

Description Students group words from lesson 1A by stress pattern
Lesson link Use this activity after exercise 5b
Time 10 minutes
Extra material None

Instructions

- a Draw a table on the board like this, and ask SS to copy it:

- b Ask SS *Which is correct: English or English?* Elicit English and write the word at the top of the first column, like this:

<u>English</u>	

- c Now write thirteen at the top of the second column and ask SS how to pronounce it – make sure they stress the second syllable.

- d Read out the following words to the SS one by one (all the words appear in lesson 1A). SS write the words in the table according to the stress pattern. Give them time to compare their answers in pairs.

<u>Sunday</u>	<u>Monday</u>
<u>listen</u>	<u>fifteen</u>
<u>sixteen</u>	<u>Sorry?</u>
<u>copy</u>	<u>morning</u>
<u>goodnight</u>	<u>travel</u>
<u>evening</u>	<u>goodbye</u>
<u>repeat</u>	<u>student</u>
<u>sentence</u>	

⚠ Note that evening looks like a three-syllable word but is actually only two. This might confuse SS.

- e Check answers, going round the class and getting SS to say the words as you write them in the table on the board – you could underline the stressed syllable too.

Answers

<u>English</u>	<u>thirteen</u>
<u>Sunday</u>	<u>sixteen</u>
<u>listen</u>	<u>goodnight</u>
<u>copy</u>	<u>repeat</u>
<u>evening</u>	<u>fifteen</u>
<u>sentence</u>	<u>goodbye</u>
<u>Monday</u>	
<u>Sorry</u>	
<u>morning</u>	
<u>travel</u>	
<u>student</u>	

Description	Students practise countries and nationalities
Lesson link	Use this activity after exercise 2d
Time	10 minutes
Extra material	None

Instructions

- a** This is a kind of drill. You say which city people are from, and your SS have to say which country they're from, or which nationality they are (or both!), e.g.

You: She's from Paris.

SS: She's from France. / She's French.

You can do this round the class, or put SS in teams to answer.

Make sure that SS know whether to give the country, the nationality, or both.

- b** Read out the following prompts to the SS. The last five don't appear in the Vocabulary Bank *Countries and nationalities*, but SS may know them – if you don't want to teach new countries, leave them out.

She's from Paris.	(She's from France. / She's French.)
She's from Madrid.	(She's from Spain. / She's Spanish.)
She's from Dublin.	(She's from Ireland. / She's Irish.)
He's from Bangkok.	(He's from Thailand. / He's Thai.)
He's from São Paulo.	(He's from Brazil. / He's Brazilian.)
They're from Warsaw.	(They're from Poland. / They're Polish.)
She's from Berlin.	(She's from Germany. / She's German.)
They're from Shanghai.	(They're from China. / They're Chinese.)
She's from Glasgow.	(She's from Scotland. / She's Scottish.)
He's from Washington.	(He's from the USA. / He's American.)
They're from Moscow.	(They're from Russia. / They're Russian.)
She's from Florence.	(She's from Italy. / She's Italian.)
He's from Buenos Aires.	(He's from Argentina. / He's Argentinian.)
They're from Osaka.	(They're from Japan. / They're Japanese.)
He's from Manchester.	(He's from England. / He's English.)
She's from Athens.	(She's from Greece. / She's Greek.)
They're from Lisbon.	(They're from Portugal. / They're Portuguese.)
He's from Caracas.	(He's from Venezuela. / He's Venezuelan.)
He's from Ankara.	(He's from Turkey. / He's Turkish.)
They're from Sydney.	(They're from Australia. / They're Australian.)

- c** You can make this harder by giving more difficult cities, or include some prompts of your own, making sure that SS can give the country / nationality for all their neighbouring countries.
- d** To extend the activity, do it once in reverse – say e.g. 'They're Japanese' and see if SS can remember the city ('They're from Osaka.').

Description	Students develop lesson 1C's theme of names by learning some common short forms of English names
Lesson link	Use this activity after exercise 3b
Time	10 minutes
Extra material	None

Instructions

- Write the following on the board: *Dylan, Clinton, Blair*. Ask SS *Are these first names or surnames?* (**Answer:** *surnames*).
- Ask SS what the first names of these famous people are. Elicit **Bob** *Dylan*, **Bill** *Clinton*, **Tony** *Blair*. Write these first names on the board, and add the following: *Nick, Rob, Cathy, Andy, Liz, Dave, Di, Mike, Matt, Harry, Sue, Al*, and *Chris*. Tell SS that they are short forms of names. For example, *Mike* is short for *Michael*.
- In pairs SS try to guess the long form of each of the names on the board. Warn SS that some names have more than one answer!
- After three minutes, elicit answers and write them on the board.
- As a follow-up ask SS if there are examples in their own language, e.g. in Spanish *Paco* is short for *Francisco*.

Answers

Bob – Robert
 Bill – William
 Tony – Anthony
 Nick – Nicholas
 Rob – Robert, Robin
 Cathy – Catherine
 Andy – Andrew
 Liz – Elizabeth
 Dave – David
 Di – Diane, Diana
 Mike – Michael
 Matt – Matthew
 Harry – Henry, Harold
 Sue – Susan
 Al – Alan, Alexander, Alistair
 Chris – Christopher

Description	Students practise forming plurals and read and complete a text about lost property
Lesson link	Use this activity after exercise 4d
Time	20 minutes
Extra material	Print out and photocopy one <i>Lost and found</i> worksheet for each student

Instructions

Ask SS if they have ever left anything on a bus or a train (you may need to use their L1 for this). Elicit answers. You could preteach words from the text, but it might be better to let SS read it and ask you the meaning of any unknown words, using the classroom language in **4c**.

- a** Hand out the worksheet. SS make the plurals.
Check answers on the board.

Answers

- 1 cameras
- 2 books
- 3 purses
- 4 bags
- 5 umbrellas
- 6 mobile phones
- 7 briefcases
- 8 bikes
- 9 keys
- 10 wallets

- b** SS then read the text and complete the gaps individually or in pairs.
- c** Let SS compare answers first, then go through in class.

Answers

- 1 bags
- 2 briefcases
- 3 books
- 4 wallets
- 5 purses
- 6 mobile phones
- 7 keys
- 8 umbrellas
- 9 cameras
- 10 bikes

Lost and found

a Make these words plural.

camera	<u>cameras</u>
book	_____
purse	_____
bag	_____
umbrella	_____
mobile phone	_____
briefcase	_____
bike	_____
key	_____
wallet	_____

b Read the text and complete the gaps with the plurals in a.

The London Transport Lost Property Office handles more than 130,000 objects every year. Some very strange objects have been left on London's buses and trains, including:

- a wedding dress
- a three-metre boat
- a briefcase containing £50,000
- a park bench
- a grandfather clock

Last year these common objects were lost:

25,000 ¹ bags and ² _____ (and their contents)

20,000 ³ _____ (including diaries)

19,000 items of clothing

14,000 ⁴ _____ and ⁵ _____

10,000 ⁶ _____

7,500 ⁷ _____

7,000 ⁸ _____

900 ⁹ _____

14 ¹⁰ _____

c Compare your answers. Do you agree? Check your ideas with your teacher.

Description Students talk about their habits

Lesson link Use this activity after exercise 3b

Time 20 minutes

Extra material Print out, photocopy, and cut in half one *Habits* worksheet for each pair of students

Instructions

- a** Put SS in pairs and give each student half the *Habits* worksheet (the two halves are the same).
- b** SS complete the sentences for their partner – but they have to guess the answers.
- c** Put SS in pairs. Student A begins by saying what they think are the answers for Student B – Student B listens and corrects the answers, e.g.
 - A: You live in Rome.
 - B: That's right.
 - A: You watch three hours of TV every day.
 - B: That's not right – I watch one hour.
- d** Then SS swap roles and B says what they think are the answers for A.
- e** Afterwards, find out as a class who got most answers right.

