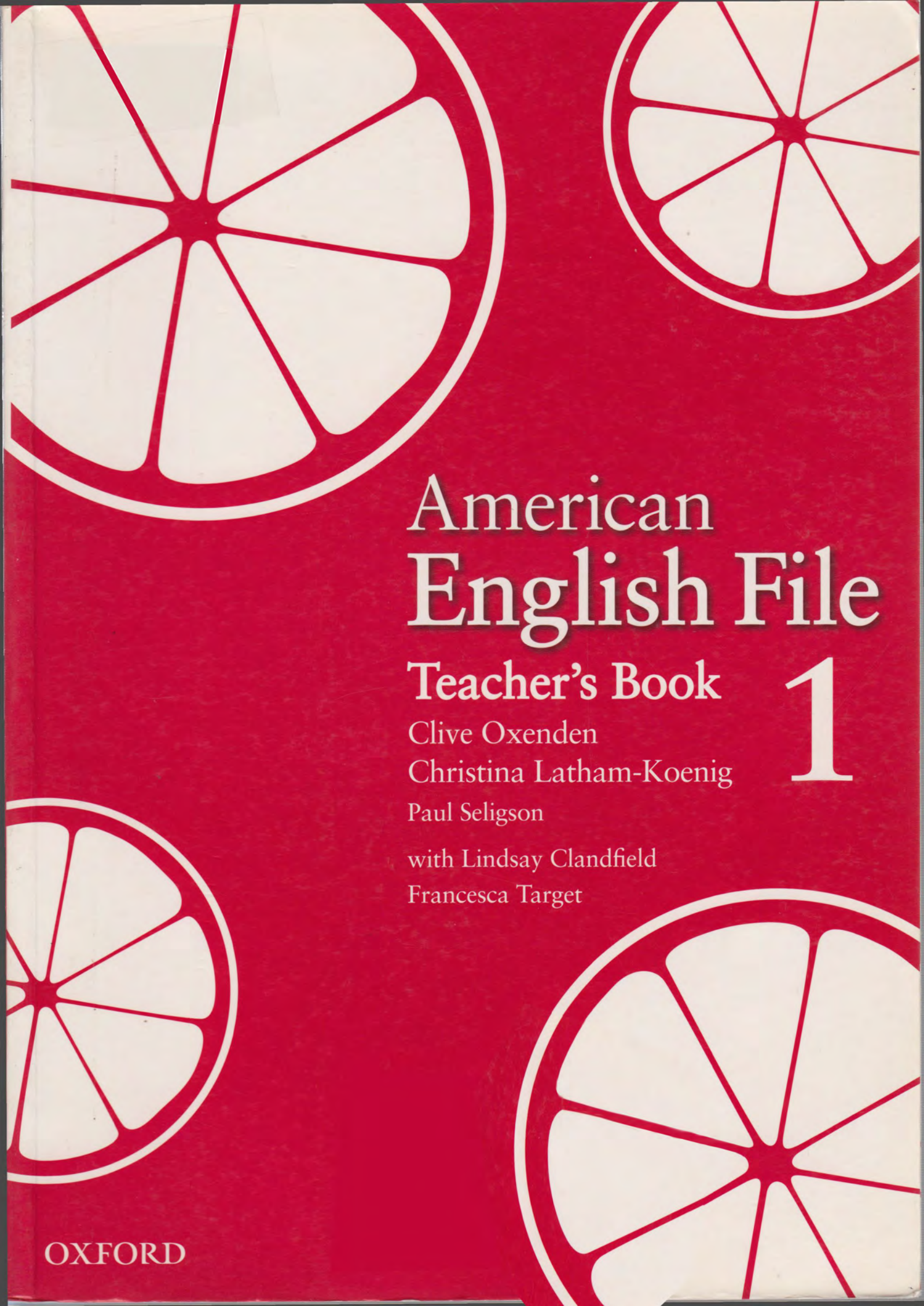

# American English File

## Teacher's Book 1

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# Syllabus checklist

| | | | Grammar | Vocabulary |
|---|---|---|---|---|
| **1** | | | | |
| 4 | A | **Nice to meet you** | **verb *be* ⊞, pronouns: *I, you*, etc.** | numbers 1–20, days of the week |
| 6 | B | **I'm not American, I'm Canadian!** | **verb *be* ⊟ and ?** | countries and nationalities: *Brazil, Korea*, etc.<br>numbers 20–1,000 |
| 8 | C | **His name, her name** | **possessive adjectives: *my, your*, etc.** | personal information:<br>*address, phone number*, etc. |
| 10 | D | **Turn off your cell phones!** | **articles: *a / an / the*, regular plurals, *this / that / these / those*** | the classroom, common objects,<br>classroom language |
| 12 | PRACTICAL ENGLISH | On a plane | Function: offering and accepting drinks | drinks: *coffee, tea*, etc. |
| 13 | WRITING | Completing a form | | |
| 14 | REVIEW & CHECK | What do you remember? What can you do? | | |
| **2** | | | | |
| 16 | A | **Cappuccino and fries** | **simple present ⊞ and ⊟ forms** | verb phrases: *live in an apartment, play tennis*, etc.<br>irregular plurals: *men, women*, etc. |
| 18 | B | **When Natasha meets Darren …** | **simple present questions and short answers** | common verb phrases |
| 20 | C | **An artist and a musician** | ***a / an* + jobs** | jobs: *journalist, doctor*, etc. |
| 22 | D | **Relatively famous** | **possessive *s*** | family: *sister, aunt*, etc. |
| 24 | PRACTICAL ENGLISH | At a hotel | Function: checking into a hotel | hotel words: *double room*, etc. |
| 25 | WRITING | An informal e-mail / letter | | |
| 26 | REVIEW & CHECK | What do you remember? What can you do? | | |
| **3** | | | | |
| 28 | A | **Pretty woman** | **adjectives** | adjectives: *big, cheap, etc.*<br>modifier: *very* |
| 30 | B | **Wake up, get out of bed…** | **telling the time, simple present** | daily routine verbs:<br>*get up, get dressed*, etc. |
| 32 | C | **The island with a secret** | **adverbs of frequency** | time words and expressions:<br>*minute, hour*, etc. |
| 34 | D | **On the last Wednesday in August** | **prepositions of time: *in, on, at*** | the date |
| 36 | PRACTICAL ENGLISH | In a coffee shop | Function: buying a coffee | snacks: *brownie, cappuccino*, etc. |
| 37 | WRITING | A magazine article | | |
| 38 | REVIEW & CHECK | What do you remember? What can you do? | | |
| **4** | | | | |
| 40 | A | **I can't dance** | ***can / can't* (ability and other uses)** | verb phrases: *buy a newspaper*, etc. |
| 42 | B | **Shopping – men love it!** | ***like, love, hate* + (verb + *-ing*)** | free time activities:<br>*shopping, playing computer games*, etc. |
| 44 | C | **Fatal attraction?** | **object pronouns: *me, you, him*, etc.** | love story phrases: *she falls in love*, etc. |
| 46 | D | **Are you still mine?** | **possessive pronouns: *mine, yours*, etc.** | music: *jazz, classical*, etc. |
| 48 | PRACTICAL ENGLISH | In a clothing store | Function: buying clothes | clothes: *shirt, shoes*, etc. |
| 49 | WRITING | Describing a friend | | |
| 50 | REVIEW & CHECK | What do you remember? What can you do? | | |
| **5** | | | | |
| 52 | A | **Who were they?** | **simple past of *be*: *was / were*** | word formation: *paint* → *painter* |
| 54 | B | **Sydney, here we come!** | **simple past: regular verbs** | past time expressions:<br>*three years ago, last week*, etc. |
| 56 | C | **Girls' night out** | **simple past: irregular verbs: *went, got*, etc.** | expressions with *go, have, get*: *go out*, etc. |
| 58 | D | **Murder in a mansion** | **simple past: regular and irregular** | more irregular verbs |
| 60 | PRACTICAL ENGLISH | In a gift shop | Function: buying a present | *T-shirt, mug*, etc. |
| 61 | WRITING | A vacation report | | |
| 62 | REVIEW & CHECK | What do you remember? What can you do? | | |

| Pronunciation | Speaking | Listening | Reading |
|---|---|---|---|
| vowel sounds: /ɪ/, /i/, /æ/, /u/, /aɪ/, /eɪ/ word stress | saying hello, saying good-bye | saying hello, saying good-bye | |
| vowel sounds: /ɑ/, /ɑr/, /ə/, /ɛ/, /oʊ/, /ɛr/ | *Where are you from? Where is it from? Where are they from?* | *Where are you from? Where is it from? Where are they from?* | |
| the alphabet, /ər/ and /aʊ/ | an interview, famous actors | an interview, personal information | |
| vowel sounds: /ɔ/, /ʊ/, /ʌ/, /ɔr/, /ɔɪ/, /ɪr/, /ʊr/ | classroom language | classroom language, song: *Eternal Flame* | |
| consonant sounds: /v/, /d/, /s/, /z/, /l/, /w/; third person *-s* | a typical family in your country | | Typically American? |
| consonant sounds: /k/, /g/, /t/, /ʃ/, /ʒ/, /r/ | Meeting People interview | Natasha and Darren, song: *Something Stupid* | Natasha and Darren |
| consonant sounds: /p/, /f/, /tʃ/, /dʒ/, /j/, /ŋ/ | guess my job | guess my job | A double life |
| consonant sounds: /b/, /θ/, /ð/, /m/, /n/, /h/ | your family | family photos | |
| vowel sounds: /ɪ/, /u/, /aɪ/, /oʊ/, /ɛ/ | describing famous people | fast speech, song: *Oh Pretty Woman* | |
| the letter *o* | *Who is more stressed?* | How stressed are these people? | How stressed are these people? |
| the letter *h* | Do you live the Okinawa way? | | The mystery of Okinawa |
| word stress, /ð/ and /θ/ | your favorite times | Times you love | Fascinating festivals, Times you love |
| sentence stress | Are you athletic, creative, or practical? | | |
| /ŋ/, sentence stress | activities you like | Do you like shopping? | Shopping: men and women are different |
| /ɪ/ and /i/ | What do you think of …? | | Five classic love stories |
| rhyming words | music questionnaire | song: *Unchained Melody* | |
| sentence stress | the top people from your country | American presidents | famous statues |
| *-ed* endings | Find a person who … | | A tale of two Sydneys |
| sentence stress | A night out | Girls' night out, song: *Dancing Queen* | Girls' night out |
| simple past verbs | police interview | Murder in a mansion | Murder in a mansion |

| | | | Grammar | Vocabulary |
|---|---|---|---|---|
| **6** | | | | |
| 64 | A | **A house with a history** | ***there is / there are, some and any*** | houses and furniture: *living room, sofa*, etc. |
| 66 | B | **A night in a haunted hotel** | ***there was / there were*** | prepositions of place: *in, on, under*, etc. |
| 68 | C | **Nightmare neighbors** | **present continuous** | verb phrases: *make a noise*, etc. |
| 70 | D | **New York, New York** | **simple present or present continuous?** | places in a city: *school, street*, etc. |
| 72 | | **Practical English** On the street | Function: asking for directions | directions: *turn left*, etc. |
| 73 | | **Writing** A postcard | | |
| 74 | | **Review & Check** What do you remember? What can you do? | | |
| **7** | | | | |
| 76 | A | **What does your food say about you?** | ***a / an, some / any*** | food and drink, countable / uncountable nouns |
| 78 | B | **How much water do we really need?** | ***how much / how many?, quantifiers: a lot, not much, etc.*** | drinks: *water*, etc. |
| 80 | C | **Trading vacations** | ***be going to* (plans)** | vacations: *camping, the sights*, etc. |
| 82 | D | **It's written in the cards** | ***be going to* (predictions)** | verb phrases: *be famous, get married*, etc. |
| 84 | | **Practical English** At a restaurant | Function: ordering a meal | a menu: *main course, desserts*, etc. |
| 85 | | **Writing** Instructions | | |
| 86 | | **Review & Check** What do you remember? What can you do? | | |
| **8** | | | | |
| 88 | A | **The True False Show** | **comparative adjectives: *bigger, more dangerous*, etc.** | personality adjectives: *shy, generous*, etc. |
| 90 | B | **The highest city in the world** | **superlative adjectives: *the biggest, the best*, etc.** | the weather, more common adjectives |
| 92 | C | **Would you like to drive a Ferrari?** | ***would like* + infinitive / *like* + gerund** | adventures: *parachute jump*, etc. |
| 94 | D | **They dress well but drive badly** | **adverbs** | common adverbs: *slowly, fast*, etc |
| 96 | | **Practical English** Going home | Function: checking out | verb phrases |
| 97 | | **Writing** Making a reservation | | |
| 98 | | **Review & Check** What do you remember? What can you do? | | |
| **9** | | | | |
| 100 | A | **Before we met** | **present perfect for past experiences** | *been to* |
| 102 | B | **I've read the book, I've seen the movie** | **present perfect or simple past?** | past participles: *seen, broken*, etc. |
| 104 | | **Review & Check** **Grammar** Quick grammar review for each File | | |
| 106 | | **Review & Check** **Vocabulary and Pronunciation** Quick review of vocabulary, sounds, and word stress | | |

108 **Communication**

114 **Audioscripts**

122 **Grammar Bank**

140 **Vocabulary Bank** Numbers, Countries and nationalities, Common objects, Verb phrases, Jobs, The family, Common adjectives, Daily routine, Times and dates, More verb phrases, *Go, have, get*, Apartments and houses, Town and city, Food

154 **Irregular verbs**

156 **Sound Bank**

| Pronunciation | Speaking | Listening | Reading |
|---|---|---|---|
| /ð/ and /ɛr/, sentence stress | Is there a … in your house? | Larry and Louise rent a house | |
| silent letters | What was there in the room? | Did Stephen see the ghost? | Would you like to spend a night in this room? |
| verb + *-ing* | noisy neighbors<br>They're having a party. | What's happening? | |
| city names | tourism in your town | song: *New York, New York* | The Circle Line Tour |
| the letters *ea* | a food diary | Can men cook? | |
| /w/, /v/, and /b/ | How much water do you drink? | | Water – facts and myths |
| sentence stress | play *Trading Vacations* | Trading Vacations<br>song: *La Isla Bonita* | vacation diaries |
| /ʊ/, /u/, and /ʌ/ | fortune telling | It's written in the cards | It's written in the cards |
| /ər/, sentence stress | the True False Show<br>car colors and personality | the True False Show | |
| consonant groups | How well do you know your country? | song: *The Best* | Extreme living |
| sentence stress | choosing and buying presents | a parachute jump | a really special present |
| word stress in adjectives and adverbs | They drive dangerously in … | | The inside story |
| sentence stress | Are you jealous?,<br>Find a person who … | Who calls Rob? | Are you jealous? |
| irregular past participles | movie experiences,<br>movies and books | movies and books | |

# Introduction

We have met and spoken to many different teachers in many different countries over the years, and we are very aware that no teaching situations are ever the same. For this reason we have tried to make *American English File 1* as flexible as possible. Apart from the main Student Book lessons, there is a wealth of other material that can be used according to your students' needs and the time available, for example:

- the Writing and Review & Check pages.
- over 70 pages of photocopiables in the Teacher's Book.
- extra self-study support for students both on the MultiROM and the *American English File* Website.

The Teacher's Book also suggests different ways of developing many of the Student Book activities depending on the level of your class.
We believe that this flexibility makes the course suitable both for high-beginner students from school age to adult.
We hope you enjoy using *American English File.*

## What do high-beginner students need?

It is no coincidence that when we talk about language knowledge and ability, we use the verb *speak*: *Do you speak English? How many languages do you speak?* What most students want above all is to be able to speak English and this is why our aim is to get students talking.

### Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that "G + V + P = confident speaking," and in *American English File 1* all three elements are given equal importance.
Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

### Grammar

High-beginner students need

- clear and memorable presentations of new structures.
- plenty of regular and varied practice.
- student-friendly reference material.

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humor, and suspense.
The **Grammar Banks**, at the back of the Student Book, give students a single, easy-to-access grammar reference section with clear rules, example sentences, and common errors, plus two practice exercises for each grammar point.
Student Book page 122.
The photocopiable Grammar activities in the Teacher's Book can be used for practice in class or for self-study, especially with slower or weaker classes.
Teacher's Book page 140.

### Vocabulary

High-beginner students need

- to expand their knowledge of high-frequency words and phrases rapidly.
- to use new vocabulary in personalized contexts.
- accessible reference material.

Every lesson in *American English File 1* focuses on high-frequency vocabulary and common lexical areas, but keeps the amount realistic. Many lessons are linked to the **Vocabulary Banks**, which help present and practice the vocabulary in class and provide a clear reference for students to review and test themselves in their own time.
Where we think the pronunciation of a word may be problematic, we have provided the phonetic script.
Student Book page 140.
Students can practice the pronunciation of all the words from the **Vocabulary Banks** using the MultiROM and the *American English File* Student Website.

### Pronunciation

High-beginner students need

- a solid foundation in the sounds of English.
- systematic pronunciation development.
- to see where there are rules and patterns.

High-beginner learners want to speak clearly but are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. In the first two Files we introduce the vowel and consonant sounds of American English through *American English File*'s unique system of sound pictures, which give clear example words to help students identify and produce the sounds. *American English File 1* has a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice.
Student Book page 9.
This is often linked to the **Sound Bank**, a reference section that students can use to check the symbols and to see common sound–spelling patterns.
Student Book page 156.
Throughout the book there is also a regular focus on word and sentence stress, where students are encouraged to copy the rhythm of English. This will help students to pronounce new language with greater confidence.

### Speaking

High-beginner students need

- topics that will arouse their interest.
- achievable tasks.
- regular opportunities to use new language.

The ultimate aim of most students is to be able to communicate in English. Every lesson in *American English File 1* has a speaking activity that activates grammar, vocabulary, and pronunciation.
Student Book page 81.
The Communication section of the Student Book provides "information gap" activities to give students a reason to communicate.
Student Book page 108 and page 111.
Photocopiable Communicative activities can be found in the Teacher's Book. These include pair and group activities, mingling activities, and games.
Teacher's Book page 185.

## Listening

High-beginner students need

- confidence.
- to understand the gist of what is being said.
- to make sense of connected speech.

Many students say that they find understanding spoken English one of the hardest skills to master. This can be especially demotivating at lower levels, where students often find the speed of the listening material too fast and the tasks too difficult. We feel that students need confidence-building, achievable tasks that help them understand the gist even though they will not understand every word.
Students also need a reason to listen. As with the reading texts, we have chosen recordings that we hope students will want to listen to.
Student Book page 88.
Receptive work on pronunciation also helps students get used to speakers of English and gives them practice in "decoding" rapid speech.
*American English File 1* also contains eight songs that we hope students will find enjoyable and motivating. For copyright reasons, these are cover versions.

## Reading

High-beginner students need

- engaging topics and stimulating texts.
- manageable tasks that help students to read.

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *American English File 1*, reading texts have been adapted from a variety of real sources (newspapers, magazines, websites) and have been chosen for their intrinsic interest.
Student Book page 34.
The Review & Check sections also includes a more challenging text that helps students to measure their progress.
Student Book page 87.

## Writing

High-beginner students need

- clear models.
- the "nuts and bolts" of writing on a word- and sentence-level.

The growth of the Internet and e-mail means that people worldwide are writing in English more than ever before both for business and personal communication. *American English File 1* has one Writing lesson per File, where students study a model before doing a guided writing task themselves. These writing tasks focus on a specific text type and provide consolidation of grammar and lexis taught in the File.
Student Book page 61.

## Practical English

High-beginner students need

- to understand high-frequency phrases that they will hear.
- to know what to say in typical situations.

Many high-beginner students will need English "to survive" if they travel to an English-speaking country or if they are using English as a *lingua franca*. The eight Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering a meal in a restaurant. To make these everyday situations come alive there is a story line involving two main characters, Mark (American) and Allie (British).
The **You hear / You say** feature makes a clear distinction between what students will *hear* and need to understand (for example, *Are you ready to order?*) and what they need to *say* (for example, *I'd like the pasta, please.*) The lessons also highlight other key "Social English" phrases such as *Let's go, OK,* and *It doesn't matter.*
The Practical English lessons are also on the ***American English File 1* Video**, which teachers can use with the same Student Book exercises instead of the Class Audio CD. Using the video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and will also help students to role-play the situations.
Extracts from the video (the first dialogue from each Practical English lesson) are also on the MultiROM.
Student Book page 12.

## Review

High-beginner students need

- regular review.
- motivating reference and practice material.
- a sense of progress.

However clearly structures or vocabulary are presented, students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are repeated throughout *American English File 1*.
At the end of each File there is a Review & Check section. **What do you remember?** reviews the grammar, vocabulary, and pronunciation of each File. **What can you do?** provides a series of skills-based challenges and helps students measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.
Student Book page 14.
The photocopiable Grammar and Communicative activities also provide many opportunities for recycling.
Teacher's Book pages 140 and 185.

## Study Link

The Study Link feature in *American English File 1* is designed to help you and your students use the course more effectively. It shows *what* resources are available, *where* they can be found, and *when* to use them.
The Student Book has these Study Link references:

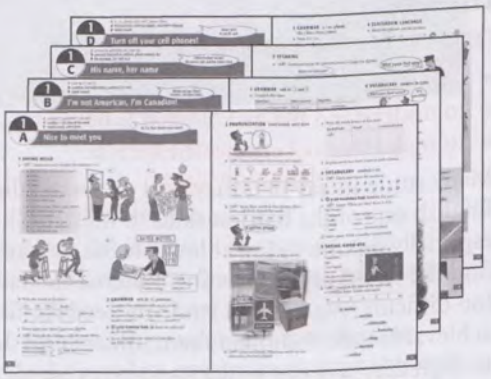
- from the Practical English lessons ➪ MultiROM.
- from the Grammar Bank ➪ MultiROM and Website.
- from the Vocabulary Bank ➪ MultiROM and Website.
- from the Sound Bank ➪ MultiROM and Website.

These references lead students to extra activities and exercises that link in with what they have just studied.
The Workbook has these Study Link references:

- ➪ the Student Book Grammar and Vocabulary Banks.
- ➪ the MultiROM.
- ➪ the Student Website.

The Teacher's Book has Study Link references to remind you where there is extra material available to your students.

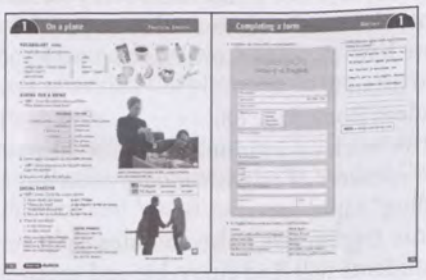
## Student Book Files 1–9



The Student Book has nine Files. Each File is organized like this:

**A, B, C, and D lessons** Four two-page lessons that form the core material of the book. Each lesson presents and practices **Grammar** and **Vocabulary** and has a **Pronunciation** focus. There is a balance of reading and listening activities, and lots of opportunities for spoken practice. These lessons have clear references to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

**Practical English** One-page lessons that teach functional "survival" language and vocabulary (situations like checking into a hotel or ordering a meal) and also social English (useful phrases like *Nice to meet you, Let's go.*). The lessons have a story line and link with the *American English File 1* Video.



**Writing** One-page lessons that focus on different text types (for example, informal and formal e-mails) and writing skills like punctuation and paragraphing.

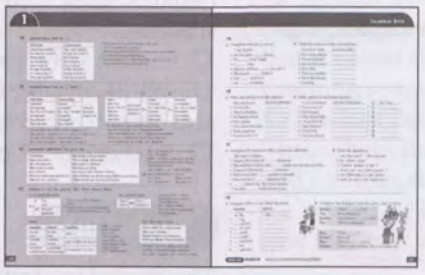
**Review & Check** A two-page section – the left- and right-hand pages have different functions. The **What do you remember?** page reviews the **Grammar**, **Vocabulary**, and **Pronunciation** of each File. The **What can you do?** page provides **Reading**, **Listening**, and **Speaking** "Can you…?" challenges to show students what they can achieve.

! **File 9** has two main lessons (A and B, which present the present perfect), and then four pages of review of the whole book: a two-page **Grammar** section and a two-page **Vocabulary** and **Pronunciation** section.

## The back of the Student Book

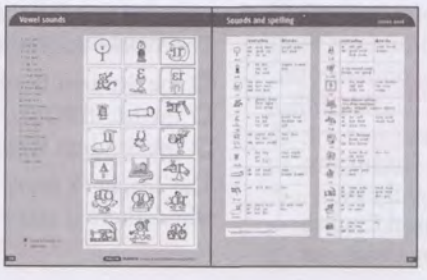
In the back of the Student Book you'll find these three Banks of material:

**Grammar Bank** (pages 122–139)
Two pages for each File, divided into A–D to reflect the four main lessons. The left-hand page has the grammar rules and the right-hand page has two practice exercises for each lesson. Students are referred to the Grammar Bank when they do the grammar in each main A, B, C, and D lesson.



**Vocabulary Bank** (pages 140–153)
An active picture dictionary to help students learn, practice, and review key words. Students are referred to the Vocabulary Bank from the main lessons.

**Sound Bank** (pages 156–159) A four-page section with the *American English File* sounds chart and typical spellings for all sounds. Students are referred to the Sound Bank from the main lessons.



You'll also find:

- **Communication activities** (pages 108–113)
  Information gap activities and role plays.
- **Audioscripts** (pages 114–121)
  Scripts of key listenings.
- **Irregular verbs list** (pages 154–155)

## For students

*American English File 1* gives your students everything they need for successful learning and motivating home study.

**Workbook** Each A–D lesson in the Student Book has a two-page section in the Workbook. This provides all the practice and review students need. Each section has:

- **More Words to Learn**, which reminds students of new vocabulary from the lesson that is not in the Vocabulary Bank.
- **Question Time**, five questions for students to answer, which show them how their communicative competence is developing. (These questions also appear on the audio CD portion of the MultiROM.)

For each File there is a **Study Skills** tip on how to learn Vocabulary.

Each **Practical English** lesson has a one-page section in the Workbook, and includes "Practical English reading."

### MultiROM

The MultiROM works in two ways:

- It's a CD-ROM, containing review of **Grammar**, **Vocabulary**, **Pronunciation**, and functional language (with Practical English video extracts from the Video).
- It's an audio CD for students to use on a CD player or computer. They can listen to, repeat, and answer the questions from the **Question Time** sections of the Workbook.

### Student Website

www.oup.com/elt/americanenglishfile/1

The *American English File* Website gives students extra learning resources, including more grammar activities for every lesson, more vocabulary activities for every Vocabulary Bank, Practical English audio activities, and games and puzzles.

## For teachers

*American English File 1* gives you everything you need to teach motivating, enjoyable lessons, to save you time, and to make your life easier.

**Teacher's Book** The Teacher's Book has detailed lesson plans for all of the lessons. These include:

- an optional "books-closed" lead-in for every lesson.
- **Extra idea** suggestions for optional extra activities.
- **Extra challenge** suggestions for ways of developing the Student Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities to make them more accessible for weaker classes or true beginners.

All lesson plans include answer keys and complete audioscripts. Extra activities are color-coded in red so you can see where you are at a glance when you're planning and teaching your classes.
You'll also find over 70 pages of photocopiable materials in the Teacher's Book:

**Photocopiable Grammar activities** see pages 140–174
There is a photocopiable Grammar activity for each A, B, C, and D lesson. These provide extra grammar practice, and can be used either in class or for self-study.

**Photocopiable Communicative activities** see pages 185–219
There is a photocopiable Communicative activity for each A, B, C, and D lesson. These give students extra speaking practice.

**Photocopiable Song activities** see pages 222–228
*American English File 1* has a song for every File. In File 4 the song is in the Student Book, and the other seven songs are in the Teacher's Book.

The Teacher's Book also includes the Answer Key for the Workbook (see pages 229–240).

**Video** This is a unique "teaching video" that links with the Practical English lessons in the Student Book. The video has stylized minimalist sets that help students to concentrate on the language, and there is a story line that features Mark (American) and Allie (British). Each video section can be used with the tasks in the Student Book Practical English lessons as an alternative to using the Class Audio CD.
There's no extra video print material, and you don't need to find extra time to use it. It shows students language in clear contexts and will help them role-play each scene.
The speed of delivery is slightly faster than on the Class Audio CD, as video is easier for students to understand. Extracts of the video also appear on the MultiROM.

**Class Audio CDs** These three CDs contain all the listening materials for the Student Book.

**Test Generator** This CD-ROM includes over a thousand questions organized both in ready-to-print tests (in PDF format) and in question banks, where they can be selected and edited into tests customized to your students' needs. The CD-ROM also includes the audio for the listening sections of the tests.

### Teacher Website

www.oup.com/elt/teacher/americanenglishfile

This gives you extra teaching resources, syllabus information, etc.

# 1A Nice to meet you

G verb *be* [+], personal pronouns: *I, you,* etc.
V numbers 1–20, days of the week
P vowel sounds: /ɪ/, /i/, /æ/, /u/, /eɪ/, /aɪ/, word stress

## Lesson plan

This first lesson covers basic greetings, and the verb *be* in affirmative sentences, as well as numbers and days of the week. Depending on your SS's level, you may want to spend more or less time on each section. The lesson also introduces SS to the *American English File* system of teaching the 45 sounds of American English. Here they begin by learning six vowel sounds. Students work systematically to improve their pronunciation.

### Optional lead-in (books closed)

- Pre-teach the first conversation by introducing yourself. Say *Hi/Hello, I'm* (…), and ask three or four SS *What's your name?* When they answer, pretend sometimes not to have heard them properly and say *"Sorry?"* and put your hand to your ear.

## 1 SAYING HELLO

**a** 1.1

- Books open. Focus on the four pictures. Then tell SS to listen to and read the four conversations and match each one to a picture.
- Play the recording once or twice. Check answers.

A 2 B 1 C 4 D 3

1.1 CD1 Track 2

1 A Hi, I'm Tom. What's your name?
B Anna.
A Sorry?
B Anna!

2 A Hi, Dad. This is Dave.
B Hello. Nice to meet you.
C Nice to meet you.

3 A Good evening. What's your name?
B My name's Janet Leigh.
A You're in room 5.

4 A Hello, John. How are you?
B I'm fine, thanks. And you?
A I'm OK, thank you.

**b**

- Focus on the chart. Explain that *Hello* and *Hi* mean the same, but *Hi* is more informal.
- Put SS in pairs to complete the chart with words from the list. Check answers and point out that in the second row the words and phrases are more informal than in the first.

| | | | |
|---|---|---|---|
| Hello | My name's | Fine | thank you |
| Hi | **I'm** | **OK** | **thanks** |

**c**

- Explain that in English some words are said more strongly than others, e.g., in Nice to meet you, *nice* and *meet* are pronounced more strongly than *to* and *you.* Encourage SS to try to copy the rhythm on the recording. Getting the rhythm right is one of the most important aspects of good pronunciation.
- Go through each line of the conversations, getting SS to repeat after the recording. Take this opportunity to elicit or explain the meaning of any words or phrases that SS don't understand.
- When you go through conversation **3**, focus also on the box with *Good afternoon* and *Good evening.* Model and drill the pronunciation. Explain the times when these expressions are used. There is no fixed time for when *afternoon* becomes *evening,* but *Good afternoon* is generally used between lunchtime and about 6:00 p.m. and *Good evening* after that. Tell SS that these expressions are more formal than *Hello,* especially *Good afternoon* and *Good evening.* Use body language to demonstrate formal and informal greetings, e.g., shaking hands for more formal greetings.

**d** 1.2

- Put SS in pairs. Tell them to focus on the pictures. Explain that they are going to act out the conversations with the recording.
- Play all the sound effects for conversations **1–4** for SS to understand what they have to do. Then play the recording for conversation **1** and demonstrate the activity with a good student.

1.2 CD1 Track 3

1 *dance music*
2 *doorbell*
3 *spooky music*
4 *birdsong*

- Now play the recording for conversation **1** again, getting SS to role-play it in pairs. Repeat with the other three conversations. If there's enough time, get SS to change roles.

### Extra idea

Get SS to practice the conversations first by *reading* their roles with the recording. Then they could try to act them out from memory.

**e**

- Focus on the example sentences in the speech bubbles. Tell SS to imagine that they're at a party or a conference where they don't know anyone. Have them stand up.
- Now tell SS to introduce themselves to at least five other students. Encourage SS to shake hands, or use a locally appropriate gesture, say *Nice to meet you,* and say *Sorry?* if they don't hear the other student's name.

## 2 GRAMMAR verb *be* [+], pronouns

**a**

- Focus on the first sentence, *I'm Tom.* Explain that *I'm* is the contraction of two words, and elicit that the missing word is **am**.
- Give SS a minute to complete the other two blanks and check answers.

I **am** Tom.
My name **is** Janet Leigh.
You **are** in room 5.

**b**
- Tell SS to go to **Grammar Bank 1A** on page 122. Explain that all the grammar rules and exercises are in this section of the book.
- Go through the rules with the class. Model and drill the example sentences. Model and drill the pronunciation of the contractions, especially *You're We're*, and *They're.*

## Grammar notes

- Point out that fluent speakers of English almost always use contractions in conversation.
- In English there is only one form of *you*, which is used for singular and plural and for formal or informal situations. In your SS' language(s) there may be different pronouns for second person singular and plural and also formal and informal forms.

- Focus on the exercises for **1A** on page 123. SS do the exercises individually or in pairs.
- Check answers.

**a** 1 is 2 are 3 am 4 are 5 is 6 are 7 is
**b** 1 It's… 2 We're… 3 You're… 4 He's… 5 They're… 6 She's… 7 I'm…

- Tell SS to go back to the main lesson on page 4.

**c**
- Point to a male student whose name you remember and say *He's (Marco)*. Then point to a female student and elicit *She's (Maria)*. Continue with several other SS to give more practice with *He's/She's.*

## 3 PRONUNCIATION vowel sounds, word stress

- Focus on the cartoon. Tell SS that American English has several vowel sounds, and they are going to learn an example word to help them remember each sound. In File 1 they are going to learn the vowel sounds and in File 2 the consonant sounds. Learning the sounds will help them pronounce words more clearly and confidently.

**a** 1.3
- Focus on the six sound pictures (*fish, tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to help you know how words are pronounced. Learning to recognize these symbols will help SS check the pronunciation of a word in a dictionary.
- Play the recording once for SS just to listen.
- Play the recording again, pausing after each word and sound for SS to repeat.

1.3 CD1 Track 4

| | | | |
|---|---|---|---|
| fish | /ɪ/ | boot | /u/ |
| tree | /i/ | train | /eɪ/ |
| cat | /æ/ | bike | /aɪ/ |

## Pronunciation notes

- It is important to point out to SS that with the vowels, i.e., *a, e, i, o, u*, there is no one-to-one relation between a letter and a sound, e.g., the letter *a* can be pronounced in several different ways. However, there are common combinations of letters that are usually pronounced the same way, and these will be pointed out to SS as the course progresses.
- You could also tell SS that /eɪ/ and /aɪ/ are diphthongs, i.e., two sounds together (/e/ and /ɪ/, /a/ and /ɪ/), if you think this will help them.

- Focus on sounds that are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

**b** 1.4
- Now focus on the example words in the column under each sound picture, e.g., *it* and *this.* Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for SS, e.g., say *fish, it, this; tree, he, she*, etc.
- Now focus on the words in the list. Tell SS in pairs to decide what the sound of the pink letter is and to write the word under the corresponding sound picture. Encourage them to say the words aloud.
- Play the recording for SS to check their answers.
- Play the recording again, pausing after each group of words for SS to repeat them.

1.4 CD1 Track 5

| | | | |
|---|---|---|---|
| fish | it, this, **is** | boot | you |
| tree | he, she, **we** | train | they, **name** |
| cat | am, **thanks** | bike | I, Hi, **my** |

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

## Extra idea

If SS have dictionaries with them, get them to look up a few words with these vowel sounds and see how the phonetics are always given after the words and how this helps them pronounce words better. If SS don't have dictionaries, you could write some words and the phonetics on the board.
Possible words: *key* /ki/, *sky* /skaɪ/, *eight* /eɪt/, *food* /fud/

**c**
- Write COFFEE on the board. Elicit/teach that it has two syllables. Then explain that all words of two or more syllables have one that is stressed (pronounced more strongly than the other(s)). Then say "coffee" two ways (COffee and coFFEE) and ask SS which way is right (COffee). Underline CO on the board, and tell SS to underline the stressed syllable when they learn new words, especially if it's not where they would expect it.
- Now focus on the words in the pictures. These are words that most SS will probably already know, and some are "international," e.g., *hotel, Internet.*
- Tell SS in pairs to say the words aloud and underline the stressed syllable.

⚠ Warn SS that even if the same or similar word exists in their language, the stress may be on a different syllable.

**d** 1.5

- Play the recording and check answers. The two words not stressed on the first syllable are hotel and computer. Point out to SS that the majority of English words are stressed on the first syllable.

1.5 CD1 Track 6

| | | |
|---|---|---|
| coffee | Internet | airport |
| sandwich | hotel | computer |
| e-mail | pizza | |

## Extra idea

If SS have dictionaries with them, get them to look up, e.g., *coffee*, and show them that stress is marked in dictionaries with a kind of apostrophe (a stress mark) before the stressed syllable, e.g., /ˈkɔfi/. If not, copy a dictionary entry on the board.

**e**

- Get SS to write the words from **c** in the chart under the correct heading. Check answers.

| food/drinks | travel | communication |
|---|---|---|
| coffee | hotel | e-mail |
| sandwich | airport | Internet |
| pizza | | computer |

**f**

- Write the three categories on the board. Then give SS in pairs one minute to try to add two more English words to each column.
- Elicit SS' answers, writing the words on the board. Underline the stressed syllable and model and drill the correct pronunciation.

(Suggested answers)

| food/drinks | travel | communication |
|---|---|---|
| burger | bus | modem /ˈmoʊdəm/ |
| soda | car | cell phone |
| apple | plane | television |
| fries | station | website |

## 4 VOCABULARY numbers 1–20

**a** 1.6

- Most SS will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 1 to 20. You start with the number 1 and get a student to say the next number. Try to elicit all numbers from 1 to 20. Then do the same counting backwards, starting from 20.
- Play the recording and have SS repeat each number. Explain/elicit that numbers 13–19 are stressed on the second syllable. Give extra practice with any numbers that are difficult for your SS.

1.6 CD1 Track 7

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

⚠ When we count in a sequence, 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 SS to later distinguish between some numbers, e.g., 13 and 30.

**b**

- Tell SS to go to **Vocabulary Bank** ***Numbers 1–20*** on page 140. Explain that SS will first do the vocabulary exercises on these pages and then have the pages for reference to help them remember the words.
- Here they check the spelling of numbers 1–20. Give SS a couple of minutes to do **1** in pairs.
- Check answers. Point out the spelling changes between *three* and *thirteen* and *five* and *fifteen*. You could also point out to SS that numbers in English don't change (i.e., they never become masculine or feminine).

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

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

## Extra idea

Give SS more practice by saying simple addition problems to them, e.g., *What's 4 plus 4?* They could also practice this way in pairs.

- Tell SS to go back to the main lesson on page 5.

**c** 1.7

- Focus on the four places (airport, cafe, etc.). Tell SS they're going to listen to four short conversations. The first time they listen, they should just try to understand *where* the conversation is taking place and write a number 1–4 in the boxes.

⚠ Make sure SS write 1–4 in the boxes and not in the spaces, e.g., after *Gate number.*

- Play the recording once and check answers.

**1** cafe **2** airport **3** taxi **4** hotel

**d**

- Now tell SS to listen again but this time to focus on the numbers they hear in each conversation. Play the recording, pausing between each conversation to give SS time to write the numbers in the blanks.
- Have SS compare their answers in pairs and then check answers.

Gate number 9 $5.20 Room 12 16 Townsend Road

## Extra support

If SS want to know exactly what was said in each conversation, get them to turn to the audioscript on page 114. Play the recording again and explain/translate any unknown vocabulary.

**1.7** CD1 Track 8

(audioscript in Student Book on page 114)

1 A A grilled cheese sandwich, please.
B That's **5** dollars and **20** cents.
2 Canadian Airlines flight to Madrid is now boarding at gate number **9**.
3 A Where to, Miss?
B **16** Townsend Road, please.
4 A Here's your key, sir. Room **12**.
B Thank you.

## Extra idea

Another number game that SS always enjoy is "Buzz." You may want to play it now or at any other time when you want to review numbers.

- Get SS to sit or stand in a circle and count aloud. When they come to a number that contains 3 (e.g., 13) or a multiple of 3 (e.g., 3, 6, 9, etc.), they have to say "Buzz" instead of the number.
- If a student makes a mistake, either saying the number instead of "Buzz," or simply saying the wrong number, he/she is "out," and the next player begins again from 1.
- Play until there is only one student left, who is the winner, or until the group has gotten to 30 without making a mistake.
- When SS have done numbers 20–1,000 (in the next lesson), you can also play "Buzz" with 7 as the "buzz" number and go up to 50.

## 5 SAYING GOOD-BYE

a **1.8**

- Focus on the cartoon and ask SS *Who are they?* (Tom and Anna from **1a**).
- Focus on the six different ways of saying good-bye. Model and drill the expressions for SS to repeat, and highlight the stressed syllables (Good-bye, Good night) and words (See you, See you on Saturday, See you tomorrow). Elicit/explain the meaning of any words SS don't know.

⚠ We only say *Good night* as another way of saying good-bye at the end of an evening or before going to bed. We never use it as a greeting. For a greeting at night, use *Hello* or *Good evening* (more formal).

- Tell SS they're going to hear the two people in the picture saying good-bye to each other. They must number the expressions in the order they hear them. Play the recording once or twice.
- Check answers.

1 Bye.
2 Good-bye.
3 See you tomorrow.
4 See you on Saturday.
5 See you.
6 Good night.

## Extra idea

Get SS to role-play the conversation. (Phrases 1, 3, 4, and 6 are said by Tom, 2 and 5 by Anna.)

**1.8** CD1 Track 9

(audioscript in Student Book on page 114)

TOM OK, bye.
ANNA Yes, good-bye.
TOM See you tomorrow.
ANNA Not tomorrow, Saturday.
TOM Oh yeah. See you on Saturday.
ANNA See you.
TOM Good night.

b **1.9**

- Ask SS if they know/remember which day Saturday is and which syllable is stressed (the first).
- Focus on the capital letters. Tell SS that in English, days of the week always start with a capital letter.
- Give SS in pairs a few minutes to complete the days, and then play the recording and get SS to repeat them. Ask them where the stress is (always on the first syllable). Give more pronunciation practice as necessary. SS may have problems with *Tuesday* /tuzdei/, *Wednesday* /wɛnzdei/, and *Thursday* /θərzdei/.

**1.9** CD1 Track 10

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

- Ask SS *What day is it today?* and *When's your next class?* At the end of the class, remember to say *Good-bye. See you on* (...) and encourage SS to do the same.

## Extra photocopiable activities

**Grammar**
pronouns + verb *be* page 140.
**Communicative**
Costume party page 185 (instructions page 175).

## Homework

**Study Link** **Workbook** pages 4–5.

# 1B I'm not American, I'm Canadian!

**G** verb *be* – and ?
**V** countries and nationalities: *Spain, Mexican,* etc. numbers 20–1,000
**P** vowel sounds: /ɑr/, /ɑ/, /ə/, /ɛ/, /oʊ/, /ɛr/

## Lesson plan

In this lesson a world quiz provides the context for SS to learn/review countries and nationalities. The lesson also covers all simple present forms of the verb *be*, numbers, and six more vowel sounds.

### Optional lead-in (books closed)

- Write the three questions in **VOCABULARY a** on the board. Elicit/teach the answers and write them on the board. (In a monolingual class you could draw a simple map of your SS' country and its neighbors. In a multinational class you may prefer just to ask the first two questions.)
- Model and drill pronunciation.

## 1 VOCABULARY countries and nationalities

**a** • Elicit the answers to the three questions on the board.

**b** • Tell SS to go to **Vocabulary Bank *Countries and nationalities*** on page 141.

- Give SS five minutes to do exercise **a** in pairs. Check answers. Model and drill pronunciation. Point out that the stress on country and nationality words sometimes changes and sometimes doesn't, e.g., Germany, German (no change), Italy, Italian (change).

| | |
|---|---|
| 1 the United States | 9 Italy |
| 2 Argentina | 10 Japan |
| 3 England | 11 Canada |
| 4 Spain | 12 Korea |
| 5 Brazil | 13 Scotland |
| 6 France | 14 Thailand |
| 7 Mexico | 15 China |
| 8 Ireland | 16 Germany |

- Focus on the instructions for **b**. If SS' own country is not on the list, have them draw the flag in one of the blank spaces and write the words. Elicit ideas for other countries to add.
- Focus on the instructions for **c**. Have SS cover the words with a piece of paper leaving the flags visible. SS look at the flags and try to remember both the country and nationality/language.
- Finally, focus on the information box and go through it with the class.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 6.

**c** 1.10

- Focus on the example and elicit that Japan has the stress on the second syllable.
- Play the recording twice. SS repeat the words and underline the stressed syllables. SS compare with a partner. Check answers.

1.10 CD1 Track 11

| | |
|---|---|
| Japan | Japanese |
| Germany | German |
| China | Chinese |
| Italy | Italian |
| the United States | American |
| Mexico | Mexican |

- Play the recording again and get SS to repeat the pairs of words.

**d** • Here SS recycle the country and nationality words that they just learned above.

- Put SS in pairs. Give them a minute to do question **1**, but don't check answers yet.
- 1.11

Focus on question 2. Play the recording. SS write the languages that they think they hear.

- 1.12

Focus on question 3. Play the recording and SS write which country they think the music is from.

1.11 CD1 Track 12

**a** (In German) My name's Marie and I'm from Berlin.
**b** (In Italian) My name's Giovanni and I'm from Firenze.
**c** (In Spanish) My name's Pilar and I'm from Salamanca.
**d** (In Japanese) My name's Takashi and I'm from Osaka.

1.12 CD1 Track 13

**a** *Irish folk music*
**b** *Brazilian samba*
**c** *French accordion music*
**d** *Argentinian tango*

- Check answers.

**1 a** Brazil
**b** Scotland
**c** the US
**d** China
**e** Thailand
**2 a** German **b** Italian **c** Spanish **d** Japanese
**3 a** Ireland **b** Brazil **c** France **d** Argentina

## 2 LISTENING & SPEAKING

**a** 1.13

- Focus on the four pictures and get SS to cover the conversations in **b**.
- Play the recording and SS number the pictures. Check answers.

3 1 4 2

**b** • Play the recording again. This time SS fill the blanks with a country or nationality. Check answers.

1.13 CD1 Track 14

1 A Are you **American**?
B No, I'm **Canadian**. I'm from Vancouver.
2 A Where are you from?
B We're from **France**.
A Are you on vacation?
B No, we aren't. We're on business.
3 A Where's she from? Is she **Spanish**?
B No, she isn't. She's **Argentinian**. She's from Buenos Aires.
4 A Mmm, delicious. Is it **Italian**?
B No, it isn't. It's **French**.

**c** • Play the recording again and use the pause button. SS repeat the conversations line by line trying to copy the rhythm. Elicit/explain any words or phrases that SS don't understand, e.g., *on business/vacation, delicious.*

**d** • Give SS two minutes to memorize the conversations. Then in pairs they role-play each conversation, using the pictures in **2 a** as a memory aid.

## 3 GRAMMAR verb *be* – and ?

**a** • Give SS two minutes to try and complete the grammar chart.
• Check answers, writing the missing words on the board.

| Question | Short answer | Negative |
|---|---|---|
| **Are** you American? | No, I'**m not**. | I'**m not** American. |
| **Are** they from Korea? | Yes, they **are**. | |
| **Is** she Brazilian? | No, she **isn't**. | She **isn't** Brazilian. |
| **Is** he on business? | Yes, he **is**. | |

• Tell SS to go to **Grammar Bank 1B** on page 122.
• Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- Remind SS that in conversation it is more common to use contractions than the full form.
- In the negative, the verb *be* can be contracted in two ways, e.g., *You aren't Italian* (contracting *not*); *You're not Italian* (contracting *are*). Throughout *American English File* the first way (contracting *not*) has been used, but accept either from your SS, who may have learned the other way.
- With short answers, explain to SS that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are correct.

• Focus on the exercises for **1B** on page 123. SS do the exercises individually or in pairs.

**a** 1 I'm not British.
2 They aren't Brazilian.
3 It isn't Mexican food.
4 She isn't Italian.
5 We aren't from Australia.
6 You aren't Japanese.
7 He isn't from the US.

**b** 1 Am I in room 13? Yes, you are.
2 Is it German? No, it isn't.
3 Are they from Italy? No, they aren't.
4 Are we in level 2? Yes, you/we are.
5 Is she Chinese? Yes, she is.
6 Are you Irish? No, we aren't./I'm not.
7 Is he from Korea? No, he isn't.

• Tell SS to go back to the main lesson on page 7.

## 4 PRONUNCIATION vowel sounds

• Quickly review the previous six vowel words and sounds on page 5.

**a** 1.14
• Focus on the six sound pictures (*car, clock*, etc.). Remind SS that the phonetic symbol in the picture represents the sound.
• Play the recording once for SS just to listen.
• Then play the recording again, pausing after each word and sound for SS to repeat.

1.14 CD1 Track 15

| | |
|---|---|
| car | /ɑr/ |
| clock | /ɑ/ |
| computer | /ə/ |
| egg | /ɛ/ |
| phone | /oʊ/ |
| chair | /ɛr/ |

### Pronunciation notes

- The /ə/ sound occurs before or after stressed syllables and is the most common sound in English.

• Focus on sounds that are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

**b** • Focus on the instructions and the example. Explain that SS have to match the sentences to the pictures in **a** according to the pronunciation of the letters in pink.

**c** 1.15
• Play the recording and check answers.

2 egg 3 clock 4 computer 5 car 6 phone

**d** • Play the recording again for SS to repeat the words and phrases.

1.15 CD1 Track 16

| | |
|---|---|
| 1 Where's he from? | chair |
| 2 Ben's French. | egg |
| 3 I'm not Scottish. | clock |
| 4 I'm American. | computer |
| 5 Are you from France? | car |
| 6 No, I'm from Mexico. | phone |

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 5 SPEAKING

**a** • Focus on the example exchange in the speech bubbles and model and drill the question. Have SS ask you the question.

⚠ The answer to *Where are you from?* is usually *I'm from* (town) when you're in your own country and *I'm from* (country) or *I'm* (nationality) followed by the town when you're abroad.

• Have SS stand up and ask five other students the question. In a monolingual class where SS are all from the same town, encourage SS to say their nationality and then the area of the town that they're from, to make this more communicative.

**b** • Focus on the pictures and the example exchanges in the speech bubble and model and drill pronunciation. Demonstrate the activity with the first picture and then get SS to work in pairs.

1 Mercedes-Benz is from Germany.
2 The dolls are from Russia.
3 The women are from Japan.
4 The cheese is from France.
5 The soda is from Peru.
6 The tennis shoes are from the US.
7 The sunglasses are from Italy.
8 The soccer fans are from Brazil.

## 6 VOCABULARY numbers 20–1,000

**a** 1.16

• Focus on the illustrations and the question. Then play the recording twice and elicit the answers. Highlight that 0 is usually pronounced /oʊ/ in telephone numbers, although *zero* can also be used.

"Oh"

**1.16** CD1 Track 17

ANNA What's your phone number?
TOM It's 634-7750.

**b** • Model and drill the question. Get SS to ask three students sitting near them for their phone number and to try to write it down correctly.

**c** • Tell SS to go to **Vocabulary Bank** ***Numbers 20–1,000*** on page 140 and do the exercise.

• Check answers by writing the numbers on the board, and model and drill pronunciation. Highlight *and* in *two hundred and fifty*.

31 40 47 50 59 60 63 70 72 80 86 90 94 100 250 1,000

• Write some more large numbers on the board (100–1,000) and give SS practice saying them.

**Study Link** SS can find more practice of these numbers on the MultiROM and on the *American English File 1* Website.

• Tell SS to go back to the main lesson on page 7.

**d** 1.17

• Play the recording and get SS to repeat the numbers. Ask *What's the difference between a and b?*

⚠ The answer is that 13, 14, etc. end in *-teen* and are stressed on the second syllable and 30, 40, etc. end in *-ty* and are stressed on the first syllable. These pairs of numbers can be easily confused and they can be a problem, even for native speakers.

**1.17** CD1 Track 18

13, 30 14, 40 15, 50 16, 60 17, 70 18, 80 19, 90

**e** 1.18

• Play the recording twice and SS circle **a** or **b**.

1 a 2 b 3 a 4 b 5 a 6 b 7 b

**1.18** CD1 Track 19

(audioscript in Student Book on page 114)

1 The train waiting at track **13** is the express to New York.
2 A Excuse me! How far is it to San José?
B It's about **40** miles.
A Thanks a lot.
3 Hurry, please. We are leaving in **15** minutes.
4 All passengers on flight AA234 to New York please go to gate **60** immediately.
5 A How much is that?
B A pizza and a soda. That's **17** dollars.
6 A What's your address?
B It's **80** Park Road.
A Sorry? What number?
B **80**, 8 oh.
7 TEACHER OK. Can you be quiet, please? Open your books to page **90**.
S1 What page?
S2 Page **90.**

### Extra idea

– Draw this bingo card on the board for SS to copy.

| | | |
|---|---|---|
| | | |
| | | |

– SS in pairs complete their bingo card with six numbers from **d**. They must only choose one from each pair, e.g., either 13 or 30 but not both.
– Call out random numbers from **d**.
– If SS have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out, "Bingo!"
– Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play "Bingo" again if there is time.

