Lesson plan
The context for this lesson is a project called Remake, in which modern photographers recreate famous paintings. The images from one example, a painting by Vermeer called *The Milkmaid* and its corresponding photo, are used to present clothes vocabulary, and this is followed by a pronunciation focus on two common vowel sounds, /æ/ and /ə/. Sts then focus again on the images and answer questions, and this leads them to the Grammar section, which is on using the present continuous for things that are happening now, or around now, and for describing what is happening in a picture. The present continuous is also contrasted with the present simple for habitual actions or permanent situations. When Sts come back from the Grammar Bank, they have a listening activity where they hear an art expert talking about Vermeer and the painting. They then revise prepositions of place, and all the language of the lesson is pulled together in a final speaking activity, where Sts describe two more examples of paintings and their remakes to each other in order to find the similarities and differences.

More materials for speakers of Spanish
For teachers on Oxford Premium
Photocopiables
Grammar: present simple or present continuous?
Vocabulary: Things you wear
Communicative: What are they doing?
Resources
Tests for Escuelas Oficiales de Idiomas
Wordlists and additional teacher resources
For students
Workbook 1C
Online Practice 1C
Plus extra Vocabulary and Pronunciation for speakers of Spanish: more clothes
Grammar and Vocabulary Pocket Book

VOCABULARY
1 clothes
a Books open. Focus on the instructions and then give Sts time to look at the painting and photo and read about the Remake Project. Elicit opinions from the class. You could also tell Sts what you think.
b Tell Sts to look at both the painting and the photo and look for the items of clothing. Elicit 1 from the class and explain the meaning of apron. Sts then continue to say who is wearing the other items. Check answers.
c Tell Sts to go to Vocabulary Bank Things you wear on p.237. Focus on the four sections (clothes, footwear, accessories, and jewellery) and make sure Sts know what they mean and how to pronounce them (/kləʊðz/, /ˈfʊtweə/, /ˈdʒuːərɪ/ and /əkˈsesərɪz/).

Vocabulary notes
Some clothes words only exist in the plural, e.g. jeans, leggings, pyjamas, shorts, trousers, ties. These words cannot be used with a, e.g. NOT a jeans. If Sts want to use an indefinite article, they should use some, e.g. I bought some trousers / some shoes.
You could also teach a pair of, which is often used with plural clothes words, e.g. a pair of trousers. Other words for clothes, e.g. footwear, socks, and gloves are usually plural, but can be used in the singular.

Now get Sts to do a individually or in pairs.
1.23 Now do b. Play the audio for Sts to listen and check. Check answers.

Things you wear
<table>
<thead>
<tr>
<th>Clothes</th>
<th>Footwear</th>
<th>Jewellery</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 blouse</td>
<td>24 boots</td>
<td>33 bracelet</td>
</tr>
<tr>
<td>13 cardigan</td>
<td>25 flip-flops</td>
<td>32 earrings</td>
</tr>
<tr>
<td>3 coat</td>
<td>22 sandals</td>
<td>35 necklace</td>
</tr>
<tr>
<td>2 dress</td>
<td>23 shoes</td>
<td>34 ring</td>
</tr>
<tr>
<td>9 jacket</td>
<td>21 trainers</td>
<td></td>
</tr>
<tr>
<td>5 jeans</td>
<td>14 leggings</td>
<td></td>
</tr>
<tr>
<td>18 pyjamas</td>
<td>6 shirt</td>
<td></td>
</tr>
<tr>
<td>8 skirt</td>
<td>1 shorts</td>
<td></td>
</tr>
<tr>
<td>20 socks</td>
<td>9 hat</td>
<td></td>
</tr>
<tr>
<td>7 suit</td>
<td>28 gloves</td>
<td></td>
</tr>
<tr>
<td>16 sweater</td>
<td>29 scarf</td>
<td></td>
</tr>
<tr>
<td>19 tights</td>
<td>27 tie</td>
<td></td>
</tr>
<tr>
<td>4 top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 tracksuit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 trousers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 T-shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 underwear</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OPTIMAL LEAD-IN [BOOKS CLOSED]
Write the word CLOTHES on the board (or play Hangman with it).
Then ask Sts how to pronounce it (/kləʊðz/) and if it is singular or plural (plural). Explain that there is no singular form, and that if they want to talk about an item of clothing, they should refer to it by name, e.g. a sweater.
Now draw a line before CLOTHES on the board, e.g. __________ CLOTHES, and ask Sts what verbs they can use with clothes. They should be able to produce wear, buy, try on, and possibly put on and take off.
Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on e. Give Sts a minute to cover the words and look at the photos to test themselves or each other.