Habits

Student A

Complete the sentences for your partner.

- 1 My partner lives in _____.
- 2 My partner watches _____ hours of TV every day.
- 3 My partner watches _____ on TV every week.
- 4 My partner reads _____ newspaper.
- 5 My partner goes to _____ every weekend.
- 6 My partner has a pet _____. His / Her name is _____.
- 7 My partner works as a(n) _____ / My partner studies _____.
- 8 In the evening my partner drinks _____.
- 9 For breakfast my partner eats _____.
- 10 My partner plays the _____.
- 11 My partner has _____ for lunch.
- 12 My partner cooks _____ very well.

**Student B**

Complete the sentences for your partner.

- 1 My partner lives in _____.
- 2 My partner watches _____ hours of TV every day.
- 3 My partner watches _____ on TV every week.
- 4 My partner reads _____ newspaper.
- 5 My partner goes to _____ every weekend.
- 6 My partner has a pet _____. His / Her name is _____.
- 7 My partner works as a(n) _____ / My partner studies _____.
- 8 In the evening my partner drinks _____.
- 9 For breakfast my partner eats _____.
- 10 My partner plays the _____.
- 11 My partner has _____ for lunch.
- 12 My partner cooks _____ very well.

Description	Students read about a successful date and answer True / False questions
Lesson link	Use this activity after exercise 3c
Time	20 minutes
Extra material	Print out and photocopy one <i>When Natasha meets Sean...</i> worksheet for each student

Instructions

Ask SS *Was Natasha and Darren's date successful?* Elicit *No* and ask *Why not?* Elicit ideas. Tell SS that they will read a conversation about another date that Natasha goes on. This time she is meeting a man called Sean. Tell SS *Sean* is pronounced /ʃə:n/.

- a** Hand out the worksheet. Ask SS to read the conversation and answer the True / False questions in pairs. Feed back as a class.

Answers

- 1 True.
- 2 False. He says Japanese food is 'delicious'.
- 3 False. They drink white wine.
- 4 True.
- 5 False. His mother is from Birmingham.
- 6 False. They go to see a film after the restaurant.
- 7 True.
- 8 True.

- b** SS practise the conversation in pairs.

When Natasha meets Sean ...

a Read the conversation and mark the sentences T (True) or F (False).

Sean Hi! Natasha? I'm Sean.

Natasha Hi Sean. Nice to meet you.

Sean Nice to meet you too. This is a nice restaurant.

Natasha I love it!

Sean And Japanese food – delicious!

Natasha Great! Would you like a glass of wine?

Sean I'd love one!

Natasha Red or white?

Sean White for me.

Natasha And me!

Sean Where are you from, Natasha?

Natasha I'm from Birmingham.

Sean No! My mother comes from Birmingham, too!

Natasha And you?

Sean I was born in London.

Natasha Here, have some sushi.

Sean Mmm! Fantastic! I like this restaurant.

Natasha Sean, would you like to see a film after lunch? I'd like to see Spiderman 3.

Sean What a good idea!

1 Natasha is meeting Sean for the first time. _____

2 Sean doesn't like Japanese food. _____

3 They drink red wine. _____

4 Natasha is from Birmingham. _____

5 Sean is from Birmingham. _____

6 They watch a film in the restaurant. _____

7 Sean wants to see Spiderman 3. _____

8 It's a successful date. _____

b Practise the conversation in pairs.

Description	Students get more practice of the six consonant sounds in lesson 2C
Lesson link	Use this activity after exercise 4c
Time	10 minutes
Extra material	None

Instructions

These six sentences give SS more practice in the sounds that are focused on in the Pronunciation section of 2C. Start with sentence 1, and write it on the board in the sections as indicated, starting with 'Peter', then adding 'Parker', then adding 'plays', and so on. With each new word or words, get SS to repeat the growing sentence, until they're saying the whole sentence. You could have the class repeat together, or in groups, or as individuals. Do this with all six sentences.

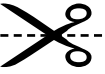
- 1 Peter _ Parker _ plays _ a purple _ piano.
- 2 The French _ flowers _ are for Fiona's _ flat.
- 3 Charles _ teaches _ chess _ to Chinese _ children.
- 4 James _ Jones _ is in Japan _ in July.
- 5 Yesterday _ you _ saw a yellow _ yacht.
- 6 The young _ singer _ sings _ songs _ this evening.

Description	Students practise spelling words from lesson 2D
Lesson link	Use this activity after exercise 4b
Time	10 minutes
Extra material	Print out, photocopy, and cut into strips the A and B lists of words, enough for one strip for each student (there are 16 strips on the page)

Instructions

- a** Say the word *builder* to the class. Elicit the correct spelling and write it on the board. Explain that SS are going to test each other's spelling.
- b** Put SS in pairs and give Students A a strip from list A and Students B a strip from list B. Tell Student A to read all their words to Student B, focusing on correct pronunciation. Student B must write the words down correctly. Then change roles so Student B reads their list to Student A. (The words on the strips are in a different order so that not everyone is spelling the same word at the same time – but all the A strips have the same 10 words, and all the B strips have the same 10 words.)
- c** SS exchange written answers and correct each other's work. Find out which SS in the class got the highest score.

List A



A brother cousin relative niece famous aunt tie hairdresser who thumb

A cousin brother niece hairdresser thumb famous relative who aunt tie

A relative brother cousin niece aunt tie hairdresser thumb famous who

A niece brother relative famous thumb aunt tie hairdresser who cousin

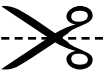
A famous cousin hairdresser niece aunt tie brother who thumb relative

A aunt hairdresser brother relative niece famous tie who thumb cousin

A who relative cousin brother niece famous tie hairdresser thumb aunt

A thumb tie relative cousin niece famous aunt hairdresser brother who

List B



B sister husband children nephew family nose pencil question where monkey

B husband sister nephew children nose pencil family where monkey question

B children monkey husband nephew sister nose pencil question where family

B nephew sister children family husband nose question monkey where pencil

B family nephew sister children monkey nose pencil question where husband

B nose question where husband children nephew family pencil monkey sister

B question where husband children sister nephew family pencil monkey nose

B monkey family sister pencil husband nephew where nose question children

Description	Students read mixed-up descriptions of actors and singers, and match the sentences to the people
Lesson link	Use this activity after exercise 5c
Time	20 minutes
Extra material	Print out and photocopy one <i>Who are they?</i> worksheet for each pair of students

Instructions

- Hand out one copy of the *Who are they?* worksheet to each pair of SS. Explain that they have to match the 20 sentences to the four people – there are five sentences for each person.
- Get feedback as a class. It doesn't matter what order SS have the sentences in.

Answers

Johnny Depp

He's an actor.
He's very good-looking and he has dark eyes.
He has dark hair – sometimes short and sometimes long.
He's American but he lives in the South of France.
He was in *Pirates of the Caribbean 1* and *2*.

Madonna

She's a beautiful singer.
She has blonde hair.
She's about fifty years old.
She's American but she lives in England.
She's thin because she does a lot of yoga.

Arnold Schwarzenegger

He's an actor and a politician.
He's Austrian.
He's tall and strong.
He has short, dark hair.
He was in the *Terminator* films.

Keira Knightley

She's an actress.
She's young and thin.
She's beautiful and she has brown hair and a very nice smile.
She's from Britain and she's in a lot of films.
She was also in *Pirates of the Caribbean 1* and *2*.

Who are they?

He was in *Pirates of the Caribbean 1* and 2.
 She's thin because she does a lot of yoga.
 He's Austrian.
 He has dark hair – sometimes short and sometimes long.
~~She's a beautiful singer.~~
 He was in the *Terminator* films.
 He's tall and strong.
 She's from Britain and she's in a lot of films.
 She's about fifty years old.
 She's young and thin.
 He's very good-looking and he has dark eyes.

