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# English File

**Beginner**

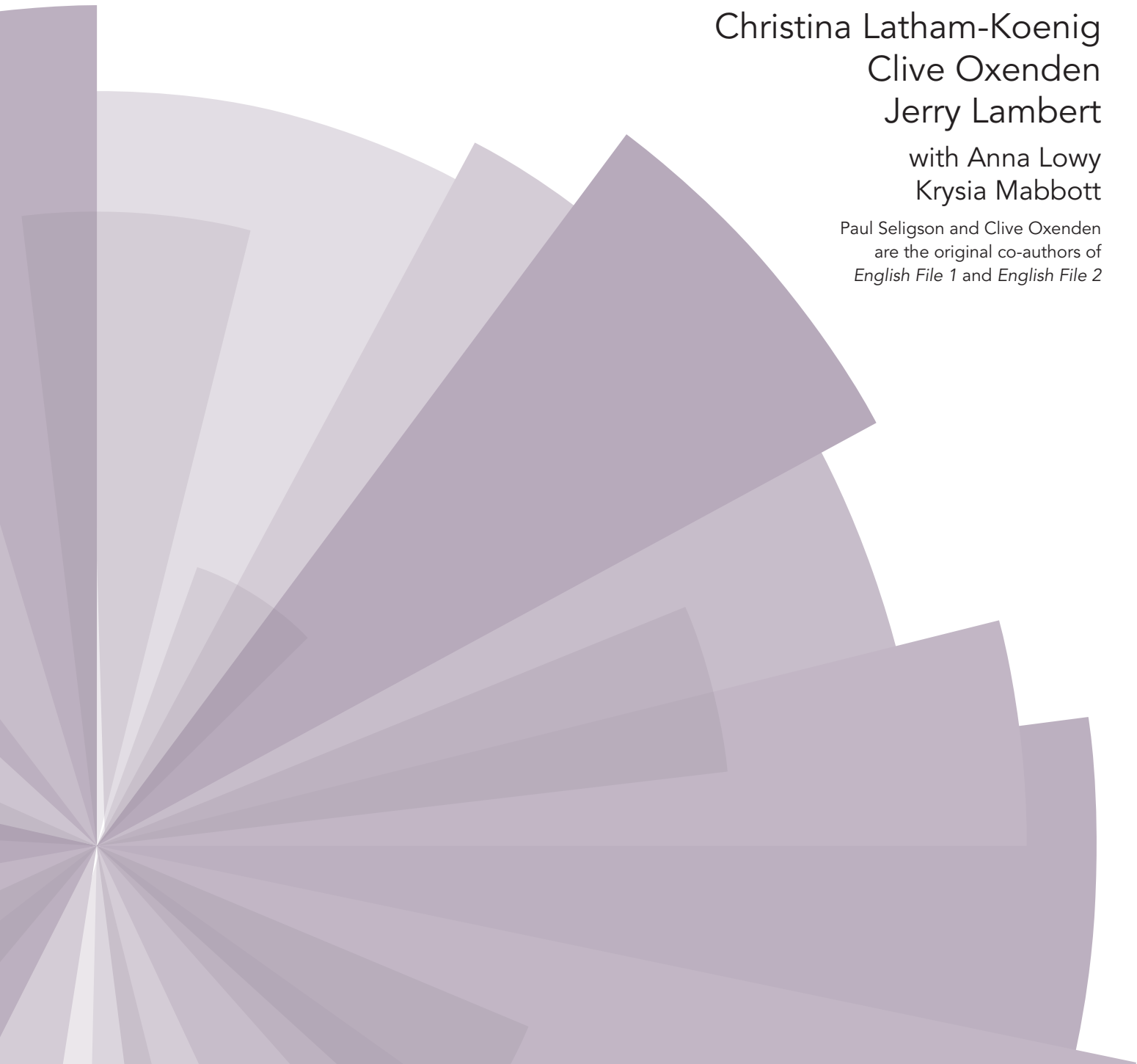
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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**SPEAKING****LISTENING****READING**

your weekend

an interview

a short newspaper article

talking about films

understanding a conversation; people talking about films

talking about what you can and can't do in a town

taking a driving test

*What do you like doing?*

tweets about what people like doing alone or with friends

talking about what people are doing

understanding a short conversation

text messages

talking about clothes

an interview

Undercover Boss

describing rooms

hotel facilities

Scotland and Loch Ness

*Where were you yesterday?*

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talking about past activities and events

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We followed our dream

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Life in a day

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Strangers on a train

Strangers on a train


oral revision of the past simple

131 **Words and phrases to learn**133 **Regular and irregular verbs**134 **Sound Bank**

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give further practice if these sounds are a problem for your Sts. Then repeat the activity, eliciting responses from individual Sts.

