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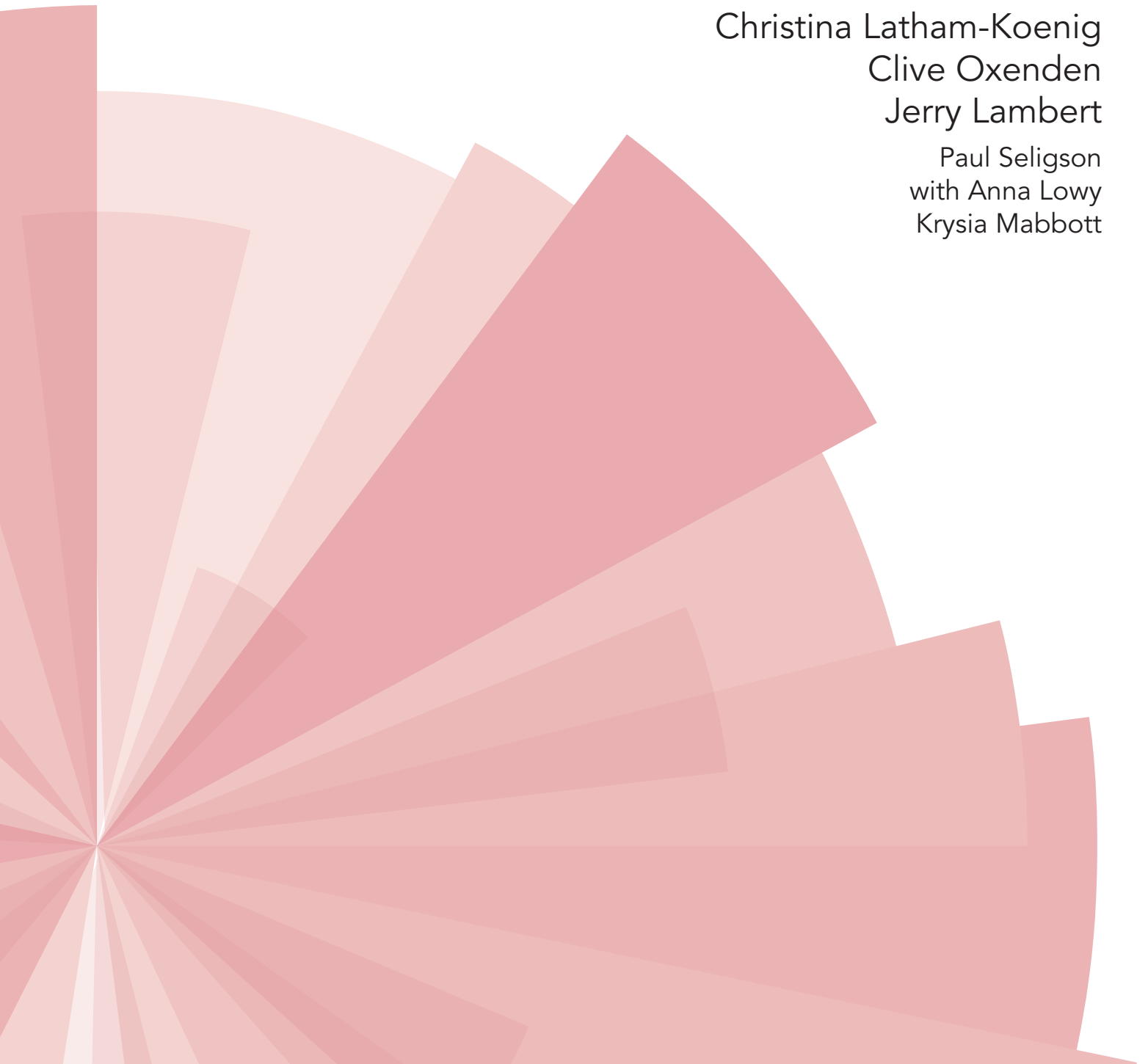
English File

Elementary
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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SPEAKING**LISTENING****READING**

selfies and photos

understanding the order of life events

Did you...?; When was the last time?