She's American but she lives in England.
~~He's an actor.~~
 She's an actress.
 She's beautiful and she has brown hair and a very nice smile.
 He has short, dark hair.
 She has blonde hair.
 He's American but he lives in the South of France.
 She was also in *Pirates of the Caribbean 1* and 2.
 He's an actor and a politician.

Johnny Depp

He's an actor.

Arnold Schwarzenegger

Madonna

She's a beautiful singer.

Keira Knightley

Description	Students discuss their routines and explain what they usually do at the weekend
Lesson link	Use this activity after exercise 5
Time	15 minutes
Extra material	Print out and photocopy one <i>What do you do at the weekend?</i> worksheet for each student

Instructions

- a** Explain that SS are going to talk about what they do every weekend. Make sure SS understand they are talking about *every weekend*, not *next weekend*.
- b** Put SS in pairs and give each student a copy of the *What do you do at the weekend?* worksheet. Tell them to write their partner's name at the top and then ask questions to complete the worksheet with information about their partner's weekend. For example:
 - A: What do you do on Friday night?
 - B: I stay at home and watch a DVD.
- c** Feed back in class – ask SS to describe their partner's weekend. How are their weekends different?

My partner's name _____

What do you do at the weekend?

on Friday night _____

on Saturday morning _____

at lunchtime on Saturday _____

on Saturday afternoon _____

on Saturday evening _____

on Sunday morning _____

on Sunday afternoon _____

on Sunday evening _____



My partner's name _____

What do you do at the weekend?

on Friday night _____

on Saturday morning _____

at lunchtime on Saturday _____

on Saturday afternoon _____

on Saturday evening _____

on Sunday morning _____

on Sunday afternoon _____

on Sunday evening _____

Description Students complete texts about lifestyles

Lesson link Use this activity after exercise 5c

Time 25 minutes

Extra material Print out, photocopy, and cut up a *Harry and Helen* worksheet – one half for each pair of students

Instructions

- a** Put SS in pairs and give each pair either an *Unhealthy Harry* or a *Healthy Helen* worksheet.
- b** SS complete the sentences on the worksheet. If they have a *Harry* worksheet, they should try to make him as unhealthy as possible; if they have a *Helen* worksheet, they should make her as healthy as possible.
- c** The Harry pairs read out their worksheets, and the Helen pairs listen and vote on whose Harry is most unhealthy. Then the Helen pairs read out their worksheets, and the Harry pairs vote on whose Helen is the healthiest. Ask SS to justify their answers, so that they have to use the third person -s.

Unhealthy Harry's life

My name's Harry, and I have a very unhealthy life.

I never _____.

I _____ every day.

I _____ any exercise.

I always _____.

I never eat _____.

I drink _____ every day.

I _____ five times a day.

At the weekend I _____.

When I get to work I _____.

Healthy Helen's life

My name's Helen, and I have a very healthy life.

I get up _____.

I never _____.

I _____ every day.

I do exercise _____.

I always _____.

I meet my friends _____.

I never eat _____.

I drink _____.

I go to bed _____.

Description	SS read a short account of a festival and answer true / false questions
Lesson link	Use this activity after exercise 2b
Time	10 minutes
Extra material	Print out and photocopy a <i>May Morning in Oxford</i> worksheet for each student

Instructions

- a** You could pre-teach the words *tower* and *choir*, which appear in the text.
- b** Give each student the *May Morning in Oxford* worksheet. Ask them to read it individually.
- c** When SS have finished reading, ask them to answer the true / false questions in pairs. Feed back as a class. Would your students like to go to May Morning?

Answers

- 1 True.
- 2 False. A choir sing songs.
- 3 True – it's dangerous.
- 4 False. The police want to stop it.
- 5 True.
- 6 False. They wear white clothes.
- 7 False. They do traditional dances.
- 8 False. If it isn't a Monday, then people go to work after the festival.



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In May there is a special festival in Oxford called May Morning. The festival begins at six o'clock in the morning, and thousands of people get up early. On the top of a high tower a choir sings songs to celebrate spring. Lots of people listen on a bridge, and after the singing some of them always jump into the river. This is very dangerous and the police want to stop it!

After the singing people go for a special breakfast. All the cafés are open and people eat breakfast with champagne. There are dancers everywhere in the city centre. They're called Morris Dancers and they wear white clothes and do traditional dances.

If May 1st is a Monday, then the day is a holiday. But if it isn't a Monday, then people go to work after the festival, and drink lots of coffee!

Read the article and mark the sentences T (True) or F (False).

- 1 People get up early for this festival.
- 2 Everybody sings songs.
- 3 It's a bad idea to jump in the river.
- 4 The police think jumping in the river is a good idea.
- 5 People drink alcohol for breakfast.
- 6 The dancers wear normal clothes.
- 7 The dancing is modern.
- 8 People never go to work after the festival.

Description	Students practise using <i>can</i> / <i>can't</i> for ability by interviewing you
Lesson link	Use this activity after exercise 3c
Time	10 minutes
Extra material	None

Instructions

- a** Write the answers *Yes, I can.* and *No, I can't.* on the board.
- b** Put SS in pairs or groups and explain that they're going to interview you with *Can* questions. Each pair or group has to ask six questions, and they have to try to find three things that you can do and three things that you can't do.
- c** SS work in their pairs / groups to write six questions. Go round and help with vocabulary if necessary. Remind them that they can use verb phrases from the Vocabulary Bank.
- d** Invite the first pair to ask you their six questions (e.g. *Can you play chess?*). Answer each question with *Yes, I can* or *No, I can't*, and tick the answers on the board as you give them. If you give three of each answer, that pair / group wins. If you give more than three of one answer, that pair / group loses.
- e** If there are several winning pairs / groups, get them to write six different questions, and play again till there's one winner. (Divide up the SS from the losing pairs / groups between the winning groups so that nobody is left out.)

Description	Students talk about shops they love and hate
Lesson link	Use this activity after exercise 3b
Time	15 minutes
Extra material	Print out and photocopy <i>The best clothes shop in my town</i> worksheet for each student

Instructions

- a** Give each student a copy of *The best clothes shop in my town* worksheet.
- b** Give SS five minutes working alone to complete the sheet. You may need to pre-teach *the worst* = the opposite of *the best*.
- c** Then put SS in groups of three and ask them to exchange their ideas.

The best clothes shop in my town

What's its name? _____

How often do you go there? _____

Is it cheap or expensive? _____

What do you like buying there? _____

Do your friends like it? _____

The worst clothes shop in my town

What's its name? _____

Do you ever buy things in this shop? What? _____

Why do you hate shopping there? _____

Is it cheap or expensive? _____

Do your friends like it? _____

Description	Students review the vocabulary of Lesson 4C by reading and completing two more love stories
Lesson link	Use this activity after exercise 4C
Time	20 minutes
Extra material	Print out and photocopy the <i>Two modern love stories</i> worksheet for each student

Instructions

- a Ask SS to name some modern films with a love story. Try to elicit the names of the films on the *Two modern love stories* worksheet – *Walk the Line* and *Amélie*. (Note that some films might have been released under a different name in the SS' country.)
- b Give each student a copy of the *Two modern love stories* worksheet and ask them to read the stories and then complete them (they learned this vocabulary in 3 Reading).
- c Ask SS to work in pairs to check their answers. Feed back as a class. Ask if SS have seen these films, and if they liked them.

Answers

- 1 falls
- 2 married
- 3 divorced
- 4 marry
- 5 meet
- 6 with him
- 7 love affair
- 8 fall in love

Complete the stories with these words.

love affair falls with him fall in love married meet marry divorced

Walk the Line

This is a film about the country and western singers Johnny Cash and June Carter. Johnny meets June and ¹ _____ in love with her. But they are both ² _____ to someone else! They sing together and tour the USA. June gets ³ _____ and marries another man. Johnny divorces his wife. But all the time they are in love. In the end, Cash asks June to ⁴ _____ him on stage, and she says 'yes'.