Finally, get Sts, in pairs, to practise saying the words.

**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 the *Teacher's Resource Centre*.

**b**  **1.12** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

---

### 1.12

See sentences in Student's Book on p.7

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

Then repeat the activity, eliciting responses from individual Sts.

Get Sts to practise saying the sentences in pairs. Monitor and help with any pronunciation problems.

## 5 SPEAKING

Focus on the flow chart. Demonstrate the conversation on the left side with a student whose name you remember. Do the same with two other Sts.

Demonstrate the right side of the conversation with a student whose name you pretend to have forgotten. Do the same with two other Sts.

Model and drill both conversations, getting Sts to repeat them after you. Then see if Sts can remember the conversations without looking at their books.

Tell Sts to move around the class and practise the conversations from memory with other Sts.

This activity, as well as consolidating the new language, will help Sts remember each other's names.

Monitor and help, dealing with any general pronunciation problems at the end.

**EXTRA SUPPORT** Tell Sts to close their books. Elicit the two conversations onto the board. They can refer to this during the activity if they can't remember the phrases.


**EXTRA IDEA** Before Sts start, you could put music on. Tell Sts to move around the room. When the music stops, Sts should do their role-play with the person nearest them.

## 6 VOCABULARY

 days of the week, saying goodbye

### Vocabulary notes

Highlight the use of capital letters for days of the week, as in many languages this is not the case. You may need to point out that in the UK (and many parts of the world), the weekend is Saturday and Sunday – there are some parts of the world, e.g. the Middle East, where it is Friday and Saturday.

**a**  **1.13** Focus on the task and tell Sts those are the seven days of the week.

Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary. Make sure Sts know what the words are in their L1. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses. Highlight the silent *d* in *Wednesday* /'wenzdeɪ/, the pronunciation of *Tuesday* /'tju:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/, which Sts usually find tricky.

---

### 1.13

See days of the week in Student's Book on p.7

Focus on the **Capital letters** box and go through it with the class, explaining that in English, unlike some other languages, days of the week begin with capital letters.

**b** Explain the words *today* and *tomorrow* by writing the actual date (not the day of the week) on the board. Point to it and say *today*. Then write the next day's date and say *tomorrow*. Ask Sts *What day is today?* Elicit the day of the week. Then ask *What day is tomorrow?* and elicit the response. See if any Sts know what *the weekend* is, and elicit the days.


Drill the pronunciation of *today*, *tomorrow*, and *the weekend*. Make sure Sts don't pronounce the double *r* in *tomorrow* too strongly.

Get Sts to complete the exercise with the correct days. Make sure they start with a capital letter.

**c** Get Sts to cover **a**, or to close their books, and say the days of the week first together, and then individually round the class. Finally, elicit which days Sts have English classes.

**EXTRA IDEA** For further practice, you could say one day and then get the class or individual Sts to say the next day, e.g.

**T** *Tuesday*    **Sts** *Wednesday*

**d**  **1.14** Focus on the photo and elicit who the two people are (*Helen and Tom*). Now focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk towards the door and say, for example, *Goodbye! See you tomorrow / on Wednesday*, etc. Play the audio once the whole way through for Sts just to listen.

---


### 1.14

See sentences in Student's Book on p.7

Now play it again for Sts to listen and repeat. Highlight that *goodbye* has the stress on the second syllable. Show / Explain that *bye* is a shorter form of *goodbye* and it is more informal.

**e** Get Sts to practise by saying *Goodbye* to the person next to them. Demonstrate / Explain that we often combine *bye* or *goodbye* with another phrase such as *See you + day*.

## WORDS AND PHRASES TO LEARN

 **1.15** Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for **1A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Put Sts in groups of three. Assign roles and get them to practise the conversation.  
Monitor and help, encouraging Sts to use the intonation they heard on the audio.  
You could get some groups to act out the conversation for the class.

f Tell Sts to go to **Vocabulary Bank Adjectives** on p.121.

### Vocabulary notes

#### Common adjectives

##### beautiful

We normally use *beautiful* for a woman (not a man) or an animal, place, piece of music, etc. You could also elicit *good-looking*, which Sts saw in **2B**, and tell them that it is used for both men and women.

