

- G** uses of the infinitive with *to*
V verbs + infinitive: *try to, forget to*, etc.
P weak form of *to*, linking

Lesson plan

The context of this lesson is advice on how to 'survive' stressful situations such as the first day in a new job. The material is based on information on a website called *lifehack* which gives 'tips for life'. The lesson begins with Sts reading some useful advice on what to do and say (and not do and say) when you start a new office job. They then listen to two people describing their first day at work and see how they got on. In Vocabulary, the focus is on some high frequency verbs which are followed by the infinitive form, and in Grammar, Sts learn when to use the infinitive form with *to* (after certain verbs, after adjectives, etc.). Sts also read and re-tell two more *How to...* texts (surviving meeting your partner's parents for the first time and surviving a first date). In Pronunciation and Speaking, Sts practise the weak form of *to* in phrases using an infinitive and linking. Finally, in Writing they write some tips of their own on a different subject.

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Grammar uses of the infinitive with *to*
Communicative *I'm going to tell you about...*

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Workbook 7A
 Online Practice 7A
 Plus extra Vocabulary for speakers of Spanish: work
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write **HOW TO SURVIVE...** on the board in big letters. Tell Sts that there are websites giving people advice about how to survive stressful situations in daily life. Then elicit from Sts stressful situations that they would like to read advice for, and write them on the board.

You may want to give them a few ideas to start them off, e.g. *a week of exams, a first date*, etc.

Continue until you have five or six situations. Then ask Sts *What advice would you give?* and elicit ideas.

1 READING

text coherence / understanding
content words

- a** Books open. Focus on the task and the two sentence beginnings. Give Sts time to think, then either put Sts in pairs or do this as a whole-class activity.
 If Sts worked in pairs, get some feedback and write it on the board in two columns.
- b** If you didn't do the **Optional lead-in**, focus on the title of the article and make sure Sts know the meaning of *survive* (= to continue to live in or after a difficult time).
 Now tell Sts to read the article from a newspaper to see if their advice is included in the article. Tell them not to worry about the gaps.
 Elicit from the class which tips on the board are mentioned in the article.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

- c** Get Sts to read the article again and this time to complete gaps 1–7 with tips A–G. You could quickly go through the tips to make sure Sts understand all the lexis.
 Get Sts to compare with a partner, and then check answers.

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

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

EXTRA IDEA Get Sts to underline the important content words in A–G, i.e. nouns and verbs. Then quickly read the article again and match the tips to the correct section.

- d** Do this as a whole-class activity.

2 LISTENING

! Track 7.1 is a long listening with two stories. You could do each story separately if you prefer.

- a** **7.1** Tell Sts they are now going to listen to two people, Simon and Claire, describing their first day at a new job. They must listen to see what problems they had.
 Play the audio once the whole way through.
 Get Sts to compare with a partner, and then check answers.

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

Simon was wearing the wrong clothes (a suit).
 Claire had to teach three-year-olds and couldn't control them.

7.1

(script in Student's Book on p.208)

Simon

When I was about thirty, I got a job as an editor in a publishing company. It was my first office job, and um I didn't really know what to wear, but um for the interview I wore a suit, in fact I bought the suit specially for the interview. I got the job, so I thought that must be OK, so um on the first day I went to work wearing a suit and a tie. I got to work early, um, I wanted to make a good impression, and I was the first person in the office, so I went in, I found my desk, with my name on it, and I sat down and there were a few papers and documents for me to read, so I started reading those. I turned on my computer, and after about ten, fifteen minutes the other people in the office started to arrive and I noticed that nobody else was wearing a suit, and I thought, 'OK it's not a big problem.' So I introduced myself to the other people, I said, 'Hello, how are you? Hello, pleased to meet you' and the next thing someone said to me was 'My computer's really slow, do you think you know what the problem is?' and I said, 'No, no, not really.' So then I introduced myself to somebody else and said, 'Hello, nice to meet you' and she replied, 'Hello, nice to meet you' and then she said, 'Do you know how I can connect my computer to the printer?' and I said, 'No, I have no idea how to do that.' Anyway I went back to work and about half an hour later I had a meeting with my boss, and she said, 'How's it going?' and I said, 'Yeah, it's all good, everybody seems really nice. Just one thing, why does everybody think I can fix their computer?' and she looked at me and what I was wearing and she said, 'It's your suit. Nobody in this office ever wears a suit, so they think you're from the IT department and you've come to help with a computer problem. They're the only ones who wear suits!' So I never wore it again. To this day.

Claire

It was my first day at work as a teacher at a language school, and they asked me to come the first week of term to observe some teachers, to watch their lessons, and then I was going to start teaching the following week. But when I arrived there they told me that one of the teachers was ill and they asked me to take the class, and it was three-year-old kids! So I was in a class with about ten three-year-olds, who were running around – my boss gave me a story book to read to them, but the kids couldn't speak any English. I'd never taught – never been trained to teach children that small. I tried to read the book to two of them, but the others were running around shouting and hitting each other, and at the worst possible moment, just when all of them were being really noisy and not doing anything I was telling them to, my boss – the director of the school – opened the door and just looked at me. I felt terrible, but then she said, 'These children are too young for you, aren't they?' and I said, 'Yes' – I was nearly crying. Luckily after that she never gave me any classes with really young children, but it was the most stressful class I've ever tried to teach.

Now ask Sts which tip from the article in **1** they would give Simon and Claire.

Simon Wear smart work clothes, but not too smart.

Claire Be prepared to have problems. Don't be afraid to ask for help.

b Tell Sts they are going to listen again and this time they must answer questions 1–6. Go through the questions, making sure Sts understand all the lexis.

Play the audio, pausing after Simon's story. Then play Claire's story.

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

1 C 2 C 3 S 4 S 5 C 6 B

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.208, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Do this as a whole-class activity. You could tell Sts about your own experience if you have ever had a problem on your first day.

3 VOCABULARY & GRAMMAR

verbs + infinitive; uses of the infinitive with *to*

Vocabulary notes

Although Sts are learning these verbs partly in a grammar context, it's important to make sure that they're clear about what they all mean, e.g. *pretend, try, decide*, etc., and are also clear about the difference in meaning between *would like* and *like*.

a Here Sts focus on the verbs before the infinitives. Tell Sts not to look at the article and to complete the gaps in 1–4. Check answers.