Amélie

Amélie is a very romantic girl and she loves to help other people. In secret, she helps other people to ⁵ _____ each other. She lives alone and plays games with other people's lives. Then she sees a young man, Nino, and falls in love ⁶ _____. She follows him everywhere but she doesn't talk to him. She loves him but she is afraid of a ⁷ _____. But her friend, an old man, tells her not to be afraid. She listens to him and the young man comes to her house and they ⁸ _____.

Description	Students practise the language of music
Lesson link	Use this activity after exercise 4c
Time	15 minutes
Extra material	Print out and photocopy the <i>My favourite album</i> worksheet for each student

Instructions

- a** Give each student a copy of the *My favourite album* worksheet (the two halves are the same).
- b** SS read the text and complete it with the words.
Let the SS read the text and then look at pages 46–47 in *New English File Elementary Student's Book* if they need help.
- c** Feed back in class.
- d** If you have a stronger class, you could ask SS to write a review of their own current favourite album, using the text here as a model.

Answers

- 1 film
- 2 listen to
- 3 rock
- 4 singers
- 5 lyrics
- 6 song

Once upon a time in Mexico

Complete the text with these words.

lyrics song singers rock listen to film

My favourite album is from a ¹ _____, *Once upon a time in Mexico*, with Antonio Banderas and Johnny Depp. I ² _____ it in my car all the time, and I've got it on my iPod too. The music is a mixture of South American and ³ _____. Some of the ⁴ _____ on the album are the actors from the film, like Enrique Iglesias. Some of the ⁵ _____ are in Spanish and I don't understand them. My favourite ⁶ _____ is in Spanish, by the singer Manu Chao. It's called *Me gustas tu*, which means 'I like you'.

Once upon a time in Mexico

Complete the text with these words.

lyrics song singers rock listen to film

My favourite album is from a ¹ _____, *Once upon a time in Mexico*, with Antonio Banderas and Johnny Depp. I ² _____ it in my car all the time, and I've got it on my iPod too. The music is a mixture of South American and ³ _____. Some of the ⁴ _____ on the album are the actors from the film, like Enrique Iglesias. Some of the ⁵ _____ are in Spanish and I don't understand them. My favourite ⁶ _____ is in Spanish, by the singer Manu Chao. It's called *Me gustas tu*, which means 'I like you'.

Description	Students revise job titles by grouping them by ending
Lesson link	Use this activity after exercise 5
Time	10 minutes
Extra material	None

Instructions

- a Write the following on the board in four columns:

<i>-ist</i>	<i>-er</i>	<i>-or</i>	<i>-ian</i>

- b Ask SS *What's my job?* Elicit *teacher* and write it under the column *-er*, with the ending of the word underlined: *teacher*.
- c Tell SS to look at p. 20 in *New English File Elementary Student's Book*. Look at picture 1 in exercise 2 (Vocabulary jobs). Elicit the job from the SS: *pilot*. Underline the end of the word, *pilot*. Ask if this can go in the column *-ist*, *-er*, *-or*, or *-ian*. Elicit *no* and add a fifth column: *Other jobs*. Write the word *pilot* here. The board now looks like this:

<i>-ist</i>	<i>-er</i>	<i>-or</i>	<i>-ian</i>	Other jobs
	<i>te<u>ach</u>er</i>			<i>pi<u>lot</u></i>

- d Books closed. Put SS in groups of three or four. Tell SS they have three minutes to write down as many jobs as they can under each column. The jobs with the same ending go in the same column. Any jobs that do not end *-ist*, *-er*, *-or* or *-ian*, go in the fifth column *Other jobs*. The winners of the game are the SS with the most words placed in the correct columns.

Possible answers

All the words in the table have appeared in *New English File Elementary* Files 1–5A.

<i>-ist</i>	<i>-er</i>	<i>-or</i>	<i>-ian</i>	Other jobs
artist journalist scientist	teacher builder engineer footballer hairdresser officer painter personal trainer writer	actor doctor professor sailor	musician politician	pilot actress chef nurse pop star

Description	Students revise and learn some travel vocabulary
Lesson link	Use this activity after exercise 1
Time	10 minutes
Extra material	None

Instructions

- a** There is a lot of travel vocabulary which SS might not know on p. 54 of *New English File Elementary Student's Book*. Copy the list of words below, or write it on the board.

<i>plane</i>	<i>sign</i>
<i>check-in desk</i>	<i>keyboard</i>
<i>trolley</i>	<i>ticket</i>
<i>computer screen</i>	<i>runway</i>
<i>wings</i>	<i>propellers</i>
<i>information desk</i>	<i>brochure</i>
<i>car</i>	

- b** Now direct SS to pictures A-I on p. 54 of *New English File Elementary Student's Book*. Tell SS that all of these words are in the pictures on this page. In pairs, SS find the words and put arrows next to them in the pictures.
- c** Stop SS after three minutes and feed back as a class. SS may have trouble with *propellers*, *trolley*, and *runway*. In this case tell SS the *propellers* are in pictures C and E, the *trolley* is in picture F, and the *runway* is in pictures C and, especially, D. Encourage SS to guess the correct answers.

Answers

Plane	pictures B, C, D, E
Check-in desk	picture F
Trolley	picture F
Computer screen	picture G
Wings	pictures B, C, D, E
Information desk	picture A
Car	picture B
Sign	picture B (departures) there is also a sign saying 'information' in picture A
Keyboard	picture G
Ticket	picture H
Runway	pictures C and D
Propellers	pictures C and E
Brochure	picture I

Description	Students practise past simple irregular verbs by talking about their own recent past experience
Lesson link	Use this activity after exercise 3
Time	10 minutes
Extra material	Print out and photocopy the <i>Yesterday, Last week</i> worksheet for each student

Instructions

- a** Hand out a copy of the *Yesterday, Last week* worksheet to each student. Tell SS to complete the *Questions* and the *Me* column.
- b** Now SS work in pairs asking and answering the questions to complete the *My partner* column. Monitor SS closely to make sure they are correctly transforming the verbs into the past simple irregular form.

Answers

In the Questions column SS should make the following questions:

What did you buy last week?

What did you wear yesterday?

Where did you go last night?

Who in your class did you meet first?

What time did you leave home this morning?

What did you have for lunch last Sunday?

Where did you do your homework yesterday?

Yesterday, Last Week

Questions	Me	My partner _____
What / buy / last week? _____		
What / wear / yesterday? _____		
Where / go / last night? _____		
Who in your class / meet / first? _____		
What time / leave / home this morning? _____		
What / have / for lunch last Sunday? _____		
Where / do / your homework yesterday? _____		

Description	Students look at pronunciation of <i>ou</i> , learning that English is not a phonetic language
Lesson link	Use this activity after exercise 2
Time	10 minutes
Extra material	None

Instructions

- a** Lesson 5D of *New English File Elementary Student's Book* contains a number of words with the vowel combination *ou*. This has a number of different pronunciations in English. Write these words from lesson 5D on the board:

<i>house</i>	<i>could</i>
<i>thought</i>	<i>moustache</i>
<i>bought</i>	<i>country</i>
<i>found</i>	<i>pronounce</i>

(Note that *pronounce* appears in the rubric to 2 Pronunciation b.)