#### Positive and negative adjectives

##### very good / very bad

Sts have already seen *very* in the phrase *very well*. Highlight that it can be used with many adjectives, e.g. *very big*, *very small*, etc., but not with adjectives that already have a strong meaning, so NOT *very fantastic* or *very awful / terrible*.

🔊 **4.16** Focus on **1 Colours**. Play the audio for Sts to listen and repeat the colours in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

#### 🔊 4.16

See **Colours** in Student's Book on p.121

Focus on **Activation**. Ask Sts to cover the words, look at the photos, and ask and answer about the colours in pairs.

**EXTRA IDEA** You could point to different objects in the classroom and say *What colour is it?* to practise the ten colours in the **Vocabulary Bank**.

🔊 **4.17** Look at **2 Common adjectives** and focus on **a**. Play the audio for Sts to listen and repeat the adjectives in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses

#### 🔊 4.17

See **Common adjectives** in Student's Book on p.121

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the adjectives. They could do this individually or with a partner.

Now focus on **Activation**. Model and drill the question *What's the opposite of 'new'?* and elicit / explain the meaning of *the opposite*.

Put Sts in pairs and give them a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

🔊 **4.18** Focus on **Positive and negative adjectives** in the box in **d** and go through it with the class. Then play the audio for Sts to listen and repeat the adjectives.

#### 🔊 4.18

See **Positive and negative adjectives** in Student's Book on p.121

Now focus on **very** in the box and go through it with Sts. Tell Sts to go back to the main lesson **4B**.

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

g Focus on the instructions and the example. Give Sts a few minutes to think of adjectives to describe their own car or their family's car.

**EXTRA SUPPORT** Sts could write a sentence with two adjectives about their car, e.g. *My car is a Renault. It's small and cheap*.

Put Sts in pairs or small groups and get them to tell each other about their cars.

Monitor and help.

Get some feedback from various Sts. You could find out if any Sts have the same car and if they have used the same adjectives to describe it.

## 2 GRAMMAR adjectives

a Focus on the sentences and give Sts time to circle the correct one for 1 and 2. Sts should be able to do this from examples of this grammar point that they saw in the conversation between the salesman, the woman and her son, e.g. *a good car*.

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

1 a 2 b

b Tell Sts to go to **Grammar Bank 4B** on p.98.

### Grammar notes adjectives

In English, an adjective can go after the verb *be*, but when it is with a noun, it always goes before the noun, e.g. *My car is fast. It's a fast car*.

Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages, where adjectives have to 'agree' with nouns.

Adjectives have no masculine or feminine form.

Focus on the example sentences and play audio 🔊 **4.19** 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 **4B** on p.99 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

d **6.13** Tell Sts they are now going to listen and repeat questions 1–8 in **a**.

Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm.

Give further practice as necessary.

**6.13**

See questions 1–8 in **a** in Student's Book on p.38

e Tell Sts they are now going to interview each other. Demonstrate the activity by getting Sts to ask you some or all of the questions in the questionnaire. Give simple answers that Sts can understand.

Put Sts in pairs, **A** and **B**. Ask Sts **B** to close their books. Tell Sts **A** to ask Sts **B** the questions and to write down their answers on a piece of paper.

Then they swap roles. Monitor and help.

When Sts have finished, get some feedback. Ask a few Sts to tell you if their partner is a morning person or not, and why.

**EXTRA CHALLENGE** You could get Sts to change pairs and tell another student what they know about their first partner, e.g. *Amy gets up at 7.30. She has a shower, etc.*

## 2 VOCABULARY a typical day

a Tell Sts to go to **Vocabulary Bank A typical day** on p.125.

### Vocabulary notes

#### *make and do*

*Make* and *do* are problematic verbs for many Sts who use one verb in their L1 for both meanings. If Sts want to know more about the difference, you could tell them that *make* usually = *create* (something new).

Highlight that *do housework* means doing jobs in the house, like cleaning or ironing. Sts may confuse this with *homework* (= work a teacher gives you to do at home).

#### *go with to and the*

If Sts want more information about why we don't use *the* before *work*, *school*, and *bed*, give them a simplified rule and tell them that we don't use *the* with more general words for places, only with more specific ones that not everyone goes to, e.g. *the gym*. If you have university students in the class, tell them that we also say *go to university* NOT *go to the university*.

**6.14** Focus on **a**. Play the audio for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

**6.14**

See A typical day in Student's Book on p.125

Focus on the information box and go through it with the class.

**6.15** Focus on the instructions for **b** and the example.

Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Each time, ask them *What number is the picture?*

Now play the audio from the beginning, pausing after each sentence for Sts to listen and point to the picture.