Focus on the information box for wear, carry, or dress? and a pair, and go through it with the class.

Finally, focus on Activation and put Sts in pairs, A and B. A starts by telling his/her partner what someone is wearing and B has to guess who it is. They then swap roles. Tell Sts to go back to the main lesson 1C.

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

**FOR SPEAKERS OF SPANISH** Online Practice: more clothes

**FOR SPEAKERS OF SPANISH** Pocket Book: Vocabulary: things you wear

2 PRONUNCIATION /ə/ and /ɜː/

**Pronunciation notes**

The schwa /ə/ is the most common sound in English. It is a short sound, and always occurs in an unstressed syllable, e.g. doctor /ˈdɒktə/, address /əˈdres/. You may want to point out to Sts that unstressed -er or -or at the end of a word are always pronounced /ər/, e.g. teacher, better, etc. and that -tion is always pronounced /ʃən/.

/ɜː/ is a similar sound, but it is a long sound and is always a stressed syllable, e.g. nurse /nɜːs/, worker /ˈwɜːkər/.

a) 1.24 Focus on the instructions and the question. Play the audio once for Sts just to listen.

b) 1.24 See sounds and words in Student’s Book on p.12

Then play it again, pausing after each word for Sts to repeat.

Ask Sts which sound is only in unstressed syllables.

The schwa sound /ə/ is only in unstressed syllables.

c) 1.25 Play the audio for Sts to listen and check.

Check answers by writing the words on the board in the two groups and underlining the stressed syllable.

<table>
<thead>
<tr>
<th>Her</th>
<th>First</th>
<th>Photograph</th>
<th>Picture</th>
<th>Prefer</th>
<th>Curly</th>
<th>Attractive</th>
<th>Occasion</th>
<th>Work</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Grammar notes

Some languages do not have an equivalent to the present continuous and may always use the present simple. Typical mistakes are: the man in the picture wears a hat. We live with friends at the moment because builders work on our house.

The present continuous is used to describe what is happening in a painting because it is as if we were looking at a scene through a window. The future use of the present continuous (I’m leaving tomorrow) is presented in 3B.

Focus on the example sentences and play both audio 1.26 and 1.27 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 1C on p.213. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.
Tell Sts to go back to the main lesson 1C.

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

FOR SPEAKERS OF SPANISH Pocket Book Grammar: present continuous

4 LISTENING checking hypotheses (using visual evidence and background knowledge)

a Tell Sts that they are going to find out more about the painter Vermeer and *The Milkmaid*. Go through questions 1–6, making sure Sts understand all the lexis, e.g. a *pudding*.

Put Sts in pairs and get them to discuss the questions. Elicit some answers from the class, but don’t tell them if they are right or not.

b 1.28 Now tell Sts to listen and check their answers to a.

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

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

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

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**1.28** *(script in Student’s Book on p.206)*

Johannes Vermeer was a seventeenth-century painter from the city of Delft, in Holland. He mainly painted the people and things he saw around him: the rooms in his house, the people who lived or worked there — usually women — and the things they did every day. For example, in his work you will see women who are playing music, reading or writing letters, or working in the kitchen. Vermeer was especially good at painting light coming into a room through windows. Partly for this reason, people often describe his work as being like photography or film — his paintings can seem very ‘real’.

This painting, *The Milkmaid*, is one of these very ‘photographic’ images. The woman, a maid or a servant, is pouring milk into a bowl. Perhaps she’s making a bread and milk pudding, because there are pieces of broken bread on the table. Nobody knows if the woman he painted was a real servant or a model. However, most people think Vermeer usually painted his wife, his daughter, and his servant, not models. A famous book and film called *Girl with a Pearl Earring*, inspired by one of his best-known paintings, is an imaginary story about Vermeer and his relationship with his young servant.