- b** Tell SS to turn to the Vowel sounds in the Sound Bank on p. 156 of *New English File Elementary Student's Book*, and tell them to use a piece of paper to cover up p. 157 (this page contains many of the answers to the exercise).
- c** Ask SS to match the *ou* sounds in the words on the board with the correct phonetic symbols from the chart.
- d** After two minutes stop SS and check the answers. Warn SS that English is not a phonetic language, and they will often have to learn the sounds of new words carefully.
- e** As a final check ask SS why the *ou* sound in *moustache* is /ə/. The answer is that the stress in *moustache* is on the final syllable (*moustache*), and often sounds that are not stressed become /ə/. SS can check these words in their dictionary.

Answers	
/aʊ/	<u>h</u> ouse, <u>f</u> ound, <u>pr</u> onounce
/ɔː/	th <u>ou</u> ght, <u>bo</u> ught
/ʌ/	c <u>ou</u> try
/ʊ/	<u>c</u> ould
/ə/	<u>m</u> oustache

Description	Students read a text about houses and furniture and answer True or False questions
Lesson link	Use this activity after exercise 3
Time	15 minutes
Extra material	Print out and photocopy the <i>Beautiful flat in the Scilly Isles</i> worksheet for each student

Instructions

- a Ask SS 'When you go on holiday, where can you stay?' Elicit suggestions such as a friend's house, a hotel, a youth hostel, a holiday flat (a flat which you rent for a few days or some months).
- b Explain that SS will read a short advert from the Internet which advertises a holiday flat in the Scilly Isles, a group of islands off the coast of Cornwall, England. Then SS will have to answer eight True or False questions.
- c Give each student a copy of the *Beautiful flat in the Scilly Isles* worksheet. Give SS five minutes to read the article and answer the True or False questions. Before giving SS the answers, give SS a minute to discuss their answers with a partner.

Answers

- 1 False. It is on the island of St Mary's (one island in the Scilly Isles group).
- 2 False. She recommends the town for young families (families with young children).
- 3 True. You can get there by boat or helicopter.
- 4 False. They were a popular destination for pirates (but not now).
- 5 True. It has a sea view in the main bedroom.
- 6 False. It is part of a seventeenth-century house.
- 7 True. It is for rent from June to August.
- 8 False. You can email or call her (by phone).

Beautiful flat in the Scilly Isles

My beautiful flat on the Isles of Scilly is for rent! It is in Hugh Town, on the main island of St Mary's. It is in a town with lovely old houses and a quiet atmosphere – perfect for young families.

The Isles of Scilly are very close to Cornwall, off the west coast of England. You can get here by boat or by helicopter. When you arrive you will find a very different place to the rest of England. We have a special climate so different plants grow all over the islands and you may see animals like dolphins and seals. It is also famous for many reasons. The writer Mervyn Peake lived here and the islands were always a popular destination for pirates!

There are three bedrooms in my flat. In the main bedroom there is a double bed and a sea view. The other bedrooms have two beds in each. There is a bathroom in the main bedroom, and another for the rest of the flat. It is on the top floor without a garden but there is parking in the street outside. The flat is part of a seventeenth-century house but the kitchen, bathrooms and furniture are all modern. And it is free to rent from June to August. If you are interested, please email me or call with any questions you have.

Joanne Lathwell.

Read the advert. Mark the sentences T (true) or F (false).

- 1 The flat is on the island of Scilly.
- 2 Joanne recommends the town for teenagers.
- 3 You cannot walk to the island from Cornwall.
- 4 There are pirates in the islands.
- 5 You can see the sea from the flat.
- 6 The flat is in a very modern building.
- 7 You can only rent this flat in summer.
- 8 You can only contact Joanne by email.

Description	Students do a dictagloss to check their listening of words such as adverbs
Lesson link	Use this activity after exercise 3
Time	10 minutes
Extra material	None

Instructions

- a** Place SS in groups of three. Tell them you will read out part of recording 6.6 again. The first time they are allowed to write down only five words that they hear.
- b** Read the first paragraph of recording 6.6 to SS (or play this part from the class CD / cassette) from the beginning to '...I left the hotel about ten o'clock.'
- c** Now ask SS to listen again and try to write down as many words as they can. If you are reading to the SS, try to read quicker this time around.
- d** Now ask SS to work in their group of three and try to reconstruct the paragraph, so it is as close to the real paragraph as possible. One student in each group will need to be the secretary and write down their paragraph.
- e** If SS are having problems, after five minutes read the script or play the recording one last time for SS to check their answers.
- f** Ask SS to read their paragraphs to the class. Then check their answers against the first paragraph of listening script 6.6 on p. 118 of *New English File Elementary Student's Book*. Ask SS what kind of words they didn't hear and didn't write down. These words are probably 'extra information' words like the adverbs / adverbials *suddenly*, *certainly*, and *little by little*. Encourage the SS to be extra careful when listening to catch these words as they often contain a lot of information.

Description	Students read a transcription of a phone conversation and decide where to use present continuous
Lesson link	Use this activity after exercise 2
Time	10 minutes
Extra material	Print out and photocopy the <i>It's the neighbours!</i> worksheet for each student - cut up

Instructions

- Put SS in pairs. Hand out a copy of either part A or part B of the worksheet to each student. Tell each student they will read a transcription of a phone conversation. Each student has one half of the phone conversation. You may need to pre-teach *drive someone mad*, which means to make someone very angry. You may also need to pre-teach *DIY: Do-It-Yourself*, which is a hobby of British people who like to improve their homes by building and decorating.
- Ask SS to read their part of the conversation individually. Now ask SS 'What is wrong with the story?' The answer is that there is no present continuous. SS work individually to change the present simple to the present continuous.
- After three minutes ask SS to read their conversation together (A starts). Finally check answers as a class.
- Finally ask SS what advice they can give speaker A to solve their problem. What can speaker A say to the neighbours?

Answers

>> ring ring<<

A Hello. Oh hi! It's me. Sorry I know **I'm phoning** you very late.

B It's OK, I am not in bed. **I'm watching** TV. What's up?

A It's the neighbours! **They are driving** me mad so I had to phone you!

B Why? What **are they doing?** It's eleven o'clock! **Are they having** a party or something?

A No, it's worse. All night, every night, until 2 o'clock in the morning, they do DIY in the house! DIY! Tonight they **are making** so much noise!

B DIY! That sounds awful! **Are they building** something?

A I think so. I hear the same noise every time and I think that **they are making** furniture. Oh I'm so angry! I don't know what to do!

B OK. Listen. Keep calm. You have to talk to your neighbours but do it tomorrow, when you aren't so angry.

A But where can I sleep?

B Come over here tonight and use our spare room. It's no problem.

A Oh wonderful! Perfect! Thanks very much!

B Don't mention it. What are friends for?

It's the neighbours!

Student A

>> ring ring<<

A Hello. Oh hi! It's me. Sorry I know I phoned you very late.

B _____

A It's the neighbours! They drive me mad so I had to phone you!

B _____

A No, it's worse. All night, every night, until 2 o'clock in the morning, they do DIY in the house! DIY! Tonight they make so much noise!

B _____

A I think so. I hear the same noise every time and I think that they make furniture. Oh I'm so angry! I don't know what to do!

B _____

A But where can I sleep?

B _____

A Oh wonderful! Perfect! Thanks very much!

B _____



It's the neighbours!

Student B

>> ring ring<<

A _____

B It's OK, I am not in bed. I watch TV. What's up?

A _____

B Why? What do they do? It's eleven o'clock! Do they have a party or something?

A _____

B DIY! That sounds awful! Do they build something?

A _____

B OK. Listen. Keep calm. You have to talk to your neighbours but do it tomorrow, when you aren't so angry.

A _____

B Come over here tonight and use our spare room. It's no problem.

A _____

B Don't mention it. What are friends for?