checking predictions understanding the sequence of events

checking predictions

a memorable night

understanding extra information

understanding gist and detail

police interview

taking notes and comparing information

understanding events in a story

describing a house

using evidence to predict outcome

describing a room

understanding specific details

identifying paragraph topics

food diary for yesterday

hypothesizing about photos to prepare for listening

how much salt and sugar do you have a day?

categorizing information

asking and answering quiz questions

understanding instructions

identifying section topics

tourist information

identifying paragraph endings

city holidays

using prior knowledge to predict stages, taking notes

making predictions

checking predictions

following the events of a story

Do you think people in your country...?

understanding details

understanding opinions

talking about dreams and ambitions

scanning for information

phones and the internet

understanding habits and preferences

using visual clues to support understanding

films, TV, and books

recognizing topic questions

recently..., in your life...

identifying key information

question formation

understanding biographical information

understanding topics

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

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

🔊 **1.12**

See phrases in Student's Book on p.148

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

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

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

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

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

Vocabulary notes

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

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

Check answers.

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

🔊 **1.13**

2 Numbers 1-20

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

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

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

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

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

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

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

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

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

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

🔊 **1.14**

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

Now repeat the activity, eliciting responses from individual Sts.

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

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

Get feedback from the class.

5 LISTENING & SPEAKING recognizing places and numbers

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

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

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

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

2 language school 3 airport 4 taxi 5 hotel 6 museum

d **3.19** Focus on the **Showing interest** box and go through it with the class.

Tell Sts they are going to hear three sentences from Becca and Dave's conversation, and they must only repeat each phrase that shows interest.

Play the audio for Sts to listen and repeat the phrases.

3.19

- 1 B I'm a journalist.
D Really? (pause) How interesting! (pause)
- 2 D Do you work for a newspaper?
B No, for TV. What about you? (pause)
- 3 D I'm on holiday now.
B Me too. (pause)

Now repeat the activity, eliciting responses from individual Sts.

Tell Sts that they will be using these phrases later, in the Speaking activity.

e Put Sts in pairs and get them to read the conversation in c. If there's time, get them to swap roles.

f **3.20** Focus on the instructions and give Sts some time to read the six sentences.

Play the audio for Sts to listen and complete the task. Play again if necessary.

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

1 D 2 B 3 D 4 D 5 B 6 D

3.20

(script in Student's Book on p.119)

- B Hi. It's me. Becca.
D Hi. It's the first floor.
B Hi, Dave. Very nice flat.
D Do you like it? It has a big kitchen.
B Mmm. Nice smell. Er, where's Dolly?
D She isn't here. Er, Becca, I need to tell you something. Dolly isn't my dog. She's my friend's dog. I sometimes help and take her for a walk.
B You don't have a dog?
D No. Er...I don't like dogs very much. And my flat's quite small. I'm so sorry. I know you love dogs.
B Don't worry! Barry isn't my dog either! He's my sister's dog. I like dogs, but...in fact...I have two cats. How do you feel about cats?
D I love cats – in fact, I prefer cats to dogs! Come and sit down. It's nearly ready.
B What's for lunch?
D Spaghetti carbonara – and then chocolate ice cream. Home-made!
B All for me this time!

EXTRA SUPPORT If there's time, you could get Sts to listen again to the three parts of the audio with the scripts in the main lesson and on p.119, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

g Focus on the question and make sure Sts understand it. Do this as a whole-class activity and elicit opinions. Say what you think, too. You could also ask Sts if they prefer cats or dogs.

2 GRAMMAR word order in questions

a Focus on the instructions, and tell Sts to try to put the words in the correct order to make questions.

b **3.21** Play the audio for Sts to listen and check. Check answers.

3.21

- 1 How old is Barry?
- 2 What's his name?
- 3 Do you like it?
- 4 How do you feel about cats?

c Tell Sts to go to **Grammar Bank 3C** on p.128.

Grammar notes

Word order in English is less flexible than in many other languages, and this is especially true of questions. Sts often have problems remembering the position of the auxiliaries *do* and *does* in present simple questions. The acronyms **ASI** (auxiliary, subject, infinitive) and **QuASI** (question word, auxiliary, subject, infinitive) will help your Sts remember to use the correct word order in questions. Use the acronyms as a quick way of reminding them if they make mistakes.