## Extra photocopiable activities

**Grammar**
verb *be* – and ? page 141.
**Communicative**
Where are they from? page 186 (instructions page 175).

## HOMEWORK

**Study Link** **Workbook** pages 6–7.

1 C

G possessive adjectives: *my, your,* etc.
V personal information: *address, phone number,* etc.
P the alphabet, /ər/ and /əʊ/

# His name, her name

## Lesson plan

The topic of where SS go to study English abroad and an interview in a US language school provide the context for SS to review countries, learn how to give personal information, and practice the alphabet. The grammar focus here is possessive adjectives and the different elements of the lesson are brought together in the final activity, where SS identify famous actors.

### Optional lead-in (books closed)

- Put SS in pairs. Give them two minutes to write down five countries where the first language is English.
- Record student responses on the board. Ask them what the nationality is for each country, and where the stress is on both words.

(Possible answers)

| | |
|---|---|
| Britain | British |
| Scotland | Scottish |
| Ireland | Irish |
| the US | American |
| Canada | Canadian |
| Australia | Australian |

## 1 LISTENING

- Write these numbers on the board: 40,000, 80,000, 120,000, 500,000, 600,000 and elicit/teach the pronunciation.

**a**

- Books open. Focus on the five countries, and tell SS that they are all countries where people go to study English. Go through the introductory sentences (*Every year...* ) with them, and then get them in pairs to guess the missing numbers.
- Check answers, getting SS to say the whole sentence to practice the large numbers, e.g., *Six hundred thousand people study English in* _____ . You could teach them *We think...* to preface their answers.

| | |
|---|---|
| 600,000 | **Britain** |
| 500,000 | **Ireland** |
| 120,000 | **the US** |
| 80,000 | **Australia** |
| 40,000 | **Canada** |

- Ask some individual SS where *they* would like to go to study English.

**b** 1.19

- Focus on the picture of the language student and on the map and elicit the country where he is going (the US).
- Now focus on the language school registration form. Explain (in SS' L1 if necessary) that Mario is a new student at a language school in the US. Tell SS that they are going to listen to him being interviewed by the school receptionist and must complete the form with his information.
- Go through the different headings on the form and make sure SS understand them. (They may not know *age* and *zip code.*)
- Play the recording once the whole way through. Then play it again, pausing from time to time to give SS time to write.

### Extra support

This is the first long listening that SS have had. Reassure them by telling them just to relax and listen the first time, without trying to complete the form, but just trying to follow the conversation. Ask *Where are they? Who's speaking? Two men, a woman and a man, or two women?* (A woman and a man.) Then tell them to try to complete some of the form, and play the recording as many times as you think they need, pausing where necessary, e.g., after the phone numbers. They could also listen again at the end with the audioscript on page 114.

- Give SS time to compare their answers in pairs, and then check answers.

| | |
|---|---|
| First name | Mario |
| Last name | Benedetti |
| Country/city | **Italy/Rome** |
| Student | **Yes** |
| Age | **20** |
| Address | Via Foro **25** |
| Zip code | **00132** |
| E-mail address | mario.benedetti@hitmail.com |
| Phone number | **06 555-8401** |
| Cell phone | **06 555-2267** |

1.19 CD1 Track 20

(audioscript in Student Book on page 114)

**R = receptionist, M = Mario**

R Hello. Are you a new student?
M Yes, I am.
R Sit down, then. I'm just going to ask you a few questions.
M OK.
R **What's your first name?**
M Mario.
R **What's your last name?**
M Benedetti.
R Benedetti. **How do you spell it?**
M B-E-N-E-D-E-T-T-I.
R B-E-N-E-D-E-T-T-I. OK. **Where are you from?**
M I'm from Italy. From Rome.
R **Are you a student?**
M Yes, I am.
R And **how old are you**?
M I'm 20.
R **What's your address?**
M In Rome?
R Yes.
M It's Via Foro 25.
R **What's your zip code?**
M Sorry?

R Is there a zip code? You know, a number?
M Ah yes. It's 00132.
R 00132. Great. **What's your e-mail address?**
M It's mario.benedetti@hitmail.com.
R And **what's your phone number?**
M My cell phone number or my home number in Rome?
R Both – home and cell.
M My phone number in Rome is 06 555-8401.
R 06 555-8401.
M Yes. And my cell number is 555-2267.
R 555-2267. That's great, Mario. Thank you. Now come and meet the director of studies, we need to give you a test...

**c** 1.20

- Now focus on the receptionist's questions. Give SS a couple of minutes to read through them before they listen.

### Extra challenge

Get SS to guess the missing words first, and then listen and check.

- Play the recording once all the way through. SS try to complete the missing words. Play it again, pausing if necessary. Check answers, and elicit the meaning of *How do you spell it?* and *How old are you?*

⚠ The question *How old are you?* and the answer *I'm 20* are with the verb *be*. In your SS' L1 a different verb may be used, e.g., *have*.

1.20 CD1 Track 21

1 What's your first name?
2 **What's** your last name?
3 **How** do you spell it?
4 Where are you **from**?
5 **Are** you a student?
6 How old **are** you?
7 **What's** your address?
8 What's **your** zip code?
9 **What's** your e-mail address?
10 What's your **phone number**?

## 2 PRONUNCIATION the alphabet

**a** 1.21

- Ask SS what question the receptionist asks after *What's your last name?* (How do you spell it?) and why? (Because for her it's a difficult name.) Explain that it's important to know the English alphabet because you often need to spell names, last names, town names, etc. (especially when you're talking on the phone).
- Focus on the alphabet and ask SS *Can you say the alphabet?* Unless your SS are true beginners, they should be able to say some of the letters.
- Now get SS to repeat the alphabet letter by letter after the recording. Play it at least twice.

1.21 CD1 Track 22

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**b** 1.22

- Focus on the chart. Explain that the letters are in columns according to the pronunciation of each letter. Elicit the picture words and sounds (SS have seen them before). Play the recording for them to listen and repeat them.

1.22 CD1 Track 23

| | | | |
|---|---|---|---|
| train | /eɪ/ | phone | /oʊ/ |
| tree | /i/ | boot | /u/ |
| egg | /ɛ/ | car | /ɑr/ |
| bike | /aɪ/ | | |

- Then show SS how the letters in each column have the same sound, e.g., *train*, A, J, *tree*, B, C, etc.

**c** 1.23

- Put SS in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart and writing them in the right column. Do the first one with them (D). Write it on the board and ask SS how to say it and which column it goes in (*tree*). Give SS a time limit, e.g., three minutes, to complete the chart.
- Play the recording once for them to listen and check answers (you may want to copy the complete chart on the board). Then play the recording again, pausing after each sound for SS to repeat the group of letters.

1.23 CD1 Track 24

| | | | |
|---|---|---|---|
| train | AHJK | phone | O |
| tree | BCDEGPTVZ | boot | QUW |
| egg | FLMNSX | car | R |
| bike | IY | | |

**d**

- Focus on the abbreviations. Explain that in English we usually say abbreviations by saying the individual letters. Give SS a few moments in pairs to practice saying them. Then elicit answers around the class and ask SS' if they know what any of them mean.

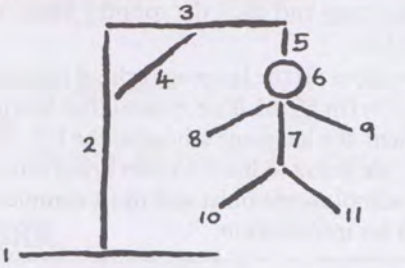
PC = personal computer
OK = yes, fine
CD = compact disc
VIP = very important person
DVD = digital versatile disc or digital video disc
MTV = Music Television
USA = the United States of America
UK = the United Kingdom
BMW = Bavarian Motor Works
FBI = Federal Bureau of Investigation

### Extra idea

- Play "Hangman." Think of a word SS know, preferably of at least eight letters, e.g., NATIONALITY. Write a dash on the board for each letter of the word:

_ _ _ _ _ _ _ _ _ _ _ _

- SS call out letters one at a time. If the letter's in the word (e.g., A) fill it in each time it occurs, e.g., _ A _ _ _ _ A _ _ _ _. Only accept correctly pronounced letters. If the letter is **not** in the word, draw the first line of this picture on the board:



- Write any incorrectly guessed letters under the picture so that SS don't repeat them. The object of the game is to guess the word before the man is "hanged." SS can make guesses at any time, but each wrong guess is "punished" by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- SS can also play in pairs/groups drawing on a piece of paper.

## 3 SPEAKING

**a** 1.24

- Focus on the illustration, and remind SS that getting the rhythm right when they speak will help them to understand and be understood.

### Pronunciation notes

- SS have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually "information" words, i.e., nouns, adjectives, verbs. Unstressed words are usually pronouns, articles, prepositions, and auxiliary verbs in *Wh-* questions.
- This mixture of stressed and unstressed words is what gives English its rhythm. It is this rhythm SS need to try to copy.

- Focus on the questions in **1c**. Play the recording and get SS to listen and repeat. Pause after each question if SS need the extra time.

### Extra idea

Get SS to underline the stressed words (see audioscript below).

1.24 CD1 Track 25

1 What's your first name?
2 What's your last name?
3 How do you spell it?
4 Where are you from?
5 Are you a student?
6 How old are you?
7 What's your address?
8 What's your zip code?
9 What's your e-mail address?
10 What's your phone number?

**b**

- Put SS in pairs, A and B, and get them to sit so that they are facing each other. Explain that they're going to role-play the interview. A is the receptionist, and B is a new student. A is going to interview B.
- Tell SS to go to **Communication** ***Interview*** on page 111. Focus on the registration form, and elicit the questions. Then tell A to start the interview: *Hello. What's your first name?...*

⚠ Tell SS they can invent their ages and phone numbers if they prefer not to give their own information.

### Extra challenge

Get B to listen and answer the questions with his/her book closed.

- SS change roles.
- Quickly ask a few SS about their partners (e.g., *What's his address? What's her e-mail address?*).
- Tell SS to go back to the main lesson on page 9.

## 4 GRAMMAR possessive adjectives

**a**

- Focus on the questions.
- Check answers.

you = a pronoun
your = an adjective

**b** 1.25

- Focus on the chart and give SS in pairs two minutes to try to fill the blanks. Then play the recording once or twice for SS to check their answers.

### Extra support

If your SS are true beginners and have never seen these adjectives before, you could do this as a listening presentation. Drill the pronunciation of the words. Then play the recording once or twice for them to fill the blanks.

1.25 CD1 Track 26

I'm Italian. **My** family is from Rome.
You're in level 1. This is **your** classroom.
He's the director of studies. **His** name is Michael.
She's your teacher. **Her** name is Lucy.
We're an international school. **Our** students are from different countries.
They're new students. **Their** names are Tina and Daniel.

**c**

- Tell SS to go to page 122 and focus on **Grammar Bank 1C**.
- Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- In some languages, the possessive adjective agrees with the following noun, i.e., it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after it. In English, nouns don't have gender, so adjectives don't change, and the use of *his/her* simply depends on whether we are talking about something belonging to a man or to a woman.
- Remind SS that *your* is used for singular and plural.
- If SS don't know the difference between an adjective and a pronoun, explain (in their L1 if you prefer) that we use a pronoun **in place of** a name or noun, e.g., *John = he*, but an adjective goes **with** a noun, e.g., *his name, French food*, etc.

- Focus on the exercises for **1C** on page 123. SS do the exercises individually or in pairs.
- Check answers.

**a** 1 your 2 Their 3 its 4 her 5 Our 6 His 7 My
**b** 1 What's his name?
2 Is her mother German?
3 Where are your parents from?
4 Is your last name Zablowski?
5 How do you spell your name?

- Tell SS to go back to the main lesson on page 9.

## 5 PRONUNCIATION /ər/ and /aʊ/

- Quickly review the previous 12 vowel sounds and pictures from page 5 and page 7.

**a** 1.26

- Focus on the two new sound pictures, *bird* and *owl*. Play the recording once for SS just to listen to the words and sounds.
- Then play the recording again, pausing after each word and sound for SS to repeat.

> 1.26 CD1 Track 27
> bird /ər/ owl /aʊ/

### Pronunciation notes

- You could also point out that /aʊ/ is a diphthong i.e., two sounds, /a/ and /ʊ/, if you think this will help them.
- If either of these sounds are difficult for your SS, model them yourself so that SS can see your mouth position, and get SS to repeat them a few more times.

**b** 1.27

- Now focus on the words in the list. Explain that the letters in pink are pronounced either /ər/ or /aʊ/. Give SS a few minutes, in pairs, to write the words in the chart.
- Check answers. Then play the recording once or twice for SS to listen and repeat.

> 1.27 CD1 Track 28
> bird **her, first, international**
> owl **how, our, now**

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 6 SPEAKING

- Focus on the photos. Ask SS *Do you know the movies?* and elicit some/all of the titles in English if SS know them.

1 Bridget Jones's Diary
2 Monster's Ball
3 Shakespeare In Love
4 Star Wars
5 Amélie
6 Babel
7 All About My Mother
8 The Tuxedo

⚠ The titles may be different in SS' L1.

- Now focus on the flow chart. Go through the questions, making sure SS are clear that those on the right are for a woman and on the left for a man. Focus also on the expressions *I don't remember, I don't know. I think...* and *about* (= more or less, approximately). Teach/elicit their meaning and drill the pronunciation.
- Now ask SS the questions for photo 1. Get SS to spell the man's name and write it on the board. When SS have guessed his age/nationality, tell them the answers (see key below).
- In pairs (or small groups), SS continue asking and answering about the other people.
- Elicit their ideas and check answers.

1 Hugh Grant - England - Born 1960
Renée Zellweger - the US - Born 1969
2 Halle Berry - the US - Born 1966
3 Gwyneth Paltrow -the US - Born 1972
4 Ewan McGregor - Scotland - Born 1971
5 Audrey Tautou - France - Born 1976
6 Gael García Bernal - Mexico - Born 1978
7 Penélope Cruz - Spain - Born 1974
8 Jackie Chan - China (Hong Kong) - Born 1954

## Extra photocopiable activities

**Grammar**
possessive adjectives page 142.
**Communicative**
Personal information page 187 (instructions page 175).

## HOMEWORK

**Study Link** **Workbook** pages 8–9.

# 1 D Turn off your cell phones!

G articles: *a / an / the*, regular plurals, *this / that / these / those*
V the classroom, common objects, classroom language
P vowel sounds: /ɔ/, /ʊ/, /ʌ/, /ɔɪ/, /ɔr/, /ɪr/, /ʊr/

## Lesson plan

In this lesson, SS learn or review the vocabulary of the classroom environment and personal possessions. This lexis is then used to practice articles, plurals, and *this/that/these/those*. The lesson ends with a focus on classroom language, which helps SS to understand and respond to common classroom instructions and to ask the teacher in English for information and clarification.

### Optional lead-in (books closed)

- Play "Hangman" with the word CLASSROOM (see page 20).

## 1 VOCABULARY the classroom, common objects

**a**
- Focus on the instructions. Demonstrate the activity with the first two items on the list. Check answers saying *Can you see (a table)? Where?* Get SS to point and teach *There* as the answer.

**b** 1.28
- Play the recording for SS to repeat the words. Drill any words that SS find difficult, using yourself as a model.

1.28 CD1 Track 29

a table
a board
a TV
a CD player
a window
a door
a light
a picture
a DVD player
walls
chairs

**c** 1.29
- Focus on the photos and get SS to match the words and pictures.

| | |
|---|---|
| 1 tissues | 5 an address book |
| 2 an ID card | 6 a cell phone |
| 3 a lipstick | 7 a change purse |
| 4 keys | 8 coins |

- Play the recording for SS to check their answers. Then play it again to drill the pronunciation of the words.

1.29 CD1 Track 30

| | |
|---|---|
| 1 tissues | 5 an address book |
| 2 an ID card | 6 a cell phone |
| 3 a lipstick | 7 a change purse |
| 4 keys | 8 coins |

**d**
- Tell SS to go to **Vocabulary Bank** ***Common objects*** on page 142. In pairs they do **a**. Check answers and model and drill pronunciation.

| | |
|---|---|
| 1 a magazine | 15 a calendar |
| 2 a book | 16 a photo |
| 3 a hairbrush | 17 a file |
| 4 a cell phone | 18 a wallet |
| 5 coins | 19 stamps |
| 6 a newspaper | 20 matches |
| 7 a change purse | 21 glasses |
| 8 a comb | 22 sunglasses |
| 9 a pen | 23 a lipstick |
| 10 an ID card | 24 a watch |
| 11 tissues | 25 keys |
| 12 an address book | 26 an umbrella |
| 13 a credit card | 27 a notebook |
| 14 a pencil | 28 a dictionary |

- Focus on **b**. Model and drill the two questions *What's this?* (for singular objects) and *What are these?* (for plural objects). Demonstrate the meaning by holding up classroom objects, e.g., one pencil, two pens.
- Have SS cover the words and test each other's memory.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 10.

**e**
- Put SS in pairs and focus on the instructions. Demonstrate the activity first with a student, taking turns to be A and B.

## 2 PRONUNCIATION vowel sounds

- Quickly review the previous vowel words and sounds on pages 5, 7, and 9.

**a** 1.30
- Here SS learn seven more vowel sounds. Focus on the seven sound pictures (*saw, bull*, etc.) and play the recording once for SS just to listen to the words and sounds.
- Now play the recording again, pausing after each word and sound for SS to repeat.

1.30 CD1 Track 31

| | | | |
|---|---|---|---|
| saw | /ɔ/ | horse | /ɔr/ |
| bull | /ʊ/ | ear | /ɪr/ |
| up | /ʌ/ | tourist | /ʊr/ |
| boy | /ɔɪ/ | | |

### Pronunciation notes

- Focus especially on sounds that are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

**b** 1.31

- Focus on the word *saw*. Have SS say the three words aloud and elicit which one is different. Now focus on the groups of three words to the right of the sound pictures. Play the recording. SS circle the word in each group that has a different sound from the sound picture. Pause after each group to give SS time to circle the word. Play the recording again if necessary.
- Check answers.

1.31 CD1 Track 32

| | |
|---|---|
| saw | wall, off, **table** |
| bull | book, **photo**, look |
| up | **tissues**, sunglasses, umbrella |
| boy | coins, **board**, enjoy |
| horse | your, door, **picture** |
| ear | here, we're, **there** |
| tourist | euro, Europe, **purse** |

**c** • Play the recording again for SS to repeat the words.

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 3 GRAMMAR *a / an*, plurals, *this / that / these / those*

- Tell SS to try to do **a** and **b** without looking back at exercise **1 VOCABULARY**.

**a** • Focus on the exercise. SS complete it in pairs. Check answers.

1 a 2 an 3 a 4 an 5 a

**b** • Focus on the exercise. SS complete it in pairs. Check answers.

1 stamps 2 matches 3 keys

**c** • Demonstrate the difference between *this* and *that* by putting one object near you and one in the distance. Focus on the illustrations and the four questions. SS complete the captions with *this, that, these,* or *those.* Check answers.

1 this 2 that 3 those 4 these

⚠ SS should be able to work out that *those* is the plural of *that* by a process of elimination.

**d** • Tell SS to go to **Grammar Bank 1D** on page 122.

- Go through the rules with the class. Model and drill the example sentences. Emphasize the pronunciation of *es* (/ɪz/) in *watches* and *boxes.*

### Grammar notes

***a/an* (indefinite article), *the* (definite article)**

- Articles are very easy for some students and more difficult for others, depending on their L1. If articles are a problem for your SS, give more examples to highlight the difference between *a* and *the*, e.g., *It's a door* (explaining what it is), and *Open the door* (talking about a specific door), and give them extra practice with the Extra Photocopiable Activity. They will also see more examples of the use of *the* in exercise **4 CLASSROOM LANGUAGE**.

**Plural nouns**

- The system in English of making regular nouns plural is very straightforward, simply adding an *s*. The *s* can sometimes be pronounced /s/, e.g., *books*, and sometimes /z/, e.g., *keys*, depending on the previous sound. The difference is small and you may not want to focus on it too much, but if you do, see **Extra challenge** below. *es* (/ɪz/) is added to some nouns when it would be impossible to pronounce the word by adding just an *s*, e.g., *watches.* Irregular plurals are dealt with in lesson 2A.

***this/that/these/those***

- The meaning of *this / these* (for things within reach) and *that / those* (for things out of our reach or far away) is easier to demonstrate than it is to explain. They can be adjectives (*this book*) or pronouns (*What's this?*).

### Extra challenge

If SS want to know when the final *s* in plurals is pronounced /s/ and when it is pronounced /z/ or /ɪz/, you could give them further rules by explaining that it is pronounced /s/ after words ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g., *books, lips, cats.* After all other endings the *s* is pronounced /z/ or /ɪz/.

- Focus on the exercises for **1D** on page 123. SS do the exercises individually or in pairs.
- Check answers.

**a** 1 a bags 5 an e-mails
2 a countries 6 a sandwiches
3 an ID cards 7 a keys
4 a watches 8 an umbrellas
**b** this these that those

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 11.

**e** • Put SS in pairs, A and B. Tell them to ask each other the questions in **c**. They can point to the objects in **1c** on page 10 for *this/that* and to objects in the classroom for *that/those.*

## 4 CLASSROOM LANGUAGE

**a** • Here SS learn to recognize and respond to common instructions used by the teacher in the classroom.

- Focus on the twelve pictures and phrases. Get SS in pairs to match the phrases and pictures. Check answers and make sure the meaning of each phrase is clear by miming or getting SS to mime.

1 Close the door.
2 Go to page (84).
3 Read the text.
4 Don't speak (Spanish).
5 Listen and repeat.
6 Look at the board.
7 Open your books.
8 Sit down.
9 Stand up.
10 Turn off your cell phone.
11 Don't write.
12 Work in pairs.

- Focus on the box **GIVING INSTRUCTIONS** and highlight:
  - to give [+] instructions we use the base form of the verb, e.g., *Look!*
    For [−] instructions we use *Don't* + the base form, e.g., *Don't look!*
  - *Don't* is the contracted form of *Do not* and is used to make the verb negative.
  - These forms are the same for singular and plural.
  - To make instructions more polite add *please* or use *Can you* + base form?

**b** 1.32

- Play the recording at least twice. SS listen and check the instructions they hear. Check answers.

1.32 CD1 Track 33

(audioscript in Student Book on page 114)
**T = teacher, S = student**

1 T Hello. Hello. Can you **close the door** please, Susana?
S Sorry?
T Close the door, please.
2 T Can you **sit down**, please? Can you sit down? SIT DOWN!
3 T OK, **open your books.** It's lesson 1C. Lesson 1C.
4 T OK, now **read the text**. You can use your dictionary for any new words.
5 T Maria and Antonio, **don't speak Spanish**, this is an English class! Please speak in English.
6 T All right, now **stand up**. STAND UP. OK, now ask *What's your name?* to five other students.
7 T OK, now **go to page 84.**
SS What page?
T 84, page 84.
8 T OK, can you **look at the board**, please? Look at the board.
9 T All right, now **listen and repeat** the letters. A (A), B (B), C...
10 T D (D)... Maria, please **turn off your cell phone!** TURN OFF YOUR CELL PHONE, MARIA!

**c** 1.33

- Here SS learn phrases they themselves may need to use in class.
- Focus on the seven phrases. In pairs, SS try to fill each blank with one word.
- Play the recording and check answers. Make sure SS know what all the phrases mean. Model the phrases for SS to repeat, encouraging them to use the right rhythm.

1.33 CD1 Track 34

What's (*bonjour*) **in** English?
**How** do you spell it?
**Where**'s the stress?
Can **you** repeat it?
I **don't** know.
I **don't** remember.
I **don't** understand.

## Extra idea

- Divide the class into two teams. The teams take turns asking each other the first three questions in **c**: *What's _____ in English?* (SS supply a word in their own language.), *How do you spell it?, Where's the stress?*

**GAME RULES**

- The words SS choose to ask the other team must be words that have already come up in the course. Give the teams a few moments to choose six or more words that they're going to ask the other team.
- Make sure different SS ask a question each time.
- Give teams one point for each correct answer.
- In a multilingual class SS can point to or show objects for the first question.

## 5 SONG ♫ *Eternal Flame*

1.34

- This song was originally recorded by the Bangles and later by Atomic Kitten. For SS of this level all song lyrics will include language that they don't know. Nevertheless, SS are usually motivated to try to understand song lyrics. The activity for this song focuses on words and phrases SS know and uses pictures to teach new vocabulary.
- If you want to do this song in class, use the photocopiable activity on page 222.

1.34 CD1 Track 35

Close your eyes, give me your hand, darling
Do you feel my heart beating, do you understand?
Do you feel the same, am I only dreaming?
Is this burning an eternal flame?

I believe it's meant to be, darling
I watch you when you are sleeping,
You belong with me
Do you feel the same, am I only dreaming?
Is this burning an eternal flame?

Say my name, sun shines through the rain
A whole life so lonely
and then you come and ease the pain
I don't want to lose this feeling, oh...

## Extra photocopiable activities

**Grammar**
*a/an, the, this, that, these, those* page 143.
**Communicative**
Mystery objects page 188 (instructions page 175).
**Song**
*Eternal Flame* page 222 (instructions page 220).

## HOMEWORK

Study Link **Workbook** pages 10–11.

# 1 PRACTICAL ENGLISH ON A PLANE

**Vocabulary** drinks: *coffee, tea,* etc.
**Function** Offering and accepting drinks
**Language** *Would you like…? Yes, please./No, thanks.*

## Lesson plan

This is the first in a series of eight Practical English lessons (one per File) that teach SS language to help them "survive" in English in travel and social situations. There is a story line based on two characters, Mark Ryder, an American who works for MTC, a music company, and Allie, his British counterpart. SS meet them for the first time in this lesson, where Mark arrives in the UK and is met by Allie at the airport. SS learn vocabulary for drinks and how to offer and accept them.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used instead of the Class Audio CD (see Introduction page 9).
The first section of the Video is also on the MultiROM, with additional activities.

### Optional lead-in (books closed)

- Introduce this lesson (in SS' L1 if you prefer) by giving the background information about Mark and Allie above.

### VOCABULARY drinks

**a**
- Focus on the pictures. Give SS in pairs a few minutes to match the words and pictures.
- Check answers. Drill pronunciation. You could also elicit other kinds of juice, e.g., *tomato, apple,* etc.

| | | |
|---|---|---|
| 1 (Diet) Coke™ | 4 mineral water | 7 lemon |
| 2 coffee | 5 (orange) juice | 8 milk |
| 3 tea | 6 ice | 9 sugar |

**b**
- Tell SS to cover the words and test each other in pairs.
  A *What's this?* (pointing at a picture)
  B *Milk. What's this?*
- Ask SS *What's your favorite drink when you're on a plane?* and elicit/teach any other drinks, e.g., *soda, wine.*

### ASKING FOR A DRINK

**a** 1.35
- Tell SS to cover the conversation with their hand or a piece of paper. Focus on the picture and the caption, and check comprehension. Ask *What's his name?* (Mark.) *Where's he from?* (He's American.) *Is he a student?* (No, he works for a music company.) *Where is he?* (On a plane to the UK.)

⚠ If you think that SS won't cover the conversation, have them close their books at this stage and write the first, usually very simple, task on the board.

- Play the recording once. Check answers.

Mark has a Diet Coke™ and a coffee with milk but no sugar.

**b**
- Now tell SS to uncover the conversation (or open their books). Explain that the **YOU HEAR** part is what they need to understand and the **YOU SAY** part has the phrases they need to be able to say.
- Give SS a minute to read through the conversation and remember or guess the missing words. Then play the recording again for them to complete the conversation.
- Check answers.

1.35 CD1 Track 36

**F = flight attendant, M = Mark**
F Would you like a **drink**, sir?
M Yes, a Diet Coke™, please.
F **Ice** and lemon?
M Just lemon.
F Here you **are**.
M Thank you.

F Coffee? **Tea**?
M Coffee, please.
F **Milk**?
M Yes, please.
F **Sugar**?
M No, thanks.
F Here you are.
M Thanks.

- Go through the conversation line by line with SS. Point out that *Would you like* (...) is a common way of offering things. SS will study this in more detail in **8C**.

**c** 1.36
- Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the conversation again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm.
- Play the recording, pausing if necessary for SS to repeat the phrases.

1.36 CD1 Track 37

F Would you like a drink, sir?
M Yes, a Diet Coke, please.
*repeat*
F Ice and lemon?
M Just lemon.
*repeat*
F Here you are.
M Thank you.
*repeat*
F Coffee? Tea?
M Coffee, please.
*repeat*
F Milk?
M Yes, please.
*repeat*
F Sugar?
M No, thanks.
*repeat*
F Here you are.
M Thanks.
*repeat*

**d**
- Put SS in pairs, A and B. A is the flight attendant. Tell B to close his/her book and try to remember the phrases. Then A and B change roles.

⚠ Teach SS *ma'am* (instead of *sir*) for the first line of the conversation if they're talking to a woman.

## SOCIAL ENGLISH

**a** 1.37

- Now focus on the next picture. Ask SS *Where is it?* (An airport.) *Who is she?* (You may want to teach/review *maybe* and *I think* to encourage speculation.)
- Focus on the instructions and have SS read through the alternatives. Play the recording at least twice.
- Check answers.

1 Ryder 2 in the city center 3 no 4 by car

1.37 CD1 Track 38

(audioscript in Student Book on page 114)

**A = Allie, M = Mark**

A Hello. Are you Mark Ryder?
M Yes. Are you Allie?
A Yes, I am.
M Nice to meet you.
A And you. **Welcome to the UK.** Your hotel's in the city center.
M **How far is it?**
A It's about 30 minutes if the traffic's OK.
M **Great!**
A Would you like a coffee first?
M No, I'm fine, thanks.
A **All right. Let's go.** My car's in the car park. **Can I help you with your bags?**
M **No, it's OK, thanks.**

- Focus on the box with the American and the British flags. Explain to students that Allie uses some British words that are different in American English. These boxes usually show some of them.

### Extra support

Let SS listen again with the audioscript on page 114. Deal with any problematic vocabulary.

**b**

- Focus on the questions. Tell SS to listen again and see if they can hear a difference in the speakers' accents, and if they sound like friends or not. Play the recording again.
- Elicit SS' ideas. Allie is not American, she's English. They are meeting here for the first time, so they are not friends (yet).

**c**

- Focus on the **USEFUL PHRASES**. For each phrase, drill the pronunciation. Ask SS *Who says it, Mark or Allie?* Point out that *all right* and *OK* have the same meaning.
- Play the recording again for SS to check. Pause after each phrase for SS to repeat (see audioscript above).

Welcome to the UK. – Allie
How far is it? – Mark
Great! (= very good) – Mark
All right. Let's go. – Allie
Can I help you with your bags? – Allie
No, it's OK, thanks. – Mark

### Extra challenge

Put SS in pairs to role-play the second conversation using the audioscript on page 114. Let SS read their parts first and then try to act out the conversation from memory.

## HOMEWORK

**Study Link** **Workbook** page 12.

# 1 WRITING COMPLETING A FORM

## Lesson plan

This is the first of eight Writing lessons, one at the end of each File. In today's world of e-mail communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class, but set the actual writing (the last activity) for homework.

**a**

- Focus on the registration form. Go through the different sections with SS. Point out:
  - *Mr.* is for a man, *Mrs.* for a married woman, and *Ms.* for a woman, without saying if she is married or not.
  - the meaning and pronunciation of *married, single, separated, divorced.*
- Give SS a few minutes to complete the form.
- Go around the room, checking that SS are completing it correctly. Then elicit answers from individual SS for each section.

### Extra idea

If you want to give extra practice with personal information questions, have SS use the forms to interview each other.

**b**

- Focus on the rules and go through them with SS. Tell them to highlight any rules that are different from their L1, e.g., days of the week and languages, which are not written with a capital letter in several languages.

**c**

- Have SS copy the entire text, using capital letters where necessary.
- Check answers by eliciting from SS the words that need capital letters and writing the text on the board.

### Extra support

Quickly review how to say the alphabet in English before SS try to correct the text.

My name's Marta. I'm from Rio in Brazil, and I speak Portuguese. My teacher is American. His name's Gerry. My English classes are on Tuesdays and Thursdays.

### Write a similar text about you

As this writing task is very short, you may want SS to do it in class. Have them write their own texts on a piece of paper, check for capital letters, and then exchange the text with another student to read and check for mistakes.

# 1 Review & Check

The File finishes with two pages of review and consolidation. The first page, **What do you remember?**, reviews the grammar, vocabulary, and pronunciation. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your SS and the class time available. If SS do them in class, use the scoring system to check which SS are still having problems or any areas that need further review. The second page, **What can you do?**, presents SS with a series of skills-based challenges. First, there is a reading text that is of a slightly higher level than those in the File but that reviews grammar and vocabulary SS have already learned. Then there is a listening exercise that focuses on small differences that can cause confusion. Finally, there is a speaking activity that measures SS' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

## What do you remember?

### GRAMMAR

1 a 2 b 3 b 4 b 5 b 6 a 7 b 8 a 9 a 10 b

### VOCABULARY

a 1 from 2 to 3 in 4 at 5 off
b 1 Read
2 Work
3 Listen to
4 Open
5 Answer
c 1 file (not a number)
2 Chinese (not a country)
3 Mexico (not a nationality)
4 sixteen (not a multiple of ten)
5 her (not a subject personal pronoun)
6 they (not a possessive adjective)
7 watch (not a question word)
8 address (not an object)
9 lipstick (not something you can read)
10 pen (not a verb)

### PRONUNCIATION

b 1 what 2 they 3 board 4 one 5 China
c address coffee Argentina Portuguese umbrella

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

b

| Old English | Latin | French | Other languages | Technology |
|---|---|---|---|---|
| house | wine | menu | siesta | Internet |
| woman | family | hotel | judo | e-mail |

### CAN YOU HEAR THE DIFFERENCE?

1 a 2 b 3 b 4 a 5 b 6 a 7 b 8 a 9 a 10 a

1.38 CD1 Track 39

1 A Niki's a very good student.
B Yes. Where's he from?
A Russia.
2 A Is your boss English?
B No, she's from Canada.
3 A What's her name?
B Françoise. But she isn't French.
A Where's she from?
4 A What's his name?
B I don't remember.
5 A Where are the credit cards?
B The what?
A The credit cards.
B They're on the table.
6 A OK, now go to page 13.
B Page 30?
A No, 13.
7 Passengers for the flight to Rio, please proceed immediately to gate number 40.
8 A What's your e-mail address, Mike?
B It's Mike@info.br.
A Mike@info.br.
B That's it.
9 A What's your name, sir?
B Mr. Smith. Mr. G. Smith.
A Mr. G. Smith. Ah yes, here it is.
10 A When's your English class?
B Tuesday.

### CAN YOU SAY THIS IN ENGLISH?

b What How Where What What

# 2 A Cappuccino and fries

G simple present + and − forms
V verb phrases: *live in an apartment, play tennis*, etc. irregular plurals: *men, women*, etc.
P consonant sounds: /v/, /d/, /s/, /z/, /l/, /w/, third person *-s*

## Lesson plan

The lesson is based on interviews with foreigners living in the US who talk about the way American people live. Some of their comments are not the typical stereotypes and may surprise your SS. SS learn or review the simple present in affirmative and negative sentences. Question formation is dealt with in the next lesson. They also learn a group of common verb phrases in this lesson. The lesson finishes with SS talking about a typical family in their country.

### Optional lead-in (books closed)

- Write WHAT'S TYPICALLY AMERICAN? on the board. Elicit ideas from the class (e.g., *Hollywood, baseball, blue jeans, country music*, etc.).
- Write their ideas on the board.

## 1 VOCABULARY verb phrases

**a** 2.1

- Books open. Focus on the survey about American people (*What % of American people…?*). Elicit/teach the meaning of the verb phrases (*read a newspaper*, etc.) and the time expressions *every day, every night, every weekend.* Use mime or draw pictures on the board.
- Model and drill the pronunciation of the phrases. Then focus on the percentages in the box and have SS in pairs guess and complete the survey with them.
- Elicit answers from a few SS in complete sentences, e.g., *Fifty-five percent of American people read a newspaper every day.* Don't tell them if they are right or wrong yet.
- Play the recording once or twice, and then check answers.

2.1 CD1 Track 40

**55%** of American people read a newspaper every day.
**20%** smoke.
**50%** drink coffee every day.
**70%** use the Internet.
**10%** speak Spanish.
**99%** have a TV at home.

**b**

- Focus on the instructions and the two example sentences. Highlight the use of *don't* to make a negative. (SS have already seen this used in instructions like *Don't look at the board.*) Then demonstrate the activity by making true sentences about yourself using the verbs in **1a**.
- In pairs SS make true sentences about themselves. Elicit examples from a few individual students.

### Extra idea

In a monolingual class you could ask SS to guess the statistics for their country in pairs. Get feedback from different pairs and see if they agree/disagree.

**c**

- Tell SS to go to **Vocabulary Bank** ***Verb phrases*** on page 143.
- Give SS five minutes to do **a** in pairs. Many of these verbs may already be familiar to them.
- Check answers. Have SS say the whole phrase. Model and drill pronunciation.

| | | |
|---|---|---|
| 1 live | 8 like | 15 play |
| 2 work | 9 go | 16 have |
| 3 have | 10 watch | 17 drink |
| 4 study | 11 listen | 18 eat |
| 5 speak | 12 play | 19 cook |
| 6 drive | 13 go | 20 do |
| 7 read | 14 use | 21 wear |

⚠ Make sure SS are clear about the difference between *have* and *eat*. *Have* can be used with both food and drink (*have a sandwich, have a coffee*) and is more common when we talk about specific meals, e.g., *have breakfast/lunch*. *Eat*, e.g., *eat fast food*, can only be used for food.

- Focus on **b**. Have SS cover the words and use the pictures to test themselves or their partner.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 16.

## 2 READING

**a**

- Focus on the photos. Go through them, eliciting/teaching any vocabulary, e.g., *a newspaper, a cappuccino, pizza, hot chocolate, an SUV, a sign, a non-smoking restaurant.*
- Put SS in pairs to decide which of the pictures show something that they think is "typically American."
- Elicit ideas from the class, but don't tell them yet if they are right or wrong.

**b**

- Focus on the text. This is the first real reading text that SS have been faced with. Emphasize that when they read they should try to focus on the words they know, and try to guess the meaning of new words.
- Tell SS to read the text once to check their answers to **a**.
- Check answers.

According to the four people, *all* the things in the photos are "typically American."

### Extra challenge

With a strong class, use the photos as prompts to get SS to tell you about Americans, e.g., *They read newspapers.*

- Tell SS to read the text again, underlining any new words. In pairs they should try to guess the meaning.
- Now read the text aloud to the class, paragraph by paragraph, checking and explaining the meaning of any words they don't know. These will depend on SS' L1 and their previous knowledge of English.

**c**
- Ask SS *How do you make plurals?* (Adding *-s* or *-es*). Then tell them that a very small number of English words have an irregular plural form. Have SS find the four irregular plurals in the first paragraph.
- Check answers and model and drill pronunciation, emphasizing the different vowel sounds in *woman/women* and *child/children.*

man – men
woman – women
child – children
person – people

⚠ Emphasize that because these words are plural you must use a plural verb with them, e.g., American people *are*... NOT ~~American people is~~...

**d**
- Focus on the instructions. Have SS do the activity individually.
- Tell SS to compare with a partner, and then elicit answers from the class.

## 3 GRAMMAR simple present + and −

**a**
- Focus on the instructions, and get SS to answer the questions in pairs.
- Check answers.

1 The verbs in paragraph 4 end in *-s* because they are all third person singular (he, she).
2 cooks, makes, goes, watches, has
3 men and women **don't smoke**, cars **don't stop**, the woman **doesn't cook**. The last one is different because it is third person singular.

### Extra support

If you have a monolingual class, don't be afraid of using your SS's L1 to talk about the grammar here. At this level it is unrealistic to expect SS to talk about grammar in English.

**b**
- Tell SS to go to **Grammar Bank 2A** on page 124.
- Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- There is only one different verb ending in the simple present (third person singular verbs add an *-s* or *-es*). All other forms are the same as the base form. For this reason the use of the pronoun (*I, you*, etc.) is not optional as it is in many languages. It is essential as it identifies which person is being used.
- In the negative, *don't* and *doesn't* go before the base form. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.
- Point out that *goes* /gouz/ and *does* /dʌz/ are pronounced differently.

- Focus on the exercises for **2A** on page 125. SS do the exercises individually or in pairs.
- Check answers. Have SS read the sentences out loud and help them with the rhythm of + and − sentences, e.g., *We live in an apartment. They don't drink coffee.*

**a**
1 She listens to the radio.
2 We live in a house.
3 He has two children.
4 They don't drink coffee.
5 My father doesn't smoke.
6 The stores close at 5:00.
7 He goes to work.
8 She does housework.

**b**
1 reads
2 doesn't have
3 speak
4 don't eat
5 drives
6 don't play
7 doesn't do
8 studies

- Tell SS to go back to the main lesson on page 17.

## 4 PRONUNCIATION consonant sounds, third person *-s*

**a** 2.2
- Before starting on the consonant sounds, test SS on the vowel sounds by using the **Sound Bank** on page 156.
- Tell SS that in this File they are going to learn the consonant sounds (there are 24). Here they learn the first six sounds.
- Focus on the six sound pictures (*vase, dog*, etc.) and play the recording once for SS just to listen to the words and sounds.
- Play the recording again, pausing after each word and sound for SS to listen and repeat.
- Focus attention on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

2.2 CD1 Track 41

| | | | |
|---|---|---|---|
| vase | /v/ | zebra | /z/ |
| dog | /d/ | leg | /l/ |
| snake | /s/ | witch | /w/ |

### Pronunciation notes

- Point out that the phonetic symbols for these sounds are the same as the letters of the alphabet that represent them. There are also some clear sound–spelling patterns:
  - /d/ the letter *d* is always pronounced /d/, e.g., *do.*
  - /v/ the letter *v* is always pronounced /v/, e.g., *live.*
  - /l/ the letter *l* is always pronounced /l/, e.g., *like.*
  - /w/ the letter *w* at the beginning of a word is pronounced /w/, e.g., *women.*
  - /z/ the letter *z* is always pronounced /z/, e.g., *zero*; the letter *s* can be pronounced /z/, e.g., *plays, watches, music*, but not at the beginning of a word.
  - /s/ the letter *s* at the beginning of a word is almost always pronounced /s/, e.g., *smoke*; *s* at the end of a word is sometimes /s/, e.g., *cooks.*
- As with the plurals, if SS want to know when the final *s* is pronounced /s/ and when it is pronounced /z/, you could give them further rules by explaining that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g., *smokes, hopes, laughs, eats.* After all other endings the *s* is pronounced /z/.

**b** • Model and drill the sentences with the whole class, paying particular attention to consonant sounds that are difficult for your SS. Then get SS to practice the sentences in pairs.

⚠ SS may have problems distinguishing between the /s/ and the /z/ sounds. Tell them that the /s/ is like the sound made by a snake, and the /z/ is like the sound made by a bee or a fly.

**c** 2.3

- Focus on the sentences, which are all third person singular in the simple present. SS have already practiced these pronunciation rules with plural nouns. Tell them that the pronunciation of the third person singular ending (*he*, *she*, and *it*) is the same as for plurals.
- Play the recording, pausing after each sentence for SS to repeat. If they are having difficulties, tell them that the difference between the /s/ and the /z/ endings is small and reassure them that it will come with practice.

| 2.3 | CD1 Track 42 |
|---|---|
| /s/ | She cooks a lot. She drinks coffee. He eats pizza. |
| /z/ | She lives in a house. He has a cat. She does homework. |
| /ɪz/ | He watches TV. It finishes in a minute. |

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 5 WRITING & SPEAKING

**a** • Focus on the instructions and go through them with the SS, showing them what to do. Elicit the type of words they should use to fill the blanks, e.g., They have *two* children. They go to *Florida* for their vacation.

### Extra idea

If you are not the same nationality as your SS, demonstrate the activity first, telling them about a typical family in your country.

- Give SS at least five minutes to complete the sentences. Monitor and help them with vocabulary as required.

**b** • In pairs, have SS read their sentences to each other. In a class where SS have the same nationality, have SS see if they agree or not. In a multinational class, get them to see what is the same and what is different about their countries.

- Elicit answers from individual SS.

## Extra photocopiable activities

**Grammar**

simple present + and − page 144.

**Communicative**

They're brothers but they're different page 189 (instructions page 176).

## HOMEWORK

**Study Link** **Workbook** pages 13–14.

# 2 B When Natasha meets Darren...

**G** simple present questions and short answers
**V** common verb phrases
**P** consonant sounds: /k/, /g/, /t/, /ʃ/, /ʒ/, /r/

## Lesson plan

In recent years Internet dating , i.e., meeting a possible boyfriend/girlfriend through websites has become increasingly common. This lesson introduces simple present questions (*Do you...? Does she...? Where do you...?*) through the context of an unsuccessful date between two people, Darren and Natasha, who have met through an Internet dating service.

### Optional lead-in (books closed)

- Ask SS where people in their country usually meet new friends or singles and elicit ideas, e.g., *at school, at work*, etc.

## 1 READING

**a** • Focus on the pictures of Natasha and Darren and establish that they want to meet other singles on the Internet. Ask SS *How old do you think Natasha is?* and elicit answers. Do the same for Darren.

**b** • Establish that Natasha e-mails Darren and he answers. Put SS in pairs. Tell them to read the e-mails. You could read them aloud to the SS now or after they have finished.

• Tell SS to cover the e-mails (with their hand or a piece of paper). Focus on the sentences 1–8. Have them look at number 1 and ask *Do you remember? Who is 30, Darren or Natasha?* Elicit that the answer is *Darren* and have SS write his name. Then tell them to do 2–8.

• Elicit answers from SS or have them uncover the e-mails and check.

| | |
|---|---|
| 2 Natasha | 6 Natasha |
| 3 Natasha | 7 Natasha |
| 4 Darren | 8 Natasha |
| 5 Darren | |

## 2 GRAMMAR simple present ?

**a** 2.4

• Focus on the photos. Ask *Where are they?* (in a Japanese restaurant) *What's the food?* (sushi) *Do you think they like it?*

• Write on the board:
alcohol
sushi
his mother

• Get SS to cover the conversation (or close their books). Tell them just to listen to the conversation between Darren and Natasha and to listen for what Darren says about the three things on the board.

• Play the recording once. Elicit answers in the third person, e.g., ask *What does Darren say about alcohol?* (He doesn't drink alcohol.)

| | |
|---|---|
| alcohol | He doesn't drink alcohol. |
| sushi | He doesn't like it. |
| his mother | She's a good cook. He lives with his mother. She works in a supermarket. |

**b** • Now have SS look at the conversation. Play the recording again (once or twice) and tell them to write in the missing words.

### Extra support

Have SS read the conversation once (silently) before they listen.

• Check answers.

2.4 CD1 Track 43

**D = Darren, N = Natasha**

D Hi. Are you Natasha?
N Yes, and you're Darren. Nice to **meet** you.
D Sorry I'm late.
N No problem. Would you like a glass of wine?
D No, thanks. I don't **drink** alcohol. Mineral water for me.

D What's this?
N Sushi. It's fantastic. Don't you **like** it?
D No, I **don't**. Sorry.
N **What** food do you like?
D I usually **eat** at home. My mother's a very good cook.
N Do you **live** with your mother?
D Yes, I do.
N Oh. Does your mother work?
D Yes, she **does**.
N Where does she **work**?
D She **works** in a supermarket.

**c** • Give SS a few minutes to complete the questions and answers. Tell them to try to do it *without* looking back at the conversation.

• Check answers. Ask why *do/don't* is used in the first column and *does* in the second. (The second extract is third person singular.)

| | |
|---|---|
| **Do** you like sushi? | **Does** your mother work? |
| No, I **don't**. | Yes, she **does**. |
| What food **do** you like? | Where **does** she work? |

• Have SS repeat the extracts after the recording. Use the pause button. Point out that *do* is pronounced /du/ and *does* is pronounced /dʌz/ and that when a question starts with a question word (e.g., *What, Where*) *do/does* is <u>not</u> stressed, e.g., *<u>Where</u> do you <u>work</u>?* Have them copy the rhythm, stressing the "information" words.

### Extra idea

In pairs have SS role-play the conversation between Darren and Natasha. Monitor the pairs, correcting incorrect rhythm.

**d**
- Tell SS to go to **Grammar Bank 2B** on page 124.
- Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

***do* and *does***

- The auxiliary *do* (and *does*) can confuse SS if they try to translate questions word for word. Explain (in SS' L1 if you prefer) that *auxiliary* means "helper," and that the auxiliaries *do* and *does* "help" to form questions and negatives. They do not have a separate meaning. The auxiliaries *do* and *does* are also often used to "soften" a yes/no answer, e.g., *Do you smoke? No, I don't.*

- Focus on the exercises for **2B** on page 125. SS do the exercises individually or in pairs.
- Check answers.

**a** 1 Do 2 Does 3 Does 4 Do 5 Do 6 Do 7 Does 8 Do

**b**
1 Do you drink coffee?
2 Does your brother work?
3 Where do you work?
4 What music does she like?
5 What newspaper do you read?
6 Do you go to the movies?
7 Does your father watch sports on TV?
8 Does your mother wear glasses?

## Extra challenge

Have SS ask and answer the questions in **a** orally.

- Tell SS to go back to the main lesson on page 19.

# 3 LISTENING

**a** 2.5

- Focus on the picture of Darren and Natasha, and go through the instructions. Elicit the meaning and pronunciation of *success* and *disaster*.
- Play the recording once. Elicit the answer from SS. (The lunch is a disaster!)

**b**
- Focus on the instructions and go through them with SS. Then play the recording again. SS complete the chart. Don't check answers yet.

**c**
- Tell SS they are going to compare their answers. Focus on the examples in the speech bubbles. Elicit the first question for Natasha (*Does Natasha like computers?*), reminding SS to use the base form (*like*) after *does*, and to use short answers *Yes*, (*she does.*) or *No*, (*she doesn't*).
- Put SS in pairs, A and B. A asks all four questions about Natasha and then B asks about Darren. Demonstrate with a student or get one pair to demonstrate.
- When SS have finished, check answers.

| | Natasha | Darren |
|---|---|---|
| likes computers | ✗ | ✓ |
| watches TV | ✗ | ✓ |
| goes to the movies | ✓ | ✗ |
| drinks coffee | ✓ | ✗ |

2.5 CD1 Track 44

(audioscript in Student Book on page 114)

**D = Darren, N = Natasha**

N You work with computers, Darren, is that right?
D Yes, that's right.
N Do you like your job?
D Yes, I do. I love it. Computers are very interesting, don't you think?
N Um, not really. I don't like computers. Uh, what do you do in the evenings?
D I play computer games, or I watch television.
N What do you do on the weekend?
D I… play computer games and watch television.
N Do you go to the movies?
D No, I don't. I watch movies on television or DVDs. Do you watch TV?
N No, I don't have a television.
D What do you do on the weekend?
N I go to the movies.
D Oh.

N Do you want to go to a coffee shop, Darren? I love coffee.
D No, thanks. I don't drink coffee. Uh, Natasha, can I ask you a question?
N Yes, OK.
D How old are you? 28?
N Yes, that's right.
D And, uh, how old are you in the photo – the photo on the Internet? 19? 20?
N Look, Darren, it's two o'clock – time to go back to work. Bye.
D Natasha, wait, wait… Natasha!

## Extra idea

Have SS role-play the conversation using audioscript **2.5** on page 114.

# 4 SPEAKING

**a**
- Go through the instructions with the class.
- Elicit the questions from the SS. You may want to write some or all of them on the board. If SS want to copy the completed questions off the board, have them do it in their notebooks, not in their books.

**b** 2.6

- Play the recording. Use the pause button and have SS repeat each question.

2.6 CD1 Track 45

What's your name?
How old are you?
Do you work or study?
Where do you live?
Do you have a car?
What languages do you speak?
Do you smoke?
What music do you like?
What TV shows do you like?
What food do you like?
What newspaper do you read?
What sports do you play?

**c**
- Put SS in pairs, A and B. SS interview each other with the *Meeting People* form. B asks the questions using the prompts, and writes A's answers in the form.

If you have an odd number of SS in the class have one group of three. Choose strong students who will have time to do the interview three times.

**d** • A and B change roles.

## Extra challenge

- Encourage the SS who are asking the questions to ask extra questions if they can, e.g.,
  A *Do you work or study?* B *I study economics.*
  A *Where?* (Extra question)
- Encourage the SS who are answering the questions to give extra information, e.g.,
  A *Do you have a car?* B *Yes. I have a VW Golf.*
- With a strong class you could also have the SS who are asking the questions cover the question prompts (e.g., *What/name?*) and produce the questions from memory.
- End the activity by asking pairs of SS what they have in common.

## 5 PRONUNCIATION consonant sounds

- Quickly review the previous six consonant words and sounds on page 17.

**a** 2.7

- Tell SS they are now going to learn the next six consonant sounds.
- Focus on the six sound pictures (*key, girl*, etc.) and play the recording once for SS just to listen.
- Play the recording again, pausing after each word and sound for SS to listen and repeat.
- Focus attention on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

2.7 CD1 Track 46

| | | | |
|---|---|---|---|
| key | /k/ | shower | /ʃ/ |
| girl | /g/ | television | /ʒ/ |
| tie | /t/ | right | /r/ |

## Pronunciation notes

- Point out that the phonetic symbols for /k/, /g/, /t/ and /r/ are the same as the letters of the alphabet that represent them. There are also some clear sound–spelling patterns:

/k/ the letters *k* and *ck* are always pronounced /k/ e.g., *lipstick, kitten*, as well as some words which begin with *c*, e.g., *car*. The only exception is when *k* is silent, e.g., *know*.