Description	Students listen and answer a general knowledge quiz about London
Lesson link	Use this activity after exercise 4
Time	15 minutes
Extra material	None

Instructions

- a** Explain to SS that they are going to do a quiz that tests their knowledge of London, which is the subject of lesson 6D. Place SS in teams of three and tell them they can discuss their answer to each question together because they are a team. Find out if any SS have been to London and, if so, try to make sure that every group has at least one student who has been to the city.
- b** Read the questions one by one to the SS and give them time to discuss and write down their answers. Repeat questions if necessary. For the multiple choice questions, you might want to put the different options on the board.
- c** Afterwards teams swap papers so that they mark another team's answers. Read out the answers one by one for SS to mark them correctly.
- d** As a follow up, you could keep SS in their teams and ask them to write a quiz about their city or town.

London Quiz

Read these questions (and the multiple choice answers where they appear) one by one to your students.

- 1 What is the name of London's modern art gallery?
- 2 What is the river in London?
- 3 What are the two biggest London airports?
- 4 Where does the British Prime Minister live?
- 5 London Bridge is not in London any more. It is in the USA. Which US state is it in?
a Texas b Kansas c Arizona
- 6 What is the name of the famous London bus?
a double-floor b double-decker c red-roller
- 7 Which London train station do you need for the Eurostar train to Paris?
a Waterloo b Victoria c Euston
- 8 Who is on the column in Trafalgar Square?
- 9 Where do Chelsea play football?
a Wembley b Highbury c Stamford Bridge
- 10 How do you spell 'Leicester Square'?

Answers

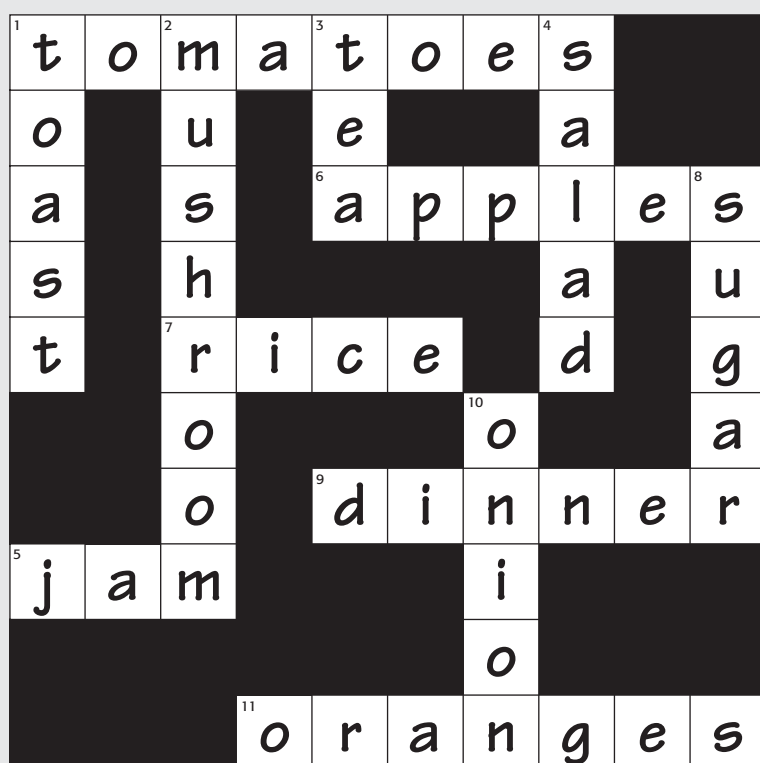
- 1 Tate Modern
- 2 The Thames
- 3 Heathrow and Gatwick
- 4 10 Downing Street
- 5 c Arizona (NB London Bridge is not Tower Bridge, which SS often confuse it with)
- 6 b double-decker
- 7 a Waterloo
- 8 Admiral Horatio Nelson
- 9 c Stamford Bridge
- 10 Leicester Square

Description	Students revise food vocabulary by completing a crossword
Lesson link	Use this activity after exercise 1
Time	15 minutes
Extra material	Print out and photocopy the <i>Food crossword</i> worksheet for each student - cut up

Instructions

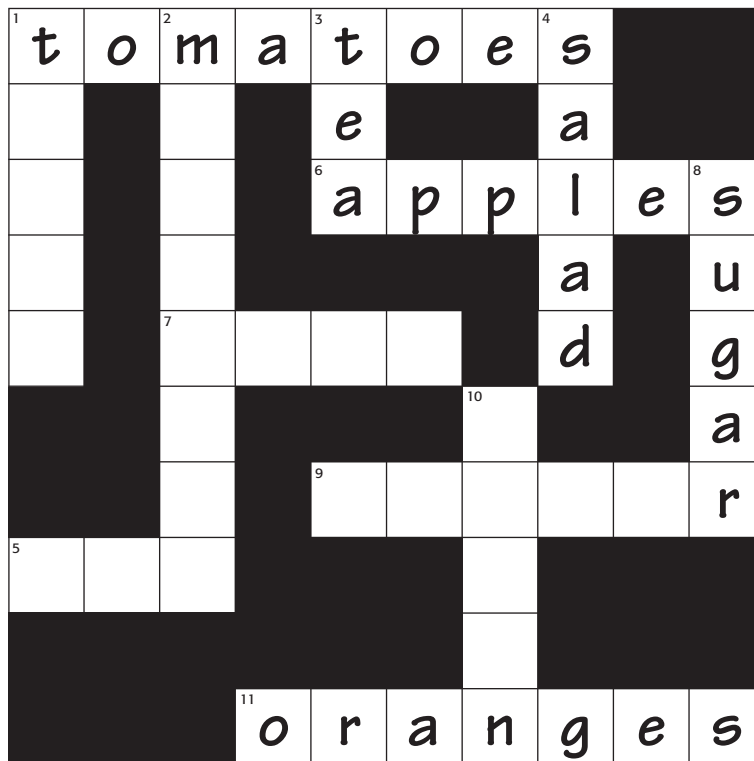
- a** Write the word *banana* on the board. Ask SS what it is. Elicit a simple definition from the class. Now group SS in pairs and give one student in each pair part A of the crossword, and the other student part B. Tell SS not to look at each other's crossword.
- b** Tell SS they each have half of the crossword but need to get the answers from their partner. Their partner cannot say the word in the crossword. For example, if the word is *banana*, they cannot say the word *banana*. Tell SS to explain their word in other ways. You might want to teach SS that in English we ask for crossword clues by saying *1 down* and *1 across* respectively.

Answers



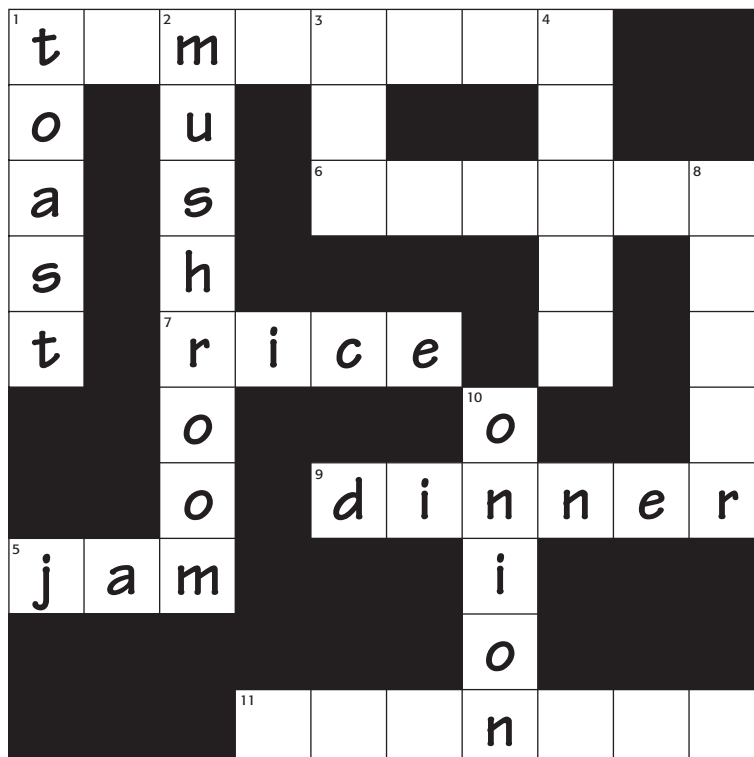
Food crossword

Student A



Food crossword

Student B



Description	Students practise the pronunciation of the letters <i>v</i> , <i>w</i> and <i>k</i>
Lesson link	Use this activity after exercise 1
Time	10 minutes
Extra material	None

Instructions

- a** In 1 Pronunciation SS practised the phoneme of /v/ and /w/ but SS also have problems pronouncing the alphabet letters *v* and *w*, as well as *k*.
- b** Write the following on the board and offer a prize to the first student who can read them all out correctly:

<i>BMW</i>	<i>RSVP</i>
<i>WWW</i>	<i>KLM</i>
<i>VW</i>	<i>WWF</i>
<i>HGV</i>	<i>VIP</i>

- c** Then ask SS to practise their pronunciation in pairs.

