

**G** object pronouns: *me, you, him, etc.*

**V** words in a story

**P** /aɪ/, /ɪ/, and /i:z/

## Lesson plan

The aim of this lesson, apart from its grammar and lexical objectives, is to encourage Sts to begin reading, as this is a great way to consolidate and expand their knowledge of English. Sts are advised to read 'Graded Readers' (easy to read books which have been simplified according to level). Sts first look at people's different reading habits and in Communication they talk about their own general reading habits. Then object pronouns (*me, you, him, etc.*) are presented through Part 1 of a traditional North African story. In the second part of the lesson Sts read and listen to Part 2 of the story, and then listen to the last part, getting more practice with pronouns and possessive adjectives. This is followed by Vocabulary, where the focus is on learning words through reading. Sts then look at three sounds (/aɪ/, /ɪ/, and /i:z/) in Pronunciation, which will enable them to do the speaking better. Finally, Sts retell the story, each in the role of one of the two main characters.

### More materials for speakers of Spanish

#### For teachers on Oxford Premium

##### Photocopiables

*Grammar* object pronouns: *me, you, him, etc.*

*Communicative* The pronoun game

##### Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

#### For students

Workbook 6A

Online Practice 6A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: story words; /aɪ/, /ɪ/, and /i:z/

Grammar and Vocabulary Pocket Book

### OPTIONAL LEAD-IN (BOOKS CLOSED)

Write THINGS PEOPLE READ on the board and elicit words from the class, e.g. *books, magazines, Kindles, iPads, websites, etc.* Get Sts to spell the words and drill the pronunciation.

## 1 SPEAKING

**a** Books open. Focus on the questions and make sure Sts understand *on screen* (= on a computer, laptop, tablet, etc.).

First, answer the questions yourself, and then elicit answers from the class. You could get a show of hands to see if the majority prefer reading on paper or on screen.

**b** Tell Sts to go to **Communication Reading in English** on p.191.

Focus on the questions and make sure all the vocabulary is clear to Sts, e.g. *subtitles* (= words at the bottom of a film or TV programme that tell you what people are saying), etc.

Set a time limit for Sts to interview each other.

Get some feedback from various pairs.

Finally, focus on the **Reading in English** box and go through it with the class. Point out that many graded readers come with audio and some are available as e-books, so that they can listen and read at the same time to help them with understanding and pronunciation.

Tell Sts to go back to the main lesson **6A**.

**EXTRA IDEA** If you have a school library, get Sts to take a book out and start reading. Put up a chart in your classroom, so that Sts 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 class library by getting each student to buy one Graded Reader (either a Starter (A1) or Stage 1 (A2/B1)) – they are relatively inexpensive. They then swap books with each other.

## 2 READING

**a** **6.1** Sts are going to read and listen to a traditional story called *The Glass Bottle*.

Focus on questions 1–5 and highlight the pronunciation of the names (*Hassan* /hæsən/ and *Walid* /wæli:d/) and the meaning of *valuable* (= worth a lot of money).

Now focus on **Part 1** and play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

**EXTRA SUPPORT** Before Sts read the story the first time, check whether you need to pre-teach any vocabulary, but not the words in **b**.

- 1 Hassan and Walid are brothers. They live in a small house in the desert.
- 2 They're very poor, and they don't have anything. Every day is the same.
- 3 Hassan works, but Walid doesn't.
- 4 She has a ring. She doesn't want to sell it because it was her husband's ring.
- 5 Because he wants to help his mother.

### **6.1**

See Part 1 of *The Glass Bottle* in Student's Book on p.84

**b** Now focus on the words in the list and get Sts to match them to the pictures.

Check answers and model and drill pronunciation.

- 1 a desert   2 mountains   3 a field   4 the sky

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

**c** Give Sts time to read **Part 1** again.

Now get Sts to cover the text and either elicit from the class who and what they can see in the picture on this page, or get them to describe it in pairs and get feedback. Then tell Sts that they will find out the rest of the story later.

### 3 GRAMMAR object pronouns

- a Focus on the highlighted words in **Part 1** and the example. Explain that the highlighted words are object pronouns, and we use them (like subject pronouns *he, she, etc.*) because we don't want to repeat a name or a noun. Then give Sts a few minutes in pairs to write the relevant name or noun. Check answers.

it = the ring  
him = Hassan and Walid's father  
her = Hassan and Walid's mother

- b Tell Sts to go to **Grammar Bank 6A** on p.220.

#### Grammar notes

Sts will be familiar with some examples of object pronouns in phrases like *I love you* or *Excuse me*.

The main problems they may have will be with word order and mixing up subject and object pronouns, e.g. *I spoke to she*.

You could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?*, e.g. **A** *Who wants a cup of coffee?* **B** *Me!* (NOT *I*).

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

Focus on the **Object pronouns after prepositions** box and go through it with the class.

Now focus on the exercises for **6A** on p.221. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a 1 it 2 him 3 them 4 us 5 her 6 them  
b 1 She, it, her, us 2 They, me, them, I 3 him, her, she, him  
4 He, them, them, they, me 5 he, them, it

Tell Sts to go back to the main lesson **6A**.

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

- c ④ 6.3 Focus on the example and tell Sts they are going to hear ten sentences and each time they must repeat the sentence changing the object (name, person, or thing) to a pronoun. Play the audio, pausing after each sentence, and elicit a response from the whole class.