1 Plan 2 Offer 3 want 4 Try

b Tell Sts to go to **Vocabulary Bank Verb forms** on p.244. Focus on **1 Verbs + infinitive**. Focus on **a** and get Sts to complete the **to + verb** column with the verbs from the list.

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

Check answers.

7.2

Verb forms 1 Verbs + infinitive

- 1 We've decided to go to France for our holiday.
- 2 Don't forget to **turn off** all the lights.
- 3 We hope to **see** you again soon.
- 4 I'm learning to **drive**. My test is next month.
- 5 I need to go to the supermarket. We don't have any milk. 6 He offered to help me with my case.
- 7 They're planning to **get married** soon.
- 8 He pretended to **be** ill, but he wasn't really.
- 9 He's promised to **pay** me back when he gets a job.
- 10 Remember to **bring** your dictionaries to class tomorrow.
- 11 It was very cloudy and it started to **rain**.
- 12 I'm trying to **find** a job, but it's very hard.
- 13 I want to **catch** the six o'clock train.
- 14 I'd like to **buy** a new car next month.

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any verbs your Sts find difficult to pronounce. Now do **Activation** and tell Sts, in pairs, to cover the **to + verb** column. They must try to remember and say the full sentences.

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

! The photocopiable vocabulary activity revises both verbs + infinitive and verbs + gerund, so wait until after the **Vocabulary Bank** in **7B** before using it.

- c Tell Sts to focus on sentences A–C from the article and rules 1–3. They must match a sentence with a rule.
Get Sts to compare with a partner, and then check answers.

a 2 b 3 c 1

- d Tell Sts to go to **Grammar Bank 7A** on p.224.

Grammar notes

The infinitive has two forms in English:

- 1 **work** is the form which is given in a dictionary. Sts have seen this used in present simple questions and negatives, e.g. *Do you work?*, *I didn't work*, and after the modal verb *can*.
- 2 **to work** Sts should already be familiar with the infinitive with *to* used after some verbs such as *want* and *would like*, e.g. *I want to come with you*.

! The infinitive of purpose is only used to express a positive reason. To express a negative reason we use *in order not to* or *so as not to*, e.g. *We took a taxi so as not to be late* NOT *We took a taxi not to be late*. At this level it is better not to point this out unless it comes up.

- 7.3 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.
Now focus on the **Infinitive without to** box and go through it with the class.
Then focus on the exercises in **7A** on p.225. Sts do the exercises individually or in pairs.
Check answers, getting Sts to read the full sentences.

a
1 F 2 D 3 E 4 A 5 C

- b
1 Nice **to meet** you
2 What do you want **to do** tonight?
3 I promise **not to be** late.
4 Try **not to make** a noise.
5 I'd really like **to learn** a new language.
6 Be careful **not to drive** too fast – the roads are icy.
7 My brother has decided **to look for** a new job.
8 You don't **need to pay** to go in.

EXTRA IDEA Put Sts into small groups. Get them to try to think of at least two answers to each of the questions below, using *to* + infinitive.
Why do people...?

- go to parties – go on holidays – go to a gym
– get married – learn English

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

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

- e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication How to survive...**, **A** on p.190, **B** on p.196.

Go through the instructions with them carefully, and make sure Sts know what they have to do.

A and **B** read their *How to survive...* articles. Give them time to try to memorize the information and deal with any vocabulary problems.

A then tells **B** the five tips. Then **A** and **B** decide together which they think is the most important tip.

B now tells **A** the five tips in his / her article and they again decide together which is the most important one.

When Sts have finished, get feedback from some pairs about which tip they thought was the most important.

EXTRA SUPPORT Tell Sts that they can look at the headings, but encourage them to give as much of the extra information as they can from memory.

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

- f Focus on the task and make sure Sts know the meaning of *appropriate* (= suitable, acceptable, or correct for the particular circumstances). Model and drill pronunciation. Then give Sts time to think about the tips they read or heard about in **Communication**.

Now ask the class if they think the tips they have read are appropriate in their country. If not, why not?

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: verbs + infinitive

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: uses of the infinitive with *to*

4 PRONUNCIATION & SPEAKING

weak form of *to*, linking

Pronunciation notes

Weak form of *to*

The word *to* is usually unstressed in a sentence (unless it comes at the end of a question, e.g. *Who are you talking to?*) and is pronounced as a weak form /tə/, e.g. *I never speak to /tə/ Jane*.

Linking

It's important for Sts to be aware of the way two consonant sounds are linked (see information box in the Student's Book) as this will help them to understand spoken language when this linking occurs.

- a 7.4 Tell Sts to listen to the three sentences and especially to how the word *to* is pronounced.
Play the audio once for Sts just to listen.
Check answers.

to isn't stressed and is pronounced /tə/

7.4

See sentences in Student's Book on p.99

b ⑩ **7.5** Focus on the **Linking words with the same consonant sound** box and go through it with the class.

Now tell Sts they are going to hear ten questions and they must complete each gap with three or four words.

Play the audio, pausing after each question to give Sts time to write. Play again if necessary.

Get Sts to compare with a partner, and then check answers, making sure Sts understand the questions.

- 1 tried to learn
- 2 how to drive
- 3 what to wear
- 4 forgotten to turn off
- 5 hoping to go
- 6 planning to go anywhere
- 7 to work or study
- 8 pretended to be ill
- 9 to learn to cook
- 10 to stay friends

⑩ **7.5**

- 1 Have you ever tried to learn something new and failed?
- 2 How important is it to know how to drive?
- 3 How long do you usually spend deciding what to wear in the morning?
- 4 Have you ever forgotten to turn off your phone during a class or concert?
- 5 Where are you hoping to go for your next holiday?
- 6 Are you planning to go anywhere next weekend?
- 7 Would you like to work or study in another country?
- 8 Have you ever pretended to be ill (when you weren't)?
- 9 Do you think it's important to learn to cook at school?
- 10 Do you think it's possible to stay friends with an ex-boyfriend or girlfriend?

c This speaking activity reinforces the pronunciation presented in **a**, as well as the grammar.

Put Sts in pairs, **A** and **B**. **A** asks the first five questions to **B**, who answers giving as much information as possible. Then **B** asks the next five questions to **A**.

Get feedback from the class.

