *west* /west/.

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

### Vocabulary notes

The nationality word is normally the same as the word for the language of the country, e.g. in *Italy* the language is *Italian*, in *Hungary* the language is *Hungarian*. However, some countries are different, for example in *Brazil* the language is *Portuguese*, and in some countries like *Switzerland* there are several official languages (*German, French, Italian, and Romansch*).

**1.19** Play the audio for Sts to listen and check.

Check answers.

## 1.19

### 2 Countries and nationalities

- 3 England (pause) English
- 6 Ireland (pause) Irish
- 2 Poland (pause) Polish
- 5 Scotland (pause) Scottish
- 1 Spain (pause) Spanish
- 4 Turkey (pause) Turkish
- 9 Germany (pause) German
- 7 Mexico (pause) Mexican
- 8 the United States (pause) American
- 14 Argentina (pause) Argentinian
- 10 Brazil (pause) Brazilian
- 12 Egypt (pause) Egyptian
- 11 Hungary (pause) Hungarian
- 13 Italy (pause) Italian
- 15 Russia (pause) Russian
- 17 China (pause) Chinese
- 16 Japan (pause) Japanese
- 20 the Czech Republic (pause) Czech
- 18 France (pause) French
- 19 Switzerland (pause) Swiss

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. If your Sts' country is not in the list, teach it with the nationality adjective, and elicit which group the adjective belongs to.

Focus on the **Capital letters** and **The United Kingdom** box and go through it with the class.

Now focus on the instructions for **b**. Get Sts to cover each group of words with a piece of paper, leaving the flags visible. Sts look at the flags and try to remember both the countries and nationalities.

Finally, focus on **Activation** and the example. Put Sts in pairs and get them to tell their partner in which continent the six countries are, or, still in pairs, **A** could say a country, e.g. *Italy*, and **B** says where the country is, e.g. *Italy is in Europe*.

Tell Sts to go back to the main lesson **1B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopyable activity at this point.

- c** Tell Sts they are going to do a quiz in small groups. Before they start, draw their attention to the example speech bubbles. Focus on the expressions *I think...* and *I'm not sure*. Teach / Elicit their meaning and drill the pronunciation.  
Put Sts in small groups of three or four and set them a time limit to do questions 1–4 in *The World Quiz*. Tell them that the answers to questions 2, 3, and 4 are the 20 countries in the **Vocabulary Bank**, and let them refer to it. Check answers and find out which group got the most correct answers.

1

**a** Europe **b** Asia **c** Africa **d** Australia **e** North America  
**f** South America

2

**a** Argentina **b** England **c** Turkey **d** Scotland **e** the USA  
**f** Italy

3

**a** Germany **b** Spain **c** Ireland **d** Poland **e** Switzerland  
**f** Hungary

4

**a** Chinese **b** French **c** Czech **d** Russian **e** Brazilian  
**f** Mexican **g** Egyptian **h** Japanese

**FOR SPEAKERS OF SPANISH** **Pocket Book** Vocabulary:  
countries

**FOR SPEAKERS OF SPANISH** **Online Practice** Vocabulary:  
countries and nationalities

## 2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

### Pronunciation notes

The /ə/ sound occurs before or after stressed syllables and is the most common vowel sound in English. Final unstressed *-er* is always pronounced /ə/.

/tʃ/ the letters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.

/ʃ/ the letters *sh* are always pronounced /ʃ/, e.g. *she*, *shop*. The letters *s* and double *ss* are very rarely pronounced /ʃ/, e.g. only in *sure*, *sugar*, *Russian*, *passion*, and a few other words.

/dʒ/ *j* is always pronounced /dʒ/, e.g. *Japanese*. *g* is usually pronounced /dʒ/ before *e* or *i* (e.g. *German*, *giraffe*), but is pronounced /g/ before all other consonants, e.g. *gate*, *goodbye*, and sometimes before *e* and *i*, e.g. *get*, *give*, etc.

- a** **1.20** Focus on **The /ə/ sound** box and go through it with the class. Model and drill the sound. Before you play the audio, you may want to point out that some words, e.g. *computer*, can have more than one /ə/ sound in them (it has two). Also show Sts that the stressed syllable has been underlined in the example words.  
Play the audio for Sts just to listen to the sound and the four example words in the list.

### 1.20

See words in Student's Book on p.10

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

- b** **1.21** Focus on the **Consonant sounds** box and go through it with the class.  
Now focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.  
Play the audio once for Sts just to listen.