**She finishes work at six o'clock:** Picture 7

**She goes to the gym:** Picture 10

**She watches TV:** Picture 14

**She goes shopping:** Picture 9

**She goes to work:** Picture 4

**She does housework:** Picture 13

**She gets up at a quarter to seven:** Picture 1

**She goes to bed at half past eleven:** Picture 16

**She makes dinner:** Picture 11

**She has a coffee:** Picture 5

**She has dinner at half past eight:** Picture 12

**6.15**

Lisa has lunch at one o'clock.

She finishes work at six o'clock.

She goes to the gym.

She watches TV.

She goes shopping.

She goes to work.

She does housework.

She gets up at quarter to seven.

She goes to bed at half past eleven.

She makes dinner.

She has a coffee.

She has dinner at half past eight.

Focus on the instructions for **Activation**. Elicit the first five sentences, i.e. **In the morning:** *She gets up at a quarter to seven; She has breakfast; She has a shower; etc.*

Then get Sts to continue in pairs. Remind them to use the third person -s. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit Lisa's day from the whole class, picture by picture.

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** photocopiable activity at this point.

**b** Focus on the instructions and demonstrate the activity, or get a good student to demonstrate.

Put Sts in pairs and get them to continue miming or drawing.

Monitor and help. Correct any mistakes on the board.

**EXTRA SUPPORT** Let Sts refer to **Vocabulary Bank A typical day** on p.125 if they can't remember all the verb phrases.

**d** Focus on the conversation in **2c**. Put Sts in pairs and assign roles (Anna and the instructor / examiner). Tell Sts to practise the conversation and then swap roles. Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

You could get some pairs to perform the conversation for the class.

**e** **8.10** Tell Sts they are going to listen to four conversations with *can* and they have to work out where the people are.

Play the audio once the whole way through and get Sts to complete the gaps in 1–4 with places.

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

Play the audio from the beginning, pausing after each conversation, and elicit where the people are. You could ask Sts to say how they guessed. If Sts ask why we use the different prepositions *on* and *in*, tell them they will focus on this later in **10B**.

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

1 train 2 shop 3 restaurant 4 street

**8.10**

(script in Student's Book on p.90)

1

A Excuse me, can I sit here?

B Er, yes, I think it's free.

A Thanks.

2

A Can I help you?

B Do you have this T-shirt in large?

A Just a moment. Sorry, we only have small and medium at the moment. I can phone and see if they have a large in another store.

B No, that's OK, thanks.

3

A Are you ready to order?

B Yes, can I have the burger, but with salad, not chips?

A Yes, madam, that's fine. And for you, sir?

C The pasta, please.

A And to drink?

4

A Hey! You can't sing here.

B Why not?

A Because you need a permit.

B Where can I get a permit?

A You need to go online and look for...

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.90, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

## 4 VOCABULARY more verb phrases

**a** Focus on the instructions and make sure Sts know the meaning of *sign*. If you have any on the classroom wall, you could point to them. Tell Sts they need to complete each sentence with *can* or *can't* and a verb from the list. Go through the list of verbs and make sure Sts know what they all mean.

Focus on the example and remind Sts of the use of the impersonal form of *you* in the sentence *You can't swim here* (*you* = people in general).

Give Sts time to complete the sentences, and then get them to compare with a partner.

**b** **8.11** Play the audio for Sts to listen and check.

Check answers, getting Sts to read full sentences.

See words in **bold** in script 8.11

**8.11**

1 You **can't** swim here.

2 You **can** pay by credit card here.

3 You **can't** use your mobile phone here.

4 You **can** park here.

5 You **can** have a coffee here.

6 You **can** use the internet here.

7 You **can't** take photos here.

8 You **can't** play football here.

9 You **can** change money here.

10 You **can't** drive fast here.

**c** Ask Sts to cover sentences 1–10 and look at the signs. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say the *can* / *can't* sentences for 1–5 and Sts **B** for 6–10. Then they should swap roles.

Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

## 5 SPEAKING & WRITING

**a** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist. Where can I...?**, **A** on p.80 and **B** on p.84.

Give Sts time to read the instructions and check they understand them. Deal with any new vocabulary, e.g. *museum*. Model and drill pronunciation.

**i** If your Sts are all from the same town, encourage Sts **A** to pretend that they don't know anything about the town. If all the Sts are from different countries or towns / cities, get them to do the activity about their hometown, so for example, if a **B** student is from Lima, he / she should answer (and later write) about Lima.