EXTRA SUPPORT Get Sts to choose questions to ask you first. Encourage them to ask follow-up questions for more information. You could write a few question words, e.g. **WHY?** **WHEN?**, etc. on the board to remind them.

5 WRITING

In pairs, Sts now write their own *How to survive...* article. First, they must choose one of the three titles and then they must write at least four tips.

When Sts have finished, make sure they check their work for mistakes.

Then they could swap articles with another pair.

EXTRA SUPPORT Brainstorm suitable headings with the class for each title before Sts choose which article to write.

Possible headings:

A job interview

Don't be late

Wear the right clothes

Be prepared

Ask questions

A party where you don't know anyone

Arrive early

Introduce yourself to people

Ask people about themselves

Don't eat or drink too much

A family holiday

Try not to argue with people

Spend some time on your own

Help with housework if you're in a rented flat

Take turns to choose where to go and what to eat

- G** uses of the gerund (verb + *-ing*)
V verbs + gerund: *like, can't stand*, etc.
P *-ing*, the letter *o*

Lesson plan

Cartoons about happiness posted on Instagram by two well-known illustrators provide the context for Sts to learn three common uses of the verb + *-ing* form (often called the gerund).

The lesson begins with the cartoons which lead Sts into Vocabulary and Grammar by focusing on common verbs which are followed by the gerund and other uses of the gerund. This is followed by a Listening and Speaking activity about the Bank of Happiness in Tallinn, Estonia, and Sts listen to an interview with the founder of the bank, Airi Kivi. In Pronunciation, Sts look at the six pronunciations of the letter *o* and the /ɪ/ sound. The lesson ends with a speaking activity, in which Sts talk about things they love / like / don't mind, etc., doing.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar infinitives with *to* or verb + *-ing*?

Communicative Questions with gerunds

Vocabulary Verbs + infinitive *to* and verbs + *-ing*

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 7B

Online Practice 7B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: happiness; /ɔː/, /uː/, /ʊ/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following words on the board:

HAPPY SAD DARK WEAK

Ask Sts what part of speech these are, and elicit that they are adjectives. Then tell Sts that by adding four letters to the end of these adjectives, you make them into nouns, and see if anyone comes up with *-ness*. Write the nouns on the board (*happiness, sadness*, etc.), and model and drill pronunciation.

You could also teach a few more *-ness* nouns from other adjectives Sts know, e.g. *kindness, laziness, tidiness*, etc.

1 VOCABULARY & GRAMMAR verbs + gerund; uses of the gerund

Vocabulary notes

Although Sts are learning these verbs partly in a grammar context, it's important to make sure that they're clear about what they all mean, e.g. *go on* (= continue), *feel like* (want to have or do sth), etc.

- a** Books open. Put Sts in pairs and get them to discuss the questions. You could answer the questions yourself first. Get some feedback from various pairs.

EXTRA SUPPORT Do this as a whole-class activity.

- b** Focus on the text and Instagram posts. You may want to pre-teach some vocabulary, e.g. *a hot tub, to illustrate sth, draw – drew*, etc. or you may prefer to deal with these in context after Sts have read the text. Tell Sts to read the text once and then tick the cartoons they agree with most. Get some feedback. You could tell Sts which ones you agree with most.
- c** Do this as a whole-class activity.

We use the *-ing* form after *finish*.

Elicit any other verbs Sts know which take the *-ing* form, e.g. *like, love, hate, mind*, etc.

- d** Here Sts learn some other common verbs which take the gerund. Tell Sts to go to **Vocabulary Bank Verb forms** on p.244 and look at **2 Verbs + gerund (verb + -ing)**. Focus on **a** and get Sts to complete the **gerund** column with the verbs from the list.
- 🔊 **7.6** Now do **b**. Play the audio for Sts to listen and check. Check answers.

🔊 7.6

Verbs + gerund

- I enjoy **reading** in bed.
- Have you finished **tidying** your room?
- I want to go on **working** until I'm seventy.
- I hate **being** late when I'm meeting someone.
- I like **having** breakfast in a café.
- I love **waking up** on a sunny morning.
- I don't mind **doing** the ironing. It's quite relaxing.
- She spends hours **talking** on the phone.
- It started **raining** at five thirty in the morning.
- Please stop **making** such a noise. I can't think.
- I don't feel like **cooking** today. Let's go out for lunch.

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

Remind Sts that *I don't mind (doing something)* = although I don't enjoy it, it isn't a problem for me. Point out the asterisk by *start* and tell Sts that it can be used with a gerund or infinitive with no difference in meaning, e.g. *It started raining* or *It started to rain*.

Now do **Activation** and tell Sts, in pairs, to cover the **gerund** column. They must try and remember the full sentences.

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

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

- e Focus on the task. Either put Sts in pairs or do this as a whole-class activity.
If Sts worked in pairs, check answers.

1 without asking 2 parking, fitting, finding, sitting, landing, reading 3 not having to

- f Tell Sts to go to **Grammar Bank 7B** on p.224.

Grammar notes

It is very likely that in your Sts' L1 an infinitive form will be used in places where English uses an *-ing* form.

! In British English it is much more common to use a gerund after *like*, *love*, and *hate* especially when you are speaking about general likes and dislikes. However, an infinitive can often be used without any real difference in meaning, and US English uses the infinitive.

Spelling rules

You may want to point out that two-syllable verbs which are stressed on the last syllable also double the final consonant, e.g. *begin* – *beginning*, *prefer* – *preferring*.

! *travel* – *travelling* is an exception: it is stressed on the first syllable, but doubles the final consonant.

Gerund or infinitive?

Sts are asked to discriminate between the gerund and infinitive in the second exercise in the **Grammar Bank**. Before doing it you could get Sts to quickly look again at the rules for both (see **Grammar Bank 7A** p.224).

! Remind Sts that *like* is usually followed by the gerund, e.g. *I like travelling*, but *would like* is followed by the infinitive, e.g. *I would like to travel around the world*.

- 7.7 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **7B** on p.225. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
1 swimming 2 practising 3 remembering 4 Teaching
5 messaging 6 not knowing 7 Travelling 8 studying
b
1 Doing 2 to pay 3 to park 4 giving 5 to get
6 raining 7 cooking, doing 8 getting up

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

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

- g Tell Sts they are going to write a sentence similar to the ones in **1b**. Write **HAPINESS IS...** on the board and tell Sts they should write between five and ten words about their idea of happiness.