### 1.21

See sentences in Student's Book on p.10

Now play the audio again, pausing after each sound and sentence for Sts to repeat. Play again if necessary.

Put Sts in pairs to practise saying the sentences.

**EXTRA SUPPORT** If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

- c **1.22** Here Sts recycle some of the country and nationality words that they learned in the **Vocabulary Bank**.

Tell Sts they will hear the name of a country and they must say the nationality. Focus on the example.

Play the audio, pausing after each country, and elicit the nationality from the class.

**1.22**

- 1 Scotland (pause) Scottish
- 2 Turkey (pause) Turkish
- 3 China (pause) Chinese
- 4 Germany (pause) German
- 5 Hungary (pause) Hungarian
- 6 Brazil (pause) Brazilian
- 7 France (pause) French
- 8 Poland (pause) Polish
- 9 Argentina (pause) Argentinian
- 10 Japan (pause) Japanese

Now repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

**FOR SPEAKERS OF SPANISH** Online Practice Pronunciation: countries and nationalities

**3 GRAMMAR** verb *be* ☐ and ☐

- a **1.23** Focus on the instructions, and on the photos and conversations.

Play the audio, pausing after each interview for Sts to write the country or nationality.

Check answers.

- 1 Spain, Spanish   2 Australia   3 German, Switzerland

**1.23**

(script in Student's Book on p.204)

- 1 A Hi. Where are you from?  
B We're from Oviedo, in Spain.  
A OK. Good luck to the Spanish team!  
B Thank you!
- 2 A Hello. I'm Mike from UK News. Where are you from?  
B I'm from Australia.  
A Are you from Sydney?  
B No, I'm not. I'm from Cairns.  
A Where's Cairns? Is it near Sydney?  
B No, it isn't. It's in the north. Am I on TV?  
A Yes, you are.  
B Wow!
- 3 A Hi. Are you German?  
B No, we aren't. We're from Switzerland.  
A Oh, sorry!

- b Give Sts two minutes to read the interviews again and complete the chart. Point out the example (*you aren't*). Get Sts to compare with a partner, and then check answers by copying the chart onto the board and getting Sts to tell you how to complete it.

<input type="checkbox"/>	I'm	you're	it's
<input type="checkbox"/>	I'm not	you aren't	it isn't
<input type="checkbox"/>	Am I	Are you	Is it

Finally, go through the interviews, eliciting / explaining the meaning of any words or phrases that Sts don't understand. You might want to point out to Sts the different use of *sorry* in the last interview. In **1A** Sts saw *Sorry* being used to ask someone to repeat something. Here the interviewer uses it to apologize – to show he feels bad about getting the nationality wrong.

- c Tell Sts to go to **Grammar Bank 1B** on p.210.

**Grammar notes**

Remind Sts that in conversations it is more common to use contractions in negatives than the full form.

In the negative, the verb *be* can be contracted in two ways, e.g. *You aren't Italian* (contracting *not*) or *You're not Italian* (contracting *are*). *English File* at lower levels normally uses the former.

With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

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

Now focus on the exercises for **1B** on p.211. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a 1 I'm not British.  
2 They aren't Brazilian.  
3 It isn't in South America.  
4 You aren't French.
- b 1 Am I in room 10? Yes, you are.  
2 Is it Spanish? No, it isn't.  
3 Are they students? No, they aren't.  
4 Is he from the USA? Yes, he is.  
5 Are you Mike Bell? No, I'm not.
- c 1 's   2 Are   3 'm   4 'm   5 Are   6 'm   7 Is   8 isn't  
9 's   10 Are   11 'm

Tell Sts to go back to the main lesson **1B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

- d **1.25** Focus on the example and tell Sts they will hear ten questions, and each time they must respond with a short answer.

Play the audio, pausing after each question to elicit a response from the whole class.

**1.25**

- 1 Is Sydney the capital of Australia? (pause) No, it isn't.
- 2 Are you English? (pause) No, I'm not.
- 3 Is Asterix French? (pause) Yes, he is.
- 4 Are the Simpsons English? (pause) No, they aren't.
- 5 Is sushi Chinese? (pause) No, it isn't.
- 6 Are Zara and Mango from Italy? (pause) No, they aren't.
- 7 Is Glasgow in Scotland? (pause) Yes, it is.
- 8 Are Honda and Suzuki Japanese? (pause) Yes, they are.
- 9 Is J.K. Rowling American? (pause) No, she isn't.
- 10 Is New York the capital of the United States? (pause) No, it isn't.