#### ④ 6.3

- 1 I like Anna. (pause) I like her.
- 2 I know your husband. (pause) I know him.
- 3 Can you help Jane and me? (pause) Can you help us?
- 4 I want to speak to David and Sally. (pause) I want to speak to them.
- 5 I love this song. (pause) I love it.
- 6 I live near Catherine and Richard. (pause) I live near them.
- 7 Wait for my brother and me! (pause) Wait for us!
- 8 I don't like these shoes. (pause) I don't like them.
- 9 Do you work with Suzanna? (pause) Do you work with her?
- 10 I see Jack every day. (pause) I see him every day.

Now repeat the activity, eliciting responses from individual Sts.

**EXTRA SUPPORT** When you play the audio the first time, stop it after each pause. Elicit the object, e.g. in 1 *Anna*, then elicit the object pronoun, e.g. *her*, and finally elicit the whole sentence, e.g. *I like her*. Repeat with the other sentences. Then play the audio again for Sts to produce the sentences with object pronouns more quickly.

**FOR SPEAKERS OF SPANISH** **Pocket Book** Grammar: object pronouns

### 4 READING & LISTENING retelling a story

- a **MEDIATION ACTIVITY** ④ 6.4 Before Sts read and listen to **Part 2**, elicit the main details of **Part 1** by asking them questions, e.g. *What are the brothers' names? Where do they live? Are they rich?*, etc.

Now ask Sts what they think happens next and elicit ideas. Give Sts time to read questions 1–8, making sure they understand *palace* (Sts saw Buckingham Palace in **5C**) and *plan* (= something you have decided to do and how you are going to do it).

Now focus on **Part 2** and play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions. Check answers.

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

- 1 He walks through the mountains.
- 2 The prince welcomes him and gives him food, drink, and a bed.
- 3 The windows have no glass.
- 4 His empty water bottle.
- 5 Because he doesn't know what glass is.
- 6 A box (with 100 gold coins).
- 7 Because now they can buy food and clothes.
- 8 Walid wants to give the prince his mother's ring, and get 1,000 gold coins.

#### ④ 6.4

See Part 2 of *The Glass Bottle* in Student's Book on p.85

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

**EXTRA SUPPORT** Go through the story with Sts, eliciting guesses for the meaning of any vocabulary they don't know.

- b Before Sts read **Part 2** again, go through the **Pronouns and possessive adjectives** box with the class. Now tell Sts to re-read Part 2 and, in pairs, decide what or who the highlighted pronouns and possessive adjectives refer to. Check answers.

- 2 Hassan 3 Hassan's 4 the glass bottle 5 the prince
- 6 the prince 7 the box 8 Hassan and Walid's 9 Hassan
- 10 Hassan, Walid, and their mother 11 Walid 12 his / their mother's

- c ④ 6.5 Do this as a whole-class activity and elicit ideas. Play the audio for Sts to listen to **Part 3** to find out what happens. Check the answer.

Walid goes to the palace. He gives the prince the silver ring. The prince gives him a box, but when he gets home and opens it, inside is the glass bottle.

## 6.5

(script in Student's Book on p.206)

### Part 3

Walid walks for five days through the mountains. The sun shines, and at night it's very cold. Then, one evening, he finds the palace. The prince welcomes him and gives him food and drink, and a comfortable bed. But Walid can't sleep. He's thinking about the one thousand gold coins.

The next morning he says to the prince, 'I want to say thank you to you. Please have this silver ring. It's my mother's.'

The prince is very happy. 'This is a beautiful ring,' he says. 'Thank you. Let me give you something in return.'

He gives Walid a box. 'Don't open this until you get home,' he says. 'Be careful with it. It's very, very valuable.'

Walid runs through the mountains, and after three days he arrives home.

'Where's my silver ring?' shouts his mother.

'Don't worry about your ring!' says Walid. 'Look at this!'

Hassan and their mother watch as he opens the box. Inside he finds...the glass bottle.

**EXTRA CHALLENGE** You could ask Sts what they think the moral of the story is, and elicit some ideas.

### Possible morals

Don't ask for more than you need.

Different things are important to different people.

Be happy when you have enough.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the scripts in the main lesson and on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

## 5 VOCABULARY

 words in a story

**a** Focus on the task and make sure Sts understand the four column headings. Point out the two examples.

Give Sts time to put the words in the correct columns.

**b** 6.6 Play the audio for Sts to listen and check.

## 6.6

**adjectives** comfortable, strange, surprised, valuable

**verbs** arrive, decide, leave, sell

**nouns** desert, mountain, palace, village

**prepositions** inside, into, through, towards

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.

**FOR SPEAKERS OF SPANISH** **Online Practice** Vocabulary: story words

## 6 PRONUNCIATION

 /aɪ/, /ɪ/, and /i:z/

### Pronunciation notes

This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds /ɪ/, /i:z/ as well as /aɪ/, all of which occur in subject and object pronouns. Depending on their L1, Sts may find the difference between /ɪ/ and /i:z/ very difficult to hear and to produce. It is important to encourage elementary Sts 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.

**a** 6.7 Focus on the sound pictures and the words (*bike*, *fish*, and *tree*). Tell Sts that these sounds can seem quite similar, but one difference is that *fish* is a short sound and *tree* is a long sound, and *bike* is a diphthong (= has two vowel sounds). Remind / Elicit from Sts that the symbols which have two dots are always long sounds.

Tell Sts to match each group of words to one of the sound pictures. It is easier if they say the words aloud.