The letters stand for the following:

BMW	German vehicle manufacturer
WWW	World Wide Web
VW	German vehicle manufacturer
HGV	Heavy Goods Vehicle (such as a lorry or a truck)
RSVP	French = please respond, probably to an invitation
KLM	Dutch airline
WWF	Worldwide Fund for Nature
VIP	Very Important Person

Description	Students read a text on a holiday in Moscow and answer True or False questions
Lesson link	Use this activity after exercise 5
Time	15 minutes
Extra material	Print out and photocopy the <i>Maria's Moscow Holiday</i> worksheet for each student

Instructions

In lesson 7C SS have read about a holiday in Norway and the USA. Now they further practise the language of the lesson by reading about a holiday in Russia, and answering True or False questions.

Answers

- 1 True.
- 2 False. She 'was so excited'.
- 3 True.
- 4 False. You can't do this because of security.
- 5 False. They bought lots of things.
- 6 False. It is on the other side of town.
- 7 True.
- 8 False. They stayed in their hotel.
- 9 True.

Maria's Moscow Holiday

I went on the TV programme *Changing Holidays* in August last year. Well, my holiday was a trip to the Seychelles: beautiful beaches in the Indian Ocean. But when the programme's presenter Peter Douglas told me 'you are going to go to Moscow' I was so excited! Moscow! For a holiday!

We left London at 5a.m. and it was raining. When we arrived in Moscow it was sunny and bright. I had to take off my coat to walk around. But the first thing we did was to go on the Metro. This was great. It was so beautiful and I wanted to take photos but you can't do this because of security.

In the afternoon we went shopping in the centre of town. It was very busy and we bought a lot of things. We also went to the Izmaylovo Market which is at the end of the Metro on the other side of town. I wanted to buy a Russian hat but I didn't find one in my size.

In the evening we ate in a lovely restaurant and drank Russian wine because I don't like vodka. It tasted great and the food was good too. We thought about going out dancing but we were very tired and we stayed in. We thought we should stay in because the hotel was so expensive! Moscow is not a cheap city to stay in. But it was no problem because the TV programme paid all our bills!

Read the text and mark the sentences True (T) or False (F).

- 1 Maria really wanted to go on a sea holiday.
- 2 Maria was disappointed when she heard her holiday was in Moscow.
- 3 The weather was good.
- 4 She took a lot of photos on the Metro.
- 5 They didn't find anything to buy.
- 6 Izmaylovo Market is in the centre of Moscow.
- 7 At dinner they drank some alcohol.
- 8 They went out into Moscow all night.
- 9 The hotel was expensive but they didn't worry.

Description	Students learn language of cards and games using dictionaries
Lesson link	Use this activity after exercise 1
Time	10 minutes
Extra material	A pack of cards, bilingual dictionaries

Instructions

- a** In lesson 7D SS look at an exercise based on tarot cards. SS will be more familiar with traditional playing cards, but often SS do not know the names of the playing cards in English. This is a quick vocabulary exercise for them to learn.
- b** Put SS in pairs or groups of three making sure each group has a bilingual dictionary.
- c** Write the following on the board:

<i>diamonds</i>	<i>king</i>
<i>suit</i>	<i>spades</i>
<i>ace</i>	<i>queen</i>
<i>clubs</i>	<i>hearts</i>
<i>deuce</i>	<i>jack</i>

- d** Now tell SS to look in their dictionaries and find out what these words in a pack of cards mean. The first group to finish is the winner.
- e** When SS have finished, take an ace of spades, a king of hearts, a queen of diamonds, a jack of clubs and a two of clubs and stick them on the board. Write the following on the board:

The ____ of ____s.

- f** Point to the ace of spades and ask SS 'what is the complete name of this card?' Elicit *the ace of spades*, placing specific emphasis on *the*, *of*, and the final *s*. Then do a choral drill with the other cards, practising the correct pronunciation of their names.

Description	Students read a text about someone changing university and answer True or False questions
Lesson link	Use this activity after exercise 4
Time	15 minutes
Extra material	Print out and photocopy the <i>Changing university</i> worksheet for each student

Instructions

- a** In lesson 8A SS have been studying the comparative, and learned some personality adjectives. Now SS read a text about a student changing university from Mexico to the USA, and answer True or False questions.
- b** Make a copy of the *Changing university* worksheet for each student. Give SS five minutes to read the text. The SS answer the True or False questions in pairs.
- c** Feed back as a class.

Answers

- 1 False. He is in the USA for one year.
- 2 True.
- 3 False. He thinks it is unhealthy and he misses Mexican cooking.
- 4 True.
- 5 False. Only in the evenings.
- 6 True.
- 7 False. People often invite him to lunch on Sundays.
- 8 False. He says students in his Mexican university are more serious.
- 9 False. They go out a lot, but they work hard.

Changing university

My name is Carlos and I'm from Mexico. I study Architecture at a university in Mexico City, but this year I'm studying in the USA at a college in Baltimore, Maryland. After the year I go back to my university again. My university is great – but it's very different to Mexico! First, in Mexico I live with my parents, but here I live on the campus. At home my mother cooks and so the food was great and my diet was healthier. Here I cook for myself but I eat a lot of fast food. Another thing is that Mexican cooking is hotter, much hotter than food here. I miss that.

Another big difference is the culture. Mexico City is bigger than Baltimore and it's busier: there are people everywhere. Baltimore is quieter but there are still nice restaurants and places to go out. Mexico City is also older than Baltimore so we have museums and ancient buildings, which I love. Baltimore is more modern, but it does have a traditional harbour and I like to walk there in the evening.

Before I came here I was nervous because my English isn't good. But everyone here is really friendly. They are generous too: they often invite me to their houses or to lunch on Sundays because they know I am here on my own. Another big difference is that the students in the American university are crazy! They go out all the time. They go to nightclubs and don't go home until three in the morning! Students in my university in Mexico are more serious. We work hard all the time. But we *are* Mexicans and we like to go out too!

Read the text and mark the sentences True (T) or False (F).

- 1 Carlos will not return to his university in Mexico City.
- 2 He lives in the American university.
- 3 He thinks food is better in the USA.
- 4 Baltimore is quieter than Mexico.
- 5 He walks in the harbour all day.
- 6 He likes the American people.
- 7 He is always on his own at the weekend.
- 8 American students are more serious than Mexican ones.
- 9 Mexican students go out a lot and don't study.

Description	Students write postcards based on Mali, La Paz, and Yakutia
Lesson link	Use this activity after exercise 4
Time	20 minutes
Extra material	None

Instructions

- a** In 1 Reading, SS read about three places with extreme living conditions: Mali (West Africa), La Paz (Bolivia) and Yakutia (Siberia). Ask SS 'when you go to a foreign country, what can you send to your friends and family?' Elicit 'a postcard'. Tell SS they are going to write a postcard from Mali, La Paz, or Yakutia.
- b** SS work in pairs to choose a country and write their postcard. Encourage SS to use as many new words from lesson 8B as possible.