EXTRA IDEA If your Sts like drawing, you could ask them to illustrate their text.

- h When Sts have finished writing, put them in small groups (of three or four). Tell Sts to read their sentences to the rest of their group. When they have finished reading all of them, they should give their opinion.

Get some feedback from various groups. If Sts have illustrated their work, you could put it up on the wall.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: verbs + gerund

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: uses of the gerund

2 LISTENING & SPEAKING

- a Focus on the task and elicit ideas from the class.
b 7.8 Tell Sts they are going to listen to a radio interview with Airi Kivi, the woman who started the bank. They must listen and choose which description 1–3 best explains how the bank works.
Play the audio once the whole way through.
Check the answer.

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

- 3 You help somebody, and then somebody else helps you.

7.8

(script in Student's Book on p.209)

P = presenter, A = Airi

P The capital city of Estonia, Tallinn, is one of the most beautiful cities on the Baltic coast. It's one of the world's 'smart cities', which means that technology plays an important role in people's lives and in business. But some people in Tallinn are using the internet for something very unusual. It's called the Bank of Happiness, but it's a very different kind of bank. Nobody pays money into the bank, and the bank doesn't lend money to anybody. Instead, the Bank of Happiness is a forum where thousands of people from Estonia, and other countries too, connect with each other, and they offer or receive services completely free of charge.

Here's how it works: you register and then you post what you're offering or what you need – it's really easy. For example, people offer to do the shopping for somebody, or walk their dog.

Other people post things like 'I need someone who can fix my car' or 'Can anybody translate an email into French for me?'

But the most important thing is that nobody pays any money. Everything is free.

The bank was started over five years ago by a thirty-nine-year-old Estonian woman called Airi Kivi. She's a psychologist and a family therapist, and her goal was to make people think and act with their hearts.

A I thought, we need something like this Bank of Happiness, where people can meet each other and help each other – do something cool. The Estonian economy was also having problems at the time. A little bit later, I thought, wow, the Bank of Happiness is perfect for this economic crisis. A lot of people are unemployed and they can use our bank.

In the Bank of Happiness people don't need to pay each other back. For example, a teenager will do the shopping for his old neighbour, and maybe the neighbour can't do anything for him in return. But then perhaps the neighbour will post a comment on the site and tell people about what the teenager did, and then another person, who sees this, will probably do something to help the teenager. The principle of the bank is that it's not money and things that make people happy. What really makes them happy is doing things for other people.

- c Give Sts time to read the six multiple-choice questions and make sure they understand all the lexis.
Then play the audio again for Sts to listen and choose the correct answer. Play the audio again if necessary.
Check answers.

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

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Focus on the three questions and give Sts time to think of their answers.
Put Sts in pairs and get them to discuss the questions.
Get some feedback from various pairs.

3 PRONUNCIATION *-ing*, the letter *o*

Pronunciation notes

-ing

-ing at the end of a word, as in the gerund, is always pronounced /ɪŋ/. Sts often need practice making this sound as they may not have it in their language.

the letter *o*

Sts often have problems with the different pronunciations of *going* and *doing*. This exercise focuses on the two most common pronunciations of the letter *o*, /ɒ/ (e.g. *clock*) and /əʊ/ (e.g. *phone*), and two less common ones, /ʌ/ (e.g. *mother*) and /uː/ (e.g. *boot*).

Highlight that *clock* and *mother* are short sounds, *boot* is a long sound, and *phone* is a diphthong.

- a **7.9** Focus on the sound picture and elicit the word and sound (*singer* /ɪŋ/).
Now focus on the example words next to the sound picture, e.g. *shopping*, etc.
Play the audio once for Sts just to listen.

7.9

See sound and words in Student's Book on p.101

Then play the audio again, pausing after each word for Sts to listen and repeat. Correct pronunciation and give further practice if necessary.

- b Focus on the sound pictures and elicit the six words and sounds, e.g. *phone* /əʊ/, *horse* /ɔː/, etc.
Focus on the question and play the audio again, pausing after each word for Sts to match it to a sound.

EXTRA CHALLENGE Get Sts to do the matching exercise before they listen again.

Check answers.

shopping 4 nothing 6 boring 2
ironing 3 going 1 doing 5

Play the audio again for Sts to listen and repeat. Give more practice if these sounds are a problem for your Sts.
Put Sts in pairs and get them to practise saying the words.

- c **7.10** Focus on the pairs of words in 1–4 and make sure Sts know what they mean.
Tell Sts they are going to hear all the words and they should try to notice the difference between them.
Now play the audio once the whole way through for Sts just to listen.

7.10

See words in Student's Book on p.101

- d **7.11** Tell Sts they are going to hear one of the words in each group in c used in a sentence. They just have to decide if it is a or b.
Play the audio once the whole way through, pausing after each sentence. Play it again if necessary.
Check answers.

1 b bank 2 a thing 3 b sink 4 a ping

7.11

- The news about the bank really surprised me.
- One thing I hate about supermarkets is queuing.
- Please could you put the dirty dishes in the sink?
- I think you have a message. I just heard your phone ping.

EXTRA SUPPORT Write some words on the board for each sentence to help Sts, e.g. 1 NEWS, BANK, SURPRISED; 2 HATE, SUPERMARKETS, QUEUING, etc. Then play the audio again, pausing after each sentence 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 the Sound Bank videos on *Online Practice*.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɔː/, /uː/, /ʊ/

4 SPEAKING

- a Here Sts get some oral practice of the new vocabulary and grammar. Focus on the task. Highlight that Sts only have to choose five things they want to talk about from the ten possibilities. Give them a minute to choose their five things.

! Highlight that *dream of* is used for daydreaming, i.e. something we would love to do; *dream about* is used for dreaming while actually asleep, e.g. *I dreamed about you last night*.

EXTRA SUPPORT Sts could write down their answers to help prepare them for the speaking.

- b **MEDIATION ACTIVITY** Demonstrate the activity by choosing a few things from the list in a and talking about them yourself. Encourage the class to ask you for more information, e.g. *Why (not)?*
In pairs, **A** tells **B** his / her five things and **B** asks for more information.
When you think Sts **A** have finished, get them to swap roles.
Monitor and help while Sts are talking. Correct Sts if they use an infinitive instead of an *-ing* form.
Get some feedback from the class.