/g/ The letter *g* is always pronounced /g/ at the end of a word, e.g., *bag, dog*, and often at the beginning, e.g., *glasses, good* – but it can also be pronounced /dʒ/, e.g., *Germany*.

/t/ The letter *t* is usually pronounced /t/ (e.g. *tea*) Sometimes *tt* is pronounced /ɾ/ (like a *d*) in American English, e.g., *matter*.

/ʃ/ The letters *sh* are always pronounced /ʃ/, e.g., *she, shop*. The ending *-ation* also has this sound, e.g., *station, information*.

/ʒ/ is a very unusual sound in English. It never occurs at the beginning of a word.

/r/ The letter *r* at the beginning or in the middle of a word, and *rr*, are always pronounced /r/, e.g., *right, Russia, sorry*.

**b** • Model and drill the sentences with the whole class, paying particular attention to consonant sounds which are difficult for your SS. Then have SS practice the sentences in pairs.

Study Link SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## Extra idea

Have SS memorize the sentences for the sounds which are difficult for them.

## 6 SONG ♫ *Something stupid*

2.8

- This song was a hit for Frank and Nancy Sinatra and more recently for Robbie Williams and Nicole Kidman.
- If you want to do this song with your SS, there is a photocopiable activity on page 223.

2.8 CD1 Track 47

I know I stand in line, until you think you have the time
To spend an evening with me
And if we find someplace to dance, I know that there's a chance
You won't be leaving with me
And afterwards we drop into a quiet little place
And have a drink or two
And then I go and spoil it all by saying something stupid
Like: I love you

I can see it in your eyes you still despise the same old lies
You heard the night before
And though it's just a line to you, for me it's true
It never seemed so right before

I practice every day to find some clever lines to say
To make the meaning come through
But then I think I'll wait until the evening gets late
And I'm alone with you
The time is right, your perfume fills my head, the stars get red
And oh the night's so blue
And then I go and spoil it all by saying something stupid
Like: I love you

The time is right, etc.

## Extra photocopiable activities

**Grammar**
simple present ? page 145.
**Communicative**
Somebody like you page 190 (instructions page 176).
**Song**
*Something Stupid* page 223 (instructions page 220).

## HOMEWORK

Study Link **Workbook** pages 15–16.

# 2 C An artist and a musician

**G** *a/an* + jobs
**V** jobs: *journalist, doctor,* etc.
**P** consonant sounds: /p/, /f/, /tʃ/, /dʒ/, /y/, /ŋ/

## Lesson plan

The topic of jobs is introduced through an interview with an illustrator, Annabel Wright (who has done several of the illustrations for the Student Book), and later practiced through a jobs quiz. SS get further practice with the simple present, especially questions, and learn the vocabulary and grammar for talking about their and other people's jobs.

### Optional lead-in (books closed)

- Write the following sentences on the board. Make them true for you.
  1 I'm a teacher.
  2 I work in ( ) school.
  3 I work ( ) hours a day.
  4 Yes, I do. I like it very much.
- Tell SS that these are your answers to four questions. Give SS one minute to try to write the questions in pairs.
- Elicit their ideas and then write the correct questions on the board. Elicit/explain that *What's your job?* is also a correct question for 1, but that we usually ask *What do you do?* because the other person may not have a job or may be a student, etc.
  1 What do you do?
  2 Where do you work?
  3 How many hours do you work (a day)?
  4 Do you like your job?
- Drill the questions, encouraging SS to get the right rhythm. Then erase the questions and see if SS can remember them.

## 1 READING

**a** • Books open. Focus on the photos of Annabel and on the question. Elicit ideas from SS and then have them read the first question and answer in the interview. (She's an artist.) Tell SS that in fact she has done all the illustrations on this page, and also in several other lessons, e.g., on pages 29 and 82.

⚠ Point out that in English *an artist* normally means a person who paints or draws, not somebody in show business, as in some other languages.

**b** • Now focus on the interview. Explain that the interviewer's questions are missing from the article, and SS are going to put them in the right place. Go through the questions to make sure SS understand them all, and teach/elicit the meaning of *Why?* and *because.*

• Tell SS to read the interview once and to try to match the questions to her answers.

⚠ Tell SS not to worry about new words/phrases at this point. They will focus on them when they reread the article.

• Have SS compare their answers and then check.

2 Where do you work?
3 How many hours do you work?
4 Do you earn a lot of money?
5 Do you like your job? Why?
6 What *don't* you like about your job?
7 How do you relax after work?

**c** • Tell SS in pairs to look at the highlighted words and expressions, and try to guess their meaning from the context.

• Check answers by translating into SS' L1, using the glossary below, or getting SS to check in their dictionaries.

**Glossary**
**draw** = make a picture with a pencil
**just** = only
**I'm in a hurry** = I need to do something quickly
**paid vacations** = vacations when you still get your paycheck
**I love it** = I like it very much
**stressful** = producing stress
**lonely** = a feeling when you are alone and you need other people
**band** = a group of musicians

**d** • Now tell SS to read the interview again. Tell them how much $250 and $3,000 are in SS' currency.

• Go through all the answers with the class. Deal with any vocabulary problems if they arise and check their understanding.

• In pairs SS decide what they think is good or bad about her job.

• Elicit answers, and then ask individual SS if they would like her job.

(Possible answers)

| **Good things** | **Bad things** |
|---|---|
| She works at home. | Sometimes she works in the evenings or on weekends. |
| Every day is different. | She doesn't always have a lot of work. |
| She likes using her imagination. | She doesn't have paid vacations. |
| | It's sometimes stressful or lonely. |

### Extra idea

Have SS read the interview aloud in pairs for extra pronunciation practice.

## 2 VOCABULARY jobs

**a** • Focus on the pictures and either have SS in pairs try to write the names of the jobs, or elicit them from the class. Have them spell the words and write them on the board, with *a/an.*

1 a pilot
2 a musician
3 a doctor
4 a hairdresser
5 a soccer player

- Model and drill the pronunciation and underline the stress.

**b** • Erase the words from the board. Focus on the instructions and the speech bubbles, and then have SS ask and answer in pairs.

**c** • Tell SS to go to **Vocabulary Bank** ***Jobs*** on page 144.
- Give SS five minutes to do exercise **a** in pairs. Check answers, and go through notes 1–3 under the jobs. It is also common to hear *policeman* for a man and *policewoman*, *actress*, and *waitress* for a woman.

1 a student
2 a (bank) manager
3 a hairdresser
4 a salesperson
5 a soccer player
6 a nurse
7 a doctor
8 an engineer
9 a politician
10 a builder
11 a pilot
12 a lawyer
13 a musician
14 an actor
15 a police officer
16 a front desk clerk / receptionist
17 a waiter
18 an administrative assistant
19 a housewife
20 a journalist
21 a retired person

- Model and drill the pronunciation. Elicit the answer to question **b** (administrative assistant, engineer, musician, police officer, politician, receptionist, retired.)
- Focus on the instructions for **c**, and the example exchange. Have SS cover the words and practice in pairs.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 20.

**d** • Focus on the flow chart and go through the possible answers to the question *What do you do?* Emphasize the use of the prepositions *for*, *in*, *at*, and the articles *a/an*. Give SS a minute to decide how to say in English what they do, and go around helping with any jobs they don't know how to express.

**e** • Have SS stand up and ask at least five other SS what they do.
- Elicit answers from as many SS as possible.

## 3 GRAMMAR *a/an* + jobs

- Focus on the grammar rule, and stress that you *must* use an article (*a* or *an*) with a singular job. Then give SS a couple of minutes to do the exercise.

1 an
2 a
3 –
4 –
5 a
6 an
7 a
8 a
9 a

## 4 PRONUNCIATION consonant sounds

**a** 2.9

- Focus on the instructions. Play the recording once for SS to listen to the rhythm. Then play it again, pausing after each sentence. Get SS to repeat, copying the rhythm.

2.9 CD1 Track 48

1 He's **an** actor.
2 She's **a** politician.
3 They're nurses.
4 We're lawyers.
5 He's **a** teacher.
6 She's **an** actress.
7 Are you **a** journalist?
8 I'm **a** pilot.
9 He's **a** builder.

**b** 2.10

- Quickly review the previous six consonant words and sounds on page 19.
- Focus on the sound pictures (*parrot*, *flower*, etc.). Play the recording once for SS to hear all the words and sounds.
- Now play the recording again, pausing after each word and sound for SS to listen and repeat.
- Focus especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

2.10 CD1 Track 49

| | | | |
|---|---|---|---|
| parrot | /p/ | jazz | /dʒ/ |
| flower | /f/ | yacht | /y/ |
| chess | /tʃ/ | singer | /ŋ/ |

### Pronunciation notes

/p/ *p* and *pp* are always pronounced /p/, e.g., *politician.*

/f/ *f* and *ph* are always pronounced /f/, e.g., *five*, and *photo.*

/tʃ/ *ch* and *tch* are usually pronounced /tʃ/, e.g., *children*, *watch.*

/dʒ/ *j* is always pronounced /dʒ/, e.g., *job.* Also *g* can sometimes be /dʒ/, e.g., *German.*

/y/ *y* at the beginning of a word is pronounced /y/, e.g., *yes.* The letter *u* is sometimes pronounced /yu/, e.g., *music*, *university.*

/ŋ/ The letters *ng* are usually pronounced /ŋ/, e.g., *song.* This sound never occurs at the beginning of a word. The letter *n* before *k* is also pronounced /ŋ/, e.g., *think*, *bank.*

**c** • Model and drill the sentences with the whole class, paying particular attention to consonant sounds that are difficult for your SS. Then have SS practice the sentences in pairs.

## Extra idea

Have SS memorize the sentences for the sounds which are difficult for them.

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 5 LISTENING & SPEAKING

**a** 2.11

- Focus on the illustration and caption. Explain that in English, when people speak fast they don't pronounce each word separately. They tend to run them together, and this can make it difficult for SS to hear what has been said.
- Have SS separate the words in the speech bubble (*Do you work in an office?*) In the next activity, the aim is for SS to hear ten questions said at normal speed and relate them to the written form.
- Tell SS they're going to hear a radio quiz show called "Guess my job." There are three contestants who can ask (between them) ten questions, and then they have to guess the mystery guest's job.
- Focus on the questions. Go through them, and use the drawings to elicit/teach any new words.
- Play the recording once. SS underline the questions they hear. If most SS have not found the ten questions, play the recording again. Check the ten questions.

2.11 CD1 Track 50

(audioscript in Student Book on page 115)

**H = host, P = Phil, B = Brian, L = Liz, M = Marylin**

And now on WKZB, *Guess my job.*

H Good evening and welcome again to the jobs quiz, *Guess my job.* And our team tonight is Brian, a teacher (Hello), Liz, who's unemployed (Hi), and Marylin, who's a writer (Good evening). And our first guest tonight is…

P Phil.

H OK, team, you have *two* minutes and *ten* questions to guess Phil's job, starting NOW. Let's have your first question.

B Hi, Phil. **Do you work in an office?**

P **No**, I don't.

L **Do you work in the evening?**

P **It depends**. Yes, sometimes.

M **Do you work with your hands?**

P **No**, I don't. Not with my *hands.*

L **Do you wear a uniform?**

P Um... **yes** – well, it's kind of a uniform.

M **Do you drive?**

P **No**, I don't. Not for my job.

B **Do you write letters or e-mails?**

P **No**, I don't.

L **Do you work with other people?**

P **Yes**, I do.

B **Do you speak any languages?**

P **No**, only English.

M **Do you have any special qualifications?**

P **No**, I don't.

H You have *one more question.*

B Um, **do you earn a lot of money?**

P **Yes**, I do.

**b**

- Now ask SS *What does Phil answer?* and elicit that he can only answer *yes, no,* or *it depends.* Play the recording again. SS write Y, N, or D after each question.
- Check answers.

**c**

- Tell SS to focus on Phil's answers in pairs, and give them one minute to guess his job. Tell them that it's one of the jobs from the **Vocabulary Bank**. Elicit SS' answers, but don't tell them if they're right or wrong.

**d** 2.12

- Play the end of the show on the recording. Pause after the question *Are you an actor?* and ask SS what they think before letting them hear his job.

2.12 CD1 Track 51

(audioscript in Student Book on page 115)

H That's ten questions! So, Brian, Liz, and Marylin – *what's his job?*

M OK, Phil. We think you're… an actor.

H Are you an actor, Phil?

P No, I'm not. I'm a professional soccer player.

## Extra photocopiable activities

**Grammar**

*a/an* + jobs page 146.

**Communicative**

What do they do? page 191 (instructions page 176).

## HOMEWORK

**Study Link** **Workbook** pages 17–18.

# 2 D Relatively famous

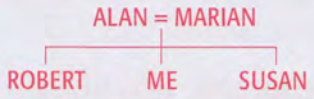
G possessive *s*
V family: *sister, aunt,* etc.
P consonant sounds: /b/, /θ/, /ð/, /m/, /n/, /h/

## Lesson plan

The idea for this lesson comes from magazines like *People* or *Us*, which frequently include photographs of people who are not famous in their own right, but simply because they are the relatives of famous people. SS learn family vocabulary and the possessive *s* in the context of famous people's relatives, and then they talk about their own family.

### Optional lead-in (books closed)

- Draw a simple family tree on the board, preferably of your family, or a well-known family, showing two generations: mother/father + children, e.g.,




- Ask *Who's Alan?* to elicit *He's your father* and do the same with the other names to elicit *mother/brother/sister.*
- Have SS spell the words to you and write them on the board. Model and drill the pronunciation.

## 1 GRAMMAR possessive *s*

**a**
- Books open. Ask SS *Do you read magazines like* People *or* Us*? What kind of people are in them?* (Famous people and their families.) Then focus on the title of the article and elicit/teach the word *relatives* (= family members).
- Focus on the photo of Sylvester Stallone's mother and the caption. Elicit that *'s = of*, i.e., of Sylvester Stallone.

**b**
- Now focus on the other photos and tell SS that the people in 1–6 are all relatives of the famous people a–f.

⚠ Tell SS not to shout out answers if they already know who some of the people are.

### Extra idea

Ask what the famous people a–f do and where they're from.

a J. K. Rowling, British writer, author of the *Harry Potter* books
b Hugh Grant, British actor
c Will Smith, American actor
d Kate Winslet, British actress
e Naomi Campbell, British model
f Antonio Banderas, Spanish actor

- Focus on the instructions, the speech bubbles, and the words in the box.
- In pairs, SS try to match people 1–6 with famous people a–f, either orally or writing sentences. Elicit SS' answers but don't tell them if they're correct yet.

**c** 2.13
- Play the recording once for SS to listen and check.

> 2.13 CD1 Track 52
> (audioscript in Student Book on page 115)
> 1 He's Hugh Grant's brother.
> 2 She's Naomi Campbell's mother.
> 3 He's J. K. Rowling's husband.
> 4 She's Antonio Banderas's ex-wife.
> 5 He's Will Smith's father.
> 6 She's Kate Winslet's sister.

**d**
- Play the recording again and have SS repeat each sentence. Show how the pronunciation of the *s* is the same as for the third person/plurals and that the pronunciation is /ɪz/ when a name ends in *-s*, e.g., Banderas's = /bæn'dɛrəsɪz/.

### Extra idea

Try to find some pictures from recent celebrity magazines of famous people's relatives. Use them as flashcards to give SS more practice.

**e**
- Tell SS to go to **Grammar Bank 2D** on page 124.
- Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

**Names that end in *-s***

- James's or James'. After names ending in *-s* you can add either *'s* or just an apostrophe. We teach the first form as it is more common and follows the basic rule.

**Whose?**

- Tell SS to be careful not to confuse *Whose...?* and *Who's...?* (Who is) as the pronunciation is the same.

- Focus on the exercises for **2D** on page 125. SS do the exercises individually or in pairs.
- Check answers. With **b**, go through the instructions with the SS first to make sure they understand exactly what they have to do. Ask SS for the answers, and then write the sentences on the board so they can see where they have to put the apostrophes. Elicit each time whether the *'s* is the contraction of *is* or the possessive *s*.

**a** 1 Jane's cats
2 my mother's car
3 my wife's sister
4 my friend's house
5 Daniel's brother
6 his father's company
7 the policeman's wife
8 your sister's homework

**b** 1 My brother's a lawyer. He's 24. He works for Microsoft.
2 He lives in Seattle with his three children. He has two boys and a girl.
3 My brother's wife's name is Paula. She's a teacher.
4 Paula's parents live in Seattle, too. My brother likes Paula's mother but not her father.

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 22.

**f**
- Focus on the pictures of the objects and model and drill pronunciation. Then tell SS that they belong to the famous people in **a**.
- Give SS in pairs a few minutes to match the objects and the people. Check answers, encouraging SS to use *I think…* .

J. K. Rowling's pen.
Hugh Grant's tie.
Kate Winslet's bag.
Antonio Banderas's hat.
Naomi Campbell's shoes.
Will Smith's cap.

### Extra challenge

Teach SS the question *Whose (pen) is it?* Get SS to practice with both the question and the answer.

## 2 VOCABULARY family

**a**
- Tell SS to go to **Vocabulary Bank** ***The family*** on page 145.
- Focus on the instructions to **a** and the first family tree. Ask SS *Who is Robert's sister?* (Jill). Then show them where to find the word *sister* and write the number (8) in the box next to Jill.
- Give SS five minutes to write the numbers on the two family trees in pairs.

⚠ Tell SS they will need to use one of the words twice.

- Check answers. Model and drill pronunciation.

| | | |
|---|---|---|
| 1 | aunt | Sandra |
| 2 | brother | James |
| 3 | cousin | David, Vanessa |
| 4 | father | Tom |
| 5 | grandfather | Bill |
| 6 | grandmother | Martha |
| 7 | mother | Caroline |
| 8 | sister | Jill |
| 9 | uncle | Alan |
| 10 | daughter | Lucy |
| 11 | nephew | Peter |
| 12 | niece | Deborah |
| 13 | son | Harry |
| 14 | wife | Anna |

- Demonstrate **b** by asking individual SS, e.g., *Who's Martha?* (She's Robert's grandmother.) Then get SS to continue in pairs, covering the words in the two lists.
- Focus on **c**. Give SS a few minutes to fill in the blanks. Check answers and model and drill all the new words.

1 parents 2 grandparents 3 children

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 23.

**b**
- Demonstrate the activity first, getting SS to ask you the questions, and telling them a little about your family. Don't go into too much detail, as this will pre-empt the speaking later on.
- Give SS five minutes to talk in pairs.
- Elicit answers from several SS, focusing on the numbers of relatives people have rather than any details about them.

### Extra challenge

You may also want to teach SS the following words to help them describe their families: *stepmother, stepfather, girlfriend, boyfriend.*

## 3 PRONUNCIATION consonant sounds

**a** 2.14
- Quickly review the previous six consonant words and sounds on page 21.
- Tell SS that they are now going to do the last six consonant sounds. Focus on the six sound pictures (*bag, thumb,* etc.) and play the recording once for SS just to listen to the words and sounds.
- Then play the recording again, pausing after each word and sound for SS to repeat.

2.14 CD1 Track 53

| | | | |
|---|---|---|---|
| bag | /b/ | monkey | /m/ |
| thumb | /θ/ | nose | /n/ |
| mother | /ð/ | house | /h/ |

- Focus especially on sounds which are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

### Pronunciation notes

- Point out that the phonetic symbols for /b/, /m/, /n/, and /h/ are the same as the letters of the alphabet that represent them. There are also some clear sound–spelling patterns.

/b/ the letters *b* and *bb* are always pronounced /b/, e.g., *board.*

/m/ the letters *m* and *mm* are always pronounced /m/, e.g., *make, summer.*

/n/ the letters *n* and *nn* are always pronounced /n/, e.g., *name, sunny.*

/h/ the letter *h* is nearly always pronounced /h/ with a few exceptions. The only one they need to know at this level is *hour* where the *h* is silent.

/θ/ and /ð/ the letters *th* are pronounced either /ð/, e.g., *this,* or /θ/, e.g., *three.* There is no rule here so SS need to learn words individually. The difference between the two sounds is quite small and does not usually impede communication.

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

**b**
- Drill the sentences with the whole class. Then have SS practice the sentences in pairs.

## 4 LISTENING

**a** 2.15

- Focus on the instructions and on the family photos.

### Extra support

Give SS a minute to look at the photos in pairs and guess who the other people are before they listen.

- Play the recording once or twice. Check answers.

Photo 1: Sarah's mother
Photo 2: Sarah's sister
Photo 3: Sarah's cousin.

**b**

- Now focus on the questions under each photo. Play the recording again, pausing after each photo has been described to give SS time to write.
- Get SS to compare with a partner, and then check answers. Get more information from SS, e.g., *What does her mother do?* (She's a nurse).

Photo 1: Martin is her mother's boyfriend. He works at a hospital – the same hospital where her mother works.
Photo 2: Philip is Lisa's husband, Sarah's brother-in-law. Sophie is three.
Photo 3: They are at Sarah's grandparents' house. Adam, Sarah's cousin, is a singer.

2.15 CD1 Track 54

(audioscript in Student Book on page 115)
**S = Sarah, G = Guy**

S This is my mother in our yard at home.
G Let's see. Is that your father?
S No, it's Martin, her boyfriend. My mom's divorced.
G Does your mother work?
S Yes, she's a nurse. And Martin's a doctor at the same hospital. I don't like him very much. This is my sister Lisa and her husband, Philip. And their daughter, Sophie.
G Ah – she's really sweet. How old is she?
S She's three.
G Do you have any more nieces or nephews?
S No, just Sophie right now.
G Is that you?
S Don't laugh! Yes, that's from last Christmas, at my grandparents' house.
G Who's that?
S That's my cousin Adam. Adam and I are really good friends. He's a singer in a band. They play in local coffeehouses and clubs…

## 5 SPEAKING

**a**

- Demonstrate the activity first. Write the first names of five people in your family on the board, and tell SS that they're people in your family. Then elicit the four questions from **b** from SS for one of the people: *Who is (Brenda)? How old is she? What does she do? Where does she live?*
- Answer the questions, and then repeat for some or all of the other people.
- Now have SS write the names of five people on a piece of paper and change papers with a partner.

**b**

- In pairs, SS ask the four questions about each person on their partner's list. Have SS ask all four questions about one person and then change roles, until they have talked about all the people. Monitor and correct, encouraging SS to give as much information as they can.

### Extra idea

Tell SS to bring in some family photos (for the next class). They can show them to each other and get more practice with family vocabulary.

## Extra photocopiable activities

**Grammar**
possessive *s* page 147.
**Communicative**
Who's who? page 192 (instructions page 177).

## HOMEWORK

Study Link **Workbook** pages 19–20.

# 2 PRACTICAL ENGLISH AT A HOTEL

**Vocabulary** hotel words: *double room*, etc.
**Function** Checking into a hotel
**Language** *Hello, I have a reservation*, etc.

## Lesson plan

In this lesson SS get practice in checking into a hotel. In the Social English section, the Mark and Allie story develops. They have a drink in the hotel bar and find out a little more about each other.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used **instead of** the Class Audio CD (see Introduction page 9).
The first section of the Video is also on the MultiROM, with additional activities.

### Optional lead-in (books closed)

- Ask SS what they remember from the previous Practical English lesson, e.g., *Where is Mark from?* (The US.) *What does he do?* (He works for a music company.) *Where is he now?* (In the UK.) *Who meets him at the airport?* (Allie.), etc.

## VOCABULARY hotel words

**a**
- Focus on the symbols. Give SS a few minutes to match the words and pictures in pairs.
- Check answers. Drill pronunciation.

1 the elevator 2 reception 3 a single room
4 a double room 5 the first / ground floor 6 the bar

- Check that SS understand (*first*) floor, and elicit/teach *first, second, third, fourth*. Tell SS they will be learning all the ordinal numbers in the next File.

**b**
- Tell SS to cover the words and test each other in pairs.

## CHECKING IN

**a** 2.16
- Focus on the picture and ask SS *Who are they?* (Mark and a hotel receptionist.)
- Now either tell SS to close their books and write questions 1 and 2 on the board, or get SS to cover the conversation.
- Play the recording once. Check answers.

1 for five nights 2 425

**b**
- Now focus on the conversation. Give SS a minute to read through the conversation and guess the missing words. Then play the recording again for them to fill the blanks.
- Check answers.

2.16 CD1 Track 55

**R = receptionist, M = Mark**
R Good evening, sir.
M Hello. I have a reservation. My name's Mark Ryder.
R Can you **spell** that, please?
M R-Y-D-E-R.
R For five nights.
M Yes, that's right.
R Can I **have** your passport, please?
M Just a moment. Here you are.
R Can you sign here, **please**? Do you want a smoking or non-smoking room?
M Non-smoking, please.
R Here's your **key**. It's room 425, on the fourth floor.
M Thank you. Where's the lift?
R It's over there. Do you need help with your **bags**?
M No, it's OK, thanks.
R Enjoy your stay, Mr Ryder.
M Thank you.

- Go through the conversation line by line with SS, helping them with any expressions they don't understand.

**c** 2.17
- Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the conversation again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.
- Play the recording, pausing if necessary for SS to repeat the phrases.

2.17 CD1 Track 56

R Good evening, sir.
M Hello. I have a reservation. My name's Mark Ryder.
*repeat*
R Can you spell that, please?
M R-Y-D-E-R.
*repeat*
R For five nights.
M Yes, that's right.
*repeat*
R Can I have your passport, please?
M Just a moment. Here you are.
*repeat*
R Can you sign here, please? Do you want a smoking or non-smoking room?
M Non-smoking, please.
*repeat*
R Here's your key. It's room 425, on the fourth floor.
M Thank you. Where's the lift?
*repeat*
R It's over there. Do you need help with your bags?
M No, it's OK, thanks.
*repeat*
R Enjoy your stay, Mr Ryder.
M Thank you.
*repeat*

**d**
- Put SS in pairs, A and B. A is the receptionist. Have SS read the conversation aloud first. Then tell B to close his/her book and try to respond from memory. Then A and B change roles.

### Extra challenge

Have SS role-play in pairs, the person being the guest with book closed. Tell them to use their real names and to ask for the kind of room they would really like.

## SOCIAL ENGLISH

**a** 2.18
- Now focus on the next picture. Ask SS *Where are they?* (in the bar).

- Focus on the chart. Play the recording at least twice, and then give SS time to compare answers before checking.

| | Mark | Allie |
|---|---|---|
| Where are they from? | The US (San Francisco) | Britain (Cambridge) |
| Are they married? | no, divorced | no |
| Do they have children? | yes, a daughter | she doesn't say but we assume not |
| How old are they? | 34 | 27 |

**b** • Focus on the question, and elicit ideas (e.g., because he says *darling, I love you*, etc.).

### Extra support

Let SS listen again with the audioscript on page 115. Deal with any problematic vocabulary.

**2.18** CD1 Track 57

(audioscript in Student Book on page 115)

**A = Allie, M = Mark**

A Where are you from in the United States, Mark?
M The West Coast. San Francisco.
A Is it nice?
M Oh yeah. It's a great city. Are you from London?
A No, I'm from Cambridge. My family live there, but I live here in London.
M **Sorry**. Hello, darling, how are you? … I'm fine, yeah. … Don't worry. … Fine, fine. … That's great. … Bye, darling. I love you. … **Sorry**.
A **That's OK**. Your wife?
M No, no, my daughter. She always phones me when I'm traveling.
A How old is she?
M She's nine. She lives with her mother in Los Angeles. We're divorced. Are you married?
A No, I'm not.
M How old are you?
A That's very personal! **What do you think?**
M 25? 26?
A Thanks, I'm 27. How old are you?
M I'm 34. **Would you like another drink?**
A No, thanks. **I have to go now**, Mark. Our first meeting's at 10:00. See you tomorrow.
M See you tomorrow, Allie. Good night.
A Good night.

**c** • Focus on the **USEFUL PHRASES**. For each phrase ask SS *Who says it, Mark or Allie?* Clarify the meaning if necessary.

⚠ Remind SS that *good night* = good-bye (in the evening).

- Play the recording again for SS to check. Pause after each phrase and get SS to repeat it. (See the audioscript above.)

Sorry. – Mark
What do you think? – Allie
Would you like another drink? – Mark
I have to go now. – Allie

## HOMEWORK

**Study Link** **Workbook** page 21.

# 2 WRITING AN INFORMAL E-MAIL / LETTER

## Lesson plan

Here SS consolidate some of the language they have learned in File 2 through writing about themselves and learn the conventions for writing an informal e-mail and an informal letter. We suggest you do the exercises in class and assign the letter for homework. SS will learn how to write a more formal e-mail in File 8.

- Go through the introductory text with SS. Explain what a penpal is, and tell SS that there are many websites on the Internet where learners of English can find penpals to practice their English.

**a** • Focus on the beginning of the e-mail. Elicit/teach the meaning of the headings **To**, **From**, and **Subject**. Tell SS that Rosa is writing her first e-mail to Stefan, a penpal she has found on the Internet.

- Focus on the instructions and the example. Then give SS five minutes to read the e-mail and match the questions to the information.
- Check answers.

1 What's your name?
2 Where are you from?
3 What do you do?
4 What languages do you speak?
5 Why do you want to learn English?
6 Do you have a big family?
7 What do the people in your family do?
8 How old are your brothers and sisters?
9 How old are you?
10 What are your interests?

- Finally focus on the end of the e-mail. Elicit/teach the meaning of *Please write soon* and *Best wishes*, and tell SS they are useful expressions to put at the end of a letter to a friend.

**b** • Focus on the instructions, and have SS discuss the question in pairs.

- Check answers. The main difference is that in an informal letter, you usually write your address and the date in the top right hand corner, and start with *Dear* + name, not *Hi*.
- Tell SS that you can also begin an e-mail with *Dear*, but *Hi* is more informal.

### Write a similar e-mail or letter

Either give SS at least 15 minutes to write the e-mail or letter in class, or assign it as homework.

- If SS do the writing in class, have them exchange and read each other's e-mails/letters and correct any mistakes they find before you collect them.

⚠ Tell SS to put their e-mail/letter in paragraphs like in the model e-mail.

# 2 Review & Check

For instructions on how to use these pages, see page 28.

## What do you remember?

### GRAMMAR

1 b 2 a 3 a 4 b 5 a 6 a 7 a 8 a 9 a 10 b

### VOCABULARY

a 1 in 2 for 3 to 4 in 5 to
b 1 do 2 speak 3 watch 4 play 5 have
c 1 job (not a verb)
2 woman (not plural)
3 soccer (not a job)
4 student (not a place)
5 niece (not masculine)
d 1 Where 2 What 3 Who 4 How many 5 Why

### PRONUNCIATION

b 1 nice 2 garden 3 who 4 watches 5 stops
c policeman
grandmother
receptionist
nephew
artist

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

b 1 F 2 T 3 F 4 F 5 T

### CAN YOU HEAR THE DIFFERENCE?

1 a 2 b 3 b 4 b 5 a 6 b 7 b 8 a 9 b 10 a

**2.19** CD1 Track 58

1 What does your brother do?
2 Do you like spaghetti?
3 Where does she live?
4 How old is your mother?
5 What do you do in the evening?
6 Who is he?
7 Do you speak French?
8 Are they Jane's books?
9 Do they have a car?
10 Where do you go to English classes?

# 3A Pretty woman

G adjectives
V adjectives: *big, cheap*, etc. modifier: *very*
P vowel sounds: /i/, /u/, /aɪ/, /oʊ/, /ɛ/

## Lesson plan

In this lesson SS learn or review common adjectives and the two basic rules governing the position of adjectives. The context is a quiz about the US that includes common adjective/noun phrases such as *The White House* and *New York*, which should be familiar to SS in English or in their own language. These provide clear and memorable examples of adjective/noun word order. In the second half of the lesson SS practice writing simple descriptions through the context of a "Guess the Mystery Person" activity.

### Optional lead-in (books closed)

- Write *the US* on the board and ask SS to tell you things that they think are typically American (e.g. *Hollywood movies, hamburgers*, etc.).
- Write their suggestions on the board.

## 1 VOCABULARY adjectives

**a** • Books open. Put SS in pairs. Focus on the quiz and on the adjectives and nouns. Focus on the example and make sure SS know what they have to do. Set a time limit, e.g., two or three minutes, for SS to do the quiz. Check answers.

2 New York
3 American Airlines
4 fast food
5 Pretty Woman
6 blue jeans
7 Big Apple
8 yellow cabs

**b** • Tell SS to go to **Vocabulary Bank** ***Common adjectives*** **Part 1** on page 146. SS do the exercises in pairs. Check answers then model and drill pronunciation.

**a**
1 red
2 blue
3 yellow
4 orange
5 black
6 white
7 pink
8 green
9 brown
10 gray

**b+c**
1 big small
2 expensive cheap
3 bad good
4 old new
5 easy difficult
6 wet dry
7 rich poor
8 fast slow
9 dirty clean
10 empty full
11 high low
12 beautiful ugly
13 dangerous safe

- Tell SS to go back to the main lesson on page 28.

## 2 PRONUNCIATION vowel sounds

**a** • Focus on the five sound pictures and elicit the pronunciation of the words, e.g., *tree*. Give SS two minutes to put the words in the box in the right columns and then check their answers in pairs.

| /i/ | /u/ | /aɪ/ | /oʊ/ | /ɛ/ |
|---|---|---|---|---|
| cheap | blue | white | slow | expensive |
| easy | new | dry | old | wet |
| clean | beautiful | high | low | empty |

**b** 3.1
• Play the recording for SS to check their answers. Then play the recording again, pausing after each group for SS to repeat.

3.1 CD1 Track 59

| | |
|---|---|
| tree | cheap, easy, clean |
| boot | blue, new, beautiful |
| bike | white, dry, high |
| phone | slow, old, low |
| egg | expensive, wet, empty |

**c** • Tell SS to go the **Sound Bank** on page 157. Go through the typical and less common spellings for each of the five sounds.
• Tell SS to go back to the main lesson on page 29.

## 3 GRAMMAR adjectives

**a** • Focus on the answers to the US quiz and ask SS first to tell you what the **adjectives** are (e.g., *White, New, American, fast*, etc.). Now ask where the adjective is, *before* or *after* the noun. Demonstrate *before/after* on the board if necessary. Elicit the answer *before*.
• Now focus on the answers to questions 3, 6, and 8 only. Ask if the adjective changes when the noun is plural. Elicit that the adjective *doesn't* change.
• Now focus on the two rules in **a** and have SS circle the correct answers. Check answers.

before don't change

**b** • Tell SS to go to **Grammar Bank 3A** on page 126.
• Go through the rules and example sentences.

### Grammar notes

- The grammar of adjectives in English is very simple. There is only *one* possible form, which never changes. When an adjective is together with a noun there is only *one* possible position: *before* the noun.

• Focus on the exercises for **3A** on page 127. SS do the exercises in pairs, or individually and check in pairs. Check answers and model and drill pronunciation.

a 1 **Nice** to meet you.
2 Do you like **Japanese** food?
3 It's an **international** school.
4 They're a **typical American** family.
5 My father makes **fantastic** pasta.
6 Do you work with **other** people?
7 I'm a **professional** singer.
8 We're **good** friends.

b 1 ✓
2 ✓
3 ✗ I have a big family.
4 ✓
5 ✓
6 ✗ It's an expensive house.

- Tell SS to go back to the main lesson on page 29.

c
- Put SS in pairs. Focus on the picture and the example, and explain the activity. Make it clear that it is a race and set the time limit of three minutes (later you can extend it if you think your class needs more time).
- When the time limit is up find out if any pairs have made eight correct phrases. Elicit SS' answers and write them on the board.

(Suggested answers)
a full moon a red dress old men a high mountain
a rich woman a dirty window a black cat
an empty bag a poor man blue boots
a wet umbrella

### Extra idea

Get SS to make adjective + noun phrases about things in the classroom, e.g., *a dirty board, big windows, a brown bag*, etc.

## 4 LISTENING

- Focus on the **REMEMBER!** instruction and then on the example sentence *It's an easy exercise.* First say the sentence slowly, separating the words, and then say it fast, running the words together (or play the first sentence on the recording).
- Point out that the words you can hear most clearly are the two stressed words (*easy* and *exercise*). The unstressed words (*It's* and *an*) are said very quickly and almost disappear.

3.2

- Tell SS they are going to hear and try to write down six sentences where people are speaking fast and not separating all the words.
- Now play sentences 1–6, pausing to let SS write what they hear. Play the recording again for them to check their answers. Then have them compare answers in pairs. Play the recording again if necessary.

### Extra support

Read the sentences aloud slowly to give SS one more chance to check their answers.

3.2 CD1 Track 60
(audioscript in Student Book on page 115)
1 It's an easy exercise.
2 I live in an old house.
3 She's an American actress.
4 She has an expensive apartment.
5 It's a nice evening.
6 I have a black and white cat.

## 5 VOCABULARY & SPEAKING

a
- Focus on the two pictures (which show the features of two famous people) and the accompanying texts. Give SS two minutes, in pairs, to guess the identity of the two people. If necessary, elicit/teach the meaning of *adopted* (*adopt* = take a child into your family and become the legal parents).

⚠ Tell SS not to shout the answers!

- Elicit SS' guesses and then give the right answers.

Enrique Iglesias Nicole Kidman

b
- Tell SS to go to **Vocabulary Bank** ***Common adjectives Part 2*** on page 146. Here SS learn adjectives to describe a person.
- SS do the exercises in pairs. Check answers and then model and drill pronunciation.

a 1 old - young 2 tall - short 3 heavy/fat - thin
4 long - short (hair) 5 blond - dark (hair)
c 1 very tall 2 tall 3 not very tall

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 29.

c
- Now have SS think of their own mystery person and write five clues on a piece of paper. They could also draw a quick sketch. Then they give the piece of paper to a partner, who tries to guess the identity of the famous person.

d
- Here SS learn some more common adjectives to describe simple states and feelings.

⚠ In your SS' language some of these concepts may also be expressed using the verb *have* + a noun.

- Give SS, in pairs, a time limit to match the faces to the words.

e 3.3
- Play the recording for SS to listen and check their answers.

3.3 CD1 Track 61
1 I'm happy.
2 I'm sad.
3 I'm angry.
4 I'm cold.
5 I'm tired.
6 I'm hot.
7 I'm thirsty.
8 I'm hungry.

- Play the recording again pausing after each adjective for SS to repeat. Model and drill any phrases which are difficult for your SS, e.g., *thirsty*. Make sure SS can hear and pronounce the difference between *angry* /æŋgri/ and *hungry* /hʌŋgri/.

**f**
- Demonstrate the activity by telling SS about yourself and making sentences using the phrases in **d**. Remind SS of the modifier *very*.
- In pairs, SS cover the words and make true sentences about themselves. Get some quick responses by asking the class about a few of the adjectives, e.g., *Who's thirsty?,* and getting a show of hands.

## 6 SONG *Oh Pretty Woman*

3.4

- Here SS listen to a popular 1960s song by Roy Orbison that inspired the title of the movie *Pretty Woman*, referred to in the US quiz in **1a**. If you want to do this song with your SS there is a photocopiable activity on page 224.

3.4 CD1 Track 62

Pretty woman, walking down the street
Pretty woman, the kind I like to meet
Pretty woman
I don't believe you, you're not the truth
No one could look as good as you
Mercy

Pretty woman, won't you pardon me
Pretty woman, I couldn't help but see
Pretty woman
That you look lovely as can be
Are you lonely just like me
Wow

Pretty woman, stop a while
Pretty woman, talk a while
Pretty woman, give your smile to me
Pretty woman, yeah yeah yeah
Pretty woman, look my way
Pretty woman, say you'll stay with me
'Cause I need you, I'll treat you right
Come with me baby, be mine tonight

Pretty woman, don't walk on by
Pretty woman, don't make me cry
Pretty woman, don't walk away, hey ... okay
If that's the way it must be, okay
I guess I'll go on home, it's late
There'll be tomorrow night, but wait
What do I see?
Is she walking back to me?
Yeah, she's walking back to me
Oh, oh, Pretty woman

## Extra photocopiable activities

**Grammar**
adjectives page 148.
**Communicative**
The same or different? page 193 (instructions page 177).
**Song**
*Oh Pretty Woman* page 224 (instructions page 220).

## HOMEWORK

Study Link **Workbook** pages 22–23.

# 3 B Wake up, get out of bed...

**G** telling the time, simple present
**V** daily routine verbs: *get up, get dressed,* etc.
**P** the letter *o*

## Lesson plan

This lesson is based on an article which looks at the daily routine of two people – a mother and a commuter. A stress expert assesses their stress levels and gives advice on how they could improve their daily lives. This provides the context for SS to learn/review telling the time and describing their own day using the simple present.

### Optional lead-in (books closed)

- Review numbers. Have SS count around the class by 5s, i.e., 5, 10, 15, up to 60.
- If you have a teaching clock, you could use this to teach SS the time before going to the **Grammar Bank** in 1.

## 1 GRAMMAR telling the time

**a**
- Focus on the question and elicit answers. SS will probably be able to say the time their class starts/finishes "digitally" (e.g., *seven thirty*, etc.) and may also know how to say it in "non-digital" time (e.g., *half past seven* and *nine o'clock*).

**b**
- Tell SS to go to **Grammar Bank 3B** on page 126. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- When answering the question *What time is it?* you can leave out *It's* (e.g., *It's seven or Seven*).
- With *quarter after/to*, some people say ***a*** *quarter after/to*, but it is optional.
- To say the time when the minutes are not a multiple of five, add the word *minutes*, e.g., *It's three minutes after one* NOT ~~*It's three after one*~~.
- SS may like to know that the *o'* in *o'clock* comes from the old way of saying the time, e.g., *It's six of the clock.*

- Focus on the exercise for **3B** on page 127. SS do the exercises individually or in pairs. Check answers.

1 b 2 d 3 h 4 f 5 a 6 c 7 e

**c**
- Put SS in pairs, A and B, and get them to sit face to face if possible. Then tell them to go to **Communication *What time is it?*** A on page 108, B on page 111.
- Go through the instructions with them, and drill the question *What time is it?*
- At the end of the activity have SS compare their clocks to check that they've drawn the times in correctly.
- Tell SS to go back to the main lesson on page 30.

**d** 3.5
- Tell SS they're going to hear a woman named Vicky getting up and going to work in the morning.
- Play the recording. SS listen and write down the seven times they hear. Play the recording again, pausing after each part to give SS time to write. Let SS compare answers, and repeat the recording if necessary.
- Check answers. Get SS to say the times. Ask what her job is (She's a TV newsreader/presenter).

2 7:15 (quarter after seven / seven fifteen)
3 7:25 (twenty-five after seven / seven twenty-five)
4 7:30 (half past seven / seven thirty)
5 7:45 (quarter to eight / seven forty-five)
6 7:55 (five to eight / seven fifty-five)
7 8:00 (eight o'clock)

3.5 CD1 Track 63
(audioscript in Student Book on page 115)
**H = husband, V = Vicky, D = DJ, T= taxi driver, A = assistant, M = man**

1 H Vicky, it's **seven o'clock**. Wake up.
2 H Vicky, wake up!
V Oh no! It's **seven fifteen**! I'm late again.
3 D This is Dave Martin on *Breakfast Special* and the time now on WKZB is **seven twenty-five**.
V Oh where's my bag?
4 V Taxi! Do you know what time it is?
T Yes, miss. It's **seven thirty**.
V Seven thirty! Oh no, I'm late. Please hurry!
5 V A cappuccino, please.
A Here you are. That's $1.80.
V Oh no, is that clock right?
A Yes, it's **quarter to eight**.
V Help!
A Careful with your coffee.
6 M Hurry up, Vicky, you're late. It's **five to eight**.
7 V Good morning. It's **eight o'clock** and this is Vicky McGuire with the news on CTV.

## 2 VOCABULARY daily routine

**a**
- Focus on the pictures. Tell SS that they show Vicky on a typical morning (i.e., when she's not late/stressed).
- Give SS a minute or two to match the phrases and pictures. Check answers. Model and drill pronunciation. Make sure SS are clear about the difference between *wake up* (= open your eyes) and *get up* (= get out of bed).

| | |
|---|---|
| 1 wake up | 4 get dressed |
| 2 get up | 5 have breakfast |
| 3 take a shower | 6 go to work |

**b**
- SS use the pictures in **a** to describe Vicky's morning.

She wakes up at 7:00. She gets up. She takes a shower. She gets dressed. She has breakfast. She goes to work.

**c** • Demonstrate the task yourself. Use the pictures 1–6 to tell the class about your typical morning.
• In pairs, SS describe their typical morning. They should listen to each other to see if they do things in the same order. Get two or three SS to tell their morning routine to the class.

**d** • Tell SS to go to **Vocabulary Bank** ***Daily routine*** on page 147.
• Give SS five to ten minutes to do **a** in pairs.
• Check answers. Model and drill pronunciation. Make sure SS know the difference between *go to work* (= leave the house), *get to work* (= arrive at work), *go home* (= leave work), and *get home* (= arrive home).

1 wake up (*early/late*)
2 get up
3 take a shower/a bath
4 get dressed
5 have breakfast
6 go to work/school
7 get to work/school
8 have a coffee
9 start work/school
10 have lunch
11 go shopping
12 finish work/school
13 go home
14 go to her Italian class
15 go to the gym
16 get home
17 make dinner
18 have dinner
19 take (*the dog for a walk*)
20 watch TV
21 do her Italian homework
22 go to bed
23 sleep (*for seven hours*)

• Focus on **b**. Get SS to cover the words and use the pictures to test themselves or each other. Encourage them to say the complete phrase, i.e., *She gets up.*

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

• Tell SS to go back to the main lesson on page 30.

## 3 READING & LISTENING

**a** • Focus on the title of the text and the two photos of Laura and Paul. These two people talk about a typical (working) day in their lives and a stress expert gives them advice.
• Give SS a time limit, e.g., three or four minutes, and tell them that all they have to do is find out how stressed Laura is (i.e., very stressed, stressed, or not very stressed).
• Elicit answers from a few SS.

Laura seems **stressed** or **very stressed**. She has to take care of her son and work all day. She gets up early and is always in a hurry. She has very little free time.

**b** • Focus on the first highlighted word (*guide*) and elicit the meaning. Then have SS in pairs guess the meaning of the other highlighted words in the text. Tell them to read the whole sentence as the context will help them guess.
• Check answers by translating into SS' L1, using the glossary below, or getting SS to check in their dictionaries.

**a guide** = a person who helps visitors in a museum
**Then** = after that, e.g., *I get up, and then I take a shower*
**always** = every time, e.g., *nurses always wear a uniform*
**at home** = in your house or apartment
**ride (bikes)** = (verb) to go by bicycle ("bike")
**cafeteria** = a kind of restaurant at work/school
**pick up** = go and get, e.g., pick up children from school, tickets from the travel agency
**After** = the opposite of *before*
**until** = up to a time
**babysitter** = a person who comes to your house to take care of your baby/child
**a story** = a tale

**c** • Set a time limit for SS to read the article again and tell SS to try to remember the information in the text.

**d** • Put SS in pairs. Tell SS to go to **Communication** ***Laura's day***, A on page 108, B on page 111.
• Go through the instructions. SS take turns testing their partner's memory of the text by asking the questions they have been given.
• Tell SS to go back to the main lesson on page 31.

**e** 3.6
• Focus on the photo of Paul and the caption. Ask the class what he does (he works for a computer company) and where he lives and works (Oakland and San Francisco). Tell SS that Oakland is about 30 miles from San Francisco. It is fairly common in the US for people to travel this distance to work.
• Tell SS that they are going to hear an interview with Paul, but first they are just going to hear some extracts. This is to help SS "tune in" to Paul's voice and to help them understand more of the interview.
• Focus on the five drawings and tell SS to listen to five sentences that Paul says and to match them to the drawings by writing numbers 1–5.
• Play the recording once or twice. Have SS number the pictures. Check answers.

1 San Francisco 30 miles
2 daughters in bed
3 man walking on the street
4 man having a sandwich
5 man asleep in front of TV

3.6 CD1 Track 64
(audioscript in Student Book on page 115)
1 I travel 30 miles to work!
2 I don't see my daughters. They're in bed.
3 I walk from the station to work.
4 I have a sandwich in the office.
5 I usually fall asleep in front of the TV.

**f** • Play the recording again and tell SS to write any words they hear. Pause the recording after each sentence and give SS time to write and compare in pairs.

### Extra support

Write the following sentences on the board, and have SS listen just for the missing words instead.
1 I travel ____ miles to ____.
2 I don't see my _____. They're in _____.
3 I _____ from the station to _____.
4 I have a _____ in the _____.
5 I usually fall _____ in front of the _____.

• Play the recording again for SS to check their answers.

**g** 3.7

- Now SS hear the whole interview and answer the questions. Go through the questions first with the class.
- Play the recording twice. Get SS to compare their answers with their partners. Tell SS they don't have to write full sentences.
- Check answers, accepting as correct any answer which shows that SS have understood what they heard, e.g., for number 3 "no time" would be correct.

| | |
|---|---|
| 1 three | 6 a sandwich |
| 2 six o'clock | 7 5:30 |
| 3 He doesn't have time. | 8 Because he's on the train. |
| 4 9:00 | 9 7:45 |
| 5 six a day | 10 He watches TV. |

3.7 CD1 Track 65

(audioscript in Student Book on page 115)

**A = Professor Adams, P = Paul**

A Where do you do work, Paul?
P I work for a computer company in San Francisco, but I live in Oakland.
A Are you married?
P Yes, I have three daughters.
A So you travel from Oakland to San Francisco every day?
P Yes. **I travel 30 miles to work!**
A Tell me about a typical day.
P Well, I get up at six o'clock and I take a shower and get dressed. **I don't see my daughters. They're in bed.**
A Do you have breakfast?
P No, I don't have time. I have to get the train to San Francisco at seven thirty.
A What time do you get to San Francisco?
P The train usually arrives at quarter after eight. Then **I walk from the station to work.** That's about half an hour.
A What time do you start work?
P At 9:00. I start work and I have a coffee. I drink about six cups of coffee a day.
A Do you go out for lunch?
P No, I'm very busy. I have a sandwich in the office.
A Do you like your job?
P It's OK, but I work a lot.
A What time do you finish work?
P I finish work at five thirty. Then I walk to the station again to get the train.
A Do you have dinner with your family?
P No, I don't. My family has dinner at six – but I'm on the train then. I don't get home until quarter to eight.
A What do you do after dinner?
P After dinner I sit and watch TV. I'm very tired. **I usually fall asleep in front of the TV.**
A What time do you go to bed?
P About 11:00.

**h** 3.8

- Ask SS if they think Paul is stressed and to guess what advice they think the professor will give him. Play the recording twice to see if they were right.

3.8 CD1 Track 66

(audioscript in Student Book on page 116)

P Have breakfast in the morning, Paul, it's very important. But don't drink six cups of coffee – that's too much. Don't have lunch in the office, go out to a cafe or restaurant. And finally, if possible, find a new job in Oakland, not in San Francisco.

**i**

- Finally ask SS who they think is more stressed, Laura or Paul. Encourage them to try to say why (even if they make mistakes).

## 4 PRONUNCIATION the letter *o*

- Remind SS that in English the vowels can be pronounced in different ways. This exercise focuses on the two most common pronunciations of the letter *o*, /ɑ/ and /oʊ/ and two less common ones, /ʌ/ and /u/.

**a**

- Focus on the sound pictures and elicit the four words and sounds, e.g., *clock* /klɑk/.
- Give SS, in pairs, two or three minutes to put the twelve words into the correct columns according to their pronunciation. Encourage SS to say the words aloud to help them decide where to put them.

**b** 3.9

- Play the recording for SS to check their answers. Then elicit the correct answers and write them on the board.

3.9 CD1 Track 67

| | |
|---|---|
| clock | not, job, shopping |
| boot | do, school, two |
| up | company, son, from |
| phone | don't, go, home |

⚠ If SS ask if there are other ways of pronouncing *o*, tell them that *or* is usually /ɔr/, e.g., *story*, and *oo* can also be /ʊ/, e.g., *good*.

## 5 SPEAKING

- Focus on the words in the clock and in the circle, and ask SS what two words are missing from the questions (*do you*).
- Demonstrate the activity by getting SS to ask you two or three questions. Remind SS of the typical rhythm of questions and encourage them not to stress *do you*, e.g., *What time* do you *wake up*?
- Focus on the speech bubbles and review the expression *It depends.* Model and drill pronunciation. Teach also the meaning of *about* (= approximately, more or less).
- SS ask and answer the questions in pairs. Monitor and help, correcting any mistakes with the time.
- Ask as many pairs as possible who is more stressed.

## Extra photocopiable activities

**Grammar**
telling the time, simple present page 149.
**Communicative**
A day in the life of an English teacher page 194 (instructions page 177).

## HOMEWORK

Study Link **Workbook** pages 24–25.

3 C

**G** adverbs of frequency
**V** time words and expressions: *minute, hour,* etc.
**P** the letter *h*

# The island with a secret

## Lesson plan

A study carried out over several years has investigated why inhabitants of the Japanese island of Okinawa (population 1.2 million) have the highest life expectancy in the world. The results have been published in the book *The Okinawa Way*. It highlights the aspects of the Okinawans' lifestyle that help them to live long lives. Information from the Okinawa study provides the context for SS to learn and practice *How often…?* and adverbs and expressions of frequency. At the end of the lesson they find out if they and other SS live "the Okinawa way."