People admired Vermeer’s paintings a lot in his lifetime, but he was never rich. There are two reasons for this. First, because he painted very slowly. Today, there are only thirty-four paintings which we can be sure are by him. Second, because he used very expensive paints. The blue paint he used for the milkmaid’s apron was made of lapis lazuli, which was a very expensive stone.

People loved this painting from the very beginning, and although it is very small — only forty-six by forty-one centimetres — twenty years after Vermeer died, somebody bought the painting for one hundred and seventy-five Dutch guilders. That was an enormous amount of money for the time.

c Tell Sts to look at 1–6 and focus on the example for 1. Then ask Sts to tell you anything they can remember about 2–6.

Play the audio again for Sts to make notes.

EXTRA SUPPORT Pause the audio after each paragraph to give Sts time to take in the information.

Then play it again, pausing if necessary. Get Sts to compare with a partner, and then check answers.

2 *light coming through windows* He was especially good at painting this.
3 *his wife, his daughter, and his servant* Most people think they are the women in his paintings.
4 *Girl with a Pearl Earring* It’s a film and a book about his relationship with a young servant, inspired by one of his paintings.
5 *the milkmaid’s apron* The blue paint he used for this was very expensive (made from lapis lazuli, a very expensive stone).
6 175 Dutch guilders *What someone paid for the painting 20 years after his death. It was then a lot of money.*

EXTRA SUPPORT If there’s time, you could get Sts to listen again with the script on p.206, so they can see exactly what they understood / didn’t understand. Translate / Explain any new words or phrases.
5 VOCABULARY  prepositions of place
a Tell Sts that when you are describing a picture, it’s important to use the correct prepositions to say where things are. Focus on the prepositions and phrases in the list.
Tell Sts to complete each gap with a word or phrase from the list. Point out that the first one (in) has been done for them.
Get Sts to compare with a partner.
EXTRA SUPPORT If Sts don’t remember the prepositions very well, you could spend a bit more time recycling them, using things in the classroom, e.g. Where’s the TV? It’s on a shelf behind the table, etc.
b 1.29 Play the audio for Sts to listen and check. Check answers.

2 in front of  3 On  4 in the middle of, between  5 under  6 Behind  7 on the left of  8 in the corner  9 on, above  10 next to

1.29  
1 The young man is in the kitchen.  
2 There’s a table in front of him.  
3 On the table there are some eggs, some bread, and some strawberries.  
4 The bread is in the middle of the table. It’s between the eggs and the strawberries.  
5 There’s a board under the bread.  
6 Behind the man, there’s an old washing machine.  
7 There’s a window on the left of the photo.  
8 In the corner of the room there’s a sink and some cleaning products.  
9 There’s a flower on the wall above the sink.  
10 The sink is next to the window.

Now put Sts in pairs. Get them to cover the sentences in a and look at the photo, and ask each other where the things are. Get some feedback from the class.

6 SPEAKING
a MEDIATION ACTIVITY Focus on the Describing a picture box and go through it with the class. You might also want to teach Sts the words foreground (= the part of a picture that is nearest to you when you look at it) and background (= the part of a picture behind the main objects, people, etc.). Model and drill pronunciation.
Put Sts in pairs, A and B, and get them to sit face-to-face if possible. Then tell them to go to Communication Remakes, A on p.188, B on p.194.
Go through the instructions with them carefully and make sure Sts are clear what they have to do. Stress that they have to find the similarities and differences between the original painting and the modern photo.
Give Sts a few minutes to look at their pictures and think about how they are going to describe them. Remind them to use the present continuous to say what the people are doing.
Tell A Sts to start by describing their painting. When they have finished, they should swap roles.
When Sts have finished, they must look at the paintings and photos together.
Tell Sts to go back to the main lesson 1C.
b MEDIATION ACTIVITY Go through the questions and make sure Sts remember the meaning of posters, and the difference between paint and draw. Put Sts in small groups to discuss the questions.
Get some feedback from the class for each question. Tell them what you think for the first question, too.