EXTRA IDEA Get fast finishers to choose more topics to talk about.

- G** *have to, don't have to, must, mustn't*
V adjectives + prepositions: *afraid of, etc.*
P stress on prepositions

Lesson plan

The title and main context of this lesson were inspired by an article in the British press, where an experiment was done to see how well someone could learn a foreign language in just a month. When the month was up, the person travelled to the country itself and carried out a series of tasks to see how much he had learned.

The lesson begins with Sts speaking about whether they use English outside the classroom. Then Sts read an article about British people's problems learning foreign languages, and an experiment to see how much Spanish a British student, Max, could learn in a month. Next is a grammatical focus on verbs expressing obligation: *have to / don't have to* and *must*. Then Sts listen to hear how Max got on in Spain when his course finished and do the challenges themselves. The Vocabulary and Pronunciation focus is on common verb + preposition combinations, e.g. *bad at, afraid of, etc.* as well as stress on prepositions. In Writing, Sts write a formal email to a language school asking for information.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *have to, don't have to, must, mustn't*
Communicative In the UK

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 7C

Online Practice 7C

Plus extra Pronunciation, and Listening for speakers of Spanish: rhythm and stress; Learning English and Spanish Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts what rules there are in their class, and elicit their ideas onto the board, writing them up in imperatives, e.g.

DO HOMEWORK EVERY DAY.

DON'T MISS CLASSES.

TURN OFF YOUR PHONE.

DON'T SPEAK IN (Sts' L1), etc.

You could leave these up on the board to be referred to later.

Then ask Sts which two they think are the most important.

1 SPEAKING

Books open. Here Sts do a short speaking activity based on their experience of using English. Quickly run through the questions before Sts start.

Put Sts in small groups and get them to discuss the questions. Encourage them to use *What about you?* after they have answered.

Get some feedback from various groups about their experiences. You could also tell them a little about your experience of language learning.

2 READING using topic sentences

- a** Focus on the questions and elicit some opinions from the class. Try to get a short discussion going if Sts seem to be interested in the topic.
- b** Tell Sts that they are going to read an article about a language learning experiment. Make sure Sts understand what *an experiment* means (= a test that you do to find out what will happen or if sth is true).

First, focus on the **Topic sentences** box and go through it with the class.

Now focus on topic sentences A–F and go through them, making sure Sts understand all the lexis, e.g. *a Brit*.

Give Sts time to read the article and complete the gaps with the topic sentences. Point out that the first (E) has been done for them.

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

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

2 D 3 F 4 B 5 C 6 A

- c** Go through questions 1–6 with the class.
- Give Sts time to read the article again.
- Get Sts to answer the questions with a partner, and then check answers.

- 1 Tourists sometimes try to say a few phrases in a foreign language, but stop as soon as they discover that the waiter speaks English; Many British people who live abroad never learn the language at all.
- 2 They think they don't need to learn a language because everyone speaks English.
- 3 It's too difficult.
- 4 By sending one of their journalists on an intensive language course.
- 5 Because he'd like to go to Spain and Latin America. He did a one-month intensive course.
- 6 He went to Madrid with a teacher to do some tests to see if he could survive.

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

3 GRAMMAR *have to, don't have to, must, mustn't*

a **7.12** Focus on the tests and rules, and give Sts time to read them.

Now play the audio of Max talking about the tests. Sts listen and complete the gaps.

Check answers.

- 1 sandwich 2 follow 3 taxi 4 dictionary
5 speak Spanish 6 hands

7.12

Max

There were four tests for me to complete in Madrid. I had to order a drink and a sandwich in a bar, ask the price, and understand it. Then I had to ask for directions in the street, and follow them, then get a taxi to a famous place, and finally phone somebody and leave a message on their voicemail.

There were just three rules. You **mustn't** use a dictionary or phrase book app, you **must** only speak Spanish and you **mustn't** use your hands or mime or write anything down.

b Focus on the highlighted phrases in **a** and questions 1 and 2.

Give Sts a few moments to answer the questions, and then check answers.

- 1 You have to, you must 2 you mustn't

c Do this as a whole-class activity.

- 1 I don't need to do this

d Tell Sts to go to **Grammar Bank 7C** on p.224.

Grammar notes

must and have to

At A2/B1 level *have to* and *must* can be treated as synonyms as a way of expressing obligation. We tend to use *have to* more often than *must* when there is an external obligation, i.e. a law or a rule, e.g. *You have to wear a seat belt in a car in the UK.*

Watch out for the typical mistake of using *to* with *must*: e.g. *I must to go to the bank.*

Highlight the impersonal use of *You* when we talk about rules and laws, e.g. *You have to drive on the left.*

mustn't and don't have to

The typical mistake here is when Sts use *don't have to* instead of *mustn't*, e.g. *You don't have to use your phone in class.* (*You mustn't use your phone...*)

Focus on the example sentences and play both audio

7.13 and **7.14** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the information box about **must and have to, mustn't and don't have to**, and **Impersonal you**, and go through it with the class.

Then focus on the exercises for **7C** on p.225. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

- 1 Janice **has to** study very hard – she has exams soon.
- 2 You **have to** buy a ticket before you get on the bus.
- 3 **Does** your sister **have to** go to London for her job interview?
- 4 Mike **has to** wear a really ugly uniform at his new school.
- 5 We **have to** get up early tomorrow.
- 6 Harry **doesn't have to** work today – he has a day off.
- 7 I **have to** make a phone call.
- 8 **Do** we **have to** go to bed?

b

- 1 mustn't
- 2 ✓
- 3 don't have to
- 4 ✓
- 5 mustn't
- 6 ✓
- 7 ✓
- 8 don't have to

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

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

e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication What are the rules?**, **A** on p.191, **B** on p.196.

Go through the instructions with Sts carefully, and make sure they know what they have to do.

Sts **A** look at photos 1–6 and complete the rules. Sts **B** do the same with photos 7–12.

EXTRA SUPPORT You could put two Sts **A** and two Sts **B** together first to complete the rules. Then put them in **A / B** pairs.

A then reads his / her rules in a different order to **B**, who looks at his / her photos and says which photo the rules apply to.

They then swap roles and do the same with photos 7–12.

Finally, check the rules for photos 1–12.