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

Check answers.

1 fish /ɪ/ 2 tree /i:z/ 3 bike /aɪ/

## 6.7

fish /ɪ/ him, it, his, ring, sit, kiss

tree /i:z/ he, she, me, meet, read, leave

bike /aɪ/ my, I, buy, sky, nice, high

**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** 6.8 This exercise gives Sts practice in distinguishing between the sounds.

Play the audio for Sts just to listen.

## 6.8

See list of words in Student's Book on p.85

**c** 6.9 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each pair of words.

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

## 6.9

1 his 2 my 3 it 4 leave 5 keys 6 we

**d** Put Sts in pairs to practise saying sentences 1–5.

**EXTRA SUPPORT** Read each sentence and get Sts to listen and repeat. Then put Sts in pairs and get them to practise saying the sentences.

**FOR SPEAKERS OF SPANISH** **Online Practice** Pronunciation: /aɪ/, /ɪ/, and /i:z/

## 7 SPEAKING

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

Tell Sts to close their books and put them in pairs, **A** and **B**. Sts **B** role is harder, as Sts have only listened to this part of the story, rather than reading it. For this reason it's a good idea for stronger Sts to take the **B** role.

Give Sts time to prepare their stories.

Sts **A** start. Monitor and help.

When Sts **A** have finished, Sts **B** should start telling their story.

- G** like + (verb + -ing)  
**V** the date, ordinal numbers  
**P** /ð/ and /θ/, saying the date

## Lesson plan

The main vocabulary focus in this lesson is how to say the date, and the lesson starts with Sts revising the months, and then learning ordinal numbers. This is followed by a Listening on identifying ordinal numbers. Sts then read an online forum where readers answer questions about their favourite month, day of the week, and time of the day. Sts then focus on the grammar, *like, love*, etc. + the *-ing* form, and talk about what free-time activities they like and dislike. The lesson ends with Sts interviewing each other about their favourite or least favourite month / day / week, and then writing about their own favourite times.

### More materials for speakers of Spanish

#### For teachers on Oxford Premium

##### Photocopiables

Grammar like + (verb + -ing)

Vocabulary Dates

Communicative Likes and dislikes

##### Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

##### For students

Workbook 6B

Online Practice 6B

Plus extra Pronunciation for speakers of Spanish:  
/θ/; dates

Grammar and Vocabulary Pocket Book

### 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, e.g. *6th April 2019*. Elicit / Teach that *th* indicates an ordinal number (here *sixth*). Sts will practise this in more detail in Vocabulary. You may want to explain that the date can also be written *6 April 2019* (without *th*).

Draw a face and a speech bubble on the board and write in the bubble: **The sixth of April twenty nineteen**. Explain that this is the way the date is said in English.

Highlight the use of *the /ðə/* and *of /əv/*, and model and drill pronunciation.

## 1 VOCABULARY & PRONUNCIATION

the date, /ð/ and /θ/

- a** Books open. Focus on the task and do it as a whole-class activity. If you have more than 12 Sts, go back to *January* with the 13th and start again. Give further practice of any months your Sts find difficult to pronounce.

**EXTRA SUPPORT** Write the first letter of each month on the board and elicit them from the whole class.

- b** Tell Sts to go to **Vocabulary Bank The weather and dates** on p.245 and get them to do **Part 2**.

### Vocabulary notes

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 Sts just to learn one form.

Focus on **2 Ordinal numbers and the date** and look at **a** which introduces ordinal numbers. Focus on the first four, and show Sts how the last two letters of the word (*st, nd, rd, and th*) are written after the numeral to make it an ordinal number.

Get Sts to complete the missing numbers and words, and then compare with a partner.

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

Check answers.

sixth  
seventh  
8th  
9th  
tenth  
eleventh  
12th  
thirteenth  
fourteenth  
20th  
twenty-first  
22nd  
twenty-third  
24th  
thirtieth  
31st

### 6.10

#### 1 Ordinal numbers and the date

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, thirtieth, thirty-first

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Give further practice of any numbers your Sts find difficult to pronounce. When Sts go back to the main lesson, there will be further practice of the more tricky ordinal numbers.

In **c** Sts focus on the way dates are written and spoken. Focus on the **Writing and saying the date** box and go through the **We write** and **We say** section. Highlight that the words *the* and *of* are said, but not written.

Then go through the **Prepositions with months and dates** section and stress that we use *in* followed by a month and *on* followed by a day of the week or a date. Finally, go through the **Saying years** section.

## Vocabulary notes

Highlight to Sts that the years between 2000 and 2009 have to be said *two thousand and (three)*... and from 2010 onwards, it's more common to say *Twenty (nineteen)*.

Now focus on **Activation** and get Sts to tell you what the date is today and tomorrow.

Tell Sts to go back to the main lesson **6B**.

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

## Pronunciation notes

### /ð/ and /θ/

Sts should be aware by now of the small difference between these two sounds as they occur in so many common words. Here they get some extra practice to help them to hear the difference and produce the two sounds.

c **6.11** Focus on the two sound pictures, *mother* /ð/ and *thumb* /θ/.

Play the audio for Sts just to listen to the two sounds and example words.

### **6.11**

See sounds and words in Student's Book on p.86

Encourage Sts to try to approximate the *th* sound as far as possible and to hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/ although they may find this quite difficult. Now play the audio again for Sts to listen and repeat.