### Optional lead-in (books closed)

- Write on the board the name and age of your oldest living relative. Ask SS if they have a living relative who is older.
- Elicit information to find who has the oldest relative.

## 1 GRAMMAR adverbs of frequency

**a**
- Focus on the photo of the old man and elicit ideas from the class about his nationality and age. (His age has been blanked out in the text.)
- Tell SS the answers to the two questions.

He's Japanese. He's 103 years old.

**b**
- Get SS to read the first paragraph of the text focusing on the highlighted words, which all express frequency.
- Focus on the chart and establish the meaning of *always*. Tell SS to write the expressions from the text in the chart in the correct place according to relative frequency. (The gradings 0–100 are given as a rough guide.) SS can help each other, use a dictionary, or ask you for help to complete the task.
- Check answers and make sure SS are clear about the difference in meaning of the six adverbs. Model and drill pronunciation.

always /'ɔlweɪz/
usually /'yuʒuəli/
often /'ɔfn//'ɔftn/
sometimes /'sʌmtaɪmz/
hardly ever /'hɑrdli 'ɛvər/
never /'nɛvər/

**c**
- Tell SS to go to **Grammar Bank 3C** on page 126.
- Go through the rules and model and drill the example sentences.

### Grammar notes

- With all verbs except *be*, adverbs of frequency go *before* the main verb.
  - In + sentences they go *between* the pronoun and the verb, e.g., I *never eat meat.*
  - In − sentences they go between the negative and the verb, e.g., *I don't usually work on Saturday.*
- With the verb *be*, adverbs of frequency go *after* the verb, e.g., *I'm always late.*
- You could also point out that *usually* and *sometimes* can be used at the beginning of the sentence.

- Focus on the exercises for **3C** on page 127. SS do the exercises individually or in pairs.
- Check answers.

**a** 1 hardly ever 2 never 3 always 4 usually 5 sometimes
**b** 1 I am always late for class.
2 We hardly ever talk.
3 What time do you usually finish work?
4 I am never hungry in the morning.
5 I don't often read the newspaper.
6 We sometimes go to expensive restaurants.
7 This tea is usually very good.

- Tell SS to go back to the main lesson on page 32.

**d**
- Demonstrate the activity first by making true sentences about yourself.
- In pairs SS add an adverb to each sentence to make it true for them and compare their sentences with a partner. Ask two or three pairs if they were similar or different.

## 2 READING

**a**
- Focus on the other photos and ask SS to read the introduction to the text "**The mystery of Okinawa.**" Then ask them the two questions. Elicit the answer to the first question (the people there live a long time) and possible answers to the second (e.g., their lifestyle/the food, etc.).

**b**
- Explain the task. SS have to put the four headings (*Always active*, etc.) into the text in the right place.
- Give SS a time limit to read the text, e.g., four minutes. Tell them to read the text once *before* trying to put in the headings. Then give them more time to put in the headings and to check their answers with a partner.
- Check answers.

1 A healthy diet 2 Exercise 3 Low stress
4 Always active

**c**
- Tell SS to read the text again and in pairs try to guess the meaning of the highlighted words and phrases.
- Check answers by translating into SS' L1, using the glossary below, or getting SS to check in their dictionaries.

**rice** = a type of food, very popular in China and Japan
**meat** = a type of food that comes from animals
**popular** (adj) = liked by a lot of people
**unusual** (adj) = not usual or common
**take their time** = do things slowly, not in a hurry

**beach** = the land next to the ocean. It is often brown, yellow, or white sand.
**sunset** = the time of day when the sun goes down
**busy** (adj) = having a lot of things to do, e.g., *I'm very busy this week*
**stay at home** = not go out

**d** • Ask the class if people in their country live like the Okinawans. Elicit things that are similar and different and write them on the board.

### Extra challenge

With a strong class you could write down the four headings from the article on the board. SS, in pairs, try to remember all the information they can from the four paragraphs.

## 3 VOCABULARY time words and expressions

**a** • In pairs SS complete the quiz. Check answers. Model and drill pronunciation, especially *second* /'sɛkənd/, *minute* /'mɪnət/, *hour* /'aʊər/, and *month* /mʌnθ/.

a minute an hour a day a week a month a year

### Extra support

Write the time words in random order for SS to match with the definitions.

**b** • Tell SS to go to **Vocabulary Bank** ***Times and dates*** **Part 1** on page 148.
- Give SS two minutes to do exercise **a** in pairs.
- Check answers and model and drill pronunciation. Emphasize the use of *once a* /'wʌns/ and *twice a* /'twaɪs/.
- Make sure SS are clear about the meaning and pronunciation of *How often…?* (which is used when you want to ask someone about the frequency with which they do an activity) and *every* (= all, without exception).
- Highlight that *once* and *twice* are irregular forms. For all other numbers we use a number + *times*, e.g., *five times, ten times.*

week month year week week week year

- Now have SS cover the right-hand column and try to remember the expressions.
- Tell SS to go back to the main lesson on page 33.

## 4 SPEAKING

**a** • Tell the class that they are going to find out if they live the Okinawa way by answering the questionnaire.
- You could demonstrate the activity by getting the class to interview you first and show how you can give extra information in your answers.
- Put SS in pairs. Give the As time to interview the Bs and to circle their partners' answers.
- Now the pairs change roles and the Bs interview the As and circle their answers.

**b** • Tell SS to go to **Communication** ***The Okinawa Way*** on page 108 and to calculate their partner's score.
- SS take turns telling their partner his/her score and reading him/her the results.
- Elicit results from the class and find out how many people live the Okinawa way or the complete opposite!
- Tell SS to go back to the main lesson on page 33.

## 5 PRONUNCIATION the letter *h*

**a** 3.10
- Focus on the task (practicing the /h/ sound) and on words in the list.

### Pronunciation notes

- How difficult this sound is will depend on your SS' first language and you should spend more or less time here accordingly.
- Point out that the letter /h/ is almost always pronounced like the /h/ in *hotel* and *How?* There are very few exceptions. The only one which is relevant at this level is *hour*, but don't mention this until after SS have done **b**.
- Play the recording once or twice and SS listen and repeat the words.

3.10 CD1 Track 68
house /h/ how, hardly, heavy, high, have, half, hungry, happy

**b** • In pairs, SS read the sentences aloud and try to find in which word the letter *h* is not pronounced. Don't check answers yet.

**c** 3.11
- Play the recording and SS listen and check. Confirm that in the word *hour* the *h* is not pronounced.
- Play the recording again, pausing after each sentence for SS to repeat.

### Extra support

If this sound is difficult for your SS, you could have them practice the sentences further in pairs, and then ask three or four pairs to say the sentences to the class.

3.11 CD1 Track 69
Harry's unhealthy.
He hardly ever has breakfast.
He usually eats hamburgers.
He's always in a hurry.
He's often half an hour late for work.

## Extra photocopiable activities

**Grammar**
adverbs of frequency page 150.
**Communicative**
How often …? page 195 (instructions page 177).

## HOMEWORK

**Study Link** **Workbook** pages 26–27.

3 D

G prepositions of time: *in, on, at.*
V the date
P word stress, /ð/ and /θ/

# On the last Wednesday in August

## Lesson plan

The main focus in this lesson is expressing time: how to say what the date is and how to use common prepositions of time correctly. Although the date can be said in two ways, e.g., *April sixth* or *the sixth of April*, we have focused on the former, which is more common in American English. The context is three unusual "throwing" festivals which are held in different countries around the world and, later in the lesson, an interview with a Chilean novelist who talks about her favorite times of day, year, etc.

### Optional lead-in (books closed)

- Write the question WHAT'S THE DATE TODAY? on the board. Elicit/teach the answer and write it on the board like this: *April 6th, 2008*. Elicit/teach that *th* indicates an ordinal number (here six**th**). SS will practice this in more detail in **VOCABULARY**. You may want to explain that the date can also be written *April 6, 2008* (without *th*).
- Draw a face and a speech bubble on the board and write in the bubble: *April sixth, two thousand and eight*. Explain that this is one of the ways the date is said in English.

## 1 READING

**a**
- Books open. Focus on the photos and ask SS what people do in the three festivals. Elicit/teach the verb *throw*. (They throw tomatoes/oranges/water.)
- Give SS a couple of minutes to read the texts and match the three photos to the paragraphs.
- Now read the text with the class and deal with any vocabulary that is new or problematic for your SS.

1 Water Festival (Songkran)
2 Carnevale d'Ivrea
3 Tomatina

**b**
- SS read the text again and try to remember the details. Then they cover the text and in pairs ask and answer the three questions.

**Picture 1:** 1 Thailand. 2 It's from the 13th to the 15th of April. 3 Water.
**Picture 2:** 1 Italy. 2 It's in January. 3 Oranges.
**Picture 3:** 1 Spain. 2 It's on the last Wednesday in August. 3 Tomatoes.

**c**
- Ask this question to the whole class and get several answers. Get a show of hands to see which of the festivals is the most popular.

## 2 VOCABULARY the date

**a**
- Tell SS to go to **Vocabulary Bank** ***Times and dates*** page 148.
- In pairs SS do part 2.
- Check answers and model and drill pronunciation.

**a** 1 fall 5 winter
2 New Year 6 Easter
3 summer 7 spring
4 Christmas

**b** January, February, March, April, May, June, July August, September, October, November, December

**c** second 3rd fourth 5th sixth seventh 8th 9th tenth eleventh 12th thirteenth fourteenth 20th twenty-first 22nd twenty-third 24th thirtieth 31st

- Now have SS cover the words in **a** and use the pictures to test themselves or each other.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 34.

**b**
- Do this as an open-class question if SS are from the same place. If they are from different countries, do it in pairs and elicit responses.

## 3 PRONUNCIATION word stress, /ð/ and /θ/

**a** 3.12
- Focus on the months and play the recording for SS to listen and repeat.

3.12 CD1 Track 70

| | | |
|---|---|---|
| January | May | September |
| February | June | October |
| March | July | November |
| April | August | December |

- Play the recording again, pausing for SS to underline the stressed syllable. Ask which five months have the stress on the second syllable.

July September October November December

- Ask where the stress is on all the other months (the first syllable).

**b** 3.13
- Focus on the activity. Play the recording and SS repeat after it. Play the recording again or model the pronunciation yourself for SS to repeat again.

3.13 CD1 Track 71

| | | |
|---|---|---|
| mother | /ð/ | this, the, other, their, they, them |
| thumb | /θ/ | Thursday, thirteenth, third, birthday, think, throw |

## Pronunciation notes

- *th* can only be pronounced in two ways, /ð/ or /θ/, and there are no easy rules to give SS. Many nationalities tend to pronounce *th* like *thumb* in all words. In fact the difference between these two sounds is a small one and doesn't usually cause communication problems.
- If your SS have difficulty distinguishing and making the two sounds, and you want to focus on the difference, try to show that the /θ/ is made in the mouth without using the voice (an unvoiced sound) and the /ð/ sound is made lower down in the throat using the voice (a voiced sound).

**c** 3.14

- Focus on the other ways of writing the dates in the left column, and point out that what is written on the right is the way that you say the date.
- Highlight that:

– Years up to 2000 are said like this: 1950 = *nineteen fifty*
2000 is said like this: *two thousand.*
From 2000 the most common way of saying the years is like this: 2008 = *two thousand and eight.*
Dates can also be said like this: *the 15th of April, nineteen ninety-nine.*

- Play the recording and SS listen and repeat, trying to copy the rhythm.

3.14 CD1 Track 72

Thursday the thirteenth
May twelfth
September twenty-third
April fifteenth, nineteen ninety-nine
January thirtieth, two thousand and eight

## Extra support

Write other dates on the board for SS to practice saying, e.g., 11/6/53 March 22nd, 1854 3/3 July 12th 12/31/2010

**d** • Model and drill the question *When's your birthday?* Have SS stand up and move around the class. If this is not practical, have them ask all the students around them. Ask SS to put their hands up if they have a birthday in January. Write the number on the board and repeat for other months to find out which month has the most birthdays.

## 4 GRAMMAR prepositions of time

**a** • Put SS in pairs. Tell them not to look back at the reading text on page 34 but to try to complete the sentences from memory. After a minute or so have SS check their answers by looking at the text again. Check answers.

1 at, in 2 In 3 on 4 at

**b** • Tell SS to go to **Grammar Bank 3D** on page 126. Go through the rules with the class. Model and drill the example sentences.
• Go through the rules and the chart.

## Grammar notes

- There are three main prepositions of time: *in, on, at.*
- There are simple rules for *in* and *on.* The rules for *at* require a little bit more effort to remember because these include the exception *at night.*

• Now focus on the exercises for **3D** on page 127. SS do them individually or in pairs. Check answers.

**a** 1 at 2 in 3 on 4 on 5 in 6 in 7 at 8 in 9 at 10 on 11 at 12 on
**b** 1 at midnight 2 on July 4th 3 at noon 4 in the summer 5 on Sundays 6 in the afternoon 7 at five o'clock

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

**c** • Now put SS in pairs, A and B. Tell SS to go to **Communication *When...?*** (A to page 108 and B to page 111).
• SS take turns asking questions with *When...?* and answering with a preposition of time – *in, on,* or *at* – and a time word. Monitor and help, correcting any mistakes with prepositions.
• Elicit responses from different SS asking a few of them *when* questions.
• Tell SS to go back to the main lesson on page *35.*

## 5 READING & LISTENING

**a** • Focus on the photo of Carla, a novelist from Chile, and on the interview "Times you love." Make sure SS understand the word *favorite.* Model and drill the pronunciation /'feɪvrət/.
• Give SS a time limit, e.g., two minutes to read the text.
• Now focus on sentences A–E. Tell SS that these five sentences have been cut from Carla's answers. They have to try to match the sentences to her answers. Again, set a time limit.
• Check answers and elicit/teach any new words/phrases.

C E A D B

**b** 3.15

- Explain the task. Before SS hear the two interviews, they hear four extracts from them (two from each). This will later help them understand the interviews.
- Play the recording once or twice. Check that SS understand the highlighted words by translating into SS' L1, using the glossary below, or getting SS to check their dictionaries. Model and drill pronunciation.

**enjoy** = like a lot
**far away** = another way of saying *far,* the opposite of *very near*
**energy** = the ability to be active – when you have a lot of energy you don't feel tired
**temperature** = how hot or cold it is, e.g., 40 degrees C
**comfortable** /'kʌmftəbl/ = in this context physically well, e.g., not too hot, but also a comfortable bed, sofa, etc.

3.15 CD1 Track 73

1 I can start to relax and enjoy the evening.
2 My family lives very far away…
3 I get up early and feel full of energy.
4 …in the winter it's a nice temperature, and it's when I feel comfortable.

**c** 3.16

- Focus on the chart and instructions. Play the recording once.
- SS complete the chart and compare with a partner. Play the recording again for them to check their answers.

| | Cristina | Udom |
|---|---|---|
| 1 | 10 p.m. | the morning |
| 2 | Thursday | Friday |
| 3 | July | December |
| 4 | spring | winter |
| 5 | Christmas | New Year |

**d**

- Now SS listen again for more detail, i.e., for why these are their favorite times. Have SS write 1–5 on a piece of paper. Play the recording again, pausing to give SS time to write down their answers. Have them compare with a partner, and then play the recording again to see if they can add more detail.

## Extra support

Tell SS not to write anything, but just to listen and try to understand their reasons. Pause the recording after each section, e.g., in the first interview after the evening, and ask comprehension questions. *Why is this her favorite time? What can she start to do?* Finally, let SS listen with the audioscript on page 116.

3.16 CD1 Track 74

(audioscript in Student Book on page 116)

**Cristina**

My favorite time of day is 10 o'clock at night **because it's when I finish practice, and I can start to relax and enjoy the evening.** My favorite day of the week is Thursday **because I don't work on Friday**, so for me the weekend begins on Thursday night. My favorite month is July **because it's the month when I have my vacation.** My favorite season is the spring. One of my hobbies is gardening and **my garden is really beautiful in the spring.** My favorite holiday is Christmas. **My family lives very far away, and it's the only time when I can see them.**

**Udom**

My favorite time of the day is the morning **because I get up early and feel full of energy.** My favorite day of the week is Friday **because it's the end of the week, and I can go home for the weekend.** My favorite month is December because here in Thailand **it's when you can see a lot of flowers.** My favorite season is winter **because in the winter it's a nice temperature, and it's when I feel comfortable. The summer here is very hot.** My favorite holiday is the Thai New Year in April. **It's a water festival, and people throw water at each other, and everyone is very happy.**

## 6 SPEAKING

- SS now take turns to interview each other using the questions in Carla's interview. SS will not find it easy to explain why. Encourage them to communicate in any way they can (single words, etc.).
- Elicit responses, asking a few SS about their favorite times.

## Extra photocopiable activities

**Grammar**

prepositions of time page 151.

**Communicative**

Dates and times survey page 196 (instructions page 178).

## HOMEWORK

Study Link **Workbook** pages 28–29.

# 3 PRACTICAL ENGLISH IN A COFFEE SHOP

**Vocabulary** snacks: *cappuccino, brownie,* etc.
**Function** Buying a coffee
**Language** *Can I have an espresso please?* etc.

## Lesson plan

In this lesson SS get practice in ordering coffee and snacks in a coffee shop and in saying prices. In the story, Mark invites Allie out for coffee to kill time before their next meeting. Unfortunately he spills coffee on Allie's white shirt and takes her shopping to buy her a new one before the meeting.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used **instead of** the Class Audio CD (see introduction page 9).
The first section of the Video is also on the MultiROM, with additional activities.

### VOCABULARY coffee and snacks

**a**
- Focus on the coffee shop menu and have SS match the pictures to the items in the menu by writing the correct number.
- Check answers and model and drill pronunciation. Make sure SS pronounce the words with the correct word stress.
- Give SS practice in saying the prices by asking them questions, e.g., *How much is a cup of coffee? How much is a brownie?* Explain that prices are said like this: $1.45 = one forty-five.

⚠ In the Practical English lessons, the actual currency is not referred to. SS can use the expressions, e.g., *one forty-five*, for most major currencies, e.g., dollars, pounds, and euros. If you wish to teach a particular currency, now would be a good time to do so.

1 Cappuccino
2 Filtered coffee
3 Espresso
4 Brownies
5 Chocolate chip cookies

**b**
- Put SS in pairs to cover the menu and try to remember all the items by looking at the pictures and saying the words.

### Extra idea

In pairs SS take turns to ask and answer questions using the menu, e.g., A *How much is an espresso?* B *A regular is $1.65 and a large is $2.85.* Make sure SS use the indefinite article *a/an* for the drinks.

### BUYING A COFFEE

**a** 3.17
- Focus on the picture of Mark and Allie. Ask *Where are they?* (In a coffee shop.)
- Now either tell SS to close their books and write questions **1** and **2** on the board, or get SS to cover the conversation.
- Play the recording once or twice. Check answers.

### Extra support

As they listen, have SS look at the menu and check the things they hear being ordered.

1 Mark has an espresso and a brownie.
Allie has a large cappuccino.
2 It costs $6.45.

**b**
- Now focus on the conversation and the blanks. Give SS a minute to read through the conversation and guess the missing words. Then play the recording again once or twice as necessary. Check answers.
- Get SS to compare answers in pairs. Check answers.

3.17 CD2 Track 2

**AS = assistant, M = Mark, A = Allie**
AS Can I help you?
M What would you like?
A A cappuccino, please.
AS **Regular** or large?
A Large, please.
M And can I have an espresso, please?
AS To **have here** or take away?
M To have here.
AS **Anything** else?
A No, thanks.
M A brownie for me, please.
AS OK.
M How much is that?
AS Together or **separate**?
M Together.
AS That's **6.45**, please.
M Sorry, how much?
AS **6.45**. Thank you.

- Go through the conversation line by line with SS, helping them with any expressions they don't understand.

**c** 3.18
- Focus on the **YOU SAY** column of the conversation.
- Focus on the instructions. Before you play the recording, emphasize that you want SS to try to copy the rhythm of the phrases they hear. Play the recording again if you think SS need more practice.

3.18 CD2 Track 3

AS Can I help you?
M What would you like?
*repeat*
A A cappuccino, please.
*repeat*
AS Regular or large?
A Large, please.
*repeat*
M And can I have an espresso, please?
*repeat*
AS To have here or take away?
M To have here.
*repeat*
AS Anything else?
A No, thanks.
M A brownie for me, please.
*repeat*
AS OK.
M How much is that?
*repeat*

AS Together or separate?
M Together.
*repeat*
AS That's 6.45, please.
M Sorry, how much?
*repeat*
AS 6.45. Thank you.

**d**
- Put SS in threes, A, B, and C. A is Mark, B is Allie, and C is the coffee shop assistant. If you finish with only two SS in one group, then just have Mark and the coffee shop assistant and don't have that group say Allie's lines.
- Tell A and B to use the menu and to choose two things, a drink and a snack. C should add up all the things and say the total price. Then SS change roles.

## SOCIAL ENGLISH

**a** 3.19
- Tell SS that they are going to listen to the rest of the conversation between Allie and Mark in the coffee shop.
- Focus on the four questions and make sure SS understand them. Demonstrate the meaning of *spill.*
- Play the recording once or twice. SS circle the correct answer and then compare with their partner. Play the recording again if necessary and check answers.

1 There **is** a free table.
2 **Mark** spills the coffee.
3 Their next meeting is at **12:30.**
4 Allie **agrees** to go shopping for a new shirt.

3.19 CD2 Track 4
(audioscript in Student Book on page 116)
A **Thanks**, Mark.
M **You're welcome.** Look, **there's a free table over there.**
M **Here you are.** Oh, **I'm really sorry**!
A **Don't worry**. It's always the same. When I wear white something like this always happens.
M Look, first I'll get you another coffee, then we can go shopping.
A Shopping?
M Yeah. I want to buy you a new shirt. You can't go to a meeting like that.
A But we don't have time – the next meeting's at 12:30.
M We have time. It's only 11:00.
A Are you sure?
M Yes. Sit down and relax. Let's have coffee and then go.
A Well, OK.

**b**
- Ask the question to the class. SS need to listen to the "tone" of Allie's voice to decide if she is angry or not.

No, not really.

**c**
- Focus on the **USEFUL PHRASES**. For each phrase, ask SS *Who says it, Mark or Allie?*
- Play the recording again for SS to check. Pause after each phrase and get SS to repeat it. (See the audioscript above). In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

Thanks. – Allie
You're welcome. – Mark
There's a free table over there. – Mark
Here you are. – Mark
I'm really sorry. – Mark
Don't worry. – Allie

- Give SS practice in the **USEFUL PHRASES** by saying *Thanks* and *Sorry* and getting them to respond. Elicit *Over there* by asking where things are in the class which are out of their reach.

### Extra support
If there's time, you could have SS listen to the recording with the audioscript on page 116 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

### Extra challenge
Put SS in pairs to role-play the second conversation using the audioscript on page 116.

## HOMEWORK
Study Link **Workbook** page 30.

# 3 Writing a magazine article

## Lesson plan

The aim here is to give SS practice describing habitual actions. SS learn to recognize and use common connectors and common sequencers.

**a**
- Focus on the task. Give SS a time limit to read the article, e.g., three minutes. Tell them to read all the article first before trying to order the paragraphs.
- Give SS another minute to order the paragraphs and to compare with their partner. Check answers.

3 1 4 2

**b**
- SS read the article again, this time focusing on the highlighted words. They should try to guess the meaning of the words in their own language.
- Focus on **Connectors**. With a partner have SS complete the five sentences. Check answers

1 and 2 but 3 because 4 or 5 or

- Make sure SS are clear about the meaning of the four connectors. Point out that:

– *and* is used to join two similar ideas: *I like coffee* ***and*** *tea.*
– *but* is used to contrast two ideas: *I like coffee,* ***but*** *not tea.*
– *or* is used in two ways:
1 To join two alternative ideas: *I don't like tea* ***or*** *coffee.*
2 To express two possible ideas: *You can have tea* ***or*** *coffee.*
– *because* is used to give a reason: *I want to learn English* ***because*** *it's an important language.*

- Focus on **Sequencers**. With the same partner have SS complete the three sentences. Check answers.

6 Then 7 After 8 before

- Make sure SS are clear about the meaning of the three sequencers. Point out that:

– *Then* is used with a verb phrase. It can be used at the beginning or in the middle of a sentence: *I take a shower.* ***Then*** *I go to bed. I take a shower, and* ***then*** *I go to bed.*
You may want to teach **after that** as an alternative to **then**.
– *after* and *before* are prepositions/conjunctions and opposites. They are used with a noun or a verb phrase: *I always have a cup of coffee* ***after*** *lunch /* ***after*** *I have lunch.*

**c**
- Put SS in pairs to do this final check exercise. Set a time limit, e.g., two minutes.

1 or 2 but 3 After 4 or 5 Then 6 and 7 because

### Write an article for a magazine

- Focus on the task and the instructions. Make sure SS know what a paragraph is. Elicit/explain that the article has four paragraphs and each one describes one main idea.
- SS can write their article in class if there is time or for homework. In either case, give them two or three minutes to check their work before they give it to you.

# 3 Review and Check

For instructions on how to use these pages see page 28.

## What do you remember?

### GRAMMAR

a 1 b 2 a 3 a 4 b 5 a 6 b 7 a 8 a 9 b 10 a
b 1 What color is
2 What time is
3 What time do
4 How often do you eat
5 When do … watch

### VOCABULARY

a 1 bad 2 cheap 3 ugly 4 short 5 full
b 1 get 2 take 3 have 4 do 5 go
c 1 tall 2 seven 3 one 4 nephew 5 New Year
d 1 up 2 until 3 by 4 at 5 for

### PRONUNCIATION

a 1 do 2 stop 3 think 4 father 5 hour
b 1 expensive 2 difficult 3 always 4 July 5 December

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

a 4 ✓ 5 ✓
b **resolution** = a decision to do something new
**happens** = occurs
**very enthusiastic** = feeling very positive about
**a personal trainer** = a person who helps you get in shape
**cut out** = stop eating
**go jogging** = run slowly as a form of exercise
c Because in the winter our bodies need food and sleep, not diets and exercise.

### CAN YOU HEAR THE DIFFERENCE?

a 1 a 2 b 3 b 4 a 5 b

3.20 CD2 Track 5
1 I'm very angry.
2 It's quarter after ten.
3 She goes home at five.
4 It's on May first.
5 Today's September 20th.

b 1 a 2 a 3 b 4 a 5 b

3.21 CD2 Track 6
1 What color's your car?
2 What do you have for breakfast?
3 When do you have lunch?
4 How often do you go to English classes?
5 What's the date today?

# 4 A I can't dance

**G** *can/can't* (ability and other uses)
**V** verb phrases: *buy a newspaper*, etc.
**P** sentence stress

## Lesson plan

*Can* is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. In your SS' language these concepts might not all be expressed by just one verb. In this lesson, *can* for ability is presented through the context of an audition for a TV show where young people compete for the chance to be trained as a pop star. In the second half of the lesson, other common uses of *can* are presented. Special attention is given to the pronunciation of *can/can't*, which may cause communication problems.

### Optional lead-in (books closed)

- Play a short extract from the recording **4.1**, e.g., the three contestants playing the guitar. Tell SS that this is part of a TV show. Ask SS what kind of show they think it is.
- Elicit ideas, and then tell SS that they are going to find out.

## 1 GRAMMAR *can / can't* (ability)

**a**
- Books open. Go through the advertisement with SS, and ask them if there is (or has been) a similar show in their country.
- Then focus on the pictures of the three people. Explain that these three people want to be on the TV show. Ask them who they think has "star quality."

**b** 4.1
- Tell SS that they are going to hear the three contestants play the guitar, dance, and sing, and then decide who they think wins a place on the show.
- Focus on the instructions and on sentences 1–8. Check that SS remember the difference between *very well* and *well*, and point out that sentences 1–3 are about the guitar, 4 and 5 about dancing, and 6–8 about singing.
- Now tell SS that they are going to hear John, Michael, and Kelly play the guitar. Play the first part of the audition (guitar). Then tell SS in pairs to complete sentences 1–3.
- Now play the second part of the audition (dancing) and have SS complete sentences 4–5. Finally, play the last part of the audition (singing) and have SS complete sentences 6–8.

> 4.1 CD2 Track 7
>
> **Auditioner** OK, quiet everyone, please. It's time to start. The guitar first. Can you start, John?
> *John plays well.*
> Thank you. And now Michael.
> *Michael can't play.*
> Thank you. OK, your turn, Kelly.
> *Kelly plays very well.*
> Thank you very much. OK. Next part now – the dancing. John first.
> *John dances well.*
> Thank you. And Michael.
> *Michael can't dance.*
> Thank you. And Kelly.
> *Kelly dances well.*
> OK. Are you ready with your songs? John?
> *John sings very well.*
> Great. Thank you. OK, Michael.
> *Michael sings well.*
> Thank you, Michael. And now Kelly.
> *Kelly can't sing.*
> Thank you, Kelly, thank you, that's fine.

- Check answers.

2 Kelly
3 Michael
4 John and Kelly
5 Michael
6 Michael
7 John
8 Kelly

**c** 4.2
- Now ask SS *Who do you think is the winner?* (Most SS will probably say John, but there may not be complete agreement.) Ask *Why?* Encourage SS to talk about each of the three candidates using *can* and *can't*. Don't confirm who is the winner yet.
- Play the recording for SS to hear who the winner is.

John

> 4.2 CD2 Track 8
>
> OK! The winner of this morning's audition is… John!

**d**
- Now focus on the sentences and have SS complete them. Check answers.

[+] I **can** dance.
[–] She **can't** dance.
[?] **Can** he dance? [✓] Yes, he **can**. [✗] No, he **can't**.

### Grammar notes

- *can/can't* in this context = know how to.
- *can* is a modal verb and questions are formed by inverting the subject and verb, not with auxiliaries: *Can you play the guitar?* NOT ~~*Do you can…?*~~
- There are only two possible forms, *can* or *can't* (there is no change for the third person).
- The negative form *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.
- The verb after *can* is the base form: *I can play the guitar* NOT ~~*I can to play …*~~ .

⚠ SS do not go to the **Grammar Bank** at this point. They will do so later in the lesson, when they practice other uses of *can* in exercise **4**.

**e**
- Focus on the speech bubbles. Point out the use of *Can you?* to return a question. Drill the questions and short answers, getting SS to copy the rhythm. Then demonstrate the conversation with a student.
- SS ask and answer questions in pairs.

## 2 PRONUNCIATION sentence stress

a 4.3

- Focus on the conversation, which gives examples of [+], [−], and [?] forms of *can/can't*. Remind SS that the underlined words in the conversation are stressed.
- Play the recording once for SS just to listen. Then play it again, stopping after each sentence for SS to repeat and to try to copy the rhythm.

### Pronunciation notes

There are two main pronunciation problems related to *can/can't*:

- *Can* is usually unstressed = /kən/ in [+] sentences like *I can sing*. Your SS may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a [−] sentence.
- The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can* not *can't*). The pronunciation of this word varies among different groups of native English speakers.

⚠ If your own pronunciation of *can/can't* is different from what is on the recording, you may want to model the conversation yourself.

- Have SS practice the conversation in pairs. Encourage them to stress the underlined words more strongly and say the other words more quickly and lightly.

4.3 CD2 Track 9

A Can you sing?
B Yes. I can sing very well.
A Can you play a musical instrument?
B Yes, I can.
A What can you play?
B I can play the guitar.
A Can you dance?
B No, I can't. I can't dance.

b

- Now focus on the rules. Give SS a minute to read the conversation again and complete the rules in pairs.
- Check answers.

in affirmative [+] sentences ✗ in *Wh*- questions [?] ✗
in negative [−] sentences ✓ in short answers ✓

c 4.4

- This exercise gives SS practice in distinguishing between affirmative and negative statements.
- Write an affirmative and negative sentence on the board and underline the stressed words, e.g., *I can dance. I can't dance.*
- Elicit or model the difference in pronunciation, pointing out the longer sound in *can't*.
- Focus on the instructions. Play the recording at least twice. Have SS compare their answers in pairs.
- Check answers by playing the recording again, stopping after each sentence, and asking SS first if it's affirmative or negative and then what the sentence is.

1 [−] 2 [+] 3 [−] 4 [−] 5 [+] 6 [−]

4.4 CD2 Track 10

(audioscript in Student Book on page 116)
1 I can't sing.
2 She can dance very well.
3 He can't cook.
4 My boyfriend can't speak English.
5 Her brother can play the piano.
6 I can't drive.

### Extra challenge

You could do **c** as a dictation, getting SS to write the complete sentences.

As a follow-up, put SS in pairs to write four sentences each (two affirmative and two negative). They take turns saying their sentences to each other as clearly as possible and decide if their partner has said an affirmative or negative sentence, e.g., A *I can't cook.* B *Negative.*

## 3 VOCABULARY verb phrases

a

- Tell SS to go to **Vocabulary Bank** ***More verb phrases*** on page 149.
- Give SS five minutes to do **a** in pairs. They should be able to do this fairly quickly as many of the verbs will be familiar to them.
- Check answers. Model and drill pronunciation.

1 **run** a race
2 **walk** home
3 **hear** a noise
4 **see** a movie
5 **come** here
6 **find** some money
7 **meet** a friend
8 **call** a taxi
9 **wait** for a bus
10 **take** your umbrella
11 **give** someone a present
12 **tell** someone a secret
13 **help** someone
14 **look for** your keys
15 **turn on/off** the TV
16 **take** photos
17 **swim** every day
18 **ride** a bike
19 **dance** the tango
20 **sing** a song
21 **play** chess
22 **draw** a picture
23 **paint** a picture
24 **travel** by plane
25 **buy** a newspaper
26 **talk** to a friend
27 **use** a computer

- Have SS cover the words and use the pictures to test themselves or each other. Encourage them to say the complete phrase, i.e., verb + collocate. Point out that it is more useful for SS to remember complete phrases, e.g., *meet a friend* (instead of just *meet*).

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 41.

b

- Focus on the survey and the instructions. Go through the verbs, making sure SS understand them all. The meaning of *athletic, creative,* and *practical* should be clear from the illustrations, but check that SS understand the meaning of the three adjectives.
- Now focus on the examples in the speech bubbles and point out that after they've asked a question, if their partner says *Yes* (*I can*) they should ask *How well?* Their partner can answer *very well, well,* or *not well.*
- Demonstrate the activity yourself. Ask SS to guess if you are physical, creative, or practical. Then have them ask you the questions and decide if you clearly

fall into one of the three categories. If not, teach the word *a mixture*.

- Put SS in pairs A and B. A interviews B and completes the form for him/her, and then they change roles. Monitor, helping and correcting SS, especially with the pronunciation of *can't*.

**c** • Focus on the question. If you haven't already done so above, elicit/teach *a mixture*, and tell SS to decide according to where there are the most checks (✓).

- Get feedback, asking a few pairs if they are athletic, creative, or practical.

## 4 GRAMMAR *can / can't* (other uses)

**a** 4.5

- Focus on the pictures and the instructions, and elicit ideas from different SS. Accept all possible ideas, and tell them they're going to hear two conversations.
- Play the recording once and ask SS what the problem is (in the first situation the man can't find the sugar, in the second the woman is having problems with the printer).

**b** • Play the recording again, stopping after each conversation for SS to write the three sentences. Repeat the recording as many times as SS need.

### Extra support

Tell SS that in the first conversation all three sentences are negative, and in the second they are all questions. Then the second time you play the recording, pause after each *can/can't* sentence.

- Have SS compare with a partner and then check answers.

| | |
|---|---|
| 1 I can't see it. | 1 Can you come here a minute? |
| 2 I can't find it. | 2 Can you help me? |
| 3 I can't hear you. | 3 Can you wait a minute? |

4.5 CD2 Track 11

(audioscript in Student Book on page 116)

1 A Mandy, where's the sugar?
B In the cupboard, on the second shelf.
A I can't see it. It isn't here.
B Yes, it is. Look for it.
A I can't find it. It's definitely not here.
B I *know* it's there. It's on the right.
A I can't hear you.
B Turn the radio off then. It's on the second shelf, on the right
A Oh, on the right. I see it.

2 A Tony. Can you come here a minute? Tony!
B What?
A Can you help me?
B What is it?
A It's the computer. The printer doesn't work.
B Can you wait a minute?
A TONY!
B Coming. What's the problem?
A It's the printer – it doesn't work.
B It helps if you turn it on!

**c** • Tell SS to go to **Grammar Bank 4A** on page 128.

- Go through the rules with the class. Focus on the different meanings. Have SS translate them into their L1 and ask them if they use the same verb for them (in many languages the equivalent of the verb *know* is used to express ability).
- Model and drill the example sentences.
- Focus on the exercises for **4A** on page 129. Have SS do **a** individually.
- Check answers. Have SS read the sentences out loud, making sure they get the rhythm right (stressing *can't* and trying not to stress *can* in affirmative sentences).

**a** 1 can 2 Can 3 can't 4 can 5 Can 6 can't 7 can't 8 can

- Now focus on **b** and the first symbol and example sentence. Explain that here *You* means people in general, and that English doesn't have a separate impersonal pronoun (SS' L1 may have one).
- Elicit a sentence for the second symbol, e.g., *You can have a coffee here.* Then have SS write sentences for symbols 1–7 in pairs. Check answers.

**b Suggested answers**
1 You can have a coffee here.
2 You can't smoke here.
3 You can't take photographs.
4 You can camp here.
5 You can't drive on this street.
6 You can pay with a credit card.
7 You can't use cell phones here.

- Tell SS to go back to the main lesson on page 41.

**d** • Focus on the instructions and the pictures. Have SS write the sentences in pairs.

- Elicit answers, accepting all possible sentences and writing them on the board.

**Suggested answers**
1 Can you help me? / Help! I can't swim.
2 Can you take a picture, please?
3 I can't see. Can you move/take off your hat, please?
4 Can you tell me the time? / What time is it?

### Extra challenge

Teach SS some expressions for responding to requests, e.g., *Yes, of course, sure.* Then have them role-play a short conversation using the sentences they have written for each picture.

## Extra photocopiable activities

**Grammar**
*can/can't* page 152.
**Communicative**
Find somebody who … page 197 (instructions page 178).

## HOMEWORK

Study Link **Workbook** pages 31–32.

# 4B Shopping – men love it!

G *like, love, hate* + (verb + *-ing*)
V free time activities: *shopping, playing computer games*, etc.
P /ŋ/, sentence stress

## Lesson plan

In this lesson SS learn to talk about activities they *like, love, hate* and how to make the *-ing* form of the verb which usually follows these three verbs. The presentation context is men and women talking about shopping. SS also read a newspaper article that says shopping is a popular activity with both men and women, but that they do it in very different ways. The lesson finishes with SS talking about what free time activities they like and dislike.

### Optional lead-in (books closed)

- Write on the board: DO MEN LIKE SHOPPING? YES NO
- Ask the class the question and get a show of hands for YES and for NO to find out what they think.
- Say what you think without giving too much away about the text.

## 1 LISTENING

**a**
- Books open. Focus on the title of the lesson and see if the SS agree.
- Now focus on the instructions. Give SS a minute to check the things they like buying and then compare with a partner. Make sure they understand the meaning and use of *What about you?* (= *And you?*). It is used to return a question.

⚠ Make sure SS understand the difference between *shopping* and *buying*, e.g., that *shopping* = going to stores, and that *buying* = giving money in exchange for something. We always put a noun (thing) after *buying*, e.g., *I love buying clothes, CDs*, but not after *shopping*, e.g., *I love shopping.*

**b**
- Write on the board:

| | Women (total number) | Men (total number) |
|---|---|---|
| clothes | | |
| food | | |
| CDs/DVDs | | |
| books | | |
| presents | | |

- Now get class statistics, by asking *How many people like buying clothes?* (etc.) and getting a show of hands. Count the women and then the men and write the figures on the board. Encourage students to write sentences using the information on the board.
- Ask SS if they think their class statistics are typical for men/women in their country.

**c** 4.6
- Focus on the pictures and the instructions. Play the recording once for SS to match the dialogues and pictures. Get SS to compare and then check answers.

A 4 B 2 C 3 D 1

**d**
- Focus on the sentences 1–4 and on the four verbs in the *-ing* form. Play the recording again. Repeat if necessary for SS to complete the sentences. Elicit/teach the meaning of *try on* here.
- Check answers. Ask SS to spell the missing verbs and write them on the board.

1 going
2 shopping
3 buying
4 trying on

### Extra challenge

Focus on the pictures A–D again. Play the recording again, pausing after each person and asking a few extra comprehension questions, e.g.,

1 (**Picture D**) Why doesn't he like shopping? (It's boring.) Why doesn't he like going to clothing stores with his girlfriend? (They always argue.)

2 (**Picture B**) What does she like buying? (Food and things for the house.) Why doesn't she like buying clothes? (She can never find anything she likes and clothes are expensive.)

3 (**Picture C**) What day does he go shopping? (Saturday.)

4 (**Picture A**) Who *doesn't* she like shopping with? (Her mother.)

4.6 CD2 Track 12

(audioscript in Student Book on page 116)

1 A Do you like shopping?
B No, I don't. I hate it. It's boring. I hate going to clothing stores with my girlfriend. We always argue.
2 A Do you like shopping?
C It's OK. I like buying food and things for the house. I don't like shopping for clothes. I can never find things I like, and clothes are very expensive.
3 A Do you like shopping?
D Yeah! I go shopping every Saturday. I love buying clothes, music, books, food – everything. Shopping's fun. I love it.
4 A Do you like shopping?
E It depends. I like trying on clothes with my friends. That's fun, but I don't like going shopping with my mother, and I hate going to the supermarket.

## 2 GRAMMAR *like* + (verb + *-ing*)

**a**
- Focus on the faces and the four verbs. Give SS a minute to complete the chart in pairs.
- Check answers.

love
like
don't like
hate

**b**
- Tell SS to go to **Grammar Bank 4B** on page 128.
- Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

***like* (+ verb + *-ing*)**

- SS may find it strange that in English we use the same verb to say *I love you* and *I love shopping.*
- When another verb follows *love, like, don't like,* and *hate,* the *-ing* form is often used, e.g., buy***ing***, go***ing***, not the base form, e.g., NOT ~~I love buy clothes~~.

⚠ The infinitive is also used after *like, love,* etc., e.g., *I love to shop.* But it may be confusing for SS and it's best to avoid it at this stage.

**Spelling rules**

- In the *-ing* form, remind SS that verbs ending in *y* don't change the *y* for an *i* as they do in the third person singular (e.g., *study – studying* NOT ~~*studing*~~).

- Focus on the exercises for **4B** on page 129. SS do **a** individually or in pairs.
- Check answers. When you check the *-ing* forms also check that SS remember the meaning of the verbs.
- SS now do **b**. Remind SS that they have to add *-ing* to the verbs to make the sentences, e.g., *playing.*

**a**

| **working** | **living** | **shopping** |
|---|---|---|
| talking | writing | running |
| playing | having | sitting |
| cooking | making | getting |
| studying | taking | swimming |

**b**
1 He loves watching TV.
2 He likes taking photos.
3 He likes going to the movies.
4 He doesn't like reading books.
5 He doesn't like listening to the radio.
6 He hates doing housework.
7 He hates eating fast food.

- Tell SS to go back to the main lesson on page 42.

**c**
- Focus on the list of expressions. Demonstrate the activity by making at least three true sentences about yourself. Add extra information if you can, e.g., why you like/dislike each activity, etc.
- Have SS write at least three true sentences (with *like, love,* etc.), and then compare with a partner (or in groups of three).

### Extra idea

If SS want to know how to give a "neutral" answer, teach *I don't mind (shopping with my family).*

- Elicit some responses to see if SS agree with each other.

## 3 READING

**a**
- Focus on the article. Go through the instructions and show that *Men* and *Women* have been filled in for the first paragraph.
- Set a time limit for the reading, e.g., three minutes. Encourage SS to try to guess any new words, or ask a partner for help. When they have finished, have them compare their answers with a partner.
- Check answers.

Paragraph 2: Men Women
Paragraph 3: Women Men
Paragraph 4: Men Women

**b**
- Have SS read the text again carefully. Go through it paragraph by paragraph, explaining/translating any new words, e.g., *toys* (usually things children play with, like dolls, soldiers, but here referring to things men play with, like electronic devices).
- Now have SS underline one thing they think is true and one that they think is not true and compare with a partner. Emphasize that they are talking about men and women in general, not themselves!
- Elicit responses from the whole class.

⚠ You may like to point out here the omission of the definite article (*the*) when talking in general terms, i.e., that we say *Men like... Women love...* NOT ~~*The men...*~~, ~~*The women...*~~

## 4 PRONUNCIATION /ŋ/, sentence stress

**a** 4.7
- Focus on the /ŋ/ picture and elicit the word and sound (*singer,* /ŋ/).
- Play the recording once for SS just to listen. Then play it again, pausing for SS to repeat the words (*shopping, waiting,* etc.).

4.7 CD2 Track 13
singer /ŋ/ shopping, waiting, think, things, thanks, young

**b** 4.8
- Play the recording several times, pausing for SS to write the four sentences.

### Extra support

Write spaces on the board so that SS know exactly how many words there are in each sentence, e.g.,
1 ___ ___ ___ ___ ___ ___

4.8 CD2 Track 14
(audioscript in Student Book on page 116)
1 I love talking on the phone.
2 I like playing computer games.
3 I don't like doing housework.
4 I hate watching soccer.

**c**
- Play the recording again, pausing for SS to listen and repeat. Ask SS which two words have "extra stress." Elicit that *love* and *hate* are usually said with extra stress because they convey strong feelings.

### Extra challenge

Have SS underline the stressed words (see audioscript above).

**d**
- Tell SS to go to the **Sound Bank** on page 159 and look at the spelling rules for the /ŋ/ sound.
- Tell SS to go back to the main lesson on page 43.

## 5 VOCABULARY & SPEAKING

**a**
- Focus on the pictures and explain that they all show free time activities.
- Focus on picture 1 and elicit *reading.* Get SS to spell the *-ing* form. Then focus on picture 2 and elicit *watching soccer/sports (on TV).*

- Give SS a few minutes to write verbs/expressions for the other ten pictures in pairs. Remind them to write the verb in the *-ing* form.
- Check answers.

1 reading
2 watching soccer/sports (on TV)
3 cooking
4 playing computer/video games
5 listening to music
6 walking/hiking
7 going to the movies
8 doing housework/vacuuming
9 dancing
10 running/jogging
11 talking on the phone
12 going to the gym

**b**
- Now focus on the flow chart. Point out the use and intonation of *It's OK* as a neutral answer. Remind SS of the use of **it** in *I love it/I hate it.*
- Demonstrate the activity by asking *Do you like reading?* to different SS until one answers *Yes, (I do)* or *Yes, I love it.* Then continue with the follow-up questions.
- Have SS continue in pairs (or threes), asking and answering about the different activities. Monitor, encouraging them to add extra stress to *I love it/I hate it* and helping them with follow-up questions.

### Extra challenge

Play "True or False." Tell SS to include in their answers one lie (i.e., to say, "Yes, I love it" for something they don't really like), and then invent answers to the follow-up questions. At the end of the conversation their partner must decide which answer was not true.

### Extra idea

– Find out what the three favorite free time activities in the class are.
– First elicit everybody's favorite activity (it may be something different from the ones in **b**). Then count up the "votes" for each activity and see which is the most popular.

## Extra photocopiable activities

**Grammar**
*like* + (verb + *-ing*) page 153.
**Communicative**
A partner for the perfect weekend? page 198 (instructions page 178).

## HOMEWORK

**Study Link** **Workbook** pages 33–34.

# 4C Fatal attraction?

**G** object pronouns: *me, you, him,* etc.
**V** love story phrases: *she falls in love,* etc.
**P** /ɪ/ and /i/

## Lesson plan

This lesson looks at famous movie love stories and is based on a newspaper article which says that there are only really *five* basic types of love story. It illustrates them with examples taken from the plots of famous Hollywood movies. The grammar aim is object pronouns (*me, you, him,* etc.). These are presented through movie stories which allow SS to see how pronouns work, i.e., to avoid repeating names and nouns.

### Optional lead-in (books closed)

- Write on the board **Romantic movies**. Then give SS one minute in pairs to write the names of three famous romantic movies.
- Elicit responses. If they only know some names in their L1, tell them the names in English (if you can) and write them on the board.
- Find out which movie is the class favorite.

## 1 GRAMMAR object pronouns

**a**
- Books open. Focus on the photos and text. Tell SS not to shout out the name of the movie (if they know it), but to read the text first.
- Give SS a minute or two to read the text. Tell them to try to guess any new words, or ask a partner.
- Elicit the name of the movie (*Ghost*) and ask SS (in their L1 if necessary) if they have seen it. Check SS have guessed the meaning of *die* (opposite of *live*) and *a psychic* /'saɪkɪk/(a person with unusual powers, e.g., seeing the future or communicating with dead people).

**b**
- Focus on the highlighted words and the example. Explain that we use these words because we don't want to repeat the names of the people. Then give SS a few minutes in pairs to write the names. Then check answers.

2 Molly 3 Sam 4 Ota Mae 5 Molly

**c**
- Focus on the chart and have SS complete it in pairs. Although some of the words may be completely new to them, they should be able to do this by a process of elimination.
- Check answers. Point out that *you* and *it* don't change and that *her* is the same as the possessive adjective.

| subject pronouns | object pronouns |
|---|---|
| I | **me** |
| you | you |
| he | him |
| she | her |
| it | **it** |
| we | **us** |
| they | **them** |

**d**
- Tell SS to go to **Grammar Bank 4C** on page 128.
- Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- Both subject and object pronouns are used to refer to people and things when we don't want to repeat the noun, e.g., *Sam can see Molly, but* ***she*** *can't see* ***him.***
- *it* is used for a thing, *him* for a masculine singular noun, and *her* for a feminine singular noun. The plural *them* is used both for people and things.

⚠ You could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?*, e.g., A *Who wants a cup of coffee?* B *Me!* (NOT ~~*I*~~).

- Focus on the exercises for **4C** on page 129. SS do the exercises individually or in pairs.
- Check answers.

**a** 1 her him 4 us
2 it 5 her me
3 you 6 them
**b** 1 her 4 it
2 him 5 her
3 them 6 us

- Tell SS to go back to the main lesson on page 44.

## 2 SPEAKING

**a**
- Focus on the four circles. Set a time limit for SS to write four names in each circle.

**b**
- Focus on the instructions and speech bubbles. Then demonstrate the activity: have four SS ask you a question (*What do you think of … ?*), one from each circle. Answer, choosing suitable words from the speech bubbles, e.g.,
  S: *What do you think of Keanu Reeves?*
  T: *I like him. He's great.*

### Extra challenge

If you want to extend SS' vocabulary, you could elicit/teach a few more adjectives of opinion, e.g.,
[+] fantastic, interesting
[−] awful, boring

- Put SS in pairs or groups of three to ask and answer about the people/things in their circles. Monitor and help, reminding SS to use extra stress with *love* and *hate.*
- When you think the activity has gone on long enough, stop it and elicit responses from different pairs/groups.

## 3 READING

**a** • Focus on the movies. Ask SS if they know if they have happy or sad endings.

**b** • Now focus on the title of the article, and go through the introduction with the class. Explain/translate *basic* (= simple, elementary), *obsession* (= when somebody can't stop thinking about something), and *sacrifice* (= giving up something you like/want).

• Set a time limit, e.g., three minutes. SS read the texts, and write the names of the movies. Have them compare with a partner first, and then check answers.

2 An Officer and a Gentleman
3 Fatal Attraction
4 Romeo and Juliet
5 The Bridges of Madison County

**c** • Now have SS read the stories again and work with a partner to decide what the highlighted phrases mean. Encourage SS to use the context and any part of the expression that they know to help them.

• Check answers, either translating into SS' L1 or having SS check in their dictionaries.

### Extra support

Go through each story line by line with SS, eliciting guesses for the meaning of any vocabulary that they don't know, including the highlighted expressions.

**d** • Now put SS in pairs to decide what type of love story each movie is. Check answers.

1 Teacher and student
2 Rich and poor
3 Obsession
4 First love
5 Sacrifice

### Extra challenge

Have SS cover the texts and look at the pictures and try to retell in pairs the story of each movie.

### Extra idea

Ask SS if they can think of any other famous movies for each of the five types of love story, e.g., First love – *Titanic.*

## 4 PRONUNCIATION /ɪ/ and /i/

**a** 4.9

• Focus on the sound pictures, and elicit the words (*fish* and *tree*). Tell SS that these sounds can seem similar.

4.9 CD2 Track 15

fish /ɪ/ him, it, his, kill, live (v)
tree /i/ he, she, me, meet, leave

### Pronunciation notes

• This pronunciation exercise focuses on a small but significant difference between two similar, but very common sounds. Depending on their L1, SS may find this difference difficult to hear and to produce. It is important to encourage beginning SS when they do these kinds of pronunciation exercises. Reassure them that this difference is small and that with time and practice they will be able to differentiate and make these sounds.

**b** 4.10

• Focus on the story. Play the recording once for SS to listen. Then go through it line by line, asking SS if the highlighted sounds are like *fish* or like *tree.* Encourage SS to see the sound–spelling relationship, i.e., that the *fish* sound here is usually the letter *i,* usually between consonants; the *tree* sound here is *e, ee, ie,* or *ea.*

4.10 CD2 Track 16

They live in a big city.
She meets him in the gym.
He works in movies, and she's a teacher.
She kisses him, and he thinks she loves him.
But in the end she leaves him.