- 1 You have to / must turn off your phone.
- 2 Children don't have to pay.
- 3 You have to / must wear a jacket.
- 4 You mustn't touch the door.
- 5 You have to / must be over 18 to see this film.
- 6 You mustn't take photos here.
- 7 You don't have to pay anything now.
- 8 You mustn't play football here at night.
- 9 You mustn't put your feet on the seats.
- 10 You don't have to come to class on Mondays.
- 11 You have to / must drive in one direction.
- 12 You have to / must wear sports shoes here.

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

EXTRA IDEA Ask Sts what rules there are in their school and if they think, they are good rules. You could then also ask Sts to invent some new rules that they would like to see incorporated.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *have to, don't have to, must, mustn't*

4 LISTENING

a  **7.15** Tell Sts to look at the tests again in **3a** and ask Sts the two questions. Get some feedback from the class.

Then play the audio of Max doing the tests in Madrid. Sts just listen to hear which test was the easiest and which was the most difficult.

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

Check answers.

The easiest test was ordering the beer and sandwich. The most difficult was getting a taxi.

7.15

(script in Student's Book on p.209)

M = Max, **P** = Paula, **W** = waiter, **Pb** = passer-by, **T** = taxi driver, **L** = Lola

M I arrived at Madrid airport where I met Paula. *Hola, Soy Max.*

P *Encantada. Soy Paula.*

M Paula took me to my hotel, and that evening we went to the centre of Madrid and it was time for my first test. I had to order a sandwich and a drink in a bar, then ask for the bill. I sat down at the bar and I tried to order a beer and a ham sandwich. *Por favor, una cerveza y un bocadillo de jamón.*

W *En seguida.*

M Fantastic! The waiter understood me first time. My pronunciation wasn't perfect, but I got my beer and my sandwich. I really enjoyed it. But then the more difficult bit. Asking for the bill... *¿Cuánto es?*

W *Seis noventa.*

M *¿Cómo?*

W *Seis noventa.*

M Six ninety. I understood! Paula gave me eight points for the test. I was very happy with that. Next we went out into the street. Test number two was asking for directions and – very important! – understanding them. We were in a narrow street, and I had to stop someone and ask them for the nearest chemist, *una farmacia*. I stopped a woman. At first I didn't understand anything she said!

Pb *Siga todo recto y tome la segunda por la derecha. Hay una farmacia en esa calle.*

M I asked the woman to speak more slowly.

Pb *Todo recto y tome la segunda calle por la derecha DERECHA.*

M I got it this time, I think. The second street on the right. I followed the directions and guess what. There was a chemist there! Seven points from Paula.

Test number three. I wasn't looking forward to this one. I had to get a taxi to a famous place in Madrid. Paula wrote down the name of the place on a piece of paper. It was the name of the football stadium where Real Madrid play. We stopped a taxi. *El Bernabéu, por favor.*

T *¿Qué? ¿Adónde?*

M He didn't understand me. I tried again, but he still didn't understand. I was desperate, so I said, 'Real Madrid, Stadium, football!'

T *¡Ah! El Santiago Bernabéu.*

M Finally! Paula only gave me five because I ended up using English. Still, at least I made the taxi driver understand where I wanted to go. And so to the final test. I had to leave a message in Spanish on somebody's voicemail. I had to give my name, spell it, and ask the person to call me back. Paula gave me the number – it was one of her friends called Lola – and I dialled. I was feeling a bit nervous at this point, because speaking on the phone in a foreign language is never easy.

L *Deje su mensaje después de la señal.*

M *Er. Buenas noches. Soy Max. Max. M-A-X. Er... Por favor... llámame esta noche... Oh yes... a las 8.30 er, Gracias. Well, my grammar wasn't right, but I left the message. Half an hour later, at half past eight Lola phoned me. Success! Paula gave me eight points. That was the end of my four tests. Paula was pleased with me. My final score was seven. I was quite happy with that. So, how much can you learn in a month? Well, of course you can't learn Spanish in a month, but you can learn enough to survive if you are on holiday or on a trip. Now I want to go back to England and try and learn some more. ¡Adiós!*

b Focus on the task and quickly go through sentences 1–7 before playing the audio.

Play the audio again, pausing to give Sts time to mark them *T* (true) or *F* (false). Play all or part of the audio again if necessary. Remind Sts to correct the *F* ones.

Check answers.

1 *F* (The waiter **understood** Max.)

2 *T*

3 *F* (It was the **second** street on the right.)

4 *F* (The driver **didn't understand** the name.)

5 *T*

6 *F* (He got **seven**.)

7 *F* (You **can't** learn a language (Spanish) in a month, but you can learn enough to do some simple everyday things.)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the task and give Sts time to think of their answers. Put Sts in pairs and get them to discuss their answers to 1–4. Get some feedback from various pairs for each test.

Possible answers

1 (Can / Could I have) a coffee and a cheese sandwich, please? How much is that?

2 Excuse me, where's the nearest chemist's?

3 Could you take me to..., please?

4 Hi, it's Anna. Could you please call me back? My number is...

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Learning English and Spanish

5 VOCABULARY & PRONUNCIATION

adjectives + prepositions; stress on prepositions

Vocabulary notes

Certain adjectives are often followed by a particular preposition, which may well be different in Sts' L1. Sts should make a note of adjective + preposition combinations when they meet them.

- a** Focus on the **Adjectives + prepositions** box and go through it with the class.
Then focus on questions 1–10, and get Sts to complete the gaps with a preposition from the list.
Get them to compare with a partner.
- b** **7.16** Play the audio for Sts to listen and check. Check answers.

1 at 2 at 3 for 4 of 5 in 6 of 7 for 8 to 9 with
10 from

7.16

Languages

- Do you think you're good at learning languages?
- Is there anything about learning English that you're bad at?
- Do you think listening to pop music is good for your English?
- Are you afraid of going to places where you don't speak the language?
- What English-speaking countries are you most interested in?

Tourism

- Which towns or cities in your country are full of tourists in the summer?
- What tourist attractions is your country famous for?
- Are people in your country usually nice to tourists?
- Do you get angry with tourists who don't try to speak your language?
- Are people in the capital city very different from people in the rest of the country?

Pronunciation notes

Sts are normally encouraged not to stress prepositions in sentences and questions. However, there is one situation in which prepositions are stressed, which is when they are the last word in a sentence or question, and pointing this out and getting Sts to practise it will improve their sentence rhythm.