**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.

d **6.12** Before playing the audio, focus on the **Ordinal numbers** box and go through it with the class.

Now play the audio, pausing after each ordinal number for Sts to listen and repeat.

### **6.12**

See ordinal numbers in Student's Book on p.86

Then give Sts a few minutes to practise saying the ordinal numbers on their own.

e **6.13** Give Sts a few minutes in pairs to try saying the dates.

Play the audio for Sts to listen and check.

### **6.13**

the first of March   the second of November   the third of May  
the fourth of June   the fifth of January   the sixth of July  
the twelfth of September   the seventeenth of October  
the twentieth of August   the twenty-third of February  
the twenty-eighth of April   the thirty-first of December

**EXTRA CHALLENGE** First, elicit the answers from the class and then play the audio for Sts to listen and check.

f Now play the audio again for Sts to listen and repeat each date. Make sure they copy the rhythm and stress the ordinal number and month.

**EXTRA IDEA** Get Sts to mingle and ask *When's your birthday?*. They did this in **4C** with months, but not saying the actual date. Get feedback by asking if anyone found someone with exactly or nearly the same birthday.

g Elicit / Teach the meaning of *a public holiday* (= a day which is holiday for everybody, e.g. 25th December). Do these questions as a whole-class activity if Sts are from the same place. If they are from different countries, do it in pairs and get feedback.

**FOR SPEAKERS OF SPANISH** **Pocket Book** Vocabulary: ordinal numbers and the date

**FOR SPEAKERS OF SPANISH** **Online Practice** Pronunciation: /θ/; dates

## 2 LISTENING making connections

a **6.14** Tell Sts that they are going to listen to five conversations and they need to circle the ordinal number they hear.

**EXTRA SUPPORT** Elicit all the ordinal numbers in the chart before Sts listen.

Play the audio, pausing after each conversation to give Sts time to circle their answer.

Check answers.

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

1 21st   2 30th   3 5th   4 53rd   5 6th

### **6.14**

(script in Student's Book on p.206)

- A Hi, Kim. Listen, do you want come to the theatre in London this Saturday?  
B Saturday? I can't – it's my brother's twenty-first birthday! We're having a big party at my parents' house.  
A Oh, that sounds great! Have a wonderful time – and say 'Happy Birthday' from me!
- A Are you in the office next week?  
B No, I'm on holiday.  
A Where are you going?  
B Australia!  
A Lucky you! When do you get back?  
B On the thirtieth.  
A Wow! That's a long holiday.  
B Yeah, three weeks! I can't wait.
- A You drink a lot of coffee!  
B Yes, this is my fifth this morning.  
A It's not good for you, you know.  
B I know, but I can't wake up without it.
- A Where's the restaurant?  
B It's not far. It's on the corner of Park Avenue and fifty-third.  
A Great. See you there at 7.30.
- A Good morning. I'm here to see Lynn Mody. My name's Graham Davies.  
B Just a moment, sir, I'll give her a ring... Is that Lynn? There's a Mr Davies here to see you... That's fine, sir. Could you sign in here? Great. You can go straight up. She's on the sixth floor. The lifts are just over there.  
A Many thanks.

- b** Now tell Sts they are going to listen to each conversation again and this time they need to match the ordinal number they hear to one of the things in the list. Play the audio again, pausing after each conversation. Get Sts to compare with a partner, and then check answers.

1 21st: a birthday 2 30th: a date 3 5th: a drink 4 53rd: a street 5 6th: a floor

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

### 3 READING

- a** Focus on the first part of the text – the introduction on the forum. Elicit / Teach the meaning of *the happiest* and *the most depressing*. If you are teaching in the southern hemisphere, highlight that the psychologist is talking about the UK, where the months referred to (January and June) fall in different seasons.

Set a time limit for Sts to read the introduction and answer the two questions.

Get Sts to compare with a partner, and then check answers. (Sts will focus on superlatives in **10A**; this is just a preview). Then get Sts to tell you the reasons for this.

**EXTRA SUPPORT** Before Sts read the article, check whether you need to pre-teach any vocabulary, but not the adjectives in **c**.

The third Friday in June is the happiest day of the year. This is because it's summer, it's warm, the evenings are light, and it's the day before a weekend.

The third Monday in January is the most depressing day of the year. The reasons are because it's winter, the weather is grey and cold, the days are dark, and Monday is the first day of the working week.

Ask Sts if they think these dates / times might also be the most depressing / happiest in their country, and if not, which are (they will almost certainly not be the same dates for people who live in the southern hemisphere).

- b** Now focus on the comments. Elicit / Explain that the happy face emojis go with comments about people's favourite months, days, and times, and the sad face ones with people's least favourite. Focus on the months, days, and times in the list, and give Sts time to complete the comments with them. Get Sts to compare with a partner, and then check answers.

1 June 2 December 3 October 4 February 5 Monday  
6 Saturday 7 Sunday 8 Friday 9 9.00 a.m. 10 7.45 p.m.  
11 6.30 a.m. 12 5.30 p.m.

**EXTRA SUPPORT** Before Sts start, elicit from the class the answer to gap 1.

- c** Tell Sts to look at the highlighted adjectives, and in pairs use the context to work out if they are positive or negative.

**Positive** light, fun, festive, favourite

**Negative** sad, cold, least favourite, tired, dirty

Check Sts understand *depressing* (= makes you feel very unhappy) and *festive* (= typical of a special event or celebration).