Description	Students do a 'Find someone who ...' speaking activity based on the theme of presents
Lesson link	Use this activity after exercise 1
Time	15 minutes
Extra material	Print out and photocopy the <i>Find someone who...</i> worksheet for each student - cut up

Instructions

- a** In lesson 8C SS have been reading about unusual presents: the Experience presents from WHSmith. Now SS are going to ask each other about giving and receiving presents. Make a copy of the *Find someone who ...* worksheet for each student.
- b** Show the activity by writing the following on the board (replacing *France* with a nationality or region that one of your SS is from).

Find someone who is from France. _____

Ask a student who is not from France, 'Are you from France?' The student replies 'no'. Now ask a student who is from France, 'Are you from France?' The student replies 'yes' and you write their name on the line on the board.

- c** Tell SS to stand up and walk around the class asking the questions to as many of their classmates as possible to complete the worksheet. You will need to pre-teach the verb 'wrap': to cover a present in coloured paper.

Find someone who ...

- 1 gets the same present every year. _____
- 2 got jewellery as a present. _____
- 3 doesn't like presents of chocolate. _____
- 4 is wearing a present. _____
- 5 doesn't like buying presents. _____
- 6 spent €100 or more on a present. _____
- 7 can't wrap presents. _____
- 8 always forgets to buy birthday presents. _____
- 9 takes bad presents back to shops. _____
- 10 sometimes gives flowers to their mother. _____

**Find someone who ...**

- 1 gets the same present every year. _____
- 2 got jewellery as a present. _____
- 3 doesn't like presents of chocolate. _____
- 4 is wearing a present. _____
- 5 doesn't like buying presents. _____
- 6 spent €100 or more on a present. _____
- 7 can't wrap presents. _____
- 8 always forgets to buy birthday presents. _____
- 9 takes bad presents back to shops. _____
- 10 sometimes gives flowers to their mother. _____

Description	Students play an odd-one-out game based on their knowledge of cities
Lesson link	Use this activity after exercise 1
Time	15 minutes
Extra material	None

Instructions

- a** Tell SS to look at the six city names at the top of *New English File Elementary Student's Book*, p. 94. Tell SS 'Of these six cities, there is something different about Tokyo. Why is Tokyo different?' SS may have numerous answers (it is in Asia) but the one you are looking for is 'it is the only capital city'. Say 'Tokyo is a capital city. The others – are they capital cities?' **Answer:** No
- Say 'Tokyo is different. This is called the odd one out'. Write *the odd one out* on the board.
- b** Put SS in groups of three or four. Tell SS you will read out lists of cities. In each case they must decide which city is the odd one out and why. Note that there are many possible reasons so give SS plenty of time to discuss the possible answers before you move from list to list. But there is only one answer that you are looking for.
- c** Read out 1 and give the SS time to discuss their answer. Continue through 2-6. NB: do not give the worksheet to SS as question 5 relies on SS already knowing the spelling of the cities.
- d** At the end elicit answers from the class and see which groups got them right. The group with the highest number of correct answers wins the game.
- e** As a follow-up you could ask SS to make their own list of cities and find the odd one out.

Answers

- 1 Buenos Aires, because it doesn't have a beach.
- 2 Madrid, because people speak Portuguese in the other cities.
- 3 Mexico City, because it isn't in South America.
- 4 London, because it isn't named after a person.
- 5 Moscow, because its last letter is a 'w' not an 'o'.
- 6 Brussels, because it is not an Olympic city. (The Olympics were held in Antwerp, Belgium in 1920).

Which city is the odd one out?

- | | | | |
|--------------------|----------------|--------------------|------------------|
| 1 a Barcelona | b Buenos Aires | c Miami | d Cape Town |
| 2 a Madrid | b Lisbon | c Sao Paolo | d Rio de Janeiro |
| 3 a Rio de Janeiro | b Caracas | c Buenos Aires | d Mexico City |
| 4 a Wellington | b London | c Ho Chi Minh city | d Washington |
| 5 a Moscow | b Oslo | c Tokyo | d Toronto |
| 6 a Seoul | b Athens | c Brussels | d Barcelona |

Description	Students brainstorm vocabulary for things that you can read
Lesson link	Use this activity before exercise 1 as an alternative warmer
Time	5 minutes
Extra material	None

Instructions

- a** In lesson 9A SS read and listen to Rob and Charlotte, who are looking at holiday brochures. At this level SS often don't know many words for printed material, so this exercise gives them a chance to pool their knowledge. Draw a circle on the board and write 'things you can read' in it. Then draw another circle connected to this with the word 'book' in it. Place lines around this.
- b** SS in small groups brainstorm all the words they know for things you can read.
- c** Feedback as a class. You could ask one member of the class to act as class secretary and write the words on the board as SS shout them out.

Possible answers

things you can read:

book, magazine, comic, newspaper, letter, email, web page, poster, leaflet, academic journal, report, essay, holiday brochure.

books:

novel, (auto)biography, guidebook, dictionary, encyclopedia, history book, coursebook.

Description	Students read film reviews of <i>King Kong</i> and answer True or False questions
Lesson link	Use this activity after exercise 5
Time	10 minutes
Extra material	Print out and photocopy the <i>Film Reviews</i> worksheet for each student

Instructions

- a** In lesson 9B, SS listen to a radio interview where callers discuss whether the film or book version of a story is better. Here they read online reviews of *King Kong* on a website, and answer True or False questions.
- b** Give SS a copy of the *Film Reviews* worksheet. SS read the three reviews and answer the True or False questions. Then SS check answers in pairs.
- c** Feedback as a class.

Answers

- 1 False. You, the public write the reviews.
- 2 True.
- 3 False. It was because he couldn't breathe.
- 4 True.
- 5 True.
- 6 True.
- 7 False. Sue liked it best. She didn't have any complaints and she gave the film five stars.
- 8 True.
- 9 False. She says she is patriotic so she liked seeing the British actors.
- 10 False. She says there were too many special effects.

Film Reviews

Film Reviews is the website where you the public write the reviews!
Tell us about the films you've seen in no more than fifty words.

This page: *King Kong*, dir: Peter Jackson 2006.

Will from Lincoln

Everybody said they loved this film but I didn't like it at all. It was too long! I watched it in a very old cinema and it was full of people. It was hot and the air was bad. I have asthma and I couldn't breathe. I had to leave the cinema for twenty minutes – and that was the best part of the film for me!

Sue from Rugby

This film was great! I haven't seen a film like this for ages! I loved everything: the boat, the island, the characters! One thing you don't get these days is a really good story, and the story in *King Kong* is a classic. That made the film for me. I went with my boyfriend and it was the perfect film for a date. We loved the part where *King Kong* falls over on the ice in New York and it looks like he is ice skating! Five stars.

Maxine from Stoke-on-Trent

More magic from Peter Jackson: he's the most exciting director on the planet right now! I went with my little brother and he found the film a bit scary but he did enjoy it. I am quite patriotic so I was pleased to see so many British actors in the film too! I have only one complaint – there were too many special effects.

Are the sentences about *Film Reviews* True (T) or False (F)?

- 1 Experts write the reviews on *Film Reviews*.
- 2 Will hated the film.
- 3 Will left the cinema because he didn't like the film.
- 4 Will doesn't tell us anything about the story in *King Kong*.
- 5 Sue liked *King Kong* best.
- 6 Sue thought *King Kong* was romantic.
- 7 Maxine liked *King Kong* more than Will and Sue.
- 8 Maxine's little brother was scared.
- 9 Maxine is not British.
- 10 Maxine really liked the special effects.