Now repeat the activity, eliciting responses from individual Sts.

**EXTRA CHALLENGE** Play the audio again and ask Sts for the correct answers where appropriate, e.g. 'Is Sydney the capital of Australia?' 'No, it isn't. The capital of Australia is Canberra.'

- e Focus on the instructions and tell Sts to write similar questions to those they heard in **d**, beginning with *Is...?* or *Are...?*. Give them some more examples if necessary, and then set a time limit for Sts, in pairs, to write three questions.

Monitor and check what they are writing. Then put two pairs together and get them to answer each other's questions.

Get feedback from a few pairs.

**FOR SPEAKERS OF SPANISH** **Pocket Book** Grammar: 1B verb *be*  and 

## 4 SPEAKING

- a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where are they from?**, **A** on p.188, **B** on p.194.

Go through the instructions with them carefully, and focus on the two example questions (*Where's X from?* and *Where in (country)?*). Tell Sts they have to ask these questions for each of their three people and write the answers in the chart.

Sit **A** and **B** face-to-face. **A** asks his / her questions about person 1 to **B** and writes the information in the chart.

**B** now asks **A** about person 2, and they then take turns to ask and answer.

When they have finished, get them to compare charts, and then get feedback from some pairs.

Tell Sts to go back to the main lesson **1B**.

- b Focus on the instructions and give Sts time to choose a different country from **Vocabulary Bank Countries** and then think of a city there.

Get Sts to ask you the questions first.


**!** 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 Sts to stand up and ask five other Sts the questions.

Finally, ask a few Sts where they are from.

**EXTRA SUPPORT** In a multilingual class, get Sts to use their real towns and countries / nationalities.

## 5 VOCABULARY numbers 21–100

- a  **1.26** This exercise revises numbers 1–20, which Sts did in **1A**. Focus on the illustration and elicit how to say it (*three plus one is...*). Then point out the speech bubble and elicit the number (*four*).

Tell Sts they are going to hear ten sums and they must only write the answers.

Play the audio, pausing after each question to give Sts time to write the answer.

Check answers by playing each sum again, pausing and getting individual Sts to answer.


See numbers in **bold** in script 1.26

### 1.26

- 1 What's three plus one? (pause) **four**
- 2 What's nine plus two? (pause) **eleven**
- 3 What's thirteen plus three? (pause) **sixteen**
- 4 What's eight plus five? (pause) **thirteen**
- 5 What's seven plus five? (pause) **twelve**
- 6 What's six plus four? (pause) **ten**
- 7 What's ten plus four? (pause) **fourteen**
- 8 What's five plus three? (pause) **eight**
- 9 What's eight plus three plus seven? (pause) **eighteen**
- 10 What's eleven plus seven plus two? (pause) **twenty**

- b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.234 and get them to do **Part 3**.

Focus on **3 Numbers 21–100** and get Sts to do **a** individually or in pairs.

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

Check answers and write the numbers on the board.

30	35	40	43	50	59	60	67	70	72	80	88	90
94	100											

### 1.27

#### **3 Numbers 21–100**

twenty-one, thirty, thirty-five, forty, forty-three, fifty, fifty-nine, sixty, sixty-seven, seventy, seventy-two, eighty, eighty-eight, ninety, ninety-four, a hundred

Focus on the **Pronunciation** box and go through it with the class. Point out that *13*, *14*, etc. are stressed on the second syllable, and *30*, *40*, etc. are stressed on the first syllable. Sts will practise this difference in the next part of the lesson. Point out that with compound numbers e.g. *twenty-one*, *thirty-five*, *forty-three*, etc., the main stress is on the second number e.g. *twenty-one*, *thirty-five*, *forty-three*.

**EXTRA SUPPORT** Play the audio again or say the numbers yourself, pausing after each number for Sts to repeat.

Finally, focus on **Activation**. Get Sts to cover the words with a piece of paper and say the numbers.

Tell Sts to go back to the main lesson **1B**.

**EXTRA IDEA** A numbers game which Sts always enjoy is *Buzz*. You may want to play it now or at any other time when you want to revise numbers.

Get Sts to sit or stand in a circle and count out loud. When they come to a number which contains three (e.g. *13*) or a multiple of three (e.g. *three*, *six*, *nine*, 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 number one.

Carry on until there is only one student left, who is the winner, or until the group have got to 30 without making a mistake.

You can also play *Buzz* with seven as the 'wild' number, and go up to 50.