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

### 4 GRAMMAR like + (verb + -ing)

- a** Focus on the faces and the five verb phrases. Give Sts a minute to complete the chart in pairs.

Check answers by quickly drawing each emoticon on the board and eliciting the phrases. Explain that *don't mind* is a 'neutral' answer, e.g. *I don't mind cooking* = I don't especially like cooking, but it isn't a problem for me.

	I love
	I like
	I don't mind
	I don't like
	I hate

- b** Tell Sts to complete sentences 1–5 from the forum comments.

Check answers.

1 celebrating 2 sitting 3 working 4 thinking 5 getting

Now read the question together and elicit the answer.

The form of a verb after *love*, *like*, etc. is the *-ing* form, the same form that is used after *be* in the present continuous.

c Tell Sts to go to **Grammar Bank 6B** on p.220.

### Grammar notes

#### like + (verb + -ing)

When another verb follows *love, like, don't mind, don't like,* and *hate*, the *-ing* form is normally used, e.g. *buying, going,* not the infinitive, e.g. NOT *Love buy clothes.*

The infinitive with *to* is also possible after *like, love,* and *hate* in certain circumstances, and is common in American English, but it may be confusing for Sts and it's probably best to avoid it at this stage.

Sts may find it strange that in English we use the same verb to say *I love you* and *I love shopping* (or *I hate him* and *I hate getting up early*). Highlight that *love* and *hate* are used for strong likes and dislikes, not just for emotional feelings for people.

#### Spelling rules

Sts focused on these when they learned the present continuous in **5B** and **5C**, but it is worth reminding them, e.g. that verbs ending in *y* don't change the *y* for an *i* as they do in the third person singular (e.g. *study* – *studying* NOT *studing*), and about the double consonant in, e.g. *swimming*.

🎧 **6.15** 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 **6B** on p.221. Sts do **a** individually or in pairs.

Check answers. When you check the *-ing* forms also check that Sts remember the meaning of the verbs.

**a**

verb + -ing	verb ending in e	double consonant
cooking	dancing	getting
eating	having	running
sleeping	writing	stopping
studying		swimming

Sts now do **b**. Remind them that they have to add *-ing* to the verbs, e.g. *working*, to make the sentences.

Check answers, getting Sts to read the full sentences.

**b**

- 1 He loves going to the cinema.
- 2 He likes taking the dog for a walk.
- 3 He likes listening to music.
- 4 He doesn't mind doing housework.
- 5 He doesn't mind working in an office.
- 6 He doesn't like watching football on TV.
- 7 He doesn't like reading novels.
- 8 He hates having lunch with his parents.
- 9 He hates wearing a tie.

Tell Sts to go back to the main lesson **6B**.

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

**d** Focus on the task and make sure Sts understand all the verb phrases.

Put Sts in pairs and get them to tell each other what they *love, like,* etc.

**EXTRA SUPPORT** Draw the smiley faces from **4a** on the board and elicit the verbs, *love, like,* etc. Give Sts time to write a few sentences before putting them in pairs to tell their partner about themselves.

Find out if any pairs felt the same about some of the verb phrases.

**FOR SPEAKERS OF SPANISH** **Pocket Book** Grammar: *like + (verb + -ing)*

## 5 SPEAKING & WRITING

**a** **MEDIATION ACTIVITY** Focus on the questions and point out the example.

Now give Sts time to think about their answers.

Put Sts in pairs and get them to interview each other. Monitor and help while Sts are interviewing each other. Make sure they swap roles.

Then get Sts to discuss in their pairs if they are similar or different.

Finally, get some feedback from various pairs.

**b** Using their answers in **a**, Sts now write their own positive comments (beginning 'My favourite...') and negative comments (beginning 'My least favourite...') for each of the three sections of the forum.

If you want Sts to add photos and drawings, you might like to set the task as homework.

- G** revision: *be* or *do*?  
**V** music  
**P** /j/, giving opinions

## Lesson plan

This lesson, the last of the first half of the book, uses the topic of music to revise the uses of *be* and *do*. First, Sts focus on the vocabulary of musical instruments and musicians. Sts then interview each other with a music questionnaire to find out about their partner's musical tastes and habits. After revising the grammar, there is a pronunciation focus on the /j/ sound, including the 'hidden' /j/, e.g. in *music*, and Sts also look at the stress on words when giving opinions. Sts then listen to a programme about busking in London. The lesson finishes with a visit to the Writing section to learn how to write an informal email.

### More materials for speakers of Spanish

#### For teachers on Oxford Premium

##### Photocopiables

Grammar *be* or *do*?

Communicative Tell me about you

##### Resources

Video A London busker

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

##### For students

Workbook 6C

Online Practice 6C

Plus extra Vocabulary and Listening for speakers of Spanish: music; The digital music industry

Grammar and Vocabulary Pocket Book

### OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board the names of some musicians who are popular in your Sts' country. Then elicit the musical instrument they play and write it next to each name.

## 1 VOCABULARY music

- a** Books open. Focus on the list of musical instruments. Tell Sts to first match the word to the photo and then write the word next to the correct number in the **instruments** column. Point out that the first one (*accordion*) has been done for them.

**!** Don't ask Sts if they play a musical instrument yet as they will be doing this later in the lesson.

- b** **6.16** Play the audio for Sts to listen and check.

Check answers. Give further practice of words your Sts find difficult to pronounce.