- c** **7.17** Focus on the task and play the audio once the whole way through for Sts just to listen.
Then play it again pausing after the first pair of questions. Get Sts to compare with a partner, and then repeat with the second pair of questions.
Check answers.

at is unstressed in 1 and stressed in 2.
for is unstressed in 3 and stressed in 7.

7.17

- Do you think you're good at learning languages?
- Is there anything about learning English that you're bad at?
- Do you think listening to pop music is good for your English?
- What tourist attractions is your country famous for?

Finally, ask Sts *What do you think is the rule for stress on prepositions?* to elicit that prepositions are stressed when they are the last word in a sentence or question.

- d** Put Sts in pairs and get them to ask and answer questions 1–10 in **a**. You could demonstrate the activity by getting Sts to ask you some of the questions first.
Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: rhythm and stress

6 WRITING a formal email

Tell Sts to go to **Writing A formal email** on p.203.

- a** Tell Sts to read the email and tick the questions that Marek asks the school.
Check answers.

Sts should tick

How much do the courses cost?
When do the courses start and finish?
Can I combine two kinds of classes?
Can my wife stay with me?

- b** Now tell Sts to look at the highlighted phrases. They are all for a formal email. Sts need to write the equivalent expressions for an informal email.
Check answers.

Formal	Informal
Dear Sir / Madam,	Dear / Hi [first name]
I am writing	I'm writing
I would like	I'd like
however	but
I look forward to hearing from you.	Looking forward to hearing from you.
Yours faithfully,	Best wishes / All the best / Love

- c** Get Sts to read the advertisement for a language school. They must plan a formal email to the school. They should decide how long they want to study for, what kind of course they want to do and where they want to stay. They should also ask two or three questions.
- d** You may like to get Sts to do the writing in class or you could set it as homework. Get them to write the email, making sure they write two paragraphs according to the model.
- e** Sts should check their emails for mistakes before handing them in.

Function going to a pharmacy

Vocabulary feeling ill: *a headache, a cough, etc.*

Lesson plan

In this lesson Sts get practice with describing symptoms and buying medicine. Early in the morning, Rob and Jenny go running in Central Park, and Jenny invites Rob for dinner. However, Rob isn't feeling too well, and in the afternoon he goes to a pharmacy. Later, in the evening, he has dinner at Jenny's apartment.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 4

Quick Test 7

File 7 Test

For students

Workbook Practical English 4

Can you remember...? 1–7

Online Practice Practical English 4

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g. ask them *What does Rob buy? Why? What happens when he buys them? What does Rob agree to do with Jenny?, etc.*

Alternatively, you could play the last scene of Episode 3.

1 ▶ RUNNING IN CENTRAL PARK

a 🎧 **7.18** Books open. Focus on the photos and elicit what Sts think is happening. Don't tell them if they are correct or not yet.

Now focus on the question and play the video / audio once the whole way through for Sts to check their ideas.

Check answers.

Jenny is enjoying the run. Rob says he is, but he is very tired.

🎧 7.18

J = Jenny, R = Rob

J Are you OK?

R Me? Never better.

J It's beautiful here, isn't it? I think this is my favourite place in New York.

R Yeah, it's great.

J So how's it all going? Are you happy you came?

R To Central Park? At seven fifteen in the morning?

J To New York, Rob.

R Yeah. Of course I'm happy. It's fantastic.

J Really? You aren't just saying that.

R No, I mean it.

J You need to get in shape, Rob.

R I know. I am a bit tired of eating out all the time. It isn't good for my figure.

J It's the restaurants you go to! Why don't you come over to my place after work? I could make you something a little healthier.

R I'd really like that. Thanks.

J So, how do you feel now? Are you ready to go again?

R Oh, yes! I'm ready for anything.

J Are you sure you're OK?

R Absolutely.

J OK. We'll only go around two more times.

R Two? Excellent!

b Focus on questions 1–6 and give Sts time to read them.

Play the video / audio again the whole way through.

Get Sts to compare with a partner, and play again if necessary.

Check answers.

1 Never better.

2 It is beautiful and her favourite place in New York.

3 Yes

4 He is tired of eating out.

5 She invites him to have dinner at her place.

6 Twice / Two more times

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

2 ▶ VOCABULARY feeling ill

a Focus on the title and elicit / teach the meaning of *ill*.

Now focus on the question *What's the matter?* and make sure Sts understand it.

Tell Sts to match the phrases and photos.

Focus on the pronunciation of the words.

Now get Sts to compare with a partner.

b 🎧 **7.19** Play the video / audio for Sts to watch or listen and check.

Check answers.

🎧 7.19

What's the matter?

2 I have a headache.

4 I have a cough.

1 I have flu.

5 I have a temperature.

6 I have a bad stomach.

3 I have a cold.

Model and drill the sentences. You might want to contrast *I have a cold* (= I am ill) and *I am cold* (= I am feeling cold, but not ill).

Play the video / audio again, pausing after each phrase for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce.

Tell Sts to cover the phrases and look at the photos, and practise saying the phrases with a partner.

EXTRA CHALLENGE Get Sts to give some advice.

3 GOING TO A PHARMACY

a **7.20** Focus on the title and the **British and American English** box on p.105 and go through it with the class.

Now focus on the instructions and sentences 1–4.

Tell Sts to cover the conversation in **b**.

Play the video / audio once the whole way through. Play again if necessary.

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

1 flu 2 ibuprofen 3 four hours 4 \$6.99

7.20 7.21

P = pharmacist, R = Rob

P Good morning. Can I help you?

R I'm not feeling very well. (repeat) I think I have flu. (repeat)

P What are your symptoms?

R I have a headache and a cough. (repeat)

P Do you have a temperature?

R No, I don't think so. (repeat)

P Are you allergic to any drugs?

R I'm allergic to penicillin. (repeat)

P No problem. This is ibuprofen. It'll make you feel better.

R How many do I have to take? (repeat)

P Two every four hours.

R Sorry? How often? (repeat)

P Two every four hours. If you don't feel better in forty-eight hours, you should see a doctor.

R OK, thanks. How much is that? (repeat)

P That's six dollars ninety-nine, please.

R Thank you. (repeat)

P You're welcome.