Focus on the example sentences and play both audio

3.22 and **3.23** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **3C** on p.129. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

- 1 How many children do you have?
- 2 Is your job interesting?
- 3 What colour is his car?
- 4 Where does your brother work?
- 5 Do you work with computers?
- 6 What kind of magazines do you read?
- 7 What does he do at the weekend?
- 8 Are you stressed in your job?
- 9 Where does your sister live?
- 10 How do you say that in English?

b

- 1 does...do 2 does she work 3 Does...like 4 does...do
- 5 Is he 6 Does...do 7 do you do

Tell Sts to go back to the main lesson **3C**.

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

- G** present continuous: *be + verb + -ing*
V noise: verbs and verb phrases: *make a noise*, etc.
P /ŋ/

Lesson plan

The first part of this lesson is based on a UK online forum about noisy family members and neighbours. Sts begin by learning new verbs and verb phrases and talk about noise problems in their families or with their neighbours. Then the present continuous (used for what is happening now or for temporary actions / situations) is presented through conversations between family members and noisy neighbours. Pronunciation focuses on the /ŋ/ sound, used in all present continuous endings, and Sts then do a 'spot the differences' Speaking activity, where they practise the new grammar. The lesson ends with Sts listening to six conversations and guessing what the people are doing.

More materials

For teachers

Photocopiables

Grammar present continuous: *be + verb + -ing* p.181
Communicative Guess what I'm doing! p.227
 (instructions p.207)

For students

Workbook 5B

Online Practice 5B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Do something which makes a noise, e.g. put some music on very loudly, bang the desk, etc., and elicit / teach the word *noise*. Then elicit / teach the verb we use with *noise*, *make a noise*, and the adjective *noisy*.

Now elicit / teach the word *neighbours* (= people who live in the flats / houses near you). Model and drill pronunciation /'neɪbəz/. Then give Sts in pairs a few moments to think of three things noisy neighbours do.

Get feedback and write Sts' ideas on the board.

1 VOCABULARY & SPEAKING

noise: verbs and verb phrases

- a** Books open. Focus on the instructions and, if you didn't do the **Optional lead-in**, teach / elicit the words *neighbours* and *noisy*. Model and drill pronunciation.

Now focus on the questions.

Get Sts to interview you first. Give as much (simple) information as you can to model the way you want Sts to answer the questions.

Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need.

Get some feedback about their family members and neighbours.

- b** **5.9** Focus on the instructions and the forum, and give Sts a few minutes to read the kinds of noises that family members and noisy neighbours make. Get them to try to guess the meaning of the new verbs and verb phrases. Tell Sts they will hear eight sounds, each representing one of the problems, and they must write 1–8 as they hear them. Play the audio once the whole way through.

5.9

(sound effects of noisy neighbours / family)

- 1 *couple next door arguing*
- 2 *neighbours' dog barking*
- 3 *baby in the flat upstairs, crying*
- 4 *TV on very loud*
- 5 *builders making a lot of noise*
- 6 *people next door having noisy parties*
- 7 *learner practising the piano*
- 8 *teenager playing loud music*

Then play the audio again, pausing after each sound effect to elicit the answer. Make sure Sts understand the meaning of the new verbs and verb phrases. Model and drill pronunciation.

- 1 The couple next door argue a lot.
- 2 The neighbours' dog barks all day – and all night!
- 3 The baby in the flat upstairs cries all the time.
- 4 The old people in the flat next door have the TV on very loud – and their living room is next to my bedroom!
- 5 The people next door have builders who make a lot of noise.
- 6 The people next door often have noisy parties until 3.00 a.m.
- 7 My sister practises the piano for hours.
- 8 My son plays loud music in his room – awful music, too.

When you check *My sister practises the piano for hours*, elicit the names of some instruments that can be particularly irritating e.g. *violin, drums* (these will then be used later in the lesson). When you check *My son plays loud music*, elicit / explain that *play* here means putting on music on a device, e.g. a music system or tablet – he is not actually making the music himself.

- c** Focus on the three questions and go through them. Get Sts to interview you first. Give as much (simple) information as you can to model the way you want Sts to answer the questions. Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need. Get some feedback.

- 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.

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.115.

- 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.