### 6.16

1 accordion 2 bass 3 violin 4 guitar 5 piano  
 6 drums 7 keyboard 8 trumpet 9 saxophone

**EXTRA SUPPORT** Write the words on the board for the next activity.

- c** **6.17** Play the audio for Sts to listen and complete the **musicians** column.

**EXTRA CHALLENGE** Get Sts to guess the words for musicians before they listen. Then play the audio for them to listen and check.

Check answers, eliciting the words onto the board. Elicit from Sts how the words for musicians are formed (we usually add *-ist* to a musical instrument to make the musician, e.g. *violin* > *violinist*; we sometimes add *-er*, e.g. *drum* > *drummer*; with a few instruments we say *instrument* + *player*, e.g. *keyboard* > *keyboard player*).

### 6.17

- 1 accordion – accordionist
- 2 bass – bass player
- 3 violin – violinist
- 4 guitar – guitarist
- 5 piano – pianist
- 6 drums – drummer
- 7 keyboard – keyboard player
- 8 trumpet – trumpeter
- 9 saxophone – saxophonist

**EXTRA SUPPORT** Leave the words on the board for the next activity.

- d** Play the audio again and tell Sts to underline the stressed syllables in the words for musicians.

Check answers, by underlining the stress in the words on the board. Give further practice of words your Sts find difficult to pronounce.

See underlining in script 6.17

Now get Sts to compare the words in both columns and ask them when the stress is different.

*pi*ano / pianist and saxophone / saxophonist have different stress.

- e** **6.18** Tell Sts they are going to hear nine short pieces of instrumental music and they must say the name of the instrument being played and the musician. Get them to cover the chart or close their books.

Play the audio, pausing after each extract to elicit the words.

1 piano – pianist 2 saxophone – saxophonist 3 accordion – accordionist 4 drums – drummer 5 keyboard – keyboard player 6 bass – bass player 7 violin – violinist 8 trumpet – trumpeter 9 guitar – guitarist

## 6.18

(sound effects of musical instruments)

- 1 *classical piano*
- 2 *jazz saxophone*
- 3 *an accordion*
- 4 *drums in a rock band*
- 5 *electric keyboard*
- 6 *electric bass guitar*
- 7 *classical violin*
- 8 *classical trumpet*
- 9 *acoustic not classical guitar*

f Do this as a whole-class activity. You could demonstrate the activity by telling the class if you play an instrument and how well you play it.

**FOR SPEAKERS OF SPANISH** Online Practice Vocabulary: music

## 2 GRAMMAR

 revision: *be* or *do*?

a Get Sts to read the five sentences and circle the correct options.  
Get Sts to compare with a partner, and then check answers.

- 1 do you 2 I don't 3 isn't 4 Do you 5 is

b Tell Sts to go to **Grammar Bank 6C** on p.220.

### Grammar notes

In this first half of the book Sts have learned to use the verb *be*, the present simple, and the present continuous. For many Sts the use of *do* and *does* in questions and negatives in the present simple takes some getting used to, and as a result there is sometimes a tendency to overuse them. Sts sometimes forget that *be*, both as a main verb and as an auxiliary, does not form questions and negatives in the same way, but simply by inverting the subject and verb or adding *not*.

Focus on the example sentences and play both audio 6.19 and 6.20 for Sts to listen and repeat. Then go through the rules with the class.  
Now focus on the exercises for **6C** on p.221. Sts do the exercises individually or in pairs.  
Check answers, getting Sts to read the full sentences.

a

Are you...?	Do you...?
hungry	have a car
listening to me	know those people
stressed	like classical music
tired	live in the city centre
waiting for a friend	speak Russian

- b  
1 's, 's 2 Do, don't 3 Does, doesn't 4 are, 'm 5 Does, 's  
6 Are, 're 7 is, doesn't 8 Are, 'm

Tell Sts to go back to the main lesson **6C**.

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

c 6.21 Focus on the instructions and the examples in the speech bubbles. Explain to Sts that they are going to hear a sentence and they must turn it into a question.  
Play the audio, pausing after each sentence, and elicit a response from the whole class.

## 6.21

- 1 She's British. (pause) Is she British?
- 2 He plays the piano. (pause) Does he play the piano?
- 3 You like music. (pause) Do you like music?
- 4 Anna's having a shower. (pause) Is Anna having a shower?
- 5 You're tired. (pause) Are you tired?
- 6 She lives near here. (pause) Does she live near here?
- 7 I'm late. (pause) Am I late?
- 8 The train arrives at six o'clock. (pause) Does the train arrive at six o'clock?

Now repeat the activity, eliciting responses from individual Sts.

**FOR SPEAKERS OF SPANISH** Pocket Book Grammar: *be* or *do*?

## 3 SPEAKING

**MEDIATION ACTIVITY** Focus on the *My music* questionnaire and go through it with Sts, making sure they know the different types of music in **1**. You might want to elicit / explain the difference between a *concert* (= a public performance of music) and a *gig* (= a public performance of music by musicians playing popular music or jazz). Model and drill their pronunciation, /'kɒnsəʔ/ and /gɪg/. Make sure Sts understand and can pronounce *download* /daʊn'ləʊd/ and *lyrics* /'lɪrɪks/.

Monitor and help with vocabulary whilst Sts think about their answers.

Now put Sts in pairs and get them to interview each other. Encourage them to ask for and give more information where possible. You could demonstrate by asking individual Sts some of the questions.

Monitor and correct.

When time is up, focus on the question *Do you have similar musical tastes and habits?* and elicit some answers.