• Now get SS in pairs to take turns telling the story to each other. (It is an invented story, not the story of a particular movie, in case SS ask.) Then choose individual SS to say a sentence and retell the story.

### Extra challenge

SS can try to memorize the whole story and retell it to each other from memory. The student who is listening can look at the book and prompt his/her partner if necessary.

**c** • Finally have SS go to the **Sound Bank** on page 157 and look at the spelling rules for the /ɪ/ and /i/ sounds.

## Extra photocopiable activities

**Grammar**
object pronouns page 154.
**Communicative**
What do you think of …? page 199 (instructions page 178).

## HOMEWORK

Study Link **Workbook** pages 35–36.

# 4 D

G possessive pronouns: *mine, yours,* etc.
V music: *jazz, classical,* etc.
P rhyming words

# Are you still mine?

## Lesson plan

The topic of this lesson is music and songs. First, SS talk about their musical tastes. Then possessive pronouns (*mine, yours,* etc.) are introduced through the lines from some well-known songs. The lesson finishes with the song *Unchained Melody,* which links back to the previous lesson as it was the theme song of the film *Ghost.*

### Optional lead-in (books closed)

- Give SS a minute or two in pairs to brainstorm English words for different kinds of music, e.g., *pop, rock, classical, blues.* Many of these words will be "international." Your SS may come up with types of music you haven't heard of.
- Elicit their ideas, writing them on the board, and model and drill pronunciation.

## 1 SPEAKING

**a** • Books open. Ask SS to look at the pictures and tell you what they can see (a blues guitarist, an orchestra, a reggae singer/band, a (pop) group, lyrics).

**b** 4.11

- Focus on the list of types of music and tell SS they are going to hear six short excerpts of music. Play the recording once and SS check the types of music they hear. Then have SS compare with a partner. Play the recording again if necessary. Check answers.

> 4.11 CD2 Track 17
> *rock, opera, jazz, dance, and classical music*

**c** • Focus on the questionnaire. Go through it, making sure SS understand all the questions and can pronounce new words, e.g., *orchestra* /ˈɔrkəstrə/, *download (v)* /daʊnloʊd/.

- Put SS into pairs, A and B. Get SS to sit facing each other if possible. A (book open) interviews B (book closed). Have A interview B with all the questions. Encourage SS to ask for and give more information where they can.
- SS change roles.

### Extra support

Have SS interview you first and encourage them to ask you extra questions, so that they know what to ask when they interview each other. Write key words on the board to help SS remember the questions.

- Monitor and help SS with any extra vocabulary they may need. When they have finished, ask some pairs if they had similar or different tastes in music.

## 2 GRAMMAR possessive pronouns

**a** • Focus on the song lyrics. SS, in pairs, try to match them to the correct singer. Check answers.

> 1 c Kylie Minogue
> 2 d Roy Orbison, *Oh Pretty Woman*
> 3 b Joe Cocker
> 4 a Elvis Presley, *Love me tender*

- Now focus on the highlighted words, and ask SS in pairs to figure out the difference between *my/your* and *mine/yours.* Check answers.

> *My* and *your* are (possessive) adjectives. They always go with a noun, e.g., *my head, your hat.*
> *Mine* and *yours* are (possessive) pronouns. They are alone, not with a noun.

**b** • Tell SS to go to **Grammar Bank 4D** on page 128.

- Go through the rules with the class. Model and drill the example sentences. Highlight that apart from *mine,* the possessive pronoun is formed by adding an *s* to the possessive adjective (*his* stays the same, as it already ends in *s*).

### Grammar notes

- There is a clear difference between possessive adjectives and pronouns. The adjectives (*my, your,* etc.) always go *with* a noun while the possessive pronouns are used *without* a noun.
- A name + *'s* can also be used as a pronoun (i.e., without a noun), e.g., *Whose car is it? It's Mark's.*
- *Whose* is pronounced exactly the same as *Who's* (=*Who is*). For this reason they are sometimes confused.

- Focus on the exercises for **4D** on page 129. SS do the exercises individually or in pairs.
- Check answers.

> a 2 ours
> 3 his
> 4 theirs
> 5 hers
> 6 yours
> b 1 ~~yours~~ ~~my~~
> 2 ~~hers~~ ~~Theirs~~
> 3 ~~mine~~ ~~your~~
> 4 ~~our~~ ~~Ours~~

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 47.

## 3 PRONUNCIATION rhyming words

**a** • Focus on the instructions. You could give more examples of rhyming words at the end of song lines, using songs you think your SS will know, e.g., *Every breath you **take**, every move you **make*** (The Police).

• Focus on the words in the circles and do one pair with SS, e.g., *mine – fine*. Then give them a few minutes in pairs to match the rest.

**b** 4.12

• Play the recording for SS to check answers. Then play it again, pausing after each pair for SS to listen and repeat.

4.12 CD2 Track 18

| | |
|---|---|
| mine | fine |
| yours | doors |
| his | quiz |
| hers | prefers |
| its | sits |
| ours | showers |
| theirs | wears |

**c** • Have SS do this in pairs, A (book open) and B (book closed). A says a word from circle B and B tries to remember the rhyming pronoun.

### Extra idea

– Tell SS to choose a single possession (pen, book, glasses, etc.) and put it in front of them. Tell SS that they should remember who the things belong to.
– Quickly collect the possessions. Then pick up one thing and ask the class *Whose is it?* Get SS to point at the person who they think it belongs to and say *It's his* or *It's hers.*
– Check by asking the student *Is it yours?* and elicit the answer *Yes, it's mine.*
– Continue with the other possessions.

## 4 LISTENING

**a** 4.13

• Focus on the song (originally recorded by the Righteous Brothers) and ask SS which movie it's from (*Ghost*). Then focus on the instructions.

• Play the recording once or twice for SS to complete the song with the missing words. Check answers.

4.13 CD2 Track 19

Oh **my** love, **my** darling,
I hunger for **your** touch,
A long, lonely time.
And time goes by so slowly,
And time can do so much,
Are you still **mine**?
I need **your** love.
I need **your** love.
God speed your love to **me**.
Lonely rivers flow to the sea, to the sea,
To the open arms of the sea.
Lonely rivers sigh, wait for **me**, wait for **me**,
I'll be coming home, wait for **me**.

**b** • Play the recording again for SS to read the lyrics with the glossary. Then go through it line by line with them and elicit the right summary (2). If your SS like singing, you could play the recording again for SS to sing along with it.

**c** • Do this as an open class question.

## Extra photocopiable activities

**Grammar**
possessive pronouns page 155.
**Communicative**
Vowel sounds dominoes page 200 (instructions page 179).

## HOMEWORK

Study Link **Workbook** pages 37–38.

# 4 PRACTICAL ENGLISH IN A CLOTHING STORE

**Vocabulary** clothes: *shirt, shoes,* etc.
**Function** Buying clothes
**Language** *What size is this shirt?,* etc ...

## Lesson plan

In this episode, Mark takes Allie shopping to buy her a new shirt (to replace the one he spilled coffee on). After buying the shirt, Mark invites Allie to have dinner with him that night to celebrate his birthday. Allie declines the invitation, but agrees to go out with Mark on Friday night.

In the lesson SS learn some basic clothes vocabulary and some key phrases for buying clothes in English.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used **instead of** the Class Audio CD (see Introduction page 9).

The first section of the Video is also on the MultiROM, with additional activities.

## VOCABULARY clothes

**a** • Focus on the pictures. Give SS in pairs a few moments to match them to the words.
• Check answers. Model and drill pronunciation.

| | |
|---|---|
| 1 a shirt | 4 a jacket |
| 2 pants | 5 jeans |
| 3 shoes | 6 a sweater |

• Ask SS why they think it's *a shirt, a sweater, a jacket* (with article) and *jeans, shoes, pants* (no article), and elicit that it's because the latter are plural.

**b** • Tell SS to cover the words and test each other in pairs.

### Extra idea

SS are often interested in clothes vocabulary and you may want to expand their vocabulary in this area, but be careful not to overload them.

• Use what you or SS are wearing to elicit/teach, e.g., *skirt, dress, suit, tennis shoes, T-shirt, coat, socks,* etc. Model and drill the words, and then write them on the board. Have SS copy them into their vocabulary notebooks.
• Have SS in pairs say what they usually wear during the week and on the weekend.

## BUYING CLOTHES

**a** 4.14
• Focus on the picture and ask SS *Where are Mark and Allie?* (In a clothing store.) *Why?* (Because Mark wants to buy Allie a new shirt.)
• Now either tell SS to close their books, and write questions 1–3 on the board, or get SS to cover the conversation.
• Play the recording once. Check answers.

1 A medium 2 34.99 3 By credit card

**b** • Focus on the conversation and the blanks. Give SS a minute to read through the conversation and guess the missing words. Then play the recording again once or twice as necessary.
• Have SS compare answers in pairs. Check answers.

4.14 CD2 Track 20

**S = salesperson, A = Allie, M = Mark**
S **Can** I help you?
A Yes, what size is this shirt?
S Let's see. A small. What **size** do you want?
A A medium.
S **This** is a medium.
A Thanks. Where can I try it on?
S The changing rooms are **over** there.
A Thank you.
S **How** is it?
A It's fine. How much is it?
S 34.99.
M Do you take American Express?™
S Yes, sir.

• Go through the conversation line by line, helping SS with any expressions they don't understand.

**c** 4.15
• Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the conversation again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.
• Play the recording, pausing if necessary for SS to repeat the phrases.

4.15 CD2 Track 21

S Can I help you?
A Yes, what size is this shirt?
*repeat*
S Let's see. A small. What size do you want?
A A medium.
*repeat*
S This is a medium.
A Thanks. Where can I try it on?
*repeat*
S The changing rooms are over there.
A Thank you.
*repeat*
S How is it?
A It's fine. How much is it?
*repeat*
S 34.99.
M Do you take American Express?™
*repeat*
S Yes, sir.

**d** • Put SS in pairs, A and B. A is the salesperson. Get SS to read the conversation first. Then tell B to close his/her book and try to respond from memory. Then A and B change roles.
⚠ It's not necessary to role-play this conversation in threes. The SS taking the role of the customer should say Allie's lines and also Mark's line at the end.

## SOCIAL ENGLISH

**a** 4.16

- Write these questions on the board: *Does Mark like Allie's new shirt? What day is it? What does Mark ask Allie?* Then play the recording once. Check answers.

Yes, because he thinks it is the same as the other one. It's Mark's birthday. He asks her to have dinner with him.

- Focus on the five sentences. Play the recording once and have SS try and fill the blanks with one word. Play the recording again, and then get SS to compare their answers in pairs. Check answers.

1 coffee
2 taxi
3 same
4 dinner
5 restaurant

**b**

- Focus on the question, and if necessary, play the last part of the conversation again (where Mark invites Allie to dinner). Get SS to focus on Allie's intonation (and body language if you're using the Video). Elicit SS' ideas.

This is a matter of opinion, but probably yes.

4.16 CD2 Track 22

(audiocript in Student Book on page 116)

A Thank you very much, Mark.
M You're welcome. I'm really sorry about the coffee.
A That's OK. It's late. Our meeting's at 12:30.
M We can take a taxi.
A OK. Do you like the shirt?
M Well, yeah, it's exactly the same as the other one.
A The same? It's completely different!
M Sorry!
A Typical man!
M Allie, can I ask you something?
A Yes. What?
M **Would you like to have dinner with me tonight?**
A Tonight?
M Yeah. You see, it's my birthday.
A Oh! **Happy birthday!** I'm sorry, but I can't have dinner tonight. **I'm busy.**
M Oh. **How about Friday night?**
A Friday? Well ... OK.
M Do you know a good restaurant?
A **Let me think.** Do you like Italian food?
M I love it.
A Well, there's a new Italian restaurant. We can go there.
M **Good idea.** Taxi!

**c**

- Focus on the **USEFUL PHRASES**. For each phrase, ask SS *Who says it, Mark or Allie?*
- Play the recording again for SS to check. Pause after each phrase and have SS repeat it. In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

Would you like to have dinner with me tonight? – Mark
Happy birthday! – Allie
I'm busy. – Allie
How about Friday night? – Mark
Let me think. – Allie
Good idea. – Mark

- Highlight that:
  *Would you like... ?* is a useful phrase for inviting somebody to do something. SS will have seen this in *File 1 Practical English.*
  *How about... ?* is very useful for making a suggestion, e.g., when you are trying to decide on a day to meet. *How about Friday?* (= *Is Friday OK for you?*); You could also teach the alternative *What about...?*

### Extra support

If there's time, you could have SS listen to the recording with the audioscript on page 116 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

### Extra challenge

Get SS in pairs to role-play the second conversation using the audioscript on page 116.

## HOMEWORK

Study Link **Workbook** page 39.

# 4 WRITING DESCRIBING A FRIEND

## Lesson plan

In this writing lesson, SS review adjectives from File 3, and consolidate language to express free time activities from File 4 in the context of describing a person. The writing skills focus is on correcting spelling and organizing a text into paragraphs. We suggest you do the exercises in class and set the description for homework.

- Focus on the photograph. Tell SS that her name is Stephanie, and ask SS a few questions about her appearance, e.g., *Is her hair long or short?* (pretty short) *Is her hair blond or dark?* (dark), etc.

**a**

- Now focus on the instructions and on the highlighted words. Tell SS that these are typical spelling mistakes. Give them a few minutes to write the words correctly.
- Check answers.

| | |
|---|---|
| 1 friend | 4 writing |
| 2 studies | 5 beautiful |
| 3 intelligent | 6 always |

**b**

- SS now read the description and match the paragraphs and questions. Set a time limit, e.g., three minutes.
- Check answers.

1 Who is the person in the photo?
2 How old is he/she? etc.
3 Describe him/her.
4 What does he/she like doing? etc.
5 Why is your friend special?

**c**

- Now have SS read the description carefully and try to remember the information. Help SS with any words they don't understand/remember.
- Put SS in pairs. Have them cover the text, and then ask each other the questions in order, beginning with *Who is the person in the photo?* They should try to answer from memory.
- Then test their memories by having SS close their books and asking them questions around the class.

### Write a description

- Go through the instructions with SS. Stress the importance of checking writing after they've done it, and remind them that if they write on a computer, they could run a spell check when they've finished.
- Either give SS at least 15 minutes to write the description in class, or set it for homework. Encourage SS to attach a photo or scan one in if they write on a computer.
- If SS do the writing in class, have them exchange and read each others' descriptions and correct any mistakes they find before you collect them.

### Extra idea

Give SS more oral practice by telling them to think of a friend and then getting them in pairs to interview each other about their friend using the questions in **b**.

# 4 REVIEW & CHECK

For instructions on how to use these pages, see page 28.

## What do you remember?

### GRAMMAR

1 a 2 b 3 b 4 b 5 b 6 a 7 b 8 a 9 a 10 a

### VOCABULARY

a 1 for 2 in with 3 for 4 to
b 1 turn on 2 ride 3 tell 4 play 5 take 6 use 7 get 8 run 9 go 10 draw

### PRONUNCIATION

a 1 find 2 die 3 wait 4 musical 5 cook
b together follow instruction classical because

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

a 1 a
2 e.g., *Cooking is a waste of time; a lot of adults don't cook; if parents hate cooking they don't teach their children to cook; many schools don't teach cooking*

| | |
|---|---|
| b 1 boil | 5 a waste of time |
| 2 teenager | 6 delicious |
| 3 a spectator sport | 7 take-out food |
| 4 it doesn't matter | |

### CAN YOU HEAR THE DIFFERENCE?

a 1 b 2 a 3 a 4 b 5 b

4.17 CD2 Track 23

| | |
|---|---|
| 1 You can't park here. | 4 She doesn't like them. |
| 2 Is the house theirs? | 5 Who is it? |
| 3 Can you turn on the TV? | |

b 1 a 2 b 3 a 4 b 5 a

4.18 CD2 Track 24

1 What do you think of his new movie?
2 Do you like driving?
3 Excuse me? Can I smoke here?
4 Can you play chess?
5 Do you like him?

5 A

G simple past of *be*: *was / were*
V word formation: *paint* → *painter*
P sentence stress

# Who were they?

## Lesson plan

This lesson uses the context of historical figures to introduce and practice the simple past of the verb *be* (*was/were*). The first context is tourists asking about famous statues, a situation which SS later role-play. The speaking involves SS deciding who are the top three people of all time in their country. This idea is based on a BBC radio and TV survey where listeners and viewers chose the Top Ten British people of all time.

### Optional lead-in (books closed)

- Write the names of a president, a prime minister, a king, and a queen (all presently in power) who you think your SS will know on the board. Ask *Who is (X)?* to elicit the words *president, prime minister, king,* and *queen.*
- Model and drill the pronunciation and get SS to underline the stress.

## 1 LISTENING

**a**
- Books open. Focus on the photo of Mount Rushmore with the heads of four famous US presidents. Elicit that they were all presidents of the US.
- Now have SS in pairs try to match the first names and last names and say which head is which. (You could have SS cover the conversation below as this will give them one of the answers.) Don't check answers at this point.

**b** 5.1
- Play the recording once or twice. Then check answers to **a**.

George Washington
Thomas Jefferson
Theodore Roosevelt
Abraham Lincoln

5.1 CD2 Track 25

(audioscript in Student Book on page 117)
**Guide** We are now at Mount Rushmore, in South Dakota, and you can see in front of you, from left to right, the heads of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. As you know, all four men were presidents of the United States. George Washington was the first president...

**c** 5.2
- Now focus on the dialogue. Stress that the missing words are either numbers or dates. Give SS a few minutes to go through the dialogue before they listen. If they ask, explain that *was* (*He was president of the United States*) is the simple past of *is* and that *were* (*His parents were very rich*) is the simple past of *are.* Reassure SS that they will look at this more closely later in the lesson.

⚠ *When was he born?* SS may find it confusing that this concept is expressed by a passive construction in English. If you know your SS' L1, a literal translation (i.e., *born* is the past participle of *bear*) may help here.

### Extra support

Give SS time to read the conversation and figure out what kind of number is missing before they listen, and remind them how to say years, e.g., 1801, 1842, etc.

- Play the recording once. Have SS compare their answers, and then play it again. Check answers.

5.2 CD2 Track 26

**G = guide, T = tourist**
G The second head is of Thomas Jefferson. He was President of the United States from **1801** to **1809**.
T1 When was he born?
G He was born in **1743** in Virginia. His parents were very rich.
T1 Was he the president right after Washington?
G No, he was the **third** president.
T2 What's Jefferson famous for?
G Well, he's famous for writing the Declaration of Independence – that was when he was **33**, before he was president – and for buying the state of Louisiana from Napoleon in **1803**.

- Go through the conversation line by line. Elicit/teach the meaning of *was born* and help SS with any other vocabulary problems.

## 2 GRAMMAR *was / were*

**a**
- Focus on the chart and the instructions. Tell SS to look at the examples of *was/were* in the conversation if they are not sure of the difference between them. Check answers.

They **were** all presidents of the US.
He **was** the first American president.

**b**
- Tell SS to go to **Grammar Bank 5A** on page 130. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- *was* is the past of *am* and *is* and *were* is the past of *are.*
- *was* and *were* are used exactly like *is* and *are*, i.e., they are inverted to make questions (*he was* → *was he?*) and *not* (*n't*) is added to make negatives (*wasn't, weren't*).
- Some SS have a tendency to remember *was* and forget *were.*

- Focus on the exercises for **5A** on page 131. SS do the exercises individually or in pairs.
- Check answers, getting SS to read the complete sentences aloud, not just the verbs.

| | | | |
|---|---|---|---|
| a | 1 | was | 5 was |
| | 2 | were | 6 was |
| | 3 | were | 7 weren't |
| | 4 | was | |
| b | 1 | were | 7 were |
| | 2 | Was | 8 was |
| | 3 | wasn't | 9 Were |
| | 4 | was | 10 weren't |
| | 5 | were | 11 was |
| | 6 | was | 12 was |

- Tell SS to go back to the main lesson on page 52.

## 3 PRONUNCIATION sentence stress

**a** 5.3

- Focus on the sentences and play the recording once for SS to listen. Then play it again, pausing after each sentence for SS to repeat.

> 5.3 CD2 Track 27
> He was born in Virginia. His parents were very rich.
> He wasn't the second president. They weren't all famous.
> Where was he born? When was he born?
> Was he famous? No, he wasn't.
> Were they good presidents? Yes, they were.

### Pronunciation notes

- *was* and *were* have two different pronunciations depending on whether they are stressed or not (i.e., they can have either a strong or weak pronunciation).
- *was* and *were* tend to have a weak pronunciation in + sentences: *I was* /wəz/ born in 1990. *They were* /wər/ *famous.*
- *was/wasn't* and *were/weren't* have a strong pronunciation in short answers and − sentences: *Yes, I was* /wɑz/, *No, I wasn't* /wɑznt/, *Yes, we were* /wər/, *No we weren't* /wərnt/.
- As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is a good idea to concentrate your efforts on this (as in **3a**).

**b**

- Divide SS into pairs, A and B. Tell them to go to **Communication *Three Presidents*** A page 109, B page 112.
- Go through the instructions with them and elicit and drill the questions, e.g., *What was (Washington's) first name? Which president was he? When was he born? Where was he born? Where were his parents from?*

### Extra support

When you have elicited and drilled the questions, write them on the board.

- SS ask and answer questions to complete the chart. Remind them to ask *How do you spell it?* for first names and place names they don't know.
- Monitor, encouraging SS to get the right rhythm.
- If necessary, when they have finished the activity, let SS check their answers by looking at each other's books.
- Tell SS to go back to the main lesson on page 52.

**c**

- Focus on the questions. Model and drill them for SS to get the right rhythm. SS ask the questions in pairs.
- Elicit SS' responses by asking individual SS about their partner in the third person, e.g., *Where was David born?*

## 4 READING

**a**

- Focus on the photos, names, and cities. Set a time limit for SS in pairs or small groups to match the names, places, and photos. Check answers.

> 1 Chopin Warsaw
> 2 Joan of Arc Paris
> 3 Nelson London
> 4 Bolívar Caracas

- You could ask SS if they know who the four people were, encouraging them to use *was* in their answers.

**b**

- Now focus on the biographies and set a time limit for SS to read them and complete the missing information.

> 1 Chopin Poland
> 2 Joan of Arc France
> 3 Nelson England
> 4 Bolívar Venezuela

**c** 5.4

- Play the recording for SS to check their answers and to hear how to pronounce the names and place names.

> 5.4 CD2 Track 28
> **Chopin** was born in Mazovia in Poland in 1810. When he was seven years old he was already a brilliant pianist. He was a great composer and his piano music is world-famous and very popular.
> **Joan of Arc** was born in 1412 in the village of Domrémy in France. She was only a young girl, but she was also a soldier and a famous leader in the war against the English.
> **Nelson** was born in Norfolk, England, in 1758. He was a great sailor. He was famous for his victory against the French at the battle of Trafalgar in 1805.
> **Bolivar** was born in 1783. His family was from Caracas in Venezuela. He was a famous politician and soldier and a great leader.

- Read the texts aloud to the class and clarify meaning of any new words.

### Extra idea

You could also have SS read the texts aloud in pairs to get more practice with the rhythm of *was* and *were*, i.e., not stressing them in + sentences.

- Now have SS cover the texts and try and remember what they have read. In pairs, A says anything he/she can remember about the first statue. B checks and prompts. Then they change roles for the second statue.

## 5 VOCABULARY word formation

**a**

- Focus on the explanation about making the word for a person (e.g., *painter*) and ask SS what letters you add to a verb or noun. Give them time to look at the examples and find the answers.

> *-er* or *-or* to a verb, *-ist* or *-ian* to a noun

- Point out to SS that sometimes with nouns you have to make more changes, e.g., *science – scientist* (the *ce* disappears and a *t* is added).
- Model and drill pronunciation of the words. Then test SS' memory by getting them to cover the words and then saying the noun/verb as a prompt, e.g., T: *art* SS: *artist.*

**b** • Give SS a few minutes to find the words in the texts, or get them to guess first and then check with the texts.

**c** • Check answers, modeling the pronunciation and having SS underline the stress.

| | |
|---|---|
| 1 pianist | 4 sailor |
| 2 composer | 5 politician |
| 3 leader | |

### Extra challenge

Elicit a famous name(s) for each of the professions in **a** and **b** (preferably a dead person). Then have SS say a complete sentence, e.g., *(X) was a famous pianist.*

**d** • Demonstrate by telling SS about a famous statue in your town or city. If you can show SS a photo of it, even better. If SS are all from the same country, you could have them write their text in pairs.

### Extra idea

You could assign this for homework, and have SS do some research to prepare their texts, e.g., from the Internet, and include photos of the statues.

## 6 SPEAKING

**a** • Focus on the photo and ask SS who he is and what he was (Winston Churchill, a politician). Then go through the short text with them, clarifying meaning.

- Put SS in groups of three and get them to agree on their top three. Monitor and help with vocabulary as necessary.

⚠ In a multinational class, put SS in groups and have them think of a world top three. You may want to exclude people from their own countries.

**b** • Have SS tell the class about their choices. Each student could describe one person.

## Extra photocopiable activities

**Grammar**

*was / were* page 156.

**Communicative**

Where was James? page 201 (instructions page 179).

## HOMEWORK

**Study Link** **Workbook** pages 40–41.

# 5 B Sydney, here we come!

**G** simple past: regular verbs
**V** past time expressions: *three years ago, last week,* etc.
**P** *-ed* endings

## Lesson plan

Simple past regular verbs are introduced in this lesson. The context is provided by the true story of two young people (from Sidcup in southeastern England) who booked tickets to what they thought was Sydney, Australia, but which turned out to be a remote town in Canada also called Sydney.

Although SS learn all forms (+, −, and ?) of the simple past, the focus in this lesson is mainly on the + form, and SS are given thorough practice of the *-ed* ending. Irregular verbs will be introduced in the next lesson, where the focus will move to question forms.

### Optional lead-in (books closed)

- Play "Hangman" (see page 20) with the word **AUSTRALIA**. Then ask SS *What's the capital of Australia?* (Canberra) *What other big cities are there?* (Sydney, Melbourne, Perth, etc.).
- Ask *What's Australia famous for?* and elicit some ideas on the board (e.g., Sydney Opera House, Ayers Rock (Uluru), kangaroos, koalas, the 2000 Olympic games, beaches, dangerous spiders and snakes, etc.).

## 1 READING

**a** 5.5

- Books open. Focus on the photo and elicit that it's of Sydney and shows Sydney Opera House. Ask SS if they'd like to go there for a vacation or not and why.
- Focus on the text, and tell SS they're going to read and listen to a true story which was in the news all over the world. Explain that the story will be in the simple past (the first time in the book that SS have seen this form of the verb).
- Play the recording once and SS read and listen. Then focus on the final question and elicit ideas. If SS say no, ask *Why?* (e.g., very small airport, Sydney is a major city). **Don't tell them the answer at this stage.**

5.5 CD2 Track 29

**A tale of two Sydneys**

Last April two British teenagers wanted to go to Australia for their summer vacation. But it was a 24-hour trip by plane and tickets were very expensive. So, Raoul Sebastian and Emma Nunn, age 19, looked for cheap tickets on the Internet. They were lucky, and they booked two tickets to Sydney.

On August 4th, they arrived at Heathrow airport. They checked in and waited for the plane to leave. Six hours later they landed at a big airport and changed planes.

**Emma** I was a little worried because the second plane was very small, but I didn't want to say anything to Raoul.

**Raoul** After only an hour the plane landed. We looked out the window. It was a very small airport. We walked to the information desk, and I showed our tickets to the woman. "When is our next flight?" I asked. She looked at our tickets. "The next flight? This is the end of your trip. Where did you want to go?"

"Where are we?" I asked.

**b**

- Now focus on the pictures. Tell SS to read the story again and number the pictures in order. Encourage them to use the pictures to help them guess any new vocabulary.
- Have SS compare their order with a partner before checking answers.

| | |
|---|---|
| 1 I | 6 C |
| 2 G | 7 E |
| 3 B | 8 A |
| 4 F | 9 H |
| 5 D | |

- Tell SS to read the text again quickly and underline all the words and phrases they don't know, e.g., *teenagers, journey, lucky,* etc. Then with their partner they try to guess the meaning or use their dictionaries to check.
- Get feedback to find out which words they didn't know, and model and drill pronunciation.

**c** 5.6

- Now play the end of the story where SS discover that Emma and Raoul were in Sydney, Canada, not Sydney, Australia.

5.6 CD2 Track 30

(audioscript in Student Book on page 117)

**N = narrator, R = Raoul, W = information**

N They walked to the information desk, and they showed their tickets to the woman.
R When is our next flight?
W The next flight? This is the end of your trip. Where did you want to go?
R Where are we?
W You're in Sydney.
R We're in Australia?
W Australia? No, you're in Canada!
R Canada?!

**d**

- Tell SS to go to **Communication *Sydney*** on page 112 to read about what happened next. Ask a few comprehension questions, e.g., *Do you think Sydney, Nova Scotia, is exciting?* (Not very.) *How many days did they stay there?* (Four days.) *Where did they go next?* (Back to London – they never went to Australia.)
- Then ask the whole class if they think it is easy to make a mistake like this.
- Tell SS to go back to the main lesson on page 55.

## 2 GRAMMAR simple past: regular verbs

**a**

- Focus on the chart, and tell SS to complete the simple past column with the highlighted verbs from the story. Check answers.

They **wanted** to go to Australia.
I **didn't want** to say anything.
Where **did you want** to go?

**b**
- Tell SS to go to **Grammar Bank 5B** on page 130.
- Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

**simple past (regular verbs)**

- The simple past is used for completed actions in the past however distant or recent.
- The simple past of regular verbs is very easy. There is no third person change, [+] verbs all end in *-ed*, *didn't* is used instead of *don't/doesn't* for [–] sentences, and *Did...?* instead of *Do/Does...?* for [?].
- The base form is used after *did/didn't*, not the past.
- The word order in questions is the same as in the simple present.

- Focus on the exercises for **5B** on page 131. SS do the exercises individually or in pairs.
- Check answers. Have SS read the sentences aloud and correct any mispronunciation of the *-ed* ending. Have SS spell the verbs to you, and write them on the board.

**a** 1 I watched TV yesterday.
2 Did you listen to the radio yesterday?
3 We studied English yesterday.
4 He didn't work yesterday.
5 The movie ended at 7:00 yesterday.
6 I didn't like the movie yesterday.
7 Did she smoke yesterday?.
8 They played tennis yesterday.

**b** 1 stayed
2 didn't wait
3 Did watch
4 didn't remember
5 lived
6 did want
7 arrived
8 landed turned on

- Tell SS to go back to the main lesson on page 55.

**c**
- Focus on the questions, and give SS, in pairs, two minutes to complete them.

**d** 5.7
- Play the recording for SS to listen and check.

5.7 CD2 Track 31
1 **Did** they want to go to Australia?
2 **Was** it a long trip?
3 **Did** they book their tickets at a travel agency?
4 **Were** the tickets expensive?
5 **Did** they check in at Heathrow airport?
6 **Did** they change planes three times?
7 **Was** the second plane big?
8 **Was** Emma worried?
9 **Did** the plane land in Australia?
10 **Did** they stay in Nova Scotia for a long time?

- Play the recording again, pausing after each sentence for SS to repeat and copy the rhythm.

**e**
- Focus on the speech bubbles and get SS to ask and answer the questions in pairs. They should be able to remember the answers. Although it isn't necessary to always answer *yes/no* questions with a short answer using the auxiliary verb (i.e., *Yes, they did)*, have SS use them here as it will help to reinforce the difference between *was* and *did*.

## 3 PRONUNCIATION *-ed* endings

**a** 5.8
- Have SS underline the regular verbs in the first paragraph of the story. Focus on the ⚠ box and give SS time to read through it.
- Focus on the verbs in the three columns and play the recording once. Tell SS to listen and concentrate on how *-ed* is pronounced.
- Elicit/explain that there are three different ways of pronouncing *-ed*. Two are similar (the first two columns), but the third column is very different.

## Pronunciation notes

- The regular simple past ending (*-ed*) can be pronounced in three different ways:
  1 *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g., *booked, hoped, laughed, passed, washed, watched.*
  2 After voiced endings *-ed* is pronounced /d/, e.g., *arrived, changed, showed.*
  3 After verbs ending in /d/ or /t/ the pronunciation of *-ed* is /ɪd/, e.g., *wanted, needed, decided.*
- In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g., *I liked it*).
- However the difference between 3 and the other two is significant (it is an extra syllable), and SS tend to transfer this ending to verbs from groups 1 and 2 by mistake.
- If SS want more information about when *-ed* is pronounced /t/ and when it is pronounced /d/, you could explain that *-ed* is pronounced /t/ after verbs ending with unvoiced sounds (made in the mouth without using the voice, see above). After all other endings (except /d/ and /t/), it is pronounced /d/.

- Focus on the phonetics which show the three different pronunciations of *-ed* (/t/, /d/, and /ɪd/). Then play the recording again, pausing after each verb for SS to repeat it.

5.8 CD2 Track 32
1 /d/ arrived, changed, showed, tried
2 /t/ booked, checked, looked, walked, asked
3 /ɪd/ wanted, landed, waited

- Now ask SS the question *In which group do you pronounce the* e *in* -ed? (column 3).
- Tell SS to look at the spelling of the verbs, and see what letters come before *-ed* (*d* or *t*). Explain/demonstrate that it would be impossible to pronounce another /d/ or /t/ after a *d* or a *t*. For that reason an extra syllable is added, which is why the pronunciation here is /ɪd/. Emphasize that this group of verbs is very small.

- Point out that the most important rule to remember is not to pronounce the *e* in *-ed* (unless it comes after a *t* or *d*).

**b** 5.9

- Now focus on the sentences telling Raoul and Emma's story. Play the recording and SS repeat the sentences. Give more practice modeling the sentences yourself or playing the recording again. Encourage SS to "link" the simple past verbs with the words following them, e.g., *They‿arrived‿at Heathrow‿airport.*

⚠ SS may find it difficult to pronounce sentences 1, 2, and 8 because the *-ed* ending is followed by a word beginning with *t*. At this level SS will find it easier in these cases if they pronounce each word separately.

- Have SS quickly match the nine sentences to the pictures in **1b** and tell them to try and memorize the story.

**c** • Now have SS cover the sentences and focus on pictures A–I in **1b**. Elicit the sentence for picture **I** (they wanted to go to Australia), and continue until the class has told the whole story from memory.

5.9 CD2 Track 33

They wanted to go to Australia.
They booked two tickets on the Internet.
They arrived at Heathrow airport.
They checked in.
They landed at a big airport.
They changed planes.
They looked out the window.
They walked to the information desk.
They showed their tickets to a woman.

### Extra idea

- Put SS in pairs to retell the story. They can either say alternate sentences, or A can tell the whole story while B helps and prompts, and they then change roles.
- Monitor and correct any pronunciation errors, focusing on where SS pronounce the *e* in the *-ed* and where they shouldn't, e.g., /bʊkt/ NOT ~~/bʊkɪd/~~ for *booked*.

## 4 VOCABULARY & SPEAKING

**a** • Write a true [+] sentence about yourself in the past with a regular verb, e.g., *I started teaching English in 1999.* Then write underneath it, *I started teaching English (x) years ago*, and elicit the meaning of *ago*. Model and drill pronunciation.

- Focus on the past time expressions, and explain that SS must number them from the most recent (*five minutes ago*) to the most distant (*a year ago*).
- Check answers, having SS read the entire sentence, e.g., *I booked the tickets five minutes ago.*
- Go through the ⚠ rule and point out that in time expressions with *last* (e.g., *last week*) the definite article *the* is not used. Also explain that we say *last night* NOT ~~*yesterday night*~~.

2 last night
3 yesterday morning
4 three days ago
5 last week
6 last November
7 a year ago

⚠ If you are teaching this lesson in November, *last November* will be the same as *a year ago*.

**b** • Focus on the instructions and explain the activity. Elicit the first two questions that the SS have to ask, *Did you travel by plane last year? Did you start learning English a long time ago?* Then focus on the follow-up questions, *Where to? When?* and emphasize that SS should just use these words (not complete questions) to get more information.

- Set a time limit. SS move around the class (or if this is not possible, talk to SS sitting near them) asking the questions. When they get a "yes" answer, they write the name of the person and ask the "follow-up" question.

## Extra photocopiable activities

**Grammar**
simple past: regular verbs page 157.
**Communicative**
Where's the game? page 202 (instructions page 179).

## HOMEWORK

Study Link **Workbook** pages 42–43.

# 5C Girls' night out

**G** simple past: irregular verbs, e.g., *went, got,* etc.
**V** expressions with *go, have, get,* e.g., *go out*
**P** sentence stress

## Lesson plan

This lesson is based on an article from the magazine *Marie Claire.* The magazine asked women members of staff in different offices around the world to have a "girls night out" and then to write a report about it. The reports from Moscow, Beijing, and Rio de Janeiro provide the context for the introduction of common simple past irregular verbs. The main focus of the lesson is question formation to prepare SS to ask each other about their last night out. The vocabulary focus is common collocations of the key verbs *go, have,* and *get* (e.g., *go out, get home,* etc.).

### Optional lead-in (books closed)

- Review some of the verbs and expressions from **Vocabulary Bank *Daily routine*** on page 147. Say the collocate, and elicit the verbs from SS, e.g.,
  T: *breakfast* SS: *have*
  T: *shopping* SS: *go*
- Skip **1a** and go straight to **Vocabulary Bank *Go, have, get*** on page 150. (See **1b** below.)

## 1 VOCABULARY *go, have, get*

**a** • Books open. Focus on the three collocates and give SS a moment to decide if they are *go, have,* or *get.* Check answers.

**have** lunch **go** shopping **get** up

**b** • Tell SS to go to **Vocabulary Bank *Go, have, get*** on page 150.
• Give SS five minutes to do **a** in pairs. They should be able to do this quickly as many of the words will be familiar to them.
• Check answers. Model and drill pronunciation.

1 go shopping
2 go to bed
3 go out
4 go to the beach
5 go by bus
6 go to school
7 go for a walk
8 go home
9 go away
10 go to a restaurant
11 have a sandwich
12 have a drink
13 have a brother/sister
14 have a good time
15 have breakfast/lunch/dinner
16 have a car
17 get a taxi/bus/train
18 get home
19 get to a restaurant
20 get dressed
21 get a newspaper
22 get an e-mail/letter
23 get up

• Focus on **b** and elicit that *go home* = go to your house, *get home* = arrive at your house.
• Focus on **c**. Have SS cover the words and use the pictures to test themselves or each other. Encourage them to say the complete phrase.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

• Tell SS to go back to the main lesson on page 56.

## 2 READING

**a** • Do this as an open class question and elicit ideas.

**b** • Focus on the photo and the introduction to the article Make sure the SS understand that the women went out for the night and then wrote a report about it.
• Tell SS that they are only going to read *two* of the reports, and must decide which two cities the women are from, choosing from Rio, Beijing, and Moscow.
• You may want to pre-teach the past of *go* = *went* to help SS understand the text. Give SS four or five minutes to read the text and then discuss with a partner where Sabina and Sharon live. Encourage them to use the photos to help them. Check answers.

Sabina lives in Moscow. Sharon lives in Beijing.

**c** • Focus on the questions, and ask SS if they are in the present or in the past. (The past.) Ask how they know. (Because of the auxiliary *did.*). Then have SS match the questions and the answers. Check answers.

1 What did you wear?
2 What did you do?
3 What did you have to eat and drink?
4 What did you talk about?
5 How did you go home?
6 What time did you get home?
7 Did you have a good time?

**d** • SS quickly read the text again and complete the chart.

### Extra idea

Have SS complete the chart first from memory and then read the text again to check.

**e** • Focus on the instructions. SS ask and answer questions in pairs, answering with short answers.
• Finally check answers with the whole class.

| | Sabina | Sharon |
|---|---|---|
| wear a dress | ✗ | ✓ |
| go to a bar | ✓ | ✗ |
| drink alcohol | ✓ | ✗ |
| talk about men | ✓ | ✓ |
| talk about clothes | ✗ | ✓ |
| go home by taxi | ✓ | ✗ |
| get home after 1:30 | ✓ | ✗ |

• Tell SS to go through the text again quickly and underline any words and phrases they don't know (e.g., *dress, traditional, fashions,* etc.). Then with their partner SS try to guess the meaning or use their dictionaries to check.
• Ask SS which words were new and model and drill pronunciation.

## 3 GRAMMAR simple past: irregular verbs

**a** • Focus on the ten base forms and check that SS remember their meaning. Then give them a few minutes to find the simple past verbs in the text. Encourage them to use the phonetics to help them.

### Grammar notes

- The vast majority of verbs in the past are regular. However a small number of verbs (several of which are very common) are irregular in the simple past. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g., *wear* → *wore*, or can be a completely new word, e.g., *go* → *went*.
- Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the base form is used after *did/didn't*.
- There is a list of the most common irregular verbs on pages 154–155 of the Student Book.

**b** 5.10

• Write the ten base forms on the board. Play the recording, pausing after each verb to check answers. Have SS spell the verbs to you and write the simple past on the board next to the base forms.

5.10 CD2 Track 34

| | |
|---|---|
| wear | **wore** |
| go | **went** |
| see | **saw** |
| have | **had** |
| buy | **bought** |
| get | **got** |
| leave | **left** |
| drive | **drove** |
| meet | **met** |
| can | **could** |

• Focus on the phonetics and tell SS to listen to the pronunciation. Play the recording again.

### Extra challenge

Focus on the phonetics and elicit the pronunciation of the verbs *before* playing the recording.

• Play the recording again, pausing after each pair of verbs for SS to repeat them. Give more practice as necessary, getting SS to repeat after you or after the recording.

• Have SS cover the simple past and see if they can remember it, uncovering them one by one to check their answers.

**c** • Tell SS to go to **Grammar Bank 5C** on page 130. Go through the rules with the class. Model and drill the example sentences.

• Now focus on the exercises for **5C** on page 131. SS do them individually or in pairs. Point out in **a** that if the verb is not an irregular one they just learned, then it is regular.

⚠ Monitor while SS are doing the exercises and help them if they are having problems with word order.

• Check answers. Have SS read the sentences and questions aloud, helping them with the rhythm and correcting any mispronunciation of the *-ed*.

**a**
1 bought 7 saw
2 went 8 met
3 wore 9 danced
4 looked 10 didn't get
5 couldn't 11 was
6 had 12 went

**b**
1 What did you wear?
2 Where did you go?
3 What did you do?
4 Did your sister go with you?
5 What did you have to eat?
6 What time did the party end?
7 What time did you get home?
8 Did you have a good time?

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

• Tell SS to go back to the main lesson on page 57.

## 4 LISTENING

**a** • Focus on the third photo with the *Girl's Night Out* article and ask where the women are (Rio de Janeiro in Brazil).

• Get SS to cover the questions from **2c**, and see if they can remember them. Elicit them from the class and write them on the board.

⚠ Leave the questions up on the board for when SS practice the pronunciation later.

**b** 5.11

• Now tell SS they're going to listen to Sílvia from Rio answering the questions. Tell them to relax and listen, and just focus on the answer to the two questions: *Did they have a good time?* and *How many points out of 10?*

• Play the recording once, and elicit the answers to the two questions.

They had a good time – 7 out of 10.

**c** • Now tell SS to listen for the answers to questions 1–6, and play the recording again. SS compare their answers in pairs and then listen again if necessary.

5.11 CD2 Track 35

(audioscript in Student Book on page 117)

**I = interviewer, S = Sílvia**

I Sílvia, from Rio de Janeiro, went out with four friends, Karina, Mônica, Ana, and Thelma. Sílvia, can you tell us about your girls' night out?

S Sure.

I What did you wear?

S I wore jeans and a jacket – and two friends wore the same!

I And what did you do?

S Well, first we went to a restaurant in Ipanema. It's a place where a lot of famous people go, and we saw an actor there, called Fernando Pinto. Karina really likes him – in fact, she's crazy about him! Then we went to a beach bar, and we had some drinks. And then later we went to a party.

I What did you have to eat and drink?

S At the restaurant we had sodas, and we had some French fries. And at the beach bar we had beer and coconut water.

I What did you talk about?
S About men, of course! What else?
I How did you go home?
S By taxi. I have a car, but I don't like driving at night.
I What time did you get home?
S Very, very late – I don't remember exactly what time.
I So, did you have a good time?
S Yes, it was good. Not fantastic, but good – seven out of ten!

- Check answers.

1 jeans and jackets
2 They went to a restaurant (in Ipanema) and saw a famous actor. Then they went to a beach bar and a party.
3 soda, French fries, beer, and coconut water
4 men
5 by taxi
6 very late – she doesn't remember

### Extra support

Have SS listen to the recording with the audioscript on page 117 so they can see exactly what Sílvia said and see how much they understood. Translate/explain any new words or phrases.

- Finally ask SS which "Girls' night out" they think was the most fun, in Moscow, in Rio, or in Beijing.

## 5 SPEAKING & PRONUNCIATION

**a** • Go through the instructions and focus on the questions. Elicit that the missing words are *did you*.

**b** 5.12

- Play the recording once for SS just to listen and focus on the rhythm. Then play it again, pausing after each question for SS to repeat, trying to copy the rhythm. Make sure they don't stress *did you*.

5.12 CD2 Track 36

Who did you go with?
What did you wear?
Where did you go?
What did you do?
What did you have to eat and drink?
Did you meet anyone?
How did you go home?
What time did you get home?
Did you have a good time?

### Extra idea

Have SS interview you about a night out.

**c** • Now give SS a few minutes to plan their own answers individually. Help with any new vocabulary SS might need.

**d** • Put SS in pairs. Get A to give B a complete "interview," and then they change roles. Monitor the conversations again, helping with any new vocabulary that they need and correcting (especially incorrect questions). SS should score their evening out of 10.

- Elicit responses, asking a few pairs how many points they gave their evening out of 10.

## 6 SONG *Dancing Queen*

5.13

- Here SS listen to a song by the Swedish group Abba. This was one of their most popular songs, and it is about a girl who goes out on a Friday night and wants to dance. If you want to do this song with your SS, there is a photocopiable activity on page 225.

5.13 CD2 Track 37

You can dance, you can jive,
Having the time of your life
See that girl, watch that scene,
Digging the Dancing Queen

Friday night and the lights are low
Looking out for the place to go
Where they play the right music,
Getting in the swing
You come to look for a king.

Anybody could be that guy
Night is young and the music's high
With a bit of rock music, everything is fine
You're in the mood for a dance

And when you get the chance
You are the Dancing Queen, young and sweet, only seventeen
Dancing Queen, feel the beat
From the tambourine, oh yeah
You can dance, you can jive,
Having the time of your life
See that girl, watch that scene,
Digging the Dancing Queen

You're a teaser, you turn them on
Leave them burning and then you're gone
Looking out for another, anyone will do
You're in the mood for a dance

And when you get the chance, etc.

## Extra photocopiable activities

**Grammar**
simple past: irregular verbs page 158.
**Communicative**
Boys' night out page 203 (instructions page 180).
**Song**
*Dancing Queen* page 225 (instructions page 220).

## HOMEWORK

Study Link **Workbook** pages 44–45.

# 5 D

**G** simple past: regular and irregular
**V** more irregular verbs
**P** simple past verbs

# Murder in a mansion

## Lesson plan

The aim of this lesson is to review all forms of the simple past, regular and irregular. SS do not go to the **Grammar Bank**, but review the simple past through reading, listening, and speaking, and learn several new irregular verbs. The lesson will work best if you can generate and maintain suspense so that SS want to find out who the murderer was. The story is presented in the form of a graded reader and is also on recording (as many graded readers are). This provides a good opportunity to encourage SS to start reading graded readers if they haven't already done so.

### Optional lead-in (books closed)

- Write the following types of texts on the board:
  novels textbooks song lyrics
  newspapers magazines Internet articles
- Then ask SS *Which do you read in your language?* and get as much feedback as possible from different SS.
- Now ask SS *Which do you read in English?* Some SS may try to read e.g., song lyrics and information from the Internet in English.
- Then tell SS about graded readers and show them a few if possible, and tell them how important it is to read in English to improve their grammar and vocabulary.

## 1 READING

**a**
- Focus on the photo of the house and ask SS a few questions, e.g., *What is it? How old do you think it is? Where do you think it is?* and elicit ideas/suggestions.
- Then focus on the text. Ask SS what kind of information is usually on the back of a book (an introduction to or summary of the story), and give SS a couple of minutes to read it.
- Go through the text with SS, explaining the meaning and pronunciation of *murder* /'mərdər/ and *mansion* /'mænʃn/. Ask a few comprehension questions, e.g., *When does the story take place?* (In 1952.), *Who is the main character and murder victim?* (David Travis.), *Why was June 22nd an important day for him?* (It was his 60th birthday.), *What did he do that night?* (He had dinner with his wife, his daughter, and two guests.)

**b**
- Focus on the photos, and explain that they are the people who were in the house when the murder happened.
- Focus on the speech bubbles and have SS practice in pairs saying who everybody is in relation to David, e.g., *Who's Claudia?* (She's David's assistant.) This will help SS remember who's who as they read/listen to the story and also review using the possessive *'s*.
- Ask SS *Who do you think the murderer is?* and elicit ideas.

**c** 5.14
- Now focus on the text and tell SS that they are going to read the story and listen to it at the same time.
- Play the recording for SS to read and listen. Then set a time limit, e.g. four minutes, and have SS in pairs reread the text together and mark sentences 1–7 T (true) or F (false).

5.14 CD2 Track 38

"David. David! David! Oh no!"

Lieutenant Jackson arrived at about 9:00. He was a tall man with a big black mustache. Amanda, Barbara, Claudia, and George were in the living room. The lieutenant came in.
"Mr. Travis died between midnight last night and seven o'clock this morning," he said. "Somebody in this room killed him." He looked at them one by one but nobody spoke.
"Mrs. Travis. I want to talk to you first. Come into the library with me, please."
Amanda Travis followed the lieutenant into the library, and they sat down.
"What did your husband do after dinner last night?"
"When we finished dinner David said he was tired, and he went to bed."
"Did you go to bed then?"
"No, I didn't. I went for a walk outside."
"What time did you go to bed?"
"About a quarter to twelve."
"Was your husband asleep?"
"I don't know, Lieutenant. We… we slept in separate rooms."
"Did you hear anything when you were in your room?"
"Yes, I heard David's bedroom door. It opened. I thought it was David. Then it closed again. I read in bed for half an hour. Then I went to sleep."
"What time did you get up this morning?"
"I got up at about 7:15. I had breakfast, and at 8:00 I took my husband a cup of coffee. I found him in bed. He was… dead."
"Tell me, Mrs. Travis, did you love your husband?"
"David is… was a difficult man."
"But did you love him, Mrs. Travis?"
"No, Lieutenant. I hated him."

- Check answers, getting SS to say why the F sentences are false.

1 F He died between midnight and seven in the morning.
2 F She was questioned in the library.
3 T
4 F They slept in separate rooms.
5 T
6 F She got up at 7:15.
7 T

- Deal with any vocabulary problems, e.g., *library* (contrast it with *bookstore*), *asleep*, but leave the new irregular verbs as SS are about to focus on them in **d**.

**d** • Focus on the instructions and on the highlighted verbs in the story. In pairs SS guess their base forms (tell them they are all verbs that have come up before, and that the context will also help them).

**e** • Now tell SS to go to **Irregular Verbs** on page 154. First have them check their answers to **d**. Check answers with the whole class and model and drill the pronunciation. Pay particular attention to *read* /rɛd/, which is spelled but not pronounced like the base form, and *said* /sɛd/, which has an unusual pronunciation.

| | |
|---|---|
| 2 say | 7 think |
| 3 speak | 8 read |
| 4 sit | 9 take |
| 5 sleep | 10 find |
| 6 hear | |

- Explain that they will be coming back to the list at the end of the lesson.
- Tell SS to go back to the main lesson on page 59.

## 2 PRONUNCIATION simple past verbs

**a** 5.15

- Focus on the chart, and elicit the picture words and sounds, e.g., *cat* /æ/, *saw* /ɔ/, etc.
- Now ask SS how the first simple past verb is pronounced (*bought* /bɔt/), and ask SS which column they think it goes in. Elicit that it is pronounced like *saw*. The *g* and *h* are silent.
- Get SS to continue in pairs. Then play the recording for them to check.

⚠ Tell SS that some columns only have one verb, others two or three.

**5.15** CD2 Track 39

| | | |
|---|---|---|
| cat | /æ/ | had, sat |
| saw | /ɔ/ | bought, saw, thought |
| bull | /ʊ/ | could, took |
| bird | /ər/ | heard |
| egg | /ɛ/ | read, said, slept |
| train | /eɪ/ | came |
| phone | /oʊ/ | drove, spoke |
| owl | /aʊ/ | found |

| /æ/ | /ɔ/ | /ʊ/ | /ər/ | /ɛ/ | /eɪ/ | /oʊ/ | /aʊ/ |
|---|---|---|---|---|---|---|---|
| had | bought | could | heard | read | came | drove | found |
| sat | saw | took | | said | | spoke | |
| | thought | | | slept | | | |

- Play the recording again, pausing after each column for SS to repeat the verbs (or model them yourself) and give as much practice as is necessary.

**b** 5.16

- Remind SS how regular simple past verbs end (*-ed*) and get them to underline nine regular verbs in the story. Check answers, getting SS to say how they think they are pronounced.
- Play the recording, pausing after each verb for SS to repeat it. Give SS more practice if necessary.