You might want to tell Sts that ibuprofen is like aspirin, it reduces pain. You could also elicit / teach that penicillin is an antibiotic.

b Now focus on the conversation in the chart. Elicit who says the **You hear** phrases (the pharmacist) and who says the **You say** phrases (the customer, here Rob). These phrases will be useful for Sts if they need to go to a pharmacy / chemist.

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

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

1 temperature 2 problem 3 better 4 Two
5 Two 6 48 7 welcome

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Elicit / Explain the meaning of *symptoms*. You might also want to highlight the phrase *to be allergic to sth*. Model and drill *allergic* /ə'13:1d31k/. Ask a few Sts *Are you allergic to anything?*

c **7.21** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation. Play the video / audio, pausing if necessary for Sts to repeat the phrases.

7.21

Same as script 7.20 with repeat pauses

d Put Sts in pairs, **A** and **B**. **A** is Rob and **B** is the pharmacist. Get Sts to read the conversation aloud, and then swap roles.

e **MEDIATION ACTIVITY** In pairs, Sts do another role-play. Go through the instructions with them. **A** (book closed) should choose another illness from **2a**. **B** (book open) starts with *Can I help you?*

Monitor and help.

EXTRA SUPPORT Demonstrate the activity by getting a confident student to play the pharmacist and you pretend to feel ill.

f When they have finished, Sts should swap roles.

You could get a few pairs to perform in front of the class.

4 DINNER AT JENNY'S APARTMENT

a **7.22** Focus on the photo and ask Sts *Where are Rob and Jenny?*

Focus on sentences 1–5 and go through them with Sts.

Then play the video / audio once the whole way through for Sts to mark the sentences *T* (true) or *F* (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 F 2 T 3 F 4 F 5 F

7.22

R = Rob, J = Jenny

R That was a lovely meal. Thanks, Jenny.

J That's OK.

R It's been great being in New York. You know, your offer to work here came at a very good time for me.

J Really?

R Yeah, I was looking for something new. Something different. You see, I broke up with my girlfriend a few months before I met you.

J Oh...right...

R What about you?

J What about me?

R You know...relationships?

J Oh, I've been too busy recently to think about relationships. Getting this job at the magazine was a really big thing for me. I guess that's taken up all my time and energy.

R But that isn't very good for you. Only thinking about work, I mean.

J Why didn't you tell me you weren't feeling well this morning? We didn't have to go for a run.

R I wanted to go. It was nice.

J Well, I'm glad you're feeling better. Would you like another coffee?

R No, thanks. I think I should get back to the hotel now, I've got a really busy day tomorrow. Do you have a telephone number for a taxi?

J Yeah...but it's much easier to get a cab on the street.

R Oh, OK, then.

J I'll see you in the morning, if you're feeling OK.

R Oh, I'm sure I'll be fine! Thanks again for a great evening.

J Anytime.

R Goodnight.

J Night, Rob.

b Play the video / audio again, so Sts can watch or listen again and correct the false sentences.

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

- 1 Rob broke up with his girlfriend **a few months** before he met Jenny.
- 3 Jenny **didn't know** that Rob wasn't feeling well in the morning.
- 4 Rob wants to go back to his hotel because **he wants to go to bed early, as he has a busy day the next day.**
- 5 Jenny **doesn't call** a taxi.

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

- c **7.23** Focus on the **have got** box and go through it with the class.
Play the video / audio once the whole way through for Sts just to listen.

7.23

See sentences in Student's Book on p.105

Now play it again, pausing after each phrase, for Sts to listen and repeat.

In *English File* Sts have been taught to use *Do you have...?, I don't have..., I have...* to talk about possession as we believe it is the easiest form for Sts to acquire and the most international. However, it is important that they are aware of, and can recognize, the *have got* form of *have*, which is especially common in spoken English among UK native speakers of English (although the *have / do you have* form is also common). We normally contract *have got*, e.g. *I've got a headache*. Point out that you cannot use *have got* when you are using *have* with another meaning, e.g. *have dinner, have a shower*. If you want to go into the grammar of *have got* in more detail with your Sts, tell them to go to p.251.

- 7.24** Go through the rules (audio **7.24**), and get Sts to do the exercises in pairs.

Answer key for the have got appendix

- a
- 1 She hasn't got any brothers.
 - 2 Have you got a big flat?
 - 3 We haven't got a lot of work today.
 - 4 Has your sister got a boyfriend?
 - 5 Roger and Val have got a beautiful garden.
 - 6 I have got a really good teacher.
 - 7 My brother hasn't got a job at the moment.
 - 8 They've got the same colour eyes.
 - 9 Have we got a meeting today?
 - 10 He hasn't got many friends at work.
- b
- 1 I **haven't got** my umbrella today.
 - 2 **Has** your phone **got** a good camera?
 - 3 I **'ve got** a new iPad.
 - 4 Sorry kids, I **haven't got** enough money to buy sweets.
 - 5 Jane **has got** 50 pairs of shoes – can you believe it?
 - 6 I can't call him now – I **haven't got** a signal on my phone.
 - 7 **Have** you **got** your keys?
 - 8 'Maria's so lucky – she's **got** lovely curly hair.
 - 9 **Have** you **got** any qualifications?
 - 10 We might have problems getting there because we **haven't got** satnav in our car.

7.24

I've got a brother and two sisters.
I haven't got any pets.
She's got a beautiful house.
He hasn't got many friends.
Have they got any children?
No they haven't.
Has the hotel got a swimming pool?
Yes, it has.

- d Focus on the instructions and the example. Put Sts in pairs.
Monitor and help, making sure Sts use *have got* correctly.
Get some feedback from various pairs.

EXTRA IDEA Tell Sts to add two more possessions to ask their partner about.

- e Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

- f **7.25** Play the video / audio for Sts to watch or listen and complete the phrases.
Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 meal 2 good 3 glad 4 should 5 sure 6 great

7.25

- 1 That was a lovely meal.
- 2 That isn't very good for you.
- 3 I'm glad you're feeling better.
- 4 I think I should get back to the hotel now.
- 5 I'm sure I'll be fine.
- 6 Thanks again for a great evening.

Now play the video / audio again, pausing after each phrase, for Sts to watch or listen and repeat.

- g Focus on the instructions and make sure Sts understand what they have to do.
Get Sts to compare with a partner, and then check answers.

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

Now put Sts in pairs and get them to practise the conversations.

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.