## 4 PRONUNCIATION

 /j/, giving opinions

### Pronunciation notes

/j/

y at the beginning of a word is always pronounced /j/, e.g. *yes*.

Some words containing *u* or *ew* also have a 'hidden' /j/ sound, e.g. *music*, *student*, *new*, etc.

Sts must be careful with this phonetic symbol because it is not the same as the letter *j*.

### Giving opinions

When we give our opinion, we give extra stress to the 'opinion' word, e.g. *He's fantastic*.

- a **6.22** Play the audio for Sts just to listen to the two sounds and example words.

**6.22**

See sounds and words in Student's Book on p.89

Focus on the **Hidden /j/ sound** box and go through with the class.

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

**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 **6.23** Focus on the task. Point out that Sts will hear phrases and not sentences.  
Play the audio, pausing after each phrase to give Sts time to write it down.  
Check answers.

**6.23**

- 1 a beautiful tune
- 2 a young musician
- 3 music students
- 4 your yoga teacher
- 5 the New Year

In pairs, get Sts to practise saying the phrases.

- c **6.24** Focus on the sentences and remind Sts that the words in bigger font are stressed and the underlining shows the extra stress. Point out that the words in blue here are the 'opinion' words and that we give them extra stress.  
Play the audio once for Sts just to listen to the sentences and rhythm.

**6.24**

See sentences in Student's Book on p.89

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

In pairs, get Sts to practise saying the sentences.

- d Focus on the instructions and give Sts time to write the names of two male musicians, two female, and two bands – one that they love and one that they hate.  
Tell Sts they are going to ask their partner's opinion of the musicians and bands they have written down. Model and drill the question *What do you think of...?*  
Demonstrate the activity by asking Sts their opinion of a male musician, a female musician, and a band that you either love or hate, and elicit responses. Remind Sts that they will need to use an object pronoun in their answer after the verb (e.g. *I like him, her, or them.*) or a subject pronoun after *I think* (e.g. *I think he's / she's / they're great.*).  
Put Sts in pairs and get them to ask and answer the questions. Encourage them to add sentences like those in c to give their opinions and to ask for and give more information where possible. Monitor, checking Sts are using the right pronouns and adding extra stress correctly. Find out from various pairs if they have the same taste in music.

**5 VIDEO LISTENING** understanding specific information

- a Read the definition of *busker* together and model and drill pronunciation.

Now do the questions as a whole-class activity.

- b Now tell Sts they are going to watch a documentary about busking in London, and about a professional busker called Charlotte Campbell.

Focus on the question and play the video for Sts to watch or listen.

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

**EXTRA SUPPORT** Read through the script and decide if you need to pre-teach any new lexis before Sts watch. You may want to check that Sts know what *Waterloo* (= a major London train station) and *the London Eye* are (= a popular tourist attraction on the South Bank).

Yes, Charlotte likes her job.

**A London busker**

This is Charlotte Campbell. She's twenty-five and she's a busker. Charlotte plays the guitar and sings on the South Bank in London. Today, she's busking near the London Eye.

'On a typical day when I'm going busking, I get the train to Waterloo and I walk to the London Eye. I start at about eleven o'clock and I play until one. Then I take a lunch break. And sometimes I stay until six or seven p.m. but in the winter when it gets dark I go home a little earlier.'

You can find buskers everywhere – in the streets, in shopping centres, outside bars and restaurants and in the parks of most British cities. In London, you can also listen to music while you're on the London Underground. Buskers play or sing all kinds of different music – opera, jazz, pop and folk.

'I like music that's on the radio, Ed Sheeran and things like that, and some older music from the 60s, like the Beatles.'

But busking isn't always easy. London is a busy city and there are lots of buskers, which means you can't just play music wherever you like.

'You need to get a permit to busk in London, and pass an audition, but when you do, there's a really nice community and busking in London becomes easy.'

So buskers like Charlotte have to choose an area of London to sing and play in. They share this area with other buskers and sometimes they have to wait for the other buskers to finish.

Charlotte lives in Brixton, in South London. In her flat, she writes her own songs and practises.

'I love writing songs. I love writing my own music.'

For Charlotte, there are good and bad things about life as a busker.

'I like meeting new people and sharing my music with a new audience. I don't like it when it gets cold.'

**EXTRA IDEA** Ask Sts what musicians apart from Charlotte they saw busking.

Two saxophonists, a drummer, and an opera singer

- c** Focus on 1–6 and go through them with Sts.  
Now play the video again for Sts to mark the sentences *T* (true) or *F* (false).  
Get Sts to compare with a partner, and then check answers.

- 1 F (She takes a lunch break at 1.00, and she sometimes plays until 6.00 or 7.00 p.m.)
- 2 F (Buskers play all kinds of different music – opera, jazz, pop, and folk.)
- 3 T
- 4 T
- 5 F (She writes her own songs.)
- 6 T

Elicit why the *F* sentences are false.

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

- d** Finally, focus on the questions and do them as a whole-class activity.

**EXTRA IDEA** When Charlotte sings her song *Streets of London* at the end of the video, you could get Sts to write down some of the lyrics as they listen:

Ba-baa, ba-baa, there's music on the streets of London  
Ba-baa, ba-baa, there's music in my heart  
Ba-baa, ba-baa, there's music on the streets of London  
That's where we are, that's where we are.