**5.16** CD2 Track 40

arrived died killed looked followed
finished opened closed hated

### Extra challenge

Ask SS to *predict* how *-ed* is pronounced for each verb, /d/, /t/ or /ɪd/. Then play the recording for them to check. (*arrived, died, killed, followed, opened, closed* are all /d/, *looked, finished* are /t/, and *hated* is /ɪd/.)

## 3 LISTENING

**a** 5.17

- Focus on the questions and Amanda's answers in the chart. Explain that SS are going to hear the lieutenant interview the other three suspects, Barbara, George, and Claudia in **b**, **c**, and **d**. They have to complete the chart.
- Ask *Who's Barbara?* (David's daughter.) Then play the recording twice for SS to complete the chart. Don't check answers yet, but have SS compare answers with a partner between each listening.

**5.17** CD2 Track 41

(audioscript in Student Book on page 117)
**N = narrator, L = lieutenant, B = Barbara**

N Then the lieutenant questioned Barbara Travis.
L What did you do after dinner yesterday evening?
B After dinner? I played cards with George. Then I went to bed.
L What time was that?
B It was about eleven thirty. I remember I looked at my watch.
L Did you hear anything in your father's room?
B No. I didn't hear anything.
L Did you have any problems with your father?
B No, no problems at all. My father was a wonderful man and a perfect father.
L Thank you, Miss Travis.

**b** 5.18

- Ask *Who's George?* (David's business partner.) Then play the recording twice for SS to complete the chart. Again, don't check answers yet, but let SS compare answers with a partner between each listening.

**5.18** CD2 Track 42

(audioscript in Student Book on page 117)
**G = George**

N Next the lieutenant questioned George Smith.
L What did you do after dinner, George?
G I played cards with Barbara. Then she went to bed.
L Did you go to bed then?
G No. I stayed in the living room and I had a cup of tea. Then I went to bed.
L What time was that?
G I don't remember exactly. I didn't look at the time.
L Did you hear anything during the night?
G No, I didn't. I was very tired. I slept very well.
L You and Mr. Travis were business partners, weren't you?
G Yes, that's right.
L And it's a very good business, I understand.

G Yes, Lieutenant, it is.
I And now it is *your* business.
G Listen, Lieutenant, I did not kill David. He was my partner and he was my friend.

**c** 5.19

- Ask *Who's Claudia?* (David's assistant.) Then play the recording twice for SS to complete the chart. Don't check answers yet, but get SS to compare answers with a partner between each listening.

5.19 CD2 Track 43
(audioscript in Student Book on page 117)
**C = Claudia**
N Finally, the lieutenant questioned Claudia Myers.
L What did you do yesterday evening after dinner?
C I went to my room, I took a bath, and I went to bed.
L What time was that?
C About 11:00.
L Did you hear anything?
C Yes. I heard somebody go into David's room. It was about 12:00.
L Who was it?
C It was Amanda, his wife.
L Are you sure? Did you see her?
C Well, no, I didn't see her. But I'm sure it was Amanda.
L You were Mr. Travis's assistant, Claudia.
C Yes, I was.
L Were you *just* his assistant?
C What do you mean?
L Were you in love with Mr. Travis?
C No, I wasn't.
L The truth please, Claudia.
C OK, Lieutenant. Yes, I was in love with him, and he *said* he was in love with me. He said he wanted to leave his wife – Amanda – and marry *me*. I was stupid. I believed him. He used me, Lieutenant! I was very angry with him.
L Did you kill him?
C No, Lieutenant, I loved David.

**d**

- Now check answers. You could copy these onto the board.

**Barbara**
She played cards with George.
11:30.
No.
No motive, she loved him.

**George**
He played cards with Barbara. He had a cup of tea.
He doesn't remember.
No.
Now he has the business.

**Claudia**
She went to her room and took a bath.
11:00.
She heard somebody go into David's room. She thinks it was Amanda.
She loved him, but he used her. He said he wanted to marry her, but he didn't.

## Extra support

Play the three interviews again and have SS listen and read the audioscript on page 117.

## Extra challenge

Have SS role-play an interview. Put them in pairs and have them each choose a suspect they want to be. Give them a few minutes to read the audioscript on page 117. Then have them interview each other in pairs, using the chart as a prompt, with one student playing the part of the detective.

**e**

- Now tell SS to look at their charts and in pairs decide who they think the murderer is (they don't have to agree).
- Write the names of the four suspects on the board, and get a show of hands for each suspect.

**f** 5.20

- Play the recording for SS to see if they were right. Pause the recording after Amanda says "Dinner everybody," and ask comprehension questions, e.g., *What happened before dinner? What did George tell David?*, etc. to make sure SS are following the story.
- Now play the last part. Repeat it from the beginning if SS want to hear it again. Have SS explain why George killed him. (Because he wanted to marry Barbara *and* have all the money, and David said that he couldn't.)

5.20 CD2 Track 44
(audioscript in Student Book on page 117)
**D = David**
N Before dinner, George had a drink with David in the library.
G Happy birthday, David.
D Well, thanks, George.
G Listen, David, I want to talk to you about Barbara.
D Barbara? What's the problem?
G It's not exactly a problem. I am in love with her, and I want to marry her.
D Marry Barbara? Marry my daughter! Are you crazy? You don't love Barbara. You only want her money!
G That's not true, David. I love her.
D Listen to me. If you marry Barbara, when I die all my money goes to Claudia.
G To Claudia? To your assistant?
D Yes.
G Are you sure, David?
D Yes, I am.
A Dinner everybody!
N At midnight George finished his tea and went upstairs.
D Who is it? George?

## 4 SPEAKING

- This activity will take at least 15–20 minutes. If you don't have time for it, go straight to the vocabulary and do the Speaking the next time your class meets.
- Divide SS into groups of four, and then into pairs. One pair are both As (police officers) and the other Bs (friends/suspects). If you have odd numbers, have extra As (i.e., three police officers and two suspects).
- Tell SS to go to **Communication** ***Police interview*** A page 109, B page 112.
- Go through the instructions with them carefully. Then give at least five minutes for As to prepare their questions and for Bs to prepare their alibis.

- When they are ready, redivide the groups of four, so that each A is with a different B. If possible, tell the As to take their suspects to different ends of the classroom to be interviewed. (It doesn't matter if they are near other police officers/suspects, they should just not be near their own "partner.")
- Allow at least five minutes for the interviews, making sure the police officers take notes.
- When the interviews are over, get the police officers (As) to compare the two friends' (Bs) alibis. If they are identical, the Bs are innocent. If there are any differences, they are guilty.
- Tell SS to go back to the main lesson on page 59.

## 5 VOCABULARY irregular verbs

- Tell SS to go back to **Irregular verbs** on pages 154–155.
- Tell SS that this is their reference list of irregular verbs. Explain that there are three columns, because irregular verbs also have irregular past participles, but that for the moment they should just concentrate on the first two columns.
- Show SS how to test themselves by covering the simple past column, looking at the present, and saying the sentences again but with the verb in the past.
- Go through the verbs one by one, eliciting/teaching the meaning of any new ones, and getting SS to check the ones they already know. Tell them to choose three new verbs to learn, and tell them they should try to learn at least three more new ones every week.

### Extra idea

If you have a school library, have SS take a book out and start reading. Put up a chart in your classroom so that SS can write down the name of the book they're reading, and you can keep track of how many they read.

If your school doesn't have a library, you could create a class library by getting each student to buy one graded reader (beginner) – they are relatively inexpensive. They then change books with each other.

## Extra photocopiable activities

**Grammar**

simple past: regular and irregular page 159.

**Communicative**

Past tense question time page 204 (instructions page 180).

## HOMEWORK

Study Link **Workbook** pages 46–47.

# 5 PRACTICAL ENGLISH IN A GIFT SHOP

**Vocabulary** *T-shirt, mug,* etc.
**Function** Buying a present
**Language** *How much is that T-shirt?,* etc.

## Lesson plan

In this lesson SS get practice in using and understanding basic shopping language in the context of shopping for souvenirs, as Allie buys a birthday present for Mark. Later Allie goes to the hotel to pick Mark up for dinner. She gives him the present, but she drops it and it breaks. Then they go together to a restaurant.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used **instead of** the Class Audio CD (see Introduction page 9).
The first section of the Video is also on the MultiROM, with additional activities.

### VOCABULARY shopping

**a**
- Focus on the pictures and give SS, in pairs, a few minutes to match them to the words.
- Check answers. Drill pronunciation.

1 postcards
2 a memory card
3 a mug
4 T-shirts
5 batteries

**b**
- Tell SS to cover the words and test each other in pairs.

### BUYING A PRESENT

**a** 5.21
- Focus on the picture and ask SS *Where's Allie?* (In a store.) Ask about the previous Practical English lesson, e.g., *What did Mark ask Allie to do?* (To have dinner with him.) *Why?* (Because it was his birthday.) Elicit that Allie wants to buy Mark a small present.
- Now either tell SS to close their books or cover the conversation and listen to find out what she buys.
- Play the recording once or twice. Check answers.

She buys a large mug.

**b**
- Now focus on the conversation and the blanks. Give SS a minute to read through the conversation and guess the missing words. Then play the recording again once or twice as necessary.
- Have SS compare their answers. Check answers.

5.21 CD2 Track 45

**S = salesperson, A = Allie**
S Can I help you?
A How much is that T-shirt?
S It's **15.60**.
A Sorry, how much did you say?
S **15.60**.
A And how much are those mugs?
S The big mugs are **10.25** and the small ones are **8.75**.
A Can I have a big mug, please?
S Sure. **Here** you are. **Anything** else?
A Do you have birthday cards?
S Sorry, we've only got **postcards**.
A Oh well, just the mug then.
S That's **10.25**.
A Here you are.
S Have you got the **0.25**?
A Yes, here.
S Thanks.
A Thank you.
S Bye.
A Bye.

### Grammar notes

***have got***
- You may want to point out that *have got* is often used in British English instead of *have* for possession, e.g., *I've got a car; Have you got any children?,* etc. *Have got* is not usually used in this context in American English.

**c** 5.22
- Now focus on the **YOU SAY** phrases. Tell SS they're going to listen to the conversation again and they should repeat the **YOU SAY** phrases when they hear the beep.
- Play the recording, (pausing if necessary) and have SS repeat the phrases. Encourage them to copy the rhythm and intonation.

5.22 CD2 Track 46

S Can I help you?
A How much is that T-shirt?
*repeat*
S It's 15.60.
A Sorry, how much did you say?
*repeat*
S 15.60.
A And how much are those mugs?
*repeat*
S The big mugs are 10.25 and the small ones are 8.75.
A Can I have a big mug, please?
*repeat*
S Sure. Here you are. Anything else?
A Do you have birthday cards?
*repeat*
S Sorry, we've only got postcards.
A Oh well, just the mug then.
*repeat*
S That's 10.25.
A Here you are.
*repeat*
S Have you got the 0.25?
A Yes, here.
*repeat*
S Thanks.
A Thank you.
S Bye.
A Bye.

**d**
- Put SS in pairs, A and B. A is the salesperson. Have SS read the conversation first. Then tell B to close his/her book and try to respond from memory. Then A and B change roles.

## SOCIAL ENGLISH

**a** 5.23

- Now focus on the next picture. Ask SS *Where are they?* (In Mark's hotel.)
- Focus on sentences 1–4 and go through them.
- Play the recording at least twice, and then give SS time to compare answers before checking. Ask why the F ones are false.

1 T
2 F Allie broke the mug.
3 F She has her car.
4 F She reserved a table for 8:00.

5.23 CD2 Track 47

(audioscript in Student Book on page 117)

M Hi, Allie. **Wow! You look great.** Nice dress!
A Oh, thank you. Uh, this is for you – for your birthday. I bought you a little present. Oh! Oh no. I hope it's not broken.
M It's a mug! It *was* a mug. Thanks, Allie!
A **I don't believe it!** I'm sorry, Mark.
M **No problem.** It was really nice of you.
A I'll get you another one tomorrow.
M Don't worry. Listen, did you call a taxi to go to the restaurant?
A No, I have my car outside. **Come on, it's time to go.** I booked the table for 8:00 and I'm not sure exactly where the restaurant is.
M Hey, Allie, **relax**. This isn't work. This is a night out.
A Sorry. I'm a bit stressed today. OK. Let's go.

**b**

- Ask the question to the class. Elicit SS' ideas (because she broke the mug, because it's late, because she doesn't know where to park, because she's nervous about the dinner, etc.).

**c**

- Focus on the **USEFUL PHRASES**. For each phrase, ask SS *Who says it, Mark or Allie?* Then play the recording for SS to check their answers.
- Play the recording again for SS to check. Pause after each phrase and have SS repeat it. In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

Wow! You look great. – Mark
I don't believe it! – Allie
No problem. – Mark
Come on, it's time to go. – Allie
Relax. – Mark

- Point out that *Wow!* is a very useful expression to show either surprise or appreciation.

### Extra challenge

Have SS in pairs role-play the second conversation using the audioscript on page 117.

## HOMEWORK

Study Link **Workbook** page 48.

# 5 WRITING A VACATION REPORT

## Lesson plan

In this fifth writing lesson SS consolidate the simple past through a written report and practice transferring information from a questionnaire into a written text.

**a**

- First focus on the questionnaire. Go through the questions, and point out that the answers are not complete sentences, but notes. Elicit/teach any expressions SS don't understand, e.g., *walked around, special atmosphere, cross the road*, etc.
- Now focus on the instructions. Give SS, in pairs, two minutes to match the questions and paragraphs. Check answers.

paragraph 1: 1, 2, 3, 4
paragraph 2: 5, 6
paragraph 3: 7, 8
paragraph 4: 9, 10

- Ask SS to read the report and compare it with the questionnaire answers. Have SS highlight or underline the words that have been added to make the answers into a text, e.g., in paragraph 1 *I went… with… We flew to Rome with…*

**b**

- Give SS five minutes or so to make notes about their last vacation, using the questionnaire's answers as a model.

### Extra idea

Give SS extra oral practice by having them interview each other with the questions.

### Write a vacation report

- Go through the instructions with SS. Stress the importance of checking writing after they've done it, and remind them that if they write on a computer, they should run a spell check in English when they've finished.
- Either give SS at least 15 minutes to write the report in class or assign it for homework. Encourage SS to attach or scan in a photo if they do it at home.
- If SS do the writing in class, have them exchange and read each others' reports and correct any mistakes they find before you collect them.

# 5 Review & Check

For instructions on how to use these pages, see page 28.

## What do you remember?

### GRAMMAR

a 1 b 2 b 3 a 4 a 5 a 6 b 7 b 8 b 9 a 10 a
b 1 studied
2 went
3 drove
4 could
5 waited
6 said
7 thought
8 wrote
9 stayed
10 heard

### VOCABULARY

a 1 actor 2 artist 3 painter 4 musician 5 scientist
b 1 have 2 get 3 go 4 get 5 have
c 1 for 2 out 3 by 4 to 5 in
d 1 ~~ago three weeks~~
2 ~~last morning~~
3 ~~the last month~~
4 ~~yesterday night~~
5 ~~in last April~~

### PRONUNCIATION

a 1 waited 2 walked 3 told 4 found 5 heard
b politician musician restaurant ago somebody

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

a 2 saw 3 took 4 went to
b 1 No. Because they went to a fast-food restaurant.
2 His father.
3 Yes.
4 Because they ran out of food and had to order pizza.

### CAN YOU HEAR THE DIFFERENCE?

a 1 b 2 b 3 a 4 a 5 b

5.24 CD2 Track 48

1 My mother was a writer.
2 We booked tickets on the Internet.
3 Where do you study English?
4 We meet every week.
5 They had a lot of money.

b 1 a 2 b 3 a 4 b 5 b

5.25 CD2 Track 49

1 A Where were you born?
B I was born in the US, but my parents are from the UK.
2 A I like your shoes. Where did you get them?
B At that new store downtown.
A Wow! That's an expensive place!
B Yes, but these were cheap.
3 A Did you like the movie?
B Well, I thought Tom Hanks was pretty good, but the movie was terrible.
4 A What did you do on Saturday night?
B We stayed at home. We were tired because we went out on Friday night.
5 A What time did you get up?
B Well, I woke up at seven, but I didn't get up until seven thirty.

# 6 A

**G** *there is / there are, some* and *any*
**V** houses and furniture: *living room, sofa,* etc.
**P** /ð/ and /ɛr/, sentence stress

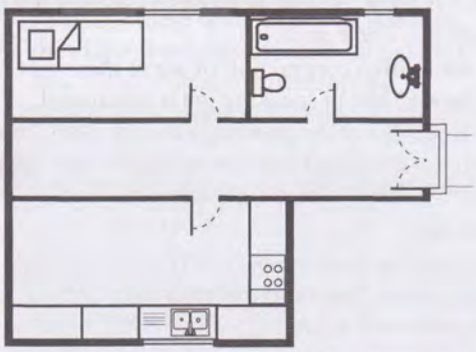
# A house with a history

## Lesson plan

This lesson links back to the murder story in **5D**. Many years later, a couple who is looking for a house to rent is shown around David Travis's house by a real estate agent. It is only after they have decided to rent it that they discover that the house has a dark secret and that someone was murdered there. SS practice *there is / there are* and learn house and furniture vocabulary.

### Optional lead-in (books closed)

- Copy the floor plan onto the board.



- Elicit/teach the names of the three rooms (bathroom, kitchen, and bedroom) and write them on the board. Model and drill pronunciation.
- Elicit from the class two items of furniture for each room, e.g., *bathtub, shower, stove, fridge, bed, cupboard.*
- Now tell SS to go to **Vocabulary Bank *Apartments and houses*** on page 151 and continue from **1c** below.

## 1 VOCABULARY houses and furniture

**a**
- Books open. Focus on the three words with scrambled letters. Tell SS that they are three rooms in an apartment or house. SS in pairs reorder the letters.
- Check answers. Model and drill pronunciation.

kitchen bedroom bathroom

**b**
- Elicit from the class two items usually found in each room, e.g. *bathtub, shower, stove, fridge, bed, cupboard.*
- Write all the new words on the board and drill pronunciation, especially *cupboard.*

**c**
- Tell SS to go to **Vocabulary Bank *Apartments and houses*** on page 151.
- Give SS two minutes to do **1** in pairs. They should be able to do this quickly, as many of the rooms will be familiar to them.
- Check answers. Model and drill pronunciation.

| | |
|---|---|
| 1 the bedroom | 6 the hall |
| 2 the office/study | 7 the kitchen |
| 3 the bathroom | 8 the yard |
| 4 the dining room | 9 the garage |
| 5 the living room | |

- Now give SS five minutes to do **2a** in pairs. Check answers. Model and drill pronunciation.

| | | |
|---|---|---|
| 1 shelves | 9 a clock | 16 a desk |
| 2 a light | 10 a refrigerator | 17 a radiator |
| 3 a bed | 11 a stove | 18 an armchair |
| 4 carpet | 12 a cupboard | 19 a fireplace |
| 5 a wall | 13 floor | 20 a picture |
| 6 a shower | 14 stairs | 21 a sofa |
| 7 a mirror | 15 a lamp | 22 a plant |
| 8 a bathtub | | |

- Now have SS cover the words and use the pictures to test themselves or each other with the words from **1** and **2**.
- Tell SS to close their books. In pairs they should try to tell each other what they have in at least two rooms in their own house/apartment.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 64.

## 2 LISTENING

**a**
- Focus on the advertisement and photo and ask if SS would like to live in the house and why (not)?

⚠ At this stage only tell SS that the house is the same house as in **5D** if someone in the class realizes it.

- Elicit ideas from a few SS. Check that they understand *for rent* and *low price.* Ask SS why they think it is cheap. (Perhaps because nobody wants to live there because of the murder.)

**b** 6.1
- Focus on the picture and instructions. Ask *Who is the young man?* and elicit that he is a real estate agent, a man who sells and rents houses and apartments.
- Now either tell SS to close their books and listen or to cover the conversation. Play the recording once, and check answers.

⚠ Stress that SS should listen to find out which rooms they actually go into, not which ones they or the real estate agent mention.

the hall the living room the kitchen

6.1 CD2 Track 50

**A = agent, L = Larry, Lo = Louise**

A Well, this is the hall. There are six rooms on this floor. There's a kitchen, a dining room, a living room, a study, a library …
L Wow! There's a library, Louise!
LO What's that room?
A That's a bathroom.
L How many bathrooms are there?
A There's one downstairs and three upstairs.
LO Are there any showers?

A No, there aren't. This is an old house… This is the living room.
LO Are those paintings original?
A Yes, I think so.
L Is there a television?
A No, there isn't, sir. But there's a piano…
A And the kitchen.
LO There isn't a fridge.
A Yes, there is. It's over there.
LO You call that a fridge?! Are there any glasses? I need a glass of water.
A Yes. There are some glasses in that cupboard. Now let's go upstairs.

**c** • Focus on the conversation with blanks. Play the recording again for SS to complete it.
• Have SS compare with a partner and check answers.

| | |
|---|---|
| 1 dining room | 6 television |
| 2 study | 7 piano |
| 3 bathroom | 8 fridge |
| 4 upstairs | 9 glasses |
| 5 showers | 10 cupboard |

## Extra support

Give SS time to read through the conversation and think about what kind of words are missing (i.e., furniture or rooms) before you play the recording.

**d** 6.2
• Focus on the instructions. Then play the recording twice. Have SS compare with a partner before you check answers.

One of the bedrooms is very cold.
They decide to rent the house.

• Ask a few more comprehension questions, e.g., *How old is the house?* (100 years old.) *What kind of heating is there?* (Central heating.) *Why do they go back to the agent's office?* (To sign the contract.) *Who lived in the house before?* (The Travis family.) Elicit that this is the same house as in **5D**.

6.2 CD2 Track 51
(audioscript in Student Book on page 118)
A OK. Let's have a look upstairs now. Follow me.
LO It's very old.
A Yes, the house is a hundred years old. The Travis family lived here for nearly fifty years. There are five bedrooms. This was Mr Travis's bedroom.
L It's cold in here.
LO Yes, very cold.
A Don't worry. There is central heating in the house. And this room here is the second bedroom.
L OK, well, what do you think, Louise?
LO I like it.
L Me too. Yes. We want it.
A Excellent! Let's go back to my office and we can sign the contract.

## 3 GRAMMAR *there is / there are*

**a** • Focus on the chart and give SS a minute to complete it.

| singular | plural |
|---|---|
| There's a piano. | There **are** some glasses in the cupboard. |
| There **isn't** a fridge. | There aren't any showers. |
| **Is there** a TV? | **Are there** any glasses? |

**b** • Give SS a minute to look at the question and discuss it in pairs. Elicit that *some* = we don't know how many exactly.

**c** • Tell SS to go to **Grammar Bank 6A** on page 132. Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

***there is / there are***

- *There is* is used with singular nouns, *there are* with plural nouns.
- Questions are formed by inversion (*There is – Is there…?*) and negatives by adding *not* or *-n't* (*There is – There isn't*).
- There is no written contraction of *are* in *there are* (NOT ~~*There're*~~) but in speaking *are* is unstressed.
- When giving a list of things we use *there is* (NOT ~~*there are*~~) when the first word is singular, e.g., *In my living room there's a sofa and two armchairs.*

***some* and *any***

- *Some* and *any* are determiners used here with plural countable nouns. *Some* and *any* with uncountable nouns is presented in **7A**.

• Focus on exercises **6A** on page 133. SS do the exercises individually or in pairs.
• Check answers, having SS read the complete sentences aloud.

**a** 1 There are
2 There's
3 There are
4 There's
5 There are
6 There's

**b** 1 There's a table in the kitchen.
2 Is there a fireplace in the living room?
3 There aren't any plants in the living room.
4 Are there any cupboards in the kitchen?
5 There isn't a shower in the bathroom.
6 There are some shelves in the study.

• Tell SS to go back to the main lesson on page 65.

## 4 PRONUNCIATION /ð/ and /ɛr/, sentence stress

**a** 6.3
• Focus on the conversation and play the recording. Elicit that all the examples of *th* are pronounced /ð/ like *mother*, and that the other highlighted letters all have the /ɛr/ sound, like *chair*.
• Play the recording again, pausing after each sentence for SS to repeat, copying the rhythm.

## Extra support

Have SS underline the stressed words (see audioscript) and remind them to pronounce them more strongly when they practice the conversation.

• Have SS read the conversation in pairs.

6.3 CD2 Track 52

A Where's the bathroom?
B It's upstairs.
A Is there an elevator?
B No, there are stairs.
A Where are the stairs?
B They're over there.

**b** • Put SS in groups of three and give them roles (Larry, Louise, and the agent). SS read the dialogue in **2c**, focusing on getting the right rhythm. If you have time, have them change roles.

⚠ If you can't have all students in groups of three, have one or two pairs. One student is the agent, the other should read the roles of Larry *and* Louise.

## 5 SPEAKING

**a** • Focus on the questions, and give SS two minutes to complete them with *Is there* or *Are there*. Check that they have done this correctly by having them interview you about your apartment/house.

**In your house/apartment**
1 How many bedrooms **are there**?
2 How many bathrooms **are there**?
3 **Is there** an office?
4 **Is there** a yard?
5 **Is there** a garage?
6 **Is there** central heating?

**In your bedroom**
7 **Is there** a TV?
8 **Are there** any pictures on the wall?
9 **Are there** any plants?
10 **Is there** a mirror?
11 **Are there** any cupboards?
12 **Is there** a computer?

• Now have SS interview each other. Elicit responses.

### Extra challenge

Write key words for the interview on the board, i.e., *bedrooms, bathrooms,* etc. and have SS interview each other with books closed.

**b** • Focus on the instructions. To demonstrate quickly, sketch a basic plan of your living room on the board and "show" it to the class. (You don't need to draw everything in, just the main pieces of furniture.)
• SS do the same in pairs. Monitor and help SS with any other vocabulary they need.

## 6 LISTENING

**a** 6.4

• Focus on the picture and ask *Where are Louise and Larry?* (In a cafe, near the house they just rented.) Go through the instructions and questions.
• Play the recording twice. Have SS compare with a partner before checking answers.

1 Cappuccinos.
2 That a man (Mr. Travis) was murdered there in 1952.
3 They leave the cafe – Louise wants to find a hotel. She doesn't want to sleep in the house.

6.4 CD2 Track 53

(audioscript in Student's Book on page 118)
**L = Larry, Lo = Louise, W = waitress**
W Hello. What are you having today?
L Two cappuccinos and two pieces of chocolate cake, please.
W Two cappuccinos, two chocolate cakes. It's delicious. You'll love it. You're new in town, aren't you?
LO Yes, that's right. We're from Washington.
L My wife and I just rented the big house down the street. Tonight is our first night there.
W The Travis's old house?
L Yes.
W Oh.
LO Is there a problem?
W Didn't they tell you?
L Tell us what?
W About the murder.
LO Murder??
W Yes, Mr. Travis was murdered in that house in 1952… in his bed.
LO Oh, how horrible!
W That's why they always rent that house.
L Why?
W Because nobody wants to buy it.
LO Come on, Larry. Let's go and find a hotel.
L A hotel?
LO Yes – I don't want to sleep in a house where somebody was murdered. Come on.
L But, but, Louise…

• Ask a few more comprehension questions, e.g., *Where are Louise and Larry from?* (Washington.) *Why do they always rent the house?* (Because nobody wants to buy it.) Finally ask SS if they would like to rent a house where somebody was murdered.

### Extra support

Have SS listen to the recording with the audioscript on page 118 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

## Extra photocopiable activities

**Grammar**
*there is/there are* page 160.
**Communicative**
Apartment for rent page 205 (instructions page 180).

## HOMEWORK

Study Link **Workbook** pages 49–50.

# 6 B A night in a haunted hotel

**G** *there was / there were*
**V** prepositions of place: *in, on, under*, etc.
**P** silent letters

## Lesson plan

This lesson is based on a *Sunday Times* travel article about haunted hotels in the UK. A journalist was sent to stay at one and report on what happened during the night. This provides a context for SS to practice *there was/there were* and prepositions of place. Make sure SS realize that this is a true story, and that it is a real hotel where they could go and spend the night!

### Optional lead-in (books closed)

- Play the "Long Sentence Game" with your SS to review *there is* and furniture.
- You begin the game. Say: *In my living room there's a sofa.* Then choose a student to continue. He/She must repeat your sentence and add one more piece of furniture, e.g., *In my living room there's a sofa and two armchairs.*
- Now point to another student who must continue, repeating the sentence and adding to it, e.g., *In my living room there's a sofa, two armchairs, and a table.*
- After ten SS have added their words, see if the whole class can repeat the list from memory.

## 1 VOCABULARY prepositions of place

**a**
- Books open. Focus on the nine prepositions of place and the pictures.
- Ask *What can you see in every picture?* (A ghost.) In pairs, SS match the words and pictures. Some of these prepositions may be new to your SS, so go around monitoring and helping.

### Extra support

Demonstrate the meaning of the prepositions using classroom objects before doing **a**.

- Check answers by asking SS *Where's the ghost in picture 1?* Model and drill the pronunciation.

1 behind
2 in
3 under
4 over
5 in front of
6 next to
7 between
8 across from
9 on

- Point out the difference between *in* (= inside) and *on*, and between *in front of* and *across from* (= face to face) demonstrating with objects/people in the classroom.

### Extra idea

Give more practice with the prepositions by asking questions about things/people in the classroom.

**b**
- Focus on the example. SS cover the prepositions and test each other in pairs pointing to pictures and asking *Where's the ghost?*

**c**
- Tell SS to go to **Vocabulary Bank *Apartments and houses*** on page 151. Tell them to choose a room and to draw a ghost somewhere in it, e.g., in the cupboard, under the bed, etc. **They must not let their partner see their book.**
- If SS don't want to draw in their book, tell them to choose a place where the ghost is and write it on a piece of paper.
- Get SS to sit face to face if possible. Now tell them that they have to "find" their partner's ghost, but they can only ask ten questions, always beginning *Is it …?* + a preposition of place, e.g., *Is it in the living room? Is it behind the sofa?*
- ⚠ Make sure SS realize that first they need to identify what room the ghost is in.
- Demonstrate by "hiding" the ghost yourself and eliciting questions from SS until they "find" it.
- Tell SS to go back to the main lesson on page 66.

## 2 READING

**a**
- Focus on the lesson title. Elicit / teach the meaning of a *haunted hotel* (a hotel where a ghost lives). Then focus on the title of the article and the two photos. Tell SS that this is a real hotel in England. SS now read the introduction (until *I don't believe in ghosts*) and in pairs answer the questions. Set a time limit.
- Check answers. Make sure SS understood *priest* (a religious man), *appear* (suddenly come), *nervous* (a little worried/frightened before you do something).

1 In Cumbria, in the north of England.
2 A (*Sunday Times*) journalist.
3 People say there is a ghost there.
4 Stephen spent a night in Room 11.
5 Call or speak to anybody.
6 Nervous.
7 No.

**b**
- Ask the whole class and elicit responses.

**c**
- Focus on the text, and explain that it's the journalist's account of his night in Room 11. Build suspense by asking SS if they think he sees the ghost or not.

6.5

- Focus on the three pictures. SS listen and read the text once and then label the pictures. Set another time limit for the first read (e.g., two minutes), and have SS compare before checking answers. Model and drill pronunciation.

1 cemetery /'sɛmətɛri/
2 remote control
3 horror movie

**6.5** CD2 Track 54

I arrived at Gosforth Hall late in the evening. It was a very dark night, but I could see there was a church with a cemetery next to the hotel. I checked in, and the receptionist gave me the key and showed me to my room.

I left my things in the room and came downstairs. There weren't many guests. There were only three including me. I sat in the sitting room, and I talked to the manager, Sara Daniels, about her hotel. I had a drink and at 12:00 I went upstairs to my room.

Room 11 was on the top floor. I opened the door and turned on the light. It was a very big room, very old, and yes, it was a bit spooky. There was an old television on a table – but there wasn't a remote control. I turned on the TV. There was a movie on. I was happy to see that it wasn't a horror movie. I decided to watch the movie and keep the light on all night. But I was tired after my long trip, and after half an hour, I went to sleep.

**d** • Now focus on sentences 1–7 and the example. In pairs, SS try to correct the information and then read the text again to check.

### Extra support

Let SS read the text again *before* correcting the information.

• Check answers, and also make sure SS understand any vocabulary they don't know e.g., *top floor, spooky, decided, have the light on, went to sleep*, etc.

2 two other guests
3 to the manager
4 on the top floor
5 very big
6 wasn't a horror movie
7 the TV and the light were on.

**e** • Ask the class again and see if they still have the same thoughts regarding whether Stephen saw a ghost or not. Tell SS that they will now find out what happened to Stephen.

## 3 LISTENING

**a** 6.6

• Now tell SS they're going to hear Stephen being interviewed. Play the recording once and elicit answers to the question.

### Extra support

Pause the recording first after … *turn it off.* Check comprehension by asking SS *What was strange about the room?* Pause again after …*something in the room…* and repeat the question. Elicit that he couldn't see anything, but he could *feel* something. Then play it until the end.

He didn't see the ghost, but he felt something in the room.

**b** • Focus on the report form and go through it with SS. Point out that sometimes they just have to circle *Yes* or *No*, in other places they have to write a word(s) or number, and in 8 they have to check a box.

• Play the recording again, and repeat it if necessary. Have SS compare with a partner and then check answers.

| | |
|---|---|
| 1 Yes | 6 No |
| 2 2:00 a.m. | 7 Yes |
| 3 Yes | 8 very |
| 4 TV | 9 Yes |
| 5 light | 10 I want to see the ghost. |

### Extra support

Have SS listen to the recording one more time with the audioscript on page 118 so they can see exactly what Stephen said and see how much they understood. Translate/explain any new words or phrases.

**6.6** CD2 Track 55

(audioscript in Student Book on page 118)

**S = Stephen Bleach, I = interviewer**

S In the middle of the night I suddenly woke up! It was two o'clock. The television was off! But how? There was no remote control, and *I* certainly didn't get up and turn it off. The light was still on, but suddenly the light went off, too. Now I was really frightened! I couldn't *see* anything strange, but I could *feel* that there was somebody or something in the room. I got out of bed and turned on the TV again. Little by little I started to relax, and I went to sleep again. When I woke up, it was morning. I had breakfast, and I left the hotel about ten o'clock.

I So the question is, did you see the ghost?

S No, I didn't *see* the ghost, but I definitely *felt* something or somebody in the room when I woke up in the middle of the night.

I Were you frightened?

S Yes, I was! Very frightened!

I Would you like to spend another night in the hotel?

S Definitely, yes.

I Why?

S Well, I'm sure there was something strange in that room. I can't explain the television and the light. I want to go back because I want to *see* the ghost.

• Ask SS if they would now like to go to the hotel and stay in Room 11.

### Extra idea

Have SS read the audioscript on page 118 and then role-play the interview. The person playing Stephen should do it with books closed.

## 4 GRAMMAR *there was/there were*

**a** • Focus on the four sentences. Get SS to complete them *in pairs. Check answers.*

1 weren't
2 were
3 was
4 wasn't

**b** • Tell SS to go to **Grammar Bank 6B** on page 132. Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

- *There is / there are* can be used in any tense simply by changing the tense of *be*, thus the past is *there was / there were.*
- Although it works in exactly the same way as *there is / there are*, SS have a tendency to forget the plural form *there were.*

- Focus on exercises **6B** on page 133. SS do the exercises individually or in pairs. Remind them to use *some* and *any* in plural sentences where no number is mentioned.
- Check answers, getting SS to read the complete sentences.

**a**
1 There were some double rooms.
2 There was a swimming pool.
3 There was a restaurant.
4 There wasn't a parking lot.
5 There weren't any stores.

**b**

| | | | |
|---|---|---|---|
| 1 | There were | 7 | was there |
| 2 | There was | 8 | There was |
| 3 | there were | 9 | Were there |
| 4 | Was there | 10 | there weren't |
| 5 | there wasn't | 11 | There was |
| 6 | there was | | |

- Tell SS to go back to the main lesson on page 67.

## 5 SPEAKING

- Tell SS to go to **Communication** ***Room 11*** on page 111. Give them one minute to look at the picture.

**a**
- Put students in pairs, A and B. Tell A to go to page 109 and B to page 112. Give each student a couple of minutes to write their questions.

### Extra support

Put SS in pairs, A and A and B and B, to prepare their questions together.

**b**
- Have SS sit face to face. A asks his/her questions to B, who has to answer without looking back at the picture.

**c**
- B now asks A his/her questions.
- When they have finished have SS go back to page 111 to check their answers and see who has the best memory.

### Extra challenge

Have SS make questions from the prompts orally, without writing them first.

- Tell SS to go back to the main lesson on page 67.

## 6 PRONUNCIATION silent letters

**a**
- Go through the introductory text and model and drill the pronunciation of *cupboard* so SS can hear that the *p* isn't pronounced. Show them that the phonetics also make this clear. Point out also that the second syllable in *cupboard* is pronounced /bərd/ and not /bɔrd/.

### Pronunciation notes

- Encourage and help SS to cross out silent letters when they learn new words, like this: *listen.*
- Emphasize that if SS can recognize the phonetic transcriptions next to words in the dictionary, this will help them identify silent letters.

- In pairs SS say the words aloud, decide which they think is the silent letter in each word, and cross it out.

**b** 6.7
- Play the recording for them to check. Check answers (the silent letters are in red).

6.7 CD2 Track 56

| | |
|---|---|
| guest | building |
| ghost | listen |
| half | friend |
| could | write |
| know | hour |

- Point out that in words that begin with *kn-* (e.g., *knee*) or *wr-* (e.g., *wrong*) the *k* and the *w* are always silent.

### Extra idea

If your SS have dictionaries, you could have them check their answers with the phonetics in their dictionary. This will help build their confidence in dictionary use.

## Extra photocopiable activities

**Grammar**
*there was / there were* page 161.
**Communicative**
Where is it? page 206 (instructions page 180).

## HOMEWORK

Study Link **Workbook** pages 51–52.

# 6C Nightmare neighbors

**G** present continuous
**V** verb phrases: *make a noise*, etc.
**P** verb + *-ing*

## Lesson plan

This lesson is based on a newspaper survey about noisy neighbors. SS learn new verb phrases and practice the present continuous. The form (*be* + *-ing* form of the verb) is not a problem, but using it correctly can be difficult, especially for SS who do not have an equivalent in their L1. The simple present and the present continuous are contrasted in the next lesson (**6D**). The use of the present continuous to express future arrangements is taught in *American English File 2*.

### Optional lead-in (books closed)

- Do something that makes a noise, e.g., play a CD very loudly, bang the desk, etc., and elicit the word *noise*. Then elicit the verb we use with noise, *make a noise*, and the adjective *noisy*.
- Now elicit/teach the word *neighbors* (people who live in the apartment/house next to you). Model and drill pronunciation /'neɪbərz/. Then give SS in pairs a few minutes to think of three things noisy neighbors do.
- Elicit and write SS' ideas on the board. When you start **1a**, have SS see if any of the things they suggested are there.

## 1 VOCABULARY & SPEAKING

**a**
- Books open. Focus on the text and photo, and use it to teach the word *neighbors*. Model and drill pronunciation. Elicit that the man doesn't like his neighbors because they are *noisy*.
- Focus on the text and the verbs above it. Tell SS to read the text and, in pairs, to complete the problems. Have them try to figure out the meaning of the new verbs from the context.
- Check answers.

They **talk** loudly.
Their babies **cry**.
They **have** noisy parties.
Their dogs **bark**.
They **watch** TV late at night.
They **move** furniture.
They **play** a musical instrument.
They **argue** with their family.

- Tell SS to cover the sentences and see how many they can remember.

**b**
- Focus on the survey and go through the questions.
- Have SS interview you. Give as much (simple) information as you can to model the way you want the SS to answer the questions.
- SS interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need.
- Elicit responses by asking a few SS about their neighbors.

## 2 GRAMMAR present continuous

**a**
- Focus on the sentences and have SS match them to the different apartments on page 69.
- Have SS compare and then check answers. Model and drill pronunciation.

1 She's playing the violin.
2 They're arguing.
3 The dog's barking.
4 He's watching soccer.
5 The baby's crying.
6 They're moving furniture.
7 They're having a party.
8 He's listening to music.

6.8

**b**
- Have SS cover the sentences and look at the picture. Play the recording of eight sound effects (which tell you what the people in the apartments are doing).
- Pause the recording after each sound effect and ask SS *What's happening?* (They're arguing.) *Where?* (In apartment 2.) to elicit the eight sentences from **a**.

**6.8** CD2 Track 57

| | |
|---|---|
| 1 He's watching soccer. | Apartment 4 |
| 2 The baby's crying. | Apartment 5 |
| 3 They're having a party. | Apartment 7 |
| 4 She's playing the violin. | Apartment 1 |
| 5 The dog's barking. | Apartment 3 |
| 6 They're arguing. | Apartment 2 |
| 7 They're moving furniture. | Apartment 6 |
| 8 He's listening to music. | Apartment 8 |

**c**
- Focus on the chart and on the three [+] sentences. Elicit that *'s* is the contraction of *is*, and *'re* is the contraction of *are*. The other verb is always verb + *-ing*.
- Get SS to complete the [–] and [?] forms.

6.9

**d**
- Play the recording and get SS to repeat the sentences and check their answers.

**6.9** CD2 Track 58

The baby's crying.
She's playing the violin.
They're having a party.

The baby **isn't** crying.
She **isn't playing** the violin.
They **aren't having** a party.

**Is** the baby **crying**?
Is **she playing** the violin?
**Are** they **having** a party?

- Elicit/teach that we use this form of the verb (present continuous) for something that's happening now, at the moment of speaking. Give a few more examples, e.g., *We're having a class. I'm talking to you, and you're listening.*

**e** • Tell SS to go to **Grammar Bank 6C** on page 132. Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

**Present continuous**

- SS don't usually find the form of this tense difficult (*be* + *-ing* form of the verb), but they usually have problems using it correctly, especially if they do not have an equivalent form in their L1. Their main mistake is to use the simple present, not continuous, for things which are happening now, e.g., *The baby cries* instead of *The baby's crying.*
- The present continuous is contrasted with the simple present in the next lesson (**6D**). Its use to talk about future arrangements will be presented in *American English File 2.*

**Spelling rules**

- SS learned the rules for making the *-ing* form in lesson **4B.** They will probably need to review them (see page 128).

- Focus on the exercises for **6C** on page 133. SS do the exercises individually or in pairs.
- Check answers, getting SS to read the full sentences.

**a** 1 He's taking a shower.
2 What are they doing? They're dancing.
3 What's she doing? She's listening to music.
**b** 1 It's raining
2 she's talking
3 are you doing
4 aren't you doing
5 we're studying
6 she's waiting
7 They're having
8 What's she wearing

## Extra idea

Have SS read the conversation **b** in pairs.

- Tell SS to go back to the main lesson on page 68.

**f** • Focus on the instructions. SS use the apartments in **a** to practice making questions and answers.

## Extra support

Have SS practice making Yes/No questions, e.g., with Apartment 1, A *Is she playing the piano?* B *No, (she isn't). She's playing the violin.*

**g** 6.10

- Now tell SS to close their books and listen to six noises. They have to decide what they think is happening and write a sentence.
- Play the recording once the whole way through, for SS just to listen. Then play it again, stopping after each sound effect, and give SS time to write a sentence in pairs. Emphasize that SS should write complete sentences, not just the *-ing* form, e.g., *It's raining.*
- Check answers, accepting all appropriate sentences.

**6.10** CD2 Track 59

1 It's raining.
2 They're playing tennis.
3 He's taking a shower/singing.
4 They're having lunch/dinner.
5 They're exercising.
6 She's cooking.

## 3 PRONUNCIATION verb + *-ing*

**a** • Focus on the sound pictures and elicit the words and sounds (*cat* /æ/, *train* /eɪ/, *saw* /ɔ/, *bike* /aɪ/, *boot* /u/, *phone* /oʊ/).
- Now focus on the *-ing* forms/verbs. SS put two verbs in each column.

**b** 6.11

- Play the recording once for SS to check answers. Then play it again, pausing after each group for SS to repeat.

**6.11** CD2 Track 60

| | |
|---|---|
| cat | dancing, asking |
| train | playing, raining |
| saw | calling, talking |
| bike | crying, driving |
| boot | doing, moving |
| phone | smoking, going |

**c** 6.12

- Tell SS that when they're listening to the present continuous, it's often difficult to hear the verb *be*, as it's usually contracted.
- Now tell them they're going to listen to a man on a train talking on his cell phone. They must listen and write down six present continuous statements or questions.
- Play the recording once the whole way through just for SS to listen. Have SS compare with a partner what present continuous sentences they think they heard.
- Play the recording twice more, pausing after each sentence to give SS time to write the answers.

**6.12** CD2 Track 61

(audioscript in Student Book on page 118)
Hi, Bill, it's Rob. What are you doing? … Me? I'm going to Boston. …Hey, who are you talking to? … No, I'm having a cup of coffee. … Oh, is the baby crying? … OK. My train's arriving. Bye!

- Check answers, and write them on the board. Have SS spell the *-ing* forms.

1 What are you doing?
2 I'm going to Boston.
3 Who are you talking to?
4 I'm having a cup of coffee.
5 Is the baby crying?
6 My train's arriving.

## 4 SPEAKING

- Use someone in class or pictures to pre-teach the use of *She's wearing…* to describe what clothes somebody has on. In your SS' language they may use the simple present to convey this idea.
- Put SS in pairs and have them sit face to face. Now tell them to go to **Communication *They're having a party!*** A page 110, B page 113.
- Go through the instructions with them. Point out that when we describe a picture, we use the present continuous for actions that are happening in the picture.
- Tell the As to describe the left-hand side of the picture and the Bs the right-hand side. Demonstrate the activity by sitting with an A and beginning to describe the left-hand side. Tell all the Bs to listen to you and to say when they hear something that's different.
- SS continue in pairs. When they've finished, they compare their pictures to see if they have correctly identified the differences.
- Check by getting pairs to explain the differences, e.g., A *In my picture the woman in the pink pants and the man in the green pants are kissing.*
  B *In my picture they're talking.*

In A the parents are coming through the door / into the room; in B they are not there.
In A the woman in the pink pants and the man in the green pants are kissing; in B they are talking.
In A the boy in the yellow T-shirt is holding a bottle; in B he's talking on his cell phone.
In A the woman in the black dress and the man in the white T-shirt are dancing the tango; in B they are dancing rock'n'roll.
In B the boy in the orange T-shirt is smoking; in A he's opening a can.
In B the girl is wearing a blue dress; in A she's wearing a red dress.
In B two people are eating on the sofa; in A they're sleeping.
In B the people in the house next door are talking on the phone / calling the police; in A they are watching television.

### Extra idea

For more personalization with the present continuous, write the names of five family members or friends on the board, e.g., my mother, David (my brother), and explain who they are if necessary. Elicit from SS the question *What's (your mother) doing right now?* and answer, e.g., *I think she's (probably) having lunch.* When SS have asked about the other people, they do the same in pairs.

## Extra photocopiable activities

**Grammar**
present continuous page 162.
**Communicative**
Don't say a word page 207 (instructions page 181).

## HOMEWORK

**Study Link** **Workbook** pages 53–54.

# 6 D New York, New York

G simple present or present continuous?
V places in a city: *school, street,* etc.
P place names

## Lesson plan

This lesson contrasts the simple present and present continuous. The context is provided by tourists' impressions of some of New York's top attractions. SS also learn the vocabulary to describe tourist attractions in a city, and they read about the Circle Line Tour. The lesson finishes with the song *New York, New York.*

### Optional lead-in (books closed)

- Write New York City on the board and teach/elicit the right pronunciation.
- Tell SS in pairs to write down three things they associate with New York City (e.g., Empire State Building, Statue of Liberty, Grand Central Station).
- Elicit their suggestions and write them on the board.
- Ask SS *Have any of you visited New York City? Which of these did you see?* and get responses.

## 1 GRAMMAR simple present or present continuous?

**a**
- Books open. Focus on the lesson title and tell SS it's the title of a famous song. Ask them if they know the song.
- Now focus on the photos and see if SS can identify the places. Write the names on the board.

The Statue of Liberty
Grand Central Station
Empire State Building
Metropolitan Museum

- Ask SS which two attractions they would like to see and get responses. Ask *Why?*

**b**
- Focus on the picture of Eric and Ana. Review the present continuous by asking SS *What are they doing? What's Eric wearing? What's Ana wearing?*
- Tell SS that Eric and Ana are in New York for the day, and they visit all four attractions. Ana has a guidebook so she can tell Eric about the attractions.

6.13

- Have SS cover the dialogues and focus on the pictures. Play the recording and have SS number the pictures in order. Check answers.

4 Empire State Building
2 The Statue of Liberty
1 Grand Central Station
3 Metropolitan Museum

**c**
- Now tell SS to uncover and look at the dialogues. Go through them and elicit/teach any new vocabulary, e.g., *ferry, guidebook,* etc.
- Now tell SS that the verbs in parentheses are either in the present continuous or the simple present. They are going to listen again to hear which tense it is, and should then write the verb in.
- ⚠ Remind SS to include the verb *be* in the present continuous. They should use contractions, as these are conversations.
- Play the recording once all the way through, telling SS just to read and listen. Then play it again, pausing after each verb (or after each conversation) to give SS time to write.

### Extra challenge

Give SS a few minutes to guess which tense the verbs are in before they listen.

- Check answers.

**6.13** CD2 Track 62

E = Eric, A = Ana

1 A Wow! This place **is** really busy.
E I know. Everyone **is going** to work right now.
2 E Look! The line **is moving** fast! Let's go! I can't wait to see the statue up close.
A We're lucky. The guidebook says that the line usually **moves** slowly. We'll be on the ferry in a few minutes.
3 E Let's go and see the next room.
A Wait! **I'm looking** at this painting.
E Yes, it's nice, but we **don't have** much time, and I **want** to see the Egyptian art.
4 E We**'re going** up! I can't wait to get to the top.
A Me either. But it's too bad it**'s raining**. The guidebook **says** you can see all of Central Park on a clear day.

- Ask SS to go through the conversations with their partner, looking at the verbs. Give them two minutes to think about what the difference is between the two tenses (the present continuous and the simple present). Elicit/teach that the present continuous is for what's happening now, and the simple present is for what always or usually happens.

### Extra support

Have SS read the conversations aloud in pairs.

**d**
- Tell SS to go to **Grammar Bank 6D** on page 132. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- There is a clear difference in use between the simple present and present continuous:
  The simple present is used for habitual actions (things that are always true or that happen every day).
  The present continuous is used for things happening now, at this moment.
- The use of these two tenses can cause problems either because SS don't have the present continuous in their

L1, or because English is "stricter" about using it when talking about now.
If you know your SS' L1, contrast it with English to anticipate or correct errors.

- Some verbs are not normally used in the present continuous, e.g., *want, like, need, have* (= possession), and *know.*

- SS do **6D a** on page 133 in pairs. Check answers, getting SS to correct the wrong sentences.

**a** 1 ✓
2 ✓
3 ✗ He's having a great time.
4 ✓
5 ✗ I usually go to the gym after work
6 ✓
7 ✗ What do you do?

- Now focus on **b**. SS do it individually or in pairs. Check answers.

**b** 1 What are you doing I'm waiting
2 What does your mother do? She works
3 They're having They have
4 I'm going Do you want

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 71.

## 2 READING

**a**
- Focus on the guidebook extract and photo of the Circle Line.
- First go through the questions. Elicit/teach that *How long* = How much time. You could explain the use of *How* + adjective to make questions, e.g., *How long…? How far…?*, etc. SS have already studied *How old.*
- Set a time limit, e.g., five minutes, for SS to read the text to find the answers. Have them compare with a partner and then check answers.

1 around the entire island of Manhattan or around the bottom of the island
2 two or three hours
3 the Statue of Liberty
4 525
5 about 10 mph
6 12:30 p.m.; 9:30 a.m.
7 every hour
8 online, by phone, or at the ticket office
9 yes
10 near the boat on 42nd Street and 12th Avenue

**b**
- Now focus on the highlighted words. In pairs SS guess them from the context, and then match them to their meanings. Check answers, and explain/translate any other vocabulary SS want to know.

1 in advance
2 are available
3 daily
4 approximately
5 room
6 passengers

**c**
- Ask the class and elicit why or why not.

## 3 VOCABULARY places in a city

**a**
- Get ideas from the class and encourage them to tell you about the building(s), asking them *How high is it? What can you see?*, etc.

**b**
- Tell SS to go to **Vocabulary Bank *Town and city*** on page 152.
- Give SS five to ten minutes to do **a** in pairs. They have already seen a lot of the words.
- Check answers. Model and drill pronunciation.

| | |
|---|---|
| 1 a police station | 15 a road |
| 2 a bus station | 16 a train station |
| 3 a river | 17 a supermarket |
| 4 a shopping mall | 18 a theater |
| 5 a department store | 19 a street |
| 6 a bridge | 20 a school |
| 7 a hospital | 21 a travel agency |
| 8 a bank | 22 a pharmacy |
| 9 an art gallery | 23 a market |
| 10 a church | 24 a town hall |
| 11 a museum | 25 a park |
| 12 a movie theater | 26 a mosque |
| 13 a sports center | 27 a post office |
| 14 a palace | 28 a square |

- For **b** SS cover the words and use the pictures to test themselves or each other.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 71.

## 4 SPEAKING

- This speaking activity focuses on recycling the vocabulary SS have just learned.
- Focus on the questionnaire. If you are from a different town/city from your SS, have them interview you about it.
- Put SS in pairs. If they are from the same town/city, have them answer questions 1–3 together in English. Then tell them that for 4, they can only put one name, and to decide together which name to put. If SS are from different places, get them to answer the questions individually and then compare with a partner.

## 5 PRONUNCIATION place names

**a** 6.14
- Focus on the introductory sentence, and elicit the correct pronunciation of *Greenwich* getting SS to look at the phonetics.
- Tell SS that they're going to hear eight places in English-speaking countries, which they must write down (just the place, not the complete sentences).
- Play the recording once all the way through for SS to listen. Then play it again, pausing after each sentence to give SS time to write. Check answers by getting SS to spell the names and writing them on the board.

6.14 CD2 Track 63

(audioscript in Student Book on page 118)
1 I live in **Greenwich Village**. /ˈgrɛnɪtʃ ˈvɪlɪdʒ/
2 He's from **Missouri**. /məˈzʊri/
3 They live in **Ottawa**. /ˈɑtəwə/
4 We went to **Connecticut** for the weekend. /kəˈnɛtɪkət/
5 She was born in **Dublin**. /ˈdʌblən/
6 We're studying in **Sydney**. /ˈsɪdni/
7 I want to go to **Manchester**. /ˈmænʃɛstər/
8 Do you like **Houston**? /ˈhyustən/

**b** • Now repeat the recording and have SS repeat the names (or the whole sentence). Play it again, stopping after each sentence to ask SS if the place name has the /ə/ sound.

**c** • Have SS practice saying the names.

**d** • Tell SS to go the **Sound Bank** on page 157. Point out that the /ə/ sound can be made by any combination of vowels and always occurs before or after a stressed syllable.

## 6 SONG ♫ *New York, New York*

6.15

• Here SS listen to a famous song about New York City. If you want to do this song with your SS, there is a photocopiable activity on page 226.

6.15 CD2 Track 64

Start spreading the news
I'm leaving today
I want to be a part of it,
New York, New York
These vagabond shoes
Are longing to stray
Right through the very heart of it,
New York, New York

I want to wake up in the city that doesn't sleep
And find I'm king of the hill, top of the heap

These little town blues
Are melting away
I'm going to make a brand new start of it
In old New York
If I can make it there,
I'll make it anywhere
It's up to you,
New York, New York.

## Extra photocopiable activities

**Grammar**
simple present or present continuous? page 163.
**Communicative**
Find the differences page 208 (instructions page 181).
**Song**
*New York, New York* page 226 (instructions page 221).

## HOMEWORK

**Study Link** **Workbook** pages 55–56.

# 6 Practical English on the street

**Vocabulary** directions: *turn left*, etc.
**Function** Asking for directions
**Language** *Could you tell me the way to …*

## Lesson plan

The Mark and Allie story continues – they get lost, and Allie gets stressed trying to find the street where the restaurant is.

In this lesson SS get practice with directions. The focus is more on asking for and understanding directions than on giving them, as this is difficult at their level.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used **instead of** the Class Audio CD (see Introduction page 9).

The first section of the Video is also on the MultiROM, with additional activities.

## VOCABULARY directions

**a**
- Focus on the pictures and give SS in pairs a few minutes to match them to the words or phrases.
- Check answers. Drill pronunciation. Point out that when *across (from)* is used to describe the position of a building, it usually means facing on the other side of the street. Give an example by asking SS what there is across (from) your school.

| | |
|---|---|
| 1 a traffic circle | 5 go straight ahead |
| 2 on the corner | 6 turn right |
| 3 across (from) | 7 turn left |
| 4 at the traffic lights | 8 go past (the station) |

**b**
- Tell SS to cover the words and test each other in pairs.

## ASKING FOR DIRECTIONS

**a** 6.16
- Tell SS to cover the conversation and look only at the map. Play the recording at least twice and then ask them which street is King Street.
- Have SS compare answers in pairs. Check answers.

**b**
- Now focus on the conversation and the blanks. Give SS a minute to read through the dialogue and guess the missing words. Then play the recording again once.
- Have SS compare answers in pairs. Play the recording again if necessary. Check answers.

6.16 CD3 Track 2

**A = Allie, P = passer-by**

A Excuse me. Where's King Street, please?
P1 Sorry, I **don't** know.
A Excuse me. Is King Street near here?
P2 King Street? It's **near** here but I don't know exactly **where**. Sorry.
A Thank you. Excuse me. Can you tell me the way to King Street?
P3 Yes. Go straight on. Go **past** the church, and then turn **left** at the traffic lights. And then I think it's the **second** on the right.
A Sorry, could you say that again, please?
P3 Yes, go straight on. Go past the church, and then turn left at the traffic lights. And then I think it's the second on the right.
A Thank you.

- Go through the conversation line by line. Point out that *Could you say that again?* is more polite than *What?* Explain that in American English you usually say *go straight ahead* instead of *go straight on* and *Can you tell me how to get to...?* instead of *Can you tell me the way to ...?*

**c** 6.17
- Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the conversation again. They repeat the **YOU SAY** phrases when they hear the beep.
- Play the recording, pausing if necessary for SS to repeat the phrases.

6.17 CD3 Track 3

A Excuse me. Where's King Street, please?
*repeat*
P1 Sorry, I don't know.
A Excuse me. Is King Street near here?
*repeat*
P2 King Street? It's near here but I don't know exactly where. Sorry.
A Thank you.
Excuse me. Can you tell me the way to King Street?
*repeat*
P3 Yes. Go straight on. Go past the church, and then turn left at the traffic lights. And then I think it's the second on the right.
A Sorry, could you say that again, please?
*repeat*
P3 Yes, go straight on. Go past the church, and then turn left at the traffic lights. And then I think it's the second on the right.
A Thank you.

- Put SS in pairs to practice the conversation. A is Allie, B is all the passers-by. Get SS to read the conversation first. Then tell A to close his/her book and try to say the part from memory. Then A and B change roles.

**d**
- In pairs SS role-play, asking for and giving simple directions. Go through the instructions with them and give them time to find the places on the map and think about how to give directions to them.
- Demonstrate first by asking a good student the way to the art gallery. SS then continue in pairs.

### Extra idea

Give SS clear directions to a nearby restaurant or shop and see if they can figure out where it is.

## SOCIAL ENGLISH

**a** 6.18

- Focus on the picture. Ask SS *What's happening?*
- Write on the board: *Who is right about where the street is, Mark or Allie?* Play the recording once and elicit that Mark is right.
- Focus on sentences 1–5 and go through them. Explain/translate *anywhere* (a possible place).
- Play the recording at least twice, and then give SS time to compare answers before checking.

1 first 2 tourist 3 park 4 space 5 can't

6.18 CD3 Track 4

(audioscript in Student Book on page 118)

A OK. It's this street. No, it isn't. I'm sure she said the **first** on the right.
M No, she said the *second* on the right. Relax, Allie.
A Look, let's ask that man there.
M I don't think he knows. He's a **tourist**.
A Just ask him, please.
M OK, OK. Excuse me! We're lost. Do you know where King Street is?
P Sorry, I don't live here – I'm a tourist.
M You see. I was right.
A OK, let's try the second on the right.
M Here it is. King Street. I *knew* she said the second on the right.
A There's the restaurant, Donatella's. Can you see anywhere to **park**?
M That white car's going over there! Do you think you can park in that **space**?
A Are you saying I **can't** park?
M Allie, I'm only joking.
A OK, OK, I'm sorry.

**b** • Ask SS if they think Mark and Allie will enjoy their dinner. Elicit a few ideas.

**c** • Focus on the **USEFUL PHRASES**. For each phrase ask SS *Who says it, Mark or Allie?*
- Then play the recording again for SS to check. Pause after each phrase and get SS to repeat it. In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

Let's ask that man there. – Allie
Excuse me! We're lost. – Mark
You see. I was right. – Mark
Here it is. – Mark
I'm only joking. – Mark

### Extra support

If there is time, you could have SS listen to the recording with the audioscript on page 118 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

### Extra challenge

Have SS role-play the second conversation in pairs using the audioscript on page 118.

## HOMEWORK

Study Link **Workbook** page 57.

# 6 WRITING A POSTCARD

## Lesson plan

In this sixth writing lesson SS consolidate the present continuous and review the simple present and simple past. The writing focus is on using the correct verb tense.

**a** • Ask SS if they send postcards when they're on vacation, who to, etc. Then focus on the two postcards and ask if SS know where they are from (they are both from Prague).
- If no one knows the answer, don't tell them and see if after reading the postcard and looking at the stamp they can guess where it is.

**b** • Give SS three minutes to read Melanie's postcard quickly. Tell SS it is one of the cards (pictures) above. Tell them to ignore the blanks. Get them to discuss together which card it is.
- Check answers, and if they couldn't identify the city before, elicit more ideas and then tell them it's Prague, the capital of the Czech Republic.

Postcard 1

**c** • Now tell SS to focus on the blanks and in pairs to put the verbs in the right tense. Ask them each time why it's that tense.
- Check answers.

We're having
arrived
we're staying
went
visited
we're sitting
is
are
go
have

- Check comprehension by asking a few questions, e.g., *Are they having a good time?* (Yes.), *Where are they staying?* (In a small hotel.), etc.

### Write a postcard

Go through the instructions with SS. Stress the importance of checking writing after they've done it.

- Either give SS at least 15 minutes to write the postcard in class, or set it for homework. Encourage SS to use a real postcard if they can get one.
- If SS do the writing in class, have them exchange and read each others' postcards and correct any mistakes they find, before you collect them.

# 6 Review & Check

For instructions on how to use these pages, see page *28*.

## What do you remember?

### GRAMMAR

1 b 2 a 3 b 4 a 5 b 6 b 7 a 8 b 9 b 10 a

### VOCABULARY

a 1 make 2 play 3 have 4 book 5 take
b 1 shelf (not a room)
2 fridge (usually not in a living room)
3 there (not a preposition)
4 town hall (a building)
5 square (not a building)
c 1 with 2 on 3 on 4 of 5 to

### PRONUNCIATION

a 1 near 2 know 3 floor 4 church 5 theater
b supermarket
between
behind
cupboard
museum

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

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

### CAN YOU HEAR THE DIFFERENCE?

a 1 b 2 a 3 b 4 b 5 a

6.19 CD3 Track 5

**A = agent, M = Mrs. Jones**

A Good afternoon, Happy Homes. How can I help you?
M Good afternoon. I'm calling about your ad in the local paper.
A Uh, which one?
M The four-bedroom house.
A Oh yes. I have it.
M Where is it exactly?
A It's about thirteen miles from the city.
M Sorry? Did you say thirty?
A Uh, no. Thirteen.
M Oh, it's close. How many bathrooms are there?
A There's one upstairs and one downstairs.
M Is there a yard?
A A very small one.
M How old is the house?
A It's about ninety years old. Would you like to see it?
M Yes, please. When?
A Is Thursday afternoon OK?
M Yes. What time?
A At a quarter to six?
M Where can we meet?
A Here in the office. Do you know where it is?
M Yes. OK then. Quarter to six on Thursday.
A Can you give me your name and your cell phone number?

b 1 b 2 a 3 b 4 b 5 a

6.20 CD3 Track 6

1 A Was the hotel full?
B No, it wasn't, it was empty. There were only five other guests, and the two of us.
2 A What's that noise?
B It's the neighbors again. What do you think they're doing?
A I think they're watching TV.
B No. Listen, they're arguing!
3 A Can I speak to Jim, please?
B Sorry, he's not here.
A Do you know where he is?
B Yes, he's at a restaurant. He's having dinner with friends.
4 A What are you reading, Maria?
B An Agatha Christie book.
A Oh, it's in English! Do you usually read in English?
B No. My teacher told me to read this for homework.
5 A Is the gallery open every day?
B Yes, but on Sundays it closes early, at 4:00 in the afternoon.

### CAN YOU SAY THIS IN ENGLISH?

1 How many TVs are there in your house?
2 What was there on TV last night?
3 Is there a computer in your bedroom?
4 What time do the banks open in your country?
5 What are you wearing today?

7 A

**G** *a/an, some/any*
**V** food and drink, countable/uncountable nouns
**P** the letters *ea*

# What does your food say about you?

## Lesson plan

This lesson takes a light-hearted look at the food we eat and what it says about our personality type. The grammatical and lexical focus is on countable and uncountable nouns and how *a*, *some*, and *any* are used with them. SS also review *there is/there are*. The pronunciation focus looks at the combination of vowels, *ea*, which can be pronounced in several different ways and which occurs in many food words.

### Optional lead-in (books closed)

- Write BREAKFAST on the board. Put SS in pairs and give them two minutes to write as many words as they can for things people eat and drink for breakfast.
- Elicit SS' ideas and write them the board. Model and drill pronunciation.

**Possible answers**
bread/toast/bagel
butter/jam
cereal
cold cuts
cheese
eggs
fruit/fruit juice
tea/coffee

- Have SS say in pairs what they had for breakfast this morning.

## 1 VOCABULARY food

**a**
- Focus on the picture. Ask SS what they think Laura writes in her Food Diary (what she eats and drinks every day) and why (to try to control her diet or her weight).
- Focus on the instructions and the food on the table. Give SS a minute to write the missing letters. Tell them that there is only one letter missing from each word.
- Have SS check their answers by answering the question *What did Laura have to eat and drink yesterday?*, e.g., A *She had an apple.* B *She had a banana.*
- Now check answers getting SS to tell you the first letter for each word. Model and drill pronunciation. Remind SS that *some* = not an exact amount.

2 a banana
3 some butter
4 an egg
5 some meat
6 some rice
7 some sugar
8 a tomato
9 a cookie
10 some coffee

### Extra idea

- Have SS close their books and in pairs try to remember the ten things Laura had to eat and drink.
- Elicit from the whole class, making sure SS use *a/an* or *some*.

**b**
- Focus on the two column headings and explain the difference, i.e., that countable words are used in the singular or plural and that they are things you can count (e.g., *a banana, two apples*). We think of them as individual units. Uncountable words are not normally used in the plural, and are not thought of as individual units (e.g., *rice, sugar*, etc.).
- SS in pairs put the words from **a** into the columns. Make sure they include *a/an* and *some*. Check answers.

| countable nouns (singular or plural) | uncountable nouns (singular) |
|---|---|
| an apple | some butter |
| a banana | some meat |
| an egg | some rice |
| a tomato | some sugar |
| a cookie | some coffee |

**c**
- Tell SS to go to **Vocabulary Bank** ***Food*** on page 153.
- Focus on the groups of words and the tables, and the photos of food for breakfast, lunch, dinner and desserts and snacks.
- Give SS five minutes to do **a** in pairs. There are more words than usual but SS may already know many of them.
- Check answers. Model and drill pronunciation.

| | | |
|---|---|---|
| 1 milk | 13 ketchup | 28 bananas |
| 2 coffee | 14 (*olive*) oil | 29 apples |
| 3 tea | 15 a lettuce | 30 a pineapple |
| 4 jam | 16 a salad | 31 grapes |
| 5 bread | 17 potatoes | 32 oranges |
| 6 sugar | 18 carrots | 33 ice cream |
| 7 cereal | 19 rice | 34 fruit salad |
| 8 butter | 20 fish | 35 potato chips |
| 9 cheese | 21 tomatoes | 36 sandwiches |
| 10 toast | 22 an onion | 37 cookies |
| 11 (*orange*) juice | 23 meat | 38 cake |
| 12 eggs | 24 mushrooms | 39 chocolate |
| | 25 pasta | 40 candy |
| | 26 peas | |
| | 27 French fries | |

- For **b** get SS to cover the words and use the pictures to test themselves or each other.

**Study Link** SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 76.

## 2 GRAMMAR *a/an, some/any*

**a**
- Focus on the questions and get SS to ask you first. Then they ask and answer in pairs.
- Elicit responses. Elicit that seeing what food people buy often tells you how healthy they are, if they cook much or not, how busy/stressed they are, etc.

**b** • Focus on the three baskets and elicit what is in each basket. Check answers.

**Basket 1**
carrots, lettuce, orange juice, mineral water, milk, grapes, pasta, oranges, tomatoes
**Basket 2**
mineral water, (smoked) salmon, box of chocolates, a pineapple, ice cream, strawberries, steak, butter
**Basket 3**
French fries, soda, peas, pizzas, chocolate, cookies

• Now focus on the cartoon characters. Model and drill their names, and make sure SS understand *luxury* /'lʌkʃəri/. Give them a minute to decide which basket is whose. Check answers.

1 Healthy Hannah
2 Luxury Lucy
3 Fast Food Frank

**c** • Now focus on the sentences. Show SS that *There's some ice cream* is only true for basket 2. Have SS continue in pairs. Check answers.

a 2 b 3 c 2 d 3 e 3 f 2

**d** • Focus on the words in bold in sentences a–f in **c** and give SS a minute or two to complete the rules. Check answers.

Use **a/an** with singular countable nouns.
Use **some** (+) and **any** (– and ?) with plural nouns and uncountable nouns.

**e** • Tell SS to go to **Grammar Bank 7A** on page 134. Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

**Countable/uncountable nouns**

- The concept of countable and uncountable nouns shouldn't cause too many problems (unless they do not exist in the SS' own language), but what may cause confusion is that some words are countable in English but uncountable in other languages or vice versa, e.g., *spaghetti* – uncountable in English, countable in Italian.
- You may need to give more examples of when a noun can be countable or uncountable. For example: *a chicken* (= a whole chicken) and *chicken* (= chicken pieces); *a soda* (= a can or glass of soda) and *soda* (= the liquid in general); *a coffee* (= a cup of) and *coffee* (= a quantity of coffee beans or powder in a jar or the liquid in general).

***a/an, some/any***

- SS have already learned the rules for *a/an*, *some*, and *any* plus singular and plural countable nouns in **6A**. Here they learn that *some* can also be used with singular uncountable nouns meaning not an exact amount, e.g., *some butter, some milk.*
- SS may find it strange using *some* and *any* with "singular" words, e.g., *butter*, since they previously used them with plural nouns and may have translated them in their heads as plural words.
- Make sure you point out the exception of using *some* for offers and requests. SS usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

• Focus on the exercises for **7A** on page 135. SS do the exercises individually or in pairs.
• Check answers, getting SS to read the complete sentences.

**a** 2 an orange
3 a cookie
4 some peas
5 an ice cream
6 some cake
7 some coffee
8 some cheese
9 some French fries
10 a pineapple

**b** 1 some
2 some
3 an
4 any
5 some
6 any
7 an
8 any
9 a
10 some

• Tell SS to go back to the main lesson on page 77.

**f** • Focus on the instructions. Then say a sentence yourself, e.g., *There isn't any chocolate*, and have SS say which basket (1). SS continue in pairs taking turns to make sentences. A says a sentence, B has to say which basket it is. Set a time limit, e.g., five minutes.

## Extra support

Have SS write their sentences first and then read them to each other.

# 3 PRONUNCIATION the letters *ea*

## Pronunciation notes

- The combination of vowels *e* + *a* has several possible pronunciations, several of which may seem quite irregular to SS, e.g., *great* /greɪt/. In this exercise we focus on common examples of this spelling that occur in food words.

**a** • Focus on the words in the box and elicit that they all have the vowels *ea*, but that the pronunciation is not the same.
• Now focus on the sound pictures and elicit the three words and sounds (*tree* /i/, *egg* /ɛ/, *train* /eɪ/). Have SS put the words in the three columns in pairs. Encourage them to say the words aloud to help them.

**b** 7.1
• Play the recording once to check answers. Then play it again, pausing after each word (or group of words) for SS to repeat. Elicit that the most common pronunciation is /i/, but they will need to learn unusual ones, e.g., *steak*, by heart.

7.1 CD3 Track 7

| | |
|---|---|
| tree /i/ | eat, ice cream, meat, peas, tea |
| egg /ɛ/ | bread, breakfast, health |
| train /eɪ/ | steak |

## Extra challenge

On the board, write some more words that SS know with *ea* for them to put in the columns, e.g., *sea, break, head, read, dead, great, leader, mean, please, speak.*

## 4 SPEAKING

**a** • Tell SS to go to **Vocabulary Bank *Food*** page 153 and make a food diary for yesterday, i.e., to write down what they had to eat and drink. Monitor and help them with any new words they need, but try not to overdo new vocabulary. Encourage SS to use more general words, e.g., *meat, fish, vegetables*, rather than specific words (*lamb, cake, carrots*, etc.). Tell them to write *a/an* or *some* with each word, and to group them under meals.

**b** • Demonstrate first yourself. Tell SS what you had for breakfast, lunch, and dinner, and ask them if they think you are more like Healthy Hannah, Luxury Lucy, or Fast Food Frank.

• SS now do the same in pairs. Monitor and help with pronunciation and correct any mistakes with *a/an* or *some*.

• Elicit responses from some pairs to find out what their diets are like.

## 5 LISTENING

**a** • Focus on the picture and ask SS what cooking programs there are on TV in their country.

• Now focus on the question. Elicit ideas and write them on the board.

**b** 7.2

• Focus on the exercise. Tell SS they're going to hear the recording twice, and that they should try to get some ingredients the first time, and then the rest the second time.

**c** • Play the recording. Have SS compare with a partner, and then play it again.

• Check answers.

| | |
|---|---|
| 2 an onion | 6 some ketchup |
| 3 some butter | 7 some red wine |
| 4 a carrot | 8 some meat |
| 5 some mushrooms | 9 some cheese |

### Extra support

Pause the recording after each ingredient to give SS time to write it down.

7.2 CD3 Track 8

(audioscript in Student Book on page 118)

**B = Bob, A = audience, Be = Belinda, C = Colin**

B Good evening. My name's Bob Keen, and welcome to another edition of… *Can men cook?*
A Yes, they can!
B Well, Belinda, who's our first guest tonight?
BE This is Colin Davidson – from Austin, Texas.
B Hello, Colin! What can you cook?
C Hello, Bob. My specialty is spaghetti bolognese.
B And what do you need to make it, Colin?
C Well, for four people you need some spaghetti. One box, Bob. And then for the bolognese sauce you need an onion, some butter, a carrot, some mushrooms, and uh, some ketchup…
B *Ketchup*, Colin?
C Yes, that's right, and you also need some red wine.
B Do you need any meat, Colin?
C Yes, Bob. You need some meat – about one pound. And some cheese.
B What kind of cheese?
C Any kind. It doesn't matter.
B OK. So those are all the ingredients. The question now is – *Can men cook?*
A Yes, they can!
B Colin, you have exactly 30 minutes to make us… spaghetti bolognese!
C Well, Bob, first you cut up the onion and you fry it. Then you take the…
B OK, Colin. That's your thirty minutes. And now it's time to taste the spaghetti bolognese. And it looks… uh, delicious. Belinda, can you try it for us? Well, Belinda, what do you think of it? Can men cook?
BE Hmm. Yes, Colin, it's, uh, very interesting. I'm sure your wife loves your cooking.
C Oh, I'm not married, Belinda. Would you like to have dinner with me?
B Well, that's all we have time for. Until next week. It's good-bye from me Bob Keen, Belinda Leyton, and Colin Davidson from Austin.

**c** • Play the recording again for SS to check their answers. Ask if Belinda likes Colin's spaghetti bolognese. (Not really.)

### Extra support

Have SS listen to the recording with the audioscript on page 118 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

**d** • If SS are all the same nationality, they can either all write the ingredients for the same dish (as they may not agree) or choose different dishes. In pairs they list the ingredients. Elicit responses and see whether SS agree, writing the name(s) of the dish and the ingredients on the board. Try to establish a "definitive" list.

• If your SS are from different countries, put SS from the same country in pairs if possible. If not, they can work individually. Have them write the ingredients for a dish from their country and then compare with other SS. Find out if they would like to eat each other's dishes or not.

## Extra photocopiable activities

**Grammar**
countable/uncountable nouns page 164.
**Communicative**
Food families page 209 (instructions page 181).

## HOMEWORK

Study Link **Workbook** pages 58–59.

7 B

**G** *how much / how many?*, quantifiers: *a lot, not much*, etc.
**V** drinks: *water, wine*, etc.
**P** /w/, /v/, and /b/

# How much water do we really need?

## Lesson plan

This lesson continues the theme of diet and is based on the subject of how much water we need to drink every day. The text *Water – facts and myths* is based on several recent articles and studies and presents a controversial view that should provoke differing opinions in the class. The grammar builds on what SS learned in the previous lesson, introducing different ways of talking and asking about quantity. SS have seen *much, many*, and *a lot of* previously in the book, so they should be aware of their meaning, but they have not focused on grammatical rules.

### Optional lead-in (books closed)

- Write DRINKS on the board. Elicit ideas from SS and write them up. Model and drill pronunciation.
- Ask SS if the words are countable or uncountable, and elicit that drinks words are generally uncountable (unless you mean *a glass of, a bottle of, a cup of*, etc.).
- Ask SS *What's your favorite drink?*

## 1 PRONUNCIATION /w/, /v/, and /b/

**a** 7.3

- Focus on the three sound pictures and play the recording for SS to repeat the words and sounds. Make sure SS can hear the difference between them, and show them the position of the lips/teeth to distinguish between /b/ and /v/.

7.3 CD3 Track 9

witch /w/
vase /v/
bag /b/

### Pronunciation notes

- These three sounds can cause some nationalities difficulties because of LI interference. The rules are quite clear. See **Sound Bank** page 159.

**b** 7.4

- Now focus on the cartoon and conversation. Play the recording once and get SS to listen and read the dialogue. Then get SS to practice it in pairs.
- Monitor, helping and correcting. Finally, get one pair to "perform" the conversation for the rest of the class.

7.4 CD3 Track 10

V Would you like a sandwich, Bill?
B No, thanks, Vicky. Just some bread and butter.
V Whole wheat bread or white bread?
B Whole wheat. It's very good for you, Vicky.

## 2 SPEAKING

**a**

- Focus on the introduction to the questionnaire. Read it aloud, and ask SS if they think it's true that we need to drink lots of water. Then focus on the illustrations and use them to pre-teach *tap water* and *bottled water*.

**b**

- Go through the questions and possible answers. Then get the class to interview you first. Answer the questions, giving some extra information where you can as a model for the SS.
- SS interview each other in pairs. Get some quick responses from the class for each question and find out how many SS think they need to drink more water.

## 3 GRAMMAR *how much / how many?*, quantifiers

**a**

- Focus on the questions and elicit the answers from the class.

1 How many 2 How much

**b**

- Now focus on the sentences and pictures, and have SS match them. Check answers.

1 A 2 C 3 B

- Highlight that *much* and *many* are used with the negative verb. Ask SS what they think would change in sentence 2 if instead of *water*, it said *glasses of water*, and elicit that *much* would change to *many*.

**c**

- Tell SS to go to **Grammar Bank 7B** on page 134. Go through the rules with the class. Model and drill the example sentences. Go over the pronunciation of *none* /nʌn/.

### Grammar notes

***a lot of***

- In + sentences native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much / many*.
- We use *a lot* (NOT ~~*a lot of*~~) in short answers or when we don't give the noun, e.g., *I eat a lot of chocolate* but *I eat a lot.*
- In colloquial English people often use *lots of* as an alternative to *a lot of*. At this level it is best just to teach SS one form (*a lot of*).

***much / many***

- *Much* and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in + sentences in formal English, e.g., *Many people live in houses in the US.* However, *much* is not normally used in + sentences, e.g., NOT ~~*British people drink much tea.*~~
- Tell SS to think of *much* as singular and *many* as plural to help them remember which one to use.

- Focus on the exercises for **7B** on page 135. SS do the exercises individually or in pairs.
- Check answers, having SS read the complete sentences.

**a** 1 How many
2 How much
3 How much
4 How many
5 How many
6 How much
7 How many
8 How much

**b** 1 a lot of
2 much
3 many
4 None
5 a lot of
6 Not much

- Tell SS to go back to the main lesson on page 79.

**d** • Focus on the questions and the short answers (*a lot, not much, none*, etc.) and have SS complete the questions.
- Check answers by getting SS to ask you the questions. Use a short answer, and then add a little more information where possible. You may want to teach a few words for containers, e.g., (*half*) *a bottle, a can, a carton.*

1 How many
2 How much
3 How many
4 How many
5 How much
6 How much
7 How much
8 How much

**e** • SS ask and answer in pairs.

### Extra challenge

Have As asking the questions with books open and Bs answering with books closed to encourage them to remember the short answers.

## 4 READING

**a** • Tell SS not to look at the article yet and go through the questions to make sure they understand them. Point out the meaning of *too much* (= more than what is good for you). SS, in pairs, try to answer some of the questions.

⚠ Encourage SS to try to communicate their answers in English but not to worry too much about being accurate, as they may want to say more than they can express correctly.

### Extra support

Ask the questions to the whole class, rather than having SS work in pairs, and help them express their answers.

**b** • Now focus on the article and instructions. Let SS take their time to read and match the questions, as this is probably the most challenging reading they've done so far.

### Extra support

Have SS go through the text together and do the task in pairs.

- Have SS compare with a partner before checking answers. Have SS write the questions in the blanks, as it will make the article easier to read again.

B 5 C 2 D 4 E 6 F 3

**c** • SS read the text again and match the highlighted words to the phrases. Tell them also to underline any other words they're not sure of.
- Check answers and model and drill the pronunciation.

1 temperature /ˈtɛmprətʃər/
2 sweat /swɛt/
3 experiments
4 recently
5 myths /mɪθs/
6 at least
7 contain
8 in fact

- Go through any other words or phrases that SS don't understand, either translating into SS' L1 or having SS check in their dictionaries.

**d** • Have SS cover the text and look back at the questions. In pairs they should try to answer them from memory, i.e., say anything they can remember from the answers.

**e** • Do this as an open class question, and stress that this article is based on some doctors' theories. Some SS (and "experts") may not agree with the answers to questions B and E.

## Extra photocopiable activities

**Grammar**
*how much/how many* page 165.
**Communicative**
Food questionnaire page 210 (instructions page 182).

## HOMEWORK

Study Link **Workbook** pages 60–61.

7 C

G *be going to* (plans)
V vacations: *camping, the sights,* etc.
P sentence stress

# Trading vacations

## Lesson plan

This lesson is inspired by an episode of TV show called *Holiday Swaps,* where two couples or families plan a vacation, which is then "traded" at the last minute with another couple's vacation. This provides a context for practicing *going to* for future plans. The lesson is predominantly listening-based as SS follow the different stages of the program.

*Going to* is the main future form taught in this level. *Going to* for predictions is practiced in the next lesson. *Will* is introduced (in Practical English 8) but is not taught as a grammar point until *American English File 2.*

### Optional lead-in (books closed)

- Copy the following on the board:

A Vacation

| How to get there | Where to stay | What to do |
|---|---|---|
| by car | at a friend's house | relax |

- Have SS copy this, and then in pairs SS write two more things in each column.
- Elicit responses and write SS' answers under each heading.

⚠ Make sure you elicit/pre-teach *campsite* during this activity as SS will need this later.

(Possible answers)

| How to get there | Where to stay | What to do |
|---|---|---|
| by plane | in a hotel | go to the beach<br>go shopping |
| by bus | at a campsite | play sports<br>go for walks |
| by train | in a Youth Hostel | go to museums |

## 1 READING

- Books open. Focus on the TV magazine extract and the photo. Give SS two minutes to read it. Then ask comprehension questions to check they understand how the program works, e.g., *What's a couple?* (Two people.) *What do the couples plan?* (They plan a vacation.) *What happens next?* (The program chooses two couples and they exchange vacations.) *Who are the two couples on tonight's program?* (Lisa and Jon, Jerry and Sue.)

## 2 GRAMMAR *be going to* (plans)

a 7.5

- Tell SS that the program has chosen two couples, and now they're going to call them. Have SS cover the conversation.
- Play the recording once. Tell the whole class to listen to find out as much as they can about Lisa and Jon's vacation plans.
- Check their understanding by asking some comprehension questions, e.g., *Where are they going to go?* (Tokyo.) *How are they going to go?* (Fly/by plane.) *Where are they going to stay?* (In a hotel – the Hotel Palace.) *What are they going to do?* (Go shopping, go dancing, see a show at the Kabuki Theater.)

b
- Now focus on the conversation. Give SS time to read it through, and ask them what kind of words they think are missing (verbs). Then play the recording once or twice for SS to fill in the missing words.

### Extra support

Pause after each blank to give SS time to write.

- Check answers (see audioscript below). Elicit the meaning of *see the sights* (= visit the famous tourist places) and deal with any other new words or expressions.

7.5 CD3 Track 11

**L = Lisa, P = Peter**

L Hello?
P Hi! Lisa? This is Peter Douglas from *Trading Vacations.*
L Oh! Hello!
P Lisa, what are your vacation plans for next week?
L Um… I'm going to ***fly*** to Tokyo with my boyfriend, Jon.
P Great. And where are you going to ***stay***?
L We're going to ***stay*** at the Palace Hotel.
P What are you going to ***do*** in Tokyo, Lisa?
L We're going to ***go shopping*** – the stores in Tokyo are fantastic – and in the evening we're going to **go** dancing and **see** a show at the Kabuki Theater.
P Are you going to ***see*** the sights, too?
L Oh yes, we want to see the Imperial Palace, the Sensoji Temple, and Ueno Park…
P Well, Lisa, say good-bye to Tokyo. Because we're going to ***change*** your vacation!
L Jon!! Jon!! We're going to be on TV.

### Extra idea

Have SS read the conversation aloud in pairs.

c
- Tell SS to underline the examples of *going to* and to answer the questions in pairs. Stress that they should underline the whole expression (i.e., *I'm going to go*). Check answers (see audioscript above).

1 base form (e.g., *go, stay*)
2 the future

d
- Tell SS to go to **Grammar Bank 7C** on page 134. Go through the rules with the class. Model and drill the example sentences, getting SS to copy the rhythm (*I'm going to have a vacation, Are you going to have a vacation?,* etc.).

## Grammar notes

- *going to* + base form is the most common way to express future plans. It is often used with time expressions like *tonight, next week.* SS don't usually find the concept of *going to* a problem, but the form needs plenty of practice. A typical error is the omission of the auxiliary *be*, i.e., *I going to have dinner.*
- In song lyrics *going to* is sometimes spelled *gonna* because of the way it is pronounced (see pronunciation below). Discourage SS from using this in written English.
- Some SS may know *will* and may ask if this is the future, too. Explain that both *going to* and *will* are used to talk about the future. In *American English File, going to* is presented first, as it is the right form for talking about plans and predictions (practiced in **7D**). SS see *will* in **Practical English 8** for expressing promises, and it is dealt with in detail in *American English File 2.*

- Focus on the exercises for **7C** on page 135. Have SS do the exercises individually or in pairs.
- Check answers, having SS read the complete sentences.

**a**
2 She's going to speak Italian.
3 She's going to stay in a hotel.
4 She's going to take (some / a lot of) photos.
5 She's going to eat spaghetti.
6 She's going to see the Colosseum.

**b**
1 is going to cook
2 I'm going to study
3 Are (you) going to buy
4 aren't going to fly
5 is your (brother) going to do
6 isn't going to have

- Tell SS to go back to the main lesson on page 80.

**e** 7.6

- Now focus on the chart, and tell SS they're going to hear the TV presenter, Peter Douglas, call the second couple, Jerry and Sue.
- First elicit the questions 1–5 (*Where are you going to go? Who are you going to go with? How are you going to get there? What are you going to do (there)? Where are you going to stay?*) and write them on the board.
- Leave the questions on the board for the pronunciation exercise that comes next.
- Tell SS they don't need to write sentences in the chart, just the name of the place, the person, etc. Play the recording. Have SS compare with a partner, and then play the recording again. Check answers.

1 to Norway
2 Sue, his girlfriend
3 by plane
4 clean a river, plant trees
5 at a campsite

**7.6** CD3 Track 12

(audioscript in Student Book on page 119)
**J = Jerry, P = Peter**
J Hello?
P Hello! Is this Jerry Harte?
J Yes, this is Jerry.
P This is Peter Douglas from the show *Trading Vacations.*
J Oh, hello!
P Is your vacation planned for next week, Jerry?
J Yes, it is.
P **Where are you going to go?**
J We're going to go to Norway.
P **Who are you going to go with?**
J With Sue, my girlfriend.
P **How are you going to get there?**
J By plane.
P **What are you going to do there?**
J We're going to clean a river and plant some trees. It's a working vacation!
P Oh, very interesting. **Where are you going to stay?**
J We're going to stay at a campsite.
P Well, Jerry, you're not going to go camping because you're not going to go to Norway. We're going to *change* your *vacation*!
J Oh, so where are we going to go?

## 3 PRONUNCIATION sentence stress

### Pronunciation notes

When native speakers speak quickly, they tend to pronounce *going to* as *gonna* /'gɔnə/. High-beginner SS are unlikely to speak that quickly, so it is better to teach them to get the stress and rhythm right, i.e., to say, e.g., *I'm going to be late*, rather than trying to get them to contract *going to* to *gonna.*

**a** 7.7

- Focus on the questions (which you should still have on the board) and play the recording. Ask SS which words are stressed (see audioscript below) and underline them on the board.

**7.7** CD3 Track 13

Where are you going to go?
Who are you going to go with?
How are you going to get there?
What are you going to do there?
Where are you going to stay?

- Play the recording again, pausing after each question for SS to repeat.

**b**
- Now pretend that you are Jerry and get SS to ask you the questions. Answer with complete answers, e.g., *We're going to go to Norway*, etc.
- SS role-play the interview in pairs. Have them change roles.

### Extra challenge

Erase questions 1–5 off the board so that SS have to produce them from memory.

## 4 LISTENING & READING

**a** 7.8

- Tell SS that this is the moment in the show when the two couples are at the airport (see photo on page 80). Explain that Peter, the presenter, is going to give both couples an envelope with their new destinations. Ask SS whether they think they are going to like their new vacations.

- To help SS remember who's who, write on the board:

| Lisa and Jon | Jerry and Sue |
|---|---|
| (Planned to go to Tokyo) | (Planned to go to Norway) |

- Play the recording twice, pausing each time after *I hate camping.* Elicit that Lisa and Jon are not very happy with their new vacation. Ask *why* (because they don't want to work and Lisa hates camping).
- Then say *What about Sue and Jerry?* Play the rest of the recording once or twice and elicit that Sue and Jerry are not very happy either because Jerry doesn't like shopping and they don't have the right clothes.

**7.8** CD3 Track 14

(audioscript in Student Book on page 119)

**P = Peter, J = Jon, L = Lisa, S = Sue, Je = Jerry**

P Well, here we are at the airport with Lisa and Jon and Jerry and Sue. And this is the moment of truth. I have two envelopes here, and now I'm going to give the two couples their *new* vacation plans! Are you ready to play *Trading Vacations*?
ALL Yes.
P OK, so now you can open the envelopes. Jon and Lisa first.
J A working vacation in Norway?
L Oh no!
P Oh yes! You're going to help clean a river and plant some trees.
J Oh great. Working all day!
L Where are we going to stay?
P You're going to stay at a campsite!
L A campsite? Oh no, I hate camping!
P And now Sue and Jerry.
S Oh! A week in Tokyo.
JE Tokyo?!
P That's right. You're going to spend a week in Tokyo, shopping, going out, and seeing the sights! Do you like shopping, Jerry?
JE Not much.
S What are we going to wear? We don't have the right clothes for Tokyo.

## Extra support

Have SS listen again to the whole conversation with the audioscript on page 119.

**b**

- Ask SS *Do you think the two couples are going to have a good time?* and elicit ideas. Then tell them they're going to find out.
- Focus on the vacation diaries and the photos. Set a time limit for SS to read and have them compare ideas with a partner.
- Check answers, and get SS to give reasons.

**Lisa and Jon** are not very happy (the weather is terrible, it's cold and raining a lot, the people are different, they can't cook, etc.)
**Jerry and Sue** are happy (they like the food and the "sights", they went to a famous nightclub, etc.)

**c** **7.9**

- Tell SS that the vacations are over and the two couples are back in the US, and they go back to the program. Focus on the instructions and get SS to predict how the couples are going to answer the questions.
- Play the recording once. SS compare in pairs. Play the recording again if necessary. Check answers.

Lisa and Jon didn't have a good time. Next year they're going to go to Tokyo.
Jerry and Sue had a good time. Next year they're going to go to another city, maybe Rio de Janeiro or Barcelona.

**d**

- Focus on the exercise and play the recording again. Check answers. Ask questions (e.g., *Did Lisa and Jon like the work?*) and elicit answers (*No, they didn't*, etc.).

| **Lisa and Jon** | | **Jerry and Sue** | |
|---|---|---|---|
| the work | ✗ | the hotel | ✗ |
| camping | ✗ | the sights | ✓ |
| the people | ✓ | the people | ✓ |
| the weather | ✗ | the food | ✓ |
| going to bed early | ✗ | the nightlife | ✓ |

**7.9** CD3 Track 15

(audioscript in Student Book on page 119)

P OK, so it's hello again to our two couples from last week, Lisa and Jon and Sue and Jerry. Welcome back. So what we all want to know is, did you have a good time? Jon and Lisa, what about you?
J No, we didn't have a good time. It wasn't a vacation. I mean, we worked every day.
L And it was hard work. That's not my idea of a vacation.
J And we hated camping!
L The people were very nice but…
J It rained every day. We went to bed at ten every night – not exactly exciting!
L The thing is, what we really like is shopping, nightlife, big cities – and if that's what you want, Norway's not the place to go.
P OK, OK. What about Sue and Jerry. Did you have a good time?
S Well, we don't usually like big cities. But Tokyo is special!
JE Yeah. The hotel wasn't very good – it was very big and impersonal. But we liked all the tourist sights – the Tokyo National Museum was fantastic.
S And the people were great, and we loved the food.
JE Yeah, we even liked the nightclub! We usually go to bed early, we're not really "night" people, but the Tokyo nightlife is great.
P So where are you going to go next summer? Lisa and Jon?
L Next summer we're really going to go to Tokyo!
P And Jerry and Sue?
S We really liked Tokyo. Next year we're going to go to another city, maybe Rio de Janeiro or Barcelona!

## Extra support

Have SS listen to the recording with the audioscript on page 119 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

- Ask the whole class which vacation they would prefer and see which SS are more adventurous!

## 5 SPEAKING

**a**
- Focus on the instructions and the example language in the speech bubbles. Tell SS that they are going to plan each part in pairs, beginning with A asking B *Where are we going to go?*, etc.
- Put SS in pairs and give them about five minutes to make their plans for each of the four questions. Monitor and help, encouraging them to use *Why don't we...?* for making suggestions.

### Extra idea

If your SS have been doing the *Practical English* lessons, they will also know *What about...?* and *Let's...*. Remind them of these expressions and write them on the board.

**b**
- Now give each pair a piece of paper and tell them to write down their plans. Then collect them.

**c**
- Now give out a different plan to each pair and let them read them.
- Have one pair come out to the front of the class. Act as TV presenter and interview them, using the prompts from **a**, e.g., *Where are you going to go?* Ask them if they are happy with their new vacation and why (not).
- Put each pair with another and have them interview each other about their new vacations. Ask each pair to tell the class what they're going to do, and if they're happy with their new vacation.

## 6 SONG ♫ *La Isla Bonita*

7.10

- Here SS listen to a song by Madonna about a summer holiday. If you want to do this song with your SS, there is a photocopiable activity on page 227.

7.10 CD3 Track 16

Last night I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young boy with eyes like the desert
It all seems like yesterday, not far away

Tropical the island breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the samba played
The sun would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby

I fell in love with San Pedro
Warm wind carried on the sea, he called to me
"Te dijo te amo"

I prayed that the days would last
They went so fast

Tropical the island breeze, etc.

I want to be where the sun warms the sky
When it's time for siesta you can watch them go by
Beautiful faces, no cares in this world
Where a girl loves a boy, and a boy loves a girl
Last night I dreamt of San Pedro
It all seems like yesterday, not far away

Tropical the island breeze, etc.

## Extra photocopiable activities

**Grammar**
*be going to* (plans) page 166.
**Communicative**
What are you going to do? page 211 (instructions page 182).
**Song**
*La Isla Bonita* page 227 (instructions page 221).

## HOMEWORK

Study Link **Workbook** pages 62–63.

# 7 D

**G** *be going to* (predictions)
**V** verb phrases: *be famous, get married,* etc.
**P** /ʊ/, /u/, and /ʌ/

# It's written in the cards

## Lesson plan

This lesson continues with *going to*, but this time focuses on how the structure is used to express predictions (what we think or are sure is going to happen). The focus is on reading and speaking. SS read an original short story with a "twist" about fortune telling, and then use the fortune teller's cards to tell each other's fortunes. The story is on recording so that SS can read and listen.

### Optional lead-in (books closed)

- Review *going to* for plans. Write the following prompts on the board:
  AFTER CLASS TOMORROW NIGHT
  NEXT WEEKEND NEXT SUMMER
- Have SS ask you *What are you going to do…?* and the prompts.
- SS ask each other in pairs.

## 1 READING & LISTENING

**a**
- Books open. Focus on the cards and ask SS what they think they are for. Elicit/tell them they are for fortune telling, i.e., predicting the future.
- In pairs, SS match the cards and verb phrases. Check answers, and model and drill pronunciation.

| | |
|---|---|
| A be lucky | F meet somebody new |
| B get married | G have a surprise |
| C travel | H move to a new house |
| D get a lot of money | I get a new job |
| E fall in love | J be famous |

- Have SS test each other's memory by covering the phrases and pointing at the cards.

**b** 7.11
- Focus on the title of the story and help SS explain/translate it. Then have them cover all the text except paragraph 1. Tell SS that they are going to read and listen at the same time. Play the recording for SS to listen to the first paragraph.

> 7.11 CD3 Track 17
>
> **It's written in the cards**
> "Come in," said a voice. Jane Ross opened the door and went into a small room. There was a man sitting behind a table.
> "Good afternoon," said Jane. "I want to see Madame Yolanda, the fortune teller."
> "Madame Yolanda isn't here today," said the man. "But don't worry. I'm going to tell you about your future. What questions do you want to ask?" Jane looked at the fortune teller. She couldn't see him very well because the room was very dark.

- Focus on questions 1–3. Get SS to answer them in pairs and then check answers. Elicit/teach the meaning of any words you think SS may not have understood, e.g., *a voice.*

1 Madame Yolanda, the fortune teller.
2 A man. Because Madame Yolanda isn't there.
3 Because the room is dark.

⚠ Although the story is in the past, it is more natural to ask and answer questions about it in the present.

7.12
- SS now uncover paragraph 2 and read and listen.

> 7.12 CD3 Track 18
>
> "Well," she said, "I have a problem with my boyfriend. We argue all the time. I don't think he loves me. I want to know if we're going to stay together."
> "Please choose five cards, but don't look at them."
> Jane took five cards. The fortune teller put them on the table face down. He turned over the first card.
> "Ah, this is a good card. This means you're going to be very lucky."
> "But am I going to stay with my boyfriend?" Jane asked.
> "Maybe," said the fortune teller. "We need to look at the other cards first."

- Focus on questions 4–6. Have SS answer them in pairs and then check answers. Elicit/teach the meaning of any words you think SS may not have understood, e.g., *face down, turn over.*

4 She and her boyfriend always argue. She thinks he doesn't love her.
5 Five.
6 A. She's going to be lucky.

7.13
- SS uncover paragraph 3 and read and listen.

> 7.13 CD3 Track 19
>
> He turned over the second card.
> "Hmm, a house. A new house. You're going to move, very soon, to another country."
> "But my boyfriend works here. He can't move to another country."
> "Let's look at the next card," said the fortune teller. He turned over the third card.
> "A heart. You're going to fall in love."
> "Who with?" asked Jane.
> "Let me concentrate. I can see a tall man. He's very attractive."
> "Oh, that's Jim," said Jane.
> "Who's Jim? Your boyfriend?"
> "No. Jim's a man I met at a party last month. He's an actor, and he says he's in love with me. It was his idea for me to come to Madame Yolanda."
> "Well, the card says that you're going to fall in love with him."
> '"Are you sure?' asked Jane. "But what about my boyfriend?"
> "Let's look at the fourth card," said the fortune teller.

- Focus on questions 7–10. Have SS answer them in pairs and then check answers. Then elicit ideas for question 11.

7 H. She's going to move to a new house, in another country.
8 Because her boyfriend can't move to another country.
9 E. She's going to fall in love.
10 An actor. She met him at a party.
11 Answers will vary.

7.14

- SS uncover paragraph 4 and read and listen.

7.14 CD3 Track 20

The fortune teller turned over a card with two rings.
"Now I can see everything clearly. You are going to leave your boyfriend and go away with the other man to another country. You are going to get married."
"Married? But am I going to be happy with him?"
"You're going to be very happy."
Jane looked at her watch. "Oh no, look at the time. I'm going to be late."
She stood up, left $50 on the table, and ran out of the room.

- Focus on questions 12–14. Have SS answer them in pairs and then check answers. Elicit/teach the meaning of any words you think SS may not have understood, e.g. *ring, leave.*

12 B. She and Jim are going to get married.
13 Because she's going to be late.
14 $50

7.15

- SS uncover the last paragraph and read and listen.

7.15 CD3 Track 21

The fortune teller stood up. He turned on the light. At that moment an old woman came in. "So, what happened?" she asked.
"She believed everything," said Jim. "I told you, I'm a very good actor!"
He gave the woman $100.
"That's Jane's $50 and another $50 from me. Thanks very much, Madame Yolanda."
Madame Yolanda took the money. The fifth card was still on the table, face down. She turned it over. It was the ship. She looked at it for four or five seconds and then she said:
"Young man! Don't travel with that girl – you're going to…"
But the room was empty.

- Let SS read the last paragraph again. Focus on questions 15–17. Have SS answer them in pairs and then check answers.

15 Jim (the actor Jane had met).
16 Because she has helped him.
17 C (the travel card). – Accept any reasonable predictions – we assume they are going to have an accident of some sort.

## Extra ideas

If SS have enjoyed the story and want to get more pronunciation practice, they could read it aloud in pairs.
Alternatively, you could give them extra listening practice by getting them to close their books and listen to the whole story on the recording.
You could also ask SS if anyone has ever been to a fortune teller, and to tell the class about it. They don't really have the language to do this accurately, but they could try to communicate what happened.

## 2 GRAMMAR *be going to* (predictions)

**a** • Focus on the two sentences and make sure SS understand *a prediction* (= something you think is going to happen). SS answer the question in pairs. Check answers.

1 is a prediction 2 is a plan

**b** • Tell SS to go to **Grammar Bank 7D** on page 134. Model and drill the example sentences.

### Grammar notes

- SS learned the use of *going to* to express future plans in the previous lesson. Here it is used to make predictions (what we think or are sure will happen). *Will* can also be used to make predictions. This is presented in *American English File 2.*

- Focus on the exercises for **7D** on page 135. SS do the exercises individually or in pairs.
- Check answers, getting SS to read the complete sentences.

a 1 It's going to rain.
2 She's going to have a baby.
3 He's going to have an accident.
4 They're going to play tennis.
b 1 're going to win
2 isn't going to pass
3 's going to be
4 're going to have
5 're going to break
6 's going to wake up

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English 1* Website.

- Tell SS to go back to the main lesson on page 83.

## 3 PRONUNCIATION /ʊ/, /u/, and /ʌ/

**a** • Focus on the three sound pictures and elicit the words and sounds (*bull* /ʊ/, *boot* /u/, *up* /ʌ/). Make sure they can hear the difference between /ʊ/ and /u/.
- Now focus on the first word in the list, *good*, and elicit that it's like *bull*. Then have SS continue in pairs. Encourage them to say the words aloud to help them decide what the sound is.

**b** 7.16

- Play the recording for SS to listen and check. Check answers (see audioscript). Then play it again, pausing after each word or group of words for SS to repeat.

| 7.16 | | CD3 Track 22 |
|---|---|---|
| bull | /ʊ/ | good, look, put, couldn't, woman |
| boot | /u/ | move, argue, you, new, soon |
| up | /ʌ/ | love, lucky, money, young, but |

c
- Tell SS to go the **Sound Bank** on page 157. Go through the typical and less common spellings for each sound.
- Tell SS to go back to the main lesson on page 83.

## 4 SPEAKING

- Go through the instructions with SS and focus on the example in the speech bubble. Point out the use of *maybe* to express a possibility. Then put them in pairs, and get them to sit face to face.
- SS individually number the cards 1–10. Stress that it should be in random order. Number the cards yourself, too.
- Demonstrate the activity. Get a student to tell you a number and "tell his/her fortune," depending on the card he/she has chosen.
- Tell SS to choose five numbers between 1 and 10, and write them on a piece of paper and give them to their partner. They then tell each other's fortunes.

⚠ If you have odd numbers, have a group of three, where A tells B's fortune, B tells C's, and C tells A's.

- Ask a few SS what's going to happen to them.

## Extra photocopiable activities

**Grammar**

*be going to* (predictions) page 167.

**Communicative**

Pronunciation bingo page 212 (instructions page 182).

## HOMEWORK

**Study Link** **Workbook** pages 64–65.

# 7 PRACTICAL ENGLISH AT A RESTAURANT

**Vocabulary** a menu: *main course, dessert,* etc.
**Function** ordering a meal
**Language** *I'd like the onion soup.*

## Lesson plans

In this lesson SS learn the language of menus and practice ordering a meal in a restaurant. In the story, Mark and Allie order their meal, and after they've had their main course, Mark tries to tell Allie something but keeps getting interrupted by the waiter. Finally, he manages to ask her if she would like to come to a conference in the US. Allie says she needs time to think.

**Study Link** These lessons are also on the *American English File 1* Video, which can be used **instead of** the Class Audio CD (see Introduction page 9).
The first section of the Video is also on the MultiROM, with additional activities.

### VOCABULARY a menu

**a** • Focus on the menu and give SS a few minutes to fill in the blanks in pairs. Check answers and model and drill the pronunciation of the words.

Starters Main courses Desserts

**b** • Focus on the highlighted words and give SS a few minutes in pairs to try to figure out what they think they mean.
• Check answers, by giving examples, translating into SS' L1, or getting SS to check in their dictionaries.

**c** • Get SS to cover the menu. Ask *What starters were there?* In pairs, see how many of the dishes they can remember. Repeat for the other courses and then elicit SS' answers asking the class to say what was on the menu.

### ORDERING A MEAL

**a** 7.17
• Focus on the picture and ask SS *Where are Allie and Mark?* (At the restaurant.) *What are they doing?* (Looking at the menu/ordering.)
• Now either tell SS to close their books or have SS cover the conversation. Tell SS to listen to find out what Allie and Mark order.
• Play the recording once or twice. Check answers. Ask *What's Mark having for a starter?*, etc.

Mark: onion soup and steak; red wine.
Allie: goat's cheese salad and lasagna; mineral water.

**b** • Now focus on the conversation and the blanks. Give SS a minute to read through the conversation and predict the missing words. Then play the recording again once or twice as necessary.
• Have SS compare answers in pairs. Check answers.

7.17 CD3 Track 23

W = **waiter**, A = **Allie**, M = **Mark**
W Good **evening**. Do you have a reservation?
A Yes, a table for two. My name's Allie Gray.
W **Smoking** or non-smoking?
A Non-smoking, please.
W Come this **way**, please.

W Are you **ready** to order?
M Yes, I'd like the onion soup and then the steak, please.
A The goat's cheese salad and the lasagna for me, please.
W What would you like to **drink**?
M Would you like some wine?
A No, thanks. Just mineral water for me.
M OK. A glass of red wine and a bottle of mineral water, please.
W Thank you, sir.
M Thank you.

**c** 7.18
• Now focus on the **YOU SAY** phrases. Go over the two ways of ordering, e.g., *I'd like* (I would like) *the onion soup* or *The onion soup for me, please.*
• Tell SS they're going to hear the conversation again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.
• Play the recording, pausing if necessary for SS to repeat the phrases.

7.18 CD3 Track 24

W Good evening. Do you have a reservation?
A Yes, a table for two. My name's Allie Gray.
*repeat*
W Smoking or non-smoking?
A Non-smoking, please.
*repeat*
W Come this way, please.
W Are you ready to order?
M Yes, I'd like the onion soup and then the steak, please.
*repeat*
A The goat's cheese salad and the lasagna for me, please.
*repeat*
W What would you like to drink?
M Would you like some wine?
*repeat*
A No, thanks. Just mineral water for me.
*repeat*
M OK. A glass of red wine and a bottle of mineral water, please.
*repeat*
W Thank you, sir.
M Thank you.

**d** • Put SS in groups of three, and choose a strong student to be the "waiter" for each group. Any extra SS can be customers.

### Extra support

Have SS read the conversation through once or twice before role-playing.

- If your classroom permits, get the "customers" to stand up and come up to their "waiter", who will show them to a table. Then tell the "customers" to decide what they want from the menu.
- After a few minutes, tell the waiters to go to the tables and begin the conversation with *Are you ready to order?*

### Extra challenge

Get the waiter to come back for SS to order desserts and coffee as well.

## SOCIAL ENGLISH

a 7.19

- Focus on the four questions. Play the recording. Pause each time Mark tries to ask Allie his question (see * in the audioscript) and ask SS *What's he going to say?* to build up the suspense and for SS to get the humor of the constant interruptions.
- Give SS time to compare answers before playing the recording again. Check answers.

1 Allie, fruit salad; Mark, two coffees
2 To come to a conference in California
3 She's not sure – she needs time to think
4 Could we have the bill, please?

7.19 CD3 Track 25

(audioscript in Student Book on page 119)

M How was the pasta?
A **It was delicious.**
M Listen, Allie. There's something I want to ask you.
A Yes? What? *
W Would you like a dessert?
A Yes, please. **What is there?**
W Tiramisu, ice cream, or fruit salad.
A Fruit salad, please.
W And you, sir?
M **Nothing for me, thanks.** Allie?
A Yes. Go on, Mark.
M Well, tomorrow's my last day. And I think we… I mean, I really liked meeting you and… *
W Here you are. Fruit salad. Would you like any coffee?
A Yes, an espresso, please.
M **The same for me, please.**
A Sorry, Mark.
M Do you want to come to California next month? There's a big conference. I'm going to be there. Why don't you come? What do you think?
W Two espressos. Anything else? A little brandy? A grappa?
M No, thank you. What do you say, Allie?
A **I'm not sure**, Mark. I need some time to think about it, OK?
M All right. But please tell me before I go.
A OK.
M **Could we have the check, please?**
W Sorry? The check?
A The bill, Mark. We're in Britain, remember?
M Sorry. Could we have the bill, please?
W Yes, sir.

b • Ask the questions to the class. Elicit SS's ideas.

c • Focus on the **USEFUL PHRASES**. For each phrase ask SS *Who says it, Mark or Allie?* Then play the recording for SS to check their answers.

- Play the recording again for SS to check. Pause after each phrase and get SS to repeat it (see the audioscript above). In a monolingual class, tell them to decide together what the equivalent phrase is in their language.

It was delicious. – Allie
What is there? – Allie
Nothing for me, thanks. – Mark
The same for me, please – Mark
I'm not sure. – Allie
Could we have the check, please? – Mark

### Extra support

If time, you could have SS listen to the recording with the audioscript on page 119 so they can see exactly what Mark and Allie said and see how much they understood. Translate/explain any new words or phrases.

### Extra challenge

Get SS in pairs to role-play the second conversation using the audioscript on page 119.

## HOMEWORK

Study Link **Workbook** page 66.

# 7 Writing instructions

## Lesson plan

Here SS recycle food vocabulary, quantifiers, and imperatives in the context of a very simple recipe for a sandwich.

**a** • Focus on the photos and have SS match them to the ingredients in the recipe. Check answers.

A some whole wheat bread
B some black pepper
C some cream cheese
D some smoked salmon
E a lemon

**b** • Quickly mime *cut* and *put* and elicit which is which. Then get SS to complete the blanks in the recipe.

⚠ Point out the different pronunciation /kʌt/ and /pʊt/.

• Check answers. Go through the recipe. Make sure SS understand *pieces* and *on top*.

1 cut
2 put
3 Put
4 Cut
5 Put
6 put

• Ask SS if they'd like to eat this sandwich and why (not).

### Extra challenge

Have SS cover the recipe and see if they can remember the seven steps.

### Write instructions

Go through the task with SS. Stress the importance of checking writing after they've done it.

• Give SS at least 15 minutes to write the recipe in class. They could do it in pairs and use a dictionary for any ingredients they don't know the words for. Alternatively, assign it for homework.

• If SS do the writing in class, get them to exchange and read each others' recipes and correct any mistakes they find before you collect them.

### Extra ideas

Put the recipes up around the classroom and have SS vote for the best one.

You could also encourage SS to write their recipes on computer, or present them neatly, so you can make a class sandwich recipe book.

# 7 Review & Check

For instructions on how to use these pages, see page 28.

## What do you remember?

### GRAMMAR

1 a 2 b 3 b 4 a 5 b 6 a 7 b 8 a 9 b 10 a

### VOCABULARY

a 1 stay
2 see
3 get
4 meet
5 move

b 1 dessert (not a meal)
2 strawberries (not vegetables)
3 sugar (not a drink)
4 cookies (not a fruit or vegetable)
5 coffee (not a dessert)

c 1 in
2 of
3 for
4 with
5 on

### PRONUNCIATION

a 1 steak
2 tea
3 true
4 go
5 move

b dessert
menu
vegetables
banana
chocolate

## What can you do?

### CAN YOU UNDERSTAND THIS TEXT?

a 1 c 2 b 3 a 4 b

### CAN YOU HEAR THE DIFFERENCE?

a 1 b 2 b 3 b 4 a 5 b

**7.20** CD3 Track 26

1 A Is there any milk?
B Yes, there's some in the fridge.
A No, there isn't. I just looked.
B Well, then go and get some. The supermarket's still open.
2 A How much coffee do you drink?
B A lot. Three or four cups a day.
A That's not much! I drink six or seven.
3 A Where are you going to go on vacation?
B Well, I wanted to go to Australia, but it's very expensive, so I'm going to go to Italy.
4 A What are we going to do tomorrow night?
B I don't know. Is there anything good showing at the movie theater?
A Not really. Why don't we try that new French restaurant?
B That's a good idea.
5 A Do you think they're going to get married?
B I don't know. Probably not. They're always arguing.
A Well, that's pretty normal.

b 1 She buys oranges, strawberries, and carrots.
2 $9.50

**7.21** CD3 Track 27

F = **fruitseller, W = woman**
F Get your fresh fruit and vegetables here! Yes, miss?
W Can I have three oranges, please?
F Help yourself. Anything else, miss?
W Yes, do you have any grapes?
F Sorry, we don't have any today. How about some strawberries? They're very cheap.
W How much are they?
F $3.00 a box.
W OK, two boxes then. And half a pound of carrots.
F Anything else? There are some nice tomatoes.
W No, thanks. How much is that?
F OK, let's see, that's six dollars for the strawberries, plus two dollars for the carrots, and a dollar fifty for the oranges. That's ten fifty, please.
W Ten fifty? Nine fifty, you mean.
F Sorry, you're right. Nine fifty.
W Here you are.
F Here's your change. Thanks, miss.

# 8A The True False Show

**G** comparative adjectives: *bigger, more dangerous*, etc.
**V** personality adjectives: *shy, generous*, etc.
**P** /ər/, sentence stress

## Lesson plan

In this lesson comparative adjectives are presented and practiced in the context of a TV quiz show. One of the questions in the quiz refers to car colors, and at the end of the lesson SS listen to a psychologist talking about what your car color says about your personality.

### Optional lead-in (books closed)

- Review adjectives by writing the following on the board:
  **tall safe good cold young**
  **happy expensive clean slow poor**
- Tell SS, in pairs, to write the opposites. Check answers.

short dangerous bad hot old
sad cheap dirty fast rich

## 1 SPEAKING & LISTENING

- Focus on the people in the picture and ask SS *What kind of show do you think it is?* (A quiz show.) Ask SS what TV shows are popular in their country and which ones they like/don't like.

**a**
- Now focus on the pictures and elicit from the class everything they can see. Write any new words, e.g., *mosquito, shark*, on the board, and model and drill pronunciation.

a cat, a fish, a shark, brown and white eggs, Mars, a mosquito, the Earth, a tiger, a yellow and a white car

**b**
- Focus on the sentences and the first two comparatives, *more dangerous* and *healthier*. Elicit/teach that the sentences are comparing mosquitoes and sharks and brown and white eggs using the adjectives *dangerous* and *healthy*. Highlight that the *-er* ending in *healthier* means *more*. Have SS read the sentences in pairs and decide whether they are true or false. **Don't check answers yet.**

**c** 8.1
- Play the recording. Pause after the introduction (see * in the audioscript) and elicit how the quiz show works. (You have ten seconds to say if each question is true or false. If you get the first question right, you win 10,000 dollars. If you get the second question right, you win 20,000 dollars, etc. There are eight questions altogether. If you get a question wrong, you go home with nothing.)
- Now play the rest of the recording so that SS can hear the show. Ask the question *What does Darren win?* and play it once the whole way through. (Darren doesn't win anything!)
- Then play it again, pausing after each answer. Check answers and elicit any more information that SS heard.

1 T 2 F 3 T 4 F 5 T 6 F 7 F 8 F

- Find out if any pair got all the answers right.

8.1 CD3 Track 28

(audioscript in Student Book on page 120)

**P = presenter, D = Darren**

P Good evening. Welcome to *The True False Show*. Tonight's show comes from Vancouver. My name's Annie O'Brian, and I ask the questions. Remember, after each question you have ten seconds to say "true" or "false." If you get the first answer right, you win $10,000. If you get the second answer right, you win $20,000, and you win $30,000 for the third correct answer. For eight correct answers you win $80,000. But if you get an answer wrong, you go home with ... nothing.*
Our first contestant is Darren. Right, Darren, for $10,000. Mosquitoes are more dangerous than sharks. True or false?
D Um, true.
P Correct. Mosquitoes are more dangerous than sharks. More people die every year from mosquito bites than from shark attacks. Now, for $20,000, brown eggs are healthier than white eggs. True or false?
D Um… false.
P Correct. It's false. Brown eggs *look* nicer than white ones, but they are exactly the same. Now, for $30,000, the Earth is hotter than Mars. True or false?
D I think it's true, Annie.
P Correct. The Earth is much hotter than Mars. Next, for $40,000, coffee is more popular than tea in the UK. True or false?
D Uh, false.
P Correct. British people drink 185 million cups of tea every day. Next, for $50,000, tigers are better swimmers than house cats. True or false?
D Uh… false. No, no – true.
P Is that your answer?
D Yes, true.
P Correct. Tigers are very good swimmers. For $60,000, an adult is shorter in the morning than in the evening. True or false?
D Um… false.
P Correct. Adults are one centimeter *taller* in the morning than in the evening. OK, Darren, for $70,000. White cars are safer than yellow cars. True or false?
D Oh, I'm sure that's false, Annie.
P Correct. Yellow cars are safer – they are easier to see during the day, so they don't have as many accidents. And finally, the last question. Be very careful, Darren. If you get it right, you win $80,000, but if you get it wrong, you lose everything. Are you ready?
D Yes, ready.
P OK, so for $80,000. The word "yes" is more common than the word "no." True or false?
D Hmm… let me think…
P Quickly, Darren, time's running out.
D True.
P No, Darren. It's false. "No" is more common than "yes." You *had* $70,000, but now you go home with *nothing*. I'm sorry.

## Extra support

Have SS listen to the recording with the audioscript on page 120 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

## 2 GRAMMAR comparative adjectives

**a** • Focus on the instructions. Give SS two minutes to answer the questions in pairs. Check answers.

1 *-er*
2 because an extra *t* is also added
3 the y changes to *i* before the *-er*
4 *more*
5 *than*

**b** • Tell SS to go to **Grammar Bank 8A** on page 136. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- There are clear rules governing the formation of comparative adjectives.
- ⚠ To simplify the rules even further tell SS that for short adjectives (one syllable) add *-er*. For all the rest (two syllables or more) add *more* (except adjectives ending in *-y*).
- The spelling rules for *big, hot*, etc. are the same as for verbs ending in *-ing* (see page 128), e.g., *big, bigger.*
- Depending on your SS' L1, they may try to use *that* instead of *than* after comparative adjectives.

- Focus on the exercises for **8A** on page 137. SS do the exercises individually or in pairs.
- Check answers. Have SS spell the *-er* adjectives in **a** and write them on the board. In **b**, have them read complete sentences aloud.

**a** 1 shorter
2 more difficult
3 more beautiful
4 noisier
5 thinner
6 closer
7 easier
8 richer

**b** 1 Canada is bigger than Brazil.
2 Tessa is prettier than Deborah.
3 Driving is more dangerous than flying.
4 My English is worse than your English.
5 This chair is more comfortable than that chair.
6 He is younger than his wife.
7 Buses are cheaper than trains.
8 Your car is better than mine.

- Tell SS to go back to the main lesson on page 89.

## 3 PRONUNCIATION /ər/, sentence stress

**a** 8.2

- Focus on the comparative adjectives. Play the recording once, pausing after each adjective for SS to underline the stressed syllable (it's always the first one). Check answers, and elicit that the final *-er* in adjectives is always pronounced /ər/, like the final syllable in *computer*, and is never stressed, e.g., safer NOT ~~safer~~.
- Play the recording again, pausing for SS to repeat the adjectives.

8.2 CD3 Track 29

healthier shorter
hotter safer
better

**b** 8.3

- Now have SS look back at the quiz sentences in **1b**. Play the recording for them to repeat, encouraging them to copy the rhythm. Point out that *is/are* and *than* are **not** stressed.

8.3 CD3 Track 30

1 Mosquitoes are more dangerous than sharks.
2 Brown eggs are healthier than white eggs.
3 The Earth is hotter than Mars.
4 Coffee is more popular than tea in the UK.
5 Tigers are better swimmers than house cats.
6 An adult is shorter in the morning than in the evening.
7 White cars are safer than yellow cars.
8 The word "yes" is more common than the word "no."

**c** • Put SS in pairs A and B and tell them to go to **Communication *True False Show*** A page 110, B page 113.

- Go through all the instructions with SS. Then give them five minutes to complete their sentences with comparative adjectives.
- Write the amounts of money that they win up on the board, e.g., 1–10,000 (dollars or a currency that your SS are familiar with), 2–20,000, 3–40,000, etc. (up to 80,000) and make sure SS can say the numbers correctly. Explain that if you get a question wrong, you lose all your money and start again, i.e., if you get question 4 wrong, for question 5 you get 10,000, question 6 20,000, etc.
- Now have SS sit face to face. A reads his/her sentences to B. Monitor and help SS to get the rhythm right when they read their quiz sentences.

| Student A | Student B |
|---|---|
| 1 faster | 1 better |
| 2 more expensive | 2 safer |
| 3 closer | 3 older |
| 4 bigger | 4 more intelligent |
| 5 more common | 5 smaller |
| 6 worse | 6 shorter |
| 7 more dangerous | 7 more popular |
| 8 richer | 8 longer |

## Extra support

You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two As and two Bs. They prepare their quiz sentences together and take turns reading them to the other pair.

## Extra challenge

Encourage A to play the role of the presenter. Give SS a few minutes to look at the audioscript and make a note of any useful language (e.g., *Good evening, I ask the questions*).

- When both SS have played the game get feedback to see who won the most money.
- Tell SS to go back to the main lesson on page 89.

## 4 VOCABULARY personality adjectives

- Focus on the adjectives in the list, and have SS in pairs match the words to their meanings. Check answers and model and drill pronunciation.

2 careful
3 serious
4 quiet
5 generous
6 stylish
7 aggressive

- Have SS cover the first half of the sentences (i.e., the adjectives) with a piece of paper and remember the adjectives by reading the rest of the sentence (e.g., *a/an … person is open and kind*).
- Have SS work in pairs and write down the comparative form of the seven adjectives. Check answers.

## 5 LISTENING

**a**
- Ask SS if they can remember from the quiz show which cars are safer, white cars or yellow cars? (Yellow cars: both are good colors at night, but yellow cars are easier to see during the day.)
- Focus on the question. Tell them about your car, if you have one, and why you chose the color.
- In a small class, ask all SS. In a big class, have them ask a partner and elicit a few answers.

**b** 8.4
- Focus on the chart. Tell SS they're going to hear the program twice. The first time they should just write the colors in the chart in the order the speaker mentions them.
- Play the recording once and let SS compare in pairs. **Don't check answers yet.**

### Extra idea

Don't play the last four lines of the conversation until the end of the activity so that SS can appreciate the doctor's reply to the last question more fully.

**c**
- Now tell SS to listen again and complete the missing adjectives (they are all ones they have just learned in the previous **VOCABULARY** exercise). Play the recording again.
- Have SS compare with a partner, and then play the recording again if necessary. Check answers. *Silver* may be a new word for many SS.

1 yellow – friendly
2 white – careful
3 red – aggressive
4 blue – quiet
5 green – generous
6 black – serious
7 silver – stylish

- Ask SS what color Dr. Baker's car is and what it says about him. (The interviewer suggests white, as he's a doctor, but in fact it's red, which means he's aggressive.)

8.4 CD3 Track 31

(audioscript in Student Book on page 120)
**P = presenter, A = Alan Baker**

P Hello again. Today we talk to Dr. Alan Baker, a psychologist, about car color and personality. Good evening, Dr. Baker.
A Good evening!
P So, what does the color of our cars say about our personality?
A Well, let's start with yellow. People who drive yellow cars are usually very friendly. This color is more popular with women than with men.
P And white?
A A white car shows that you are careful. It's the favorite color car for doctors. They buy more white cars than any other color.
P I see. What about other colors?
A Well, let's talk about red. People who choose red cars are usually more aggressive drivers than normal. With blue cars, it's the opposite. If you have a blue car, it means that you are probably quiet.
P What about green?
A People with green cars are usually generous.
P And what about black?
A Well, people who like black cars are usually serious people. Business people often choose black cars.
P OK. Well, we have time for one more color. What about silver?
A Yes, well, if you have a silver car, it means you are stylish.
P OK, what color is your car, Dr. Baker? White?
A No, it's red, actually.
P Thank you very much, Dr. Baker. And now we turn our attention…

### Extra support

Have SS listen to the recording with the audioscript on page 120 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

**d**
- Have SS do this in pairs, and then elicit some responses from the class.

## Extra photocopiable activities

**Grammar**
comparative adjectives page 168.
**Communicative**
Guess the comparative page 213 (instructions page 183).

## HOMEWORK

Study Link **Workbook** pages 67–68.

# 8 B

**G** superlative adjectives: *the biggest, the best,* etc.
**V** the weather, more common adjectives
**P** consonant groups

# The highest city in the world

## Lesson plan

In this lesson SS make the logical progression from comparatives to superlatives. The magazine article on which the lesson is based describes three "extreme" places to live in, the highest city, the hottest country, and the coldest place. In the second half of the lesson SS do a superlative quiz (about world capitals) and talk about their own country.

### Optional lead-in (books closed)

- Write **Russia** and **China** on the board. Ask SS if they are big or small countries, and elicit that they are big. Then ask which is bigger, and elicit that Russia is bigger. (For reference, Russia is about 17 million km², China about 9.6 million km².)
- Now erase **China** from the board. Ask SS if they know any country that is bigger than Russia (there isn't one). Elicit/teach *Russia is the biggest country in the world.* Write the sentence on the board.

## 1 READING

**a** • Books open. Focus on the photos and elicit ideas but don't tell SS the answers yet.

**b** • Now focus on the article and the three superlative phrases.
• Set a time limit, e.g., three minutes, for SS to read it, complete the headings, and match the places to the photos. Check answers.

**The hottest** country in the world
**The highest** capital city in the world
**The coldest** place in the world

**c** • Focus on the instructions, and set another time limit, e.g., two minutes. Have SS compare with a partner and check their answers.

2 La Paz
3 Mali
4 Yakutia
5 Yakutia
6 La Paz

### Extra challenge

Have SS answer the questions from memory and then read the article again to check.

**d** • Now tell SS to focus on the highlighted words and in pairs try to guess what they mean. Check answers, by drawing, miming, translating into SS' L1 using the glossary below, or having SS check in their dictionaries. Model and drill pronunciation.

| | |
|---|---|
| **cotton** | a material, typical for clothing like T-shirts |
| **roof** | the top part of a house |
| **sea level** | how high the sea is |
| **breathe** /brið/ | take in air |
| **altitude** | how high something is above sea level |
| **hit** | strike with your hand or a tool, e.g., *hit a ball* |
| **freezer** | place where you keep frozen food |
| **nose** | the part of your face that you use to breathe |
| **snows** | soft frozen water falls to the ground |

**e** • Tell SS to choose five new words (or phrases) to learn from the text and write them in their vocabulary notebooks. Have them compare the words they've chosen with a partner. Elicit some of the words they've chosen.

## 2 GRAMMAR superlative adjectives

**a** • Focus on the chart and elicit the meaning of *the coldest* (= colder than all others). SS then complete the chart with more superlatives.
• Check answers. Model and drill pronunciation.

the highest
the hottest
the most dangerous
the best
the worst

• Elicit/explain how superlatives are formed, e.g., for one-syllable adjectives add *-est* to the **end** of the adjective, for adjectives with two or more syllables, use *the most* **before** the adjective. Point out that we usually use *the* before superlatives.
• Have SS underline a sentence where each superlative occurs in the text.

**b** • Tell SS to go to **Grammar Bank 8B** on page 136. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

**Superlatives**

- Make sure SS are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is, e.g., the smallest in a group of three or more). In your SS' L1 they may just use the comparative form + *the.* (Typical mistake: ~~*the better place in the world*~~ ...)
- Formation of superlatives is very easy once SS know comparatives. *-er* changes to *-est* in short adjectives and *more* changes to *the most* before long adjectives.

**Spelling rules**

These are exactly the same as for comparatives, e.g., hotter/the hottest; prettier/the prettiest.

⚠ Use *in* the world, *in* the class, etc. after superlatives, NOT ~~*of*~~.

• Focus on the exercises for **8B** on page 137. SS do the exercises individually or in pairs.
• Check answers. Have SS spell the *-est* adjectives in **a** where there's a spelling change and write them on the

board. In **b**, have them read the complete sentences, helping them with the rhythm.

**a** 1 the smallest
2 the highest
3 the most expensive
4 the oldest
5 the most difficult
6 the driest
7 the most beautiful/the prettiest
8 the poorest

**b** 1 the tallest
2 the oldest
3 the best
4 the hottest
5 the most famous
6 the worst
7 the most difficult
8 the prettiest

- Tell SS to go back to the main lesson on page 91.

## 3 PRONUNCIATION consonant groups

**a** 8.5

- Focus on the chart and have SS listen and repeat.

8.5 CD3 Track 32

| | | |
|---|---|---|
| cold | colder | the coldest |
| high | higher | the highest |
| hot | hotter | the hottest |
| dangerous | more dangerous | the most dangerous |
| good | better | the best |
| bad | worse | the worst |

- Have SS cover the comparatives and superlatives in the chart and try to remember them.

**b** 8.6

- Focus on the instructions and the superlatives. Play the recording once for SS to listen. Then play it again, pausing after each superlative for SS to repeat.

8.6 CD3 Track 33

the most expensive
the most crowded
the driest
the coldest
the most beautiful
the smallest
the fastest
the strongest

**c** • Focus on the "World Capitals Quiz" and the adjectives in parentheses. Elicit/teach *crowded* (= full of people).

### Extra idea

The quiz is on capital cities, so give SS a quick oral quiz first and review countries by asking SS where each city is.

Tokyo – Japan
Madrid – Spain
Rome – Italy
Buenos Aires – Argentina
Mexico City – Mexico
Nairobi – Kenya
Lagos – Nigeria
Cairo – Egypt
London –England
Washington – the US
Copenhagen – Denmark
Canberra – Australia
Oslo – Norway
Beijing – China
Bangkok – Thailand
New Delhi – India

- SS complete the questions with the correct superlative. Check answers.

1 noisiest
2 biggest
3 driest
4 most expensive
5 safest
6 most crowded

- Now have SS take turns asking each other the questions. They should circle their partner's answer, and then say if they agree.
- Check answers to the quiz.

1 Tokyo
2 Tokyo
3 Cairo
4 Tokyo
5 Oslo
6 New Delhi

## 4 VOCABULARY the weather

**a** • Teach the question *What's the weather like?* Focus on the pictures and the sentences, and give SS time to match them together. Check answers, and model and drill pronunciation.

1 D 2 A 3 E 4 C 5 B

**b** • Do this as a whole class activity.

## 5 SPEAKING

- Focus on the questions. If you are not from the same country as your SS, have them interview you first, and see how much you know about your country.

⚠ Don't be afraid to say *I don't know, but I think it's...* This will provide a good model for SS.

- Get SS in pairs to ask and answer the questions. If they are from different countries, they can interview each other. If they are from the same country, they should ask and answer the questions together to see if they both know/agree on the answers. They should note their answers after the questions.

### Extra challenge

Tell SS not to write the superlatives, but to produce them orally.

- Elicit SS' answers. In a class where SS are from the same country, see if they agree, especially on the answers about tourism.

## 6 SONG *The Best*

8.7

- Here SS listen to one of Tina Turner's most famous songs, *The Best*. If you want to use this song with your SS, there is a photocopiable activity on page 228.

8.7 CD3 Track 34

I call you when I need you
And my heart's on fire
You come to me, come to me
Wild and wired
You come to me, give me everything I need

You bring a lifetime of promises
And a world of dreams
You speak the language of love
Like you know what it means
And it can't be wrong
Take my heart and make it strong

You're simply the best
Better than all the rest
Better than anyone
Anyone I ever met
I'm stuck on your heart
I hang on every word you say
Tear us apart
Baby I would rather be dead

In your heart
I see the start
Of every night and every day
And in your eyes I get lost
I get washed away
Just as long as I'm here in your arms
I could be in no better place

You're simply the best, etc.

Each time you leave me I start losing control
You're walking away with my heart and my soul
I can feel you even when I'm alone
Oh baby, don't go

Oh, you're the best, etc

## Extra photocopiable activities

**Grammar**
superlative adjectives page 169.
**Communicative**
What do you know about the US? page 214 (instructions page 183).
**Song**
*The Best* page 228 (instructions page 221).

## HOMEWORK

Study Link **Workbook** pages 69–70.

# 8C Would you like to drive a Ferrari?

G *would like* + infinitive / *like* + gerund
V adventures: *parachute jump*, etc.
P sentence stress

## Lesson plan

Nowadays many people, instead of traditional presents, give people "adventure experiences" as gifts, e.g., spending a day learning to fly a plane or going up in a balloon. This lesson uses this context for SS to practice *would like* (*to do*) and contrast it with *like* (*doing*). First, they read about different possible presents, then discuss which ones they would like to do, and finish by listening to one person's experience of doing a parachute jump.

### Optional lead-in (books closed)

- Review verb phrases. Quickly write the following on the board:

| | |
|---|---|
| 1 ____ a car | 5 ____ a meal |
| 2 ____ a new language | 6 ____ salsa |
| 3 ____ a plane | 7 ____ a song |
| 4 ____ a motorcycle / a horse | 8 ____ money / time |

- Give SS two minutes in pairs to write the verbs. Check answers.

| | |
|---|---|
| 1 drive | 5 cook / have |
| 2 learn / study | 6 dance |
| 3 fly | 7 sing |
| 4 ride | 8 spend |

## 1 READING & SPEAKING

**a** • Books open. Focus on the questions, and have SS answer in pairs. Elicit SS' answers and tell SS about your family.

**b** • Focus on the advertisement and have SS read it, or read it with them. Tell SS that these are now very popular presents, especially for "the person who has everything." Ask SS what they think of the idea.
• Now focus on the pictures and tell SS they are different "experience" presents. Set a time limit (e.g., five minutes) for SS in pairs to read the information and match the presents to the information.
• Check answers.

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

**c** • Have SS do this in pairs. The first two questions are about facts, the rest are a matter of opinion. Get feedback, to see if SS agree about the *Which do you think... ?* questions.

The cheapest is E. The most expensive is A.

• Go through the text, making sure SS understand the new words and phrases, e.g., *record (v), recording studio, go back in time, recipes, lasts.*

**d** • Have SS ask you the questions first. Then they answer them in pairs.
• Elicit responses from a few SS.

### Extra idea

Have SS rank the experiences in order, 1–6 (1 = their favorite).

## 2 GRAMMAR *would like to / like*

**a** • Focus on the conversation and have SS answer the questions in pairs, or ask the whole class. Check answers.

1 infinitive
2 b
3 I like dancing = I like dancing in general; I'd like to dance = I want to dance now or in the future

**b** • Tell SS to go to **Grammar Bank 8C** on page 136. Go through the rules with the class. Model and drill the example sentences.
⚠ Remind SS that the *l* in *would* is silent /wʊd/.

### Grammar notes

- This is the first time "the infinitive" is referred to. Other verbs they know which are followed by the infinitive are *want, need,* and *learn.*

• Focus on the exercises for **8C** on page 137. SS do the exercises individually or in pairs.
• Check answers. Have SS use contractions *'d* and *wouldn't* when they read their answers.

**a** 1 I'd like to be a millionaire.
2 Would you like to be famous?
3 I wouldn't like to go up in a balloon.
4 He'd like to learn how to cook.
5 She wouldn't like to be on TV.
6 Would they like to have children?
7 I wouldn't like to live in a foreign country.
8 We'd like to buy a bigger house.

**b**

| | |
|---|---|
| 1 to have | 5 to get |
| 2 to go flying | 6 to open cooking |
| 3 to be | 7 living |
| 4 seeing to go | 8 to learn |

• Tell SS to go back to the main lesson on page 93.

## 3 PRONUNCIATION sentence stress

**a** 8.8

• Focus on the dialogue, and play the recording once just for SS to listen. Then play it again and pause after each line for SS to repeat.

8.8 CD3 Track 35
A Would you like to learn to fly a plane?
B No, I wouldn't.
A Why not?
B Because I don't like flying, and I think it's dangerous.

**b** 8.9

- Focus on the second dialogue. Play the recording and pause at the end of each line for SS to underline the stressed words.
- Have SS compare with a partner, and then check answers (see audioscript).

> 8.9 CD3 Track 36
> A Would you like to drive a Ferrari?
> B Yes, I'd love to.
> A Why?
> B Because I like driving, but my car's very slow.

**c** • SS practice reading the dialogue in pairs.

**d** • Focus on the pictures in **1b**. SS take turns to interview their partner using the pictures.

## 4 LISTENING

**a** • Focus on the photo, instructions, and the two questions. Elicit that the present was a parachute jump, and ask SS if they think Russell enjoyed it.

**b** 8.10

- Focus on the phrases and pictures. Tell SS that the phrases are from the interview they are going to hear.
- Play the recording once, and have SS match them. Check answers and teach *land* (= touch the ground), *float* (= move gently on top of the water or through the air), *jump* (= push your body into the air).

> 8.10 CD3 Track 37
> 1 We learned how to land.
> 2 I sat on the floor and waited.
> 3 Then the instructor said "Jump!" and I jumped.
> 4 Suddenly the parachute opened, and I floated down.
> 5 One of the people in my group broke his leg.

1 D 2 C 3 A 4 E 5 B

**c** 8.11

- Now tell SS they're going to hear the whole interview. Tell SS just to relax and listen to see if it was a good experience or not. Play the recording once.
- Ask SS *Did he enjoy it?* (Yes, especially after the jump.) *Would he like to do it again?* (No, because he thinks it's dangerous – someone in his group broke his leg.)

> 8.11 CD3 Track 38
> (audioscript in Student Book on page 120)
> **I = interviewer, R = Russell**
> I Russell, can you describe your day?
> R Well, first, we had some classes, and **we learned how to land.**
> I What happened then?
> R Well, when we finished the classes we went up in the plane.
> I How high did you go up?
> R About 2,600 feet.
> I Then what happened?
> R Well, **I sat on the floor and waited.**
> I How did you feel?
> R Very frightened! That was the worst part, waiting to jump.
> I And then?
> R **Then the instructor said, "Jump!" and I jumped.**
> I How was it?
> R It was incredible. First, I fell very fast. I couldn't think. I forgot all the instructions. **Suddenly, the parachute opened, and I floated down.**
> I Did you land OK?
> R Yes, I did – perfectly.
> I How did you feel afterwards?
> R Great. I felt fantastic. I was really happy. I thought, "I did it!"
> I Would you like to do it again?
> R Well, no, I wouldn't.
> I Why not?
> R Because it can be dangerous. **One of the people in my group broke his leg.**

**d** • Now focus on the sentences. In pairs, SS number them 1–9 based on what they heard the first time and on what they think is a logical order.

- Play the recording once for SS to check their order. Get them to compare answers with their partner. Play the recording again if necessary. Check answers.

2 He went up in the plane.
3 He waited to jump.
4 He felt frightened.
5 He jumped.
6 He fell very fast.
7 His parachute opened.
8 He landed.
9 He felt fantastic.

### Extra support

Have SS listen to the recording again with the audioscript on page 120 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

- Ask the whole class if they would like to do a parachute jump. See if the majority would like to or not. Elicit a few reasons.

⚠ You may want to do the photocopiable activity on page 215 at this point, where SS design their own "experience" present.

## Extra photocopiable activities

**Grammar**
*would like to / like* page 170.
**Communicative**
Make your own "experience" present page 215 (instructions page 183).

## HOMEWORK

Study Link **Workbook** pages 71–72.

# 8 D

**G** adverbs
**V** common adverbs: *slowly, fast,* etc.
**P** word stress in adjectives and adverbs

# They dress well but drive badly

## Lesson plan

This lesson is based on real interviews with people who live abroad, where they rate different aspects of their "new" country and talk about what surprised them when they first arrived. This provides the context for SS to practice forming and using adverbs.

### Optional lead-in (books closed)

- Tell SS to imagine that they have to go and live for a year in a foreign city. Then tell them, in pairs, to say which two cities they would like to go to and why.
- Elicit the cities SS chose and their reasons.

## 1 READING & SPEAKING

**a** • Books open. Focus on the cities and elicit where they are.

Rio de Janeiro – Brazil, Milan – Italy, Barcelona – Spain, Tokyo – Japan, Los Angeles – US, Sydney – Australia.

**b** • Go through the instructions. Tell SS which cities you would find easy or difficult to live in and why.
• Give SS in pairs a few minutes to mark the cities **E** or **D** and compare with a partner. Elicit answers from a few SS.

**c** • Focus on the text. Set a time limit, e.g., five minutes, for SS to read and complete the texts with a city. Have them compare with a partner and then check answers.

Nuria lives in Los Angeles.
Mónica lives in Tokyo.
Kevin lives in Milan.

**d** • Tell SS to read the text again slowly and try to remember at least three things about each city. Move around, helping SS with any vocabulary they don't understand.
• Write on the board on one side the three cities, and on the other side the headings from the text, i.e., **driving, social life, people, safety, clothes, food.**
• Have SS cover the text and in pairs say what they can remember about the three cities.
• Elicit SS' responses, and ask them if they found anything about the cities surprising.

## 2 GRAMMAR adverbs

**a** • Focus on the four sentences, and elicit that you normally make adverbs by adding *-ly* to the adjective.

**b** • Focus on the underlined phrase in the text: *drive pretty slowly.* SS underline eight more verb + adverb phrases. Check answers and elicit that *hard, fast,* and *well* are also adverbs but they don't end in *-ly.*

work very hard; walk safely; drive carefully; speak very quietly; change completely; sang very loudly and badly; dresses well; drive very fast

**c** • Have SS go to **Grammar Bank 8D** on page 136. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- The most common word order with these kinds of adverbs is after a verb or verb phrase, e.g., *He drives very quickly, I speak English very well* (typical mistake: ~~*I speak very well English*~~).
- SS may try to use *hardly* instead of *hard,* e.g., ~~*I work hardly*~~. Explain that *hard* is irregular and doesn't add *-ly. Hardly* is another word that means *almost not,* e.g., *I hardly slept last night, I hardly ever go to the theater.* SS learned *hardly ever* in lesson **3C.**

• Focus on the exercises for **8D** on page 137. SS do the exercises individually or in pairs.
• Check answers. Have SS read the complete sentence aloud. Help with rhythm, and tell them that adverbs are always stressed.

| | | |
|---|---|---|
| **a** 1 slowly | | 5 carefully |
| 2 perfect | | 6 safe |
| 3 quickly | | 7 well |
| 4 good | | 8 terrible |
| **b** 1 badly | | 5 hard |
| 2 slowly | | 6 carefully |
| 3 quietly | | 7 aggressively |
| 4 easily | | 8 beautifully |

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

• Tell SS to go back to the main lesson on page 95.

**d** 8.12

• Tell SS they're going to hear six sound effects and for each sound they must write a sentence using the present continuous and an adverb to describe what's happening.
• Play the recording and pause after number 1 so that SS can see how the example sentence (*They're speaking quietly*) describes the sounds. Ask *Why?* and elicit that it's because the baby is asleep.
• Now play the other five sounds, pausing after each one for SS to write sentences in pairs. Check answers.

2 He's driving aggressively.
3 He's dancing badly.
4 He's eating noisily.
5 She's singing beautifully/well.
6 He's talking/speaking loudly.

8.12 CD3 Track 39

1 *speaking quietly*
2 *driving aggressively*
3 *dancing badly*
4 *eating noisily*
5 *singing beautifully*
6 *talking loudly*

## 3 PRONUNCIATION adjectives and adverbs

**a** • Focus on the adjectives, and tell SS in pairs to underline the stressed syllable.

### Extra support

Play the recording first to remind them where the stress is.

**b** 8.13

• Play the recording once for SS to check answers. Then play it again, pausing after each adjective for SS to repeat.

| 8.13 | CD3 Track 40 |
|---|---|
| aggressive | beautiful |
| stylish | quiet |
| dangerous | careful |
| polite | complete |

**c** 8.14

• Now focus on the adverbs. Tell SS to listen to see if the stress changes, and elicit that it stays the same, although the extra syllable has been added.

| 8.14 | CD3 Track 41 |
|---|---|
| aggressively | beautifully |
| stylishly | quietly |
| dangerously | carefully |
| politely | completely |

**d** • In pairs SS practice saying the adverbs. Alternatively play the recording again, pausing for them to repeat.

## 4 SPEAKING

**a** • Focus on the pictures and fill in the blank sentences. Tell SS that in different countries or cities people do things in different ways. In pairs, SS complete the sentences. Have one group of three if you have an odd number.

**b** • Put two pairs together, to make groups of four (or five), and get them to compare their sentences.

⚠ SS may want to use comparative adverbs here, e.g., *People dress more stylishly in ___*. You could explain they just have to put *more* before the adverb, except the irregular ones, which are the same as the comparative adjectives, e.g., *harder, faster, better,* and *worse.*

**c** • Now focus on SS' own country (or city) and the verbs. Demonstrate first if you are from a different country/city (e.g., *In Britain people drive very carefully.*).

• Put SS in groups to make sentences. Elicit responses to see if SS agree.

## Extra photocopiable activities

**Grammar**
adverbs page 171.
**Communicative**
Mime the phrase page 216 (instructions page 184).

## HOMEWORK

Study Link **Workbook** pages 73–74.

# 8 PRACTICAL ENGLISH GOING HOME

**Vocabulary** verb phrases: *pay the bill*
**Function** Checking out
**Language** *Can I have my bill, please?*

## Lesson plan

In this final Practical English lesson SS review some verb phrases and practice checking out of a hotel. Allie is supposed to be taking Mark to the airport, but is delayed. Mark is nervously waiting to hear if she is going to come to the US or not. She finally shows up at the airport to give him her answer...

Study Link These lessons are also on the *American English File 1* Video, which can be used instead of the Class Audio CD (see Introduction page 9). The first section of the Video is also on the MultiROM, with additional activities.

## VOCABULARY verb phrases

**a** • Focus on the phrases and give SS a few minutes in pairs to complete them with the right verb. Check answers and model and drill pronunciation.

1 check out 2 ask 3 pay 4 sign /saɪn/ 5 need 6 call

**b** • Put SS in pairs. Get one student to close his/her book. A reads the phrase (e.g., *of a hotel*) and B has to remember the verb (e.g., *check out*). SS change roles.

## CHECKING OUT

**a** 8.15

• Focus on the picture and ask SS *Where's Mark?* (At the hotel.) *What's he doing?* (He's checking out.)

• Now write the two questions on the board and tell SS to close their books, or have them cover the dialogue.

• Play the recording once or twice. Check answers.

He asks for the bill. He doesn't need a taxi or help with his luggage.

**b** • Now focus on the dialogue and the blanks. Give SS a minute to read through the dialogue and try to predict the missing words. Then play the recording once for SS to complete the dialogue.

• Have SS compare answers in pairs. Then play the recording again. Check answers (see audioscript).

| 8.15 | CD3 Track 42 |
|---|---|

**R = receptionist, M = Mark**

R Good morning, sir.
M Good morning. Can I have my bill, please? I'm checking out.
R Which room **is** it?
M Room 425.
R **Did** you have anything from the minibar last night?
M Yes, a mineral water.
R Here you are. How **would** you like to pay?
M American Express™.

R Thank you. OK. **Can** you sign here, please? Thank you. **Would** you like me to call a taxi for you?
M No, thanks.
R **Do** you need any help with your luggage?
M No, I'm fine, thanks.
R Have a good trip, Mr. Ryder.
M Thank you.
R Good-bye.
M Good-bye.

**c** 8.16

- Play the dialogue again. SS repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.
- Play the recording, pausing for SS to repeat the phrases.

8.16 CD3 Track 43

R Good morning, sir.
M Good morning. Can I have my bill, please? I'm checking out.
*repeat*
R Which room is it?
M Room 425.
*repeat*
R Did you have anything from the minibar last night?
M Yes, a mineral water.
*repeat*
R Here you are. How would you like to pay?
M American Express™.
*repeat*
R Thank you. OK. Can you sign here, please? Thank you. Would you like me to call a taxi for you?
M No, thanks.
*repeat*
R Do you need any help with your luggage?
M No, I'm fine, thanks.
*repeat*
R Have a good trip, Mr. Ryder.
M Thank you.
R Good-bye.
M Good-bye.

**d** • Put SS in pairs. A is the receptionist. Have SS read the dialogue first. Then tell B to close his/her book and answer from memory. Then A and B change roles.

## SOCIAL ENGLISH

**a** 8.17

- Now focus on the next picture. Write the following on the board:

**Mark calls Allie.** **Mark asks for a taxi.**
**Mark gets his plane.** **Allie and Mark meet.**
**Allie calls Mark.**

- Play the recording once. Have SS tell you in which order things happen.

1 Allie calls Mark. 4 Allie and Mark meet.
2 Mark asks for a taxi. 5 Mark gets his plane.
3 Mark calls Allie.

- Focus on the five sentences. Play the recording twice and SS choose the correct option. Check answers.

1 terrible 2 train 3 airport 4 40 5 can

8.17 CD3 Track 44

(audioscript in Student Book on page 120)
M Hello?
A Hi, Mark, it's Allie. I'm really sorry, but the traffic this morning is terrible. I'm going to be very late.
M OK.
A I think the best thing is for you to take a taxi to the station and then get the train to the airport.
M No problem, **I'll call a taxi. Well, thanks for everything...**
A No, listen, **I'll meet you at the airport** – we can say good-bye there.
M All right. **Where can we meet?**
A At the information desk.
M OK, see you there.
A Bye.
M Excuse me, change of plan. **Could you call me a taxi, please?** To the station.
*Hello. Sorry I can't take your call. Please leave a message after the tone.*
M Hi, Allie, this is Mark. Where are you? I'm at the information desk. My flight leaves in forty minutes.
A Mark! Mark! **Sorry I'm late!**
M Don't worry – I'm just happy you got here.
A Come on. You're going to miss your flight.
M Wait a minute. Are you going to come to the conference in California? Am I going to see you again?
A The plane's going to leave without you.
M Allie?
A I asked my boss this morning, and he said yes. I can go!
M Great! Oh, I don't have your home phone number.
A Don't worry. I'll e-mail it to you tomorrow.
*This is the final call for all passengers on flight BA287 to San Francisco. Please proceed immediately to Gate 12.*
M Good-bye, Allie. And thanks for everything.
A Good-bye, Mark. **Have a safe trip!**
M See you in California. Bye.

**b** • Focus on the question and elicit some ideas from the class. Tell SS to use *going to* in their answers.

**c** • Focus on the **USEFUL PHRASES**. Ask SS *Who says it, Mark or Allie?* Then play the recording for SS to check their answers.

- Play the recording again for SS to check. Pause after each phrase and have SS repeat it. (See the audioscript above.) In a monolingual class, ask SS what the equivalent phrase is in their language.

I'll call a taxi. – Mark
Well, thanks for everything. – Mark
I'll meet you at the airport. – Allie
Where can we meet? – Mark
Could you call me a taxi, please? – Mark
Sorry I'm late. –Allie
Have a safe trip! – Allie

- Focus on the note about *will*. Explain that it's used here to make an instant decision or promise about the future, e.g., *I'll call a taxi.* The uses of *will* are dealt with in *American English File 2* but are included here for reference in the **Grammar Bank** appendix on page 138.

## HOMEWORK

**Study Link** **Workbook** page 75.

# 8 Writing making a reservation

## Lesson plan

In this last writing lesson, SS learn to write a formal e-mail to make a reservation for a hotel room. They compare and contrast the conventions of a formal e-mail with an informal one. There is no focus on a formal letter as it is more likely today that SS will need to write an e-mail. However, if you think your SS also need to learn how to write a formal letter, the conventions are highlighted below under **Extra idea**.

**a** • Focus on the three hotels. Give SS a few minutes to read them. Ask SS which hotel they'd like to go to and why. Explain/translate any words SS want to know, e.g., *roof terrace, views, lagoon,* etc.

**b** • Now focus on the e-mail. Tell SS to read it quickly, ignoring the blanks, and to answer the question. Check answers.

The Residence, Tunisia

**c** • Focus on the words/expressions and have SS complete the e-mail. Have them compare with a partner and check answers.

2 reservation
3 room
4 nights
5 view
6 information
7 Please
8 Sincerely

**d** • Focus on the chart and have SS complete it. Check answers.

Dear confirm Sincerely last name

### Extra idea

If your SS also need to write formal letters, not just e-mails, tell them that they can use exactly the same language to begin and end as in an e-mail, but should put:

– their address in the top right-hand corner
– the name and address of the person/company they're writing to on the left-hand side, slightly lower down
– the date under the name and address

You could also teach the phrase *I look forward to hearing from you.*

### Write an e-mail

- Go through the instructions with SS. Stress the importance of checking writing after they've done it.
- Either give SS at least 15 minutes to write the e-mail in class, or set it for homework.
- If SS do the writing in class, have them exchange and read each others' e-mails and correct any mistakes they find before you collect them all.

# 8 Review & Check

## GRAMMAR

1 b 2 a 3 b 4 a 5 a 6 b 7 a 8 a 9 b 10 b

## VOCABULARY

a 1 slowly 2 dangerous 3 badly 4 quiet 5 the worst
b 1 tall 2 dangerous 3 leader 4 friendly 5 safe
c 1 in 2 of 3 for 4 up 5 than

## PRONUNCIATION

a 1 far 2 slowly 3 boring 4 serious 5 big
b aggressive, ambitious, adventure, politely, dangerously

## CAN YOU UNDERSTAND THIS TEXT?

b 1 a 2 b 3 a 4 c

## CAN YOU HEAR THE DIFFERENCE?

b 1 a 2 a 3 b 4 a 5 b

**8.18** CD3 Track 45

**I = interviewer, N = Nicolas**

I Tell me about Edinburgh.
N Well, at first I had a problem with the language. People there speak with a Scottish accent, and they also use some different words.
I Different words? For example?
N For example, they don't say "little" they say "wee" – "a wee boy", "a wee drink", things like that.
I Was the weather a problem?
N Not really. Well, people told me that it rained a lot in Scotland. But, in fact, it doesn't rain very much. I read the other day that it rains more in Paris than Edinburgh. But it *is* very windy, and I didn't expect that. And people talk about the weather all the time!
I What about the food?
N Well, I love Scotland, but I don't think the diet is very healthy. My Scottish friends eat a lot of chocolate bars, cookies – things like that. They don't eat much fruit or many vegetables.
I What about the whisky? Do you like it?
N Well, my friends say it's good, and there are many different kinds. But unfortunately I don't like whisky. I only drink wine sometimes!
I Would you like to stay in Scotland when you graduate from the university?
N I don't know yet. It depends if I can find a good job there.

## CAN YOU SAY THIS IN ENGLISH?

b 1 did 2 do 3 would 4 Does 5 Do 6 Are 7 is 8 were

# 9A Before we met

G present perfect for past experiences
V *been to*
P sentence stress

## Lesson plan

The idea for this lesson comes from a novel called *Before we met*, by Julian Barnes, about a couple where the man is pathologically jealous of his girlfriend's ex-boyfriend. However, the "extract from a novel" is invented and is not based on the original novel. The present perfect (for past experiences) is presented, but confined to one past participle (*been to…*) to talk about cities and countries that SS have visited. This allows SS to get comfortable with *have* as an auxiliary verb and with making questions and negatives. In **9B** they learn other regular and irregular past participles, and contrast the present perfect with the simple past.

### Optional lead-in (books closed)

- Review the adjectives of personality SS learned in **8A**. Write on the board:
  *What's the word for a person who…*
  is open and kind ? f_____
  thinks a lot and doesn't make jokes? s_____
  argues a lot and can be violent? a_____
  doesn't talk much? q_____
  likes giving people things? g_____
  dresses well? s_____
  thinks their boyfriend/girlfriend is interested in another person? j_____
- Give SS a minute to try and think of the adjectives (tell them the last one may be new).
- Check answers.

friendly
serious
aggressive
quiet
generous
stylish
jealous

- Model and drill the pronunciation of *jealous* /'dʒɛləs/ and elicit that the *ea* is pronounced /ɛ/, like *bread, breakfast*, etc.

## 1 SPEAKING & READING

**a**
- Books open. Focus on the questionnaire. If you didn't do the lead-in, elicit/teach the meaning of *jealous*.
- Have SS ask you the questions. Then they interview each other in pairs or small groups.
- Elicit responses from the class. Find out what the majority opinion is for question **4**.

**b** 9.1
- Now focus on the "extract from the novel" and questions 1–3. Play the recording once for SS to read and listen.

⚠ If SS ask at this point what *I've been* is say that *I've = I have* and *been* is the past participle of *be*. The meaning here is *visited*.

### Extra challenge

As an alternative, you could do **b** as a listening. Have SS cover the text and listen and answer the questions. Play the recording twice and check answers. Then have them read the story and guess the meaning of the highlighted words.

- Have SS compare with a partner and then check answers.

1 Barcelona Kyoto Tokyo
2 His ex-girlfriend.
She's in Canada.
3 Because Rob went there with Jessica.

9.1 CD3 Track 46

It was a Thursday evening in June when we sat down in my living room with the vacation brochures. "I got these from the travel agency today," said Charlotte. "This is going