Ah-hoo, yeah I get lonely  
Ah-hoo, yeah I get cold  
Ah-hoo, I get tired, oh so tired  
But I'll never sell my soul.

Ah-hoo, from Piccadilly  
Ah-hoo, to Leicester Square  
Oh I gave my heart to London  
And you'll always find me there.

**FOR SPEAKERS OF SPANISH** **Online Practice** Listening:  
The digital music industry

## 6 WRITING an informal email

Here Sts consolidate the language they have learned so far through writing about themselves, and learn the conventions for writing an informal email. Sts will learn how to write a more formal email in **10B**.

Tell Sts to go to **Writing An informal email** on p.201.

- a** Focus on the title and elicit / explain the meaning of *informal* (= friendly). Elicit / Teach the opposite *formal* and explain that this is more serious, e.g. a business letter / email.

Focus on the information box at the bottom of the page and make sure Sts understand the meaning of *penfriend*.

Then focus on the beginning of the email. Elicit / Teach the meaning of the headings *From*, *To*, and *Subject*.

Give Sts time to read the email. Tell them not to worry about the spelling mistakes.

Elicit who Sts think Stefan is.

Stefan is Carmen's penfriend. She is writing to him to practise her English.

- b** Tell Sts to cover the email or close their books and elicit the information Carmen gives about herself in each paragraph.  
Check answers.

**Personal information:** She's 19. She's from Madrid. She's a receptionist at a hotel. She's studying English for her job.

**Family:** She lives with her parents and her brother and sister. Her father is an architect and her mother works in a clothes shop. Her brother and sister are at school.

**Free time:** She doesn't have much free time. She usually goes shopping on her day off. In the evening she likes seeing friends or listening to music.

- c** Individually or in pairs, Sts correct the six spelling mistakes.  
Check answers, by eliciting the words onto the board.

1 studying 2 because 3 architect 4 usually 5 shopping  
6 friends

- d** Focus on the instructions and go through the **Informal emails** box with the class. Tell Sts that you can also begin an email with *Dear*, but *Hi* is more informal. Contractions are common in informal language. Finally, focus on the end of the email. Elicit / Teach the meaning of *Please write soon* and *Best wishes*, and tell Sts they are useful expressions to put at the end of an email to a friend.  
Sts now make notes for their own email.

- e** Using their notes from **d**, Sts now write their email. Either give Sts at least 15 minutes to write the email in class, or set it for homework.

**!** Tell Sts to set their email out in paragraphs like in the model email.

- f** If Sts do the writing in class, give them time to check their emails for mistakes. They could then swap them with a partner and read each other's emails, before you collect them in.

**EXTRA IDEA** If you know any good websites for Sts to find their own penfriends, now would be an ideal moment to tell Sts about them.

# 5&6 Revise and Check

For instructions on how to use these pages see p.39.

## More materials for speakers of Spanish

### For teachers on Oxford Premium

#### Resources

Video Can you understand these people? 5&6  
Quick Test 6  
File 6 Test  
Progress Test Files 1–6  
Tests for Escuelas Oficiales de Idiomas  
Wordlists and additional teacher resources

### For students

Online Practice Check your progress

## GRAMMAR

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

## VOCABULARY

- a**  
1 hear 2 play 3 forget 4 buy 5 tell 6 have 7 take  
8 run 9 call 10 dance
- b**  
1 at 2 on 3 for 4 to 5 for 6 in 7 on
- c**  
1 fog (the others are weather adjectives)  
2 cold (the others are verbs)  
3 season (the others are seasons)  
4 seven (the others are ordinal numbers)  
5 twenty-second (the others are numbers)  
6 ring (the others are parts of a country)  
7 drummer (the others are musical instruments)  
8 concert (the others are musicians)

## PRONUNCIATION

- c**  
1 **cook** /ʊ/ 2 **sitting** /ɪ/ 3 **tenth** /θ/ 4 **there** /ð/  
5 **violin** /aɪ/
- d**  
1 **neighbour** 2 **remember** 3 **fiftieth** 4 **saxophone**  
5 **pianist**

## CAN YOU understand this text?

b 1 a 2 c 3 b 4 c

## ▶ CAN YOU understand these people?

1 a 2 c 3 c 4 b 5 b

### ▶ 6.25

#### 1 Duncan

I = interviewer, D = Duncan

I Can you play a musical instrument?

D I can. I can play the violin.

I How well do you play it?

D Not very.

#### 2 Myles

I = interviewer, M = Myles

I Do you have noisy neighbours?

M Um, I'm lucky, um, I don't. But I think I'm the noisy neighbour, so...

I What do you do?

M I play the guitar.

#### 3 Tiffany

I = interviewer, T = Tiffany

I What's your favourite month of the year? Why?

T My favourite month is December because it gets colder, and I like snow and cold weather. And I like Christmas time.

#### 4 Stephen

I = interviewer, S = Stephen

I What kind of music do you like?

S A lot of kinds of music. Um, I typically listen to electronic dance, and um, indie rock. I listen to the new folk, they call it. But I like opera and a lot of jazz. The list could go on.

I What kind of music don't you like?

S I don't like country music.

I Do you have a favourite band or singer?

S Sure. Right now, my favourite band is Wye Oak from Brooklyn.

#### 5 Dasha

I = interviewer, D = Dasha

I What kind of books do you like?

D Um, I read like all sorts of books, from history books to like, novels, and all sorts of books really.

I What are you reading at the moment?

D Er, at the moment I'm reading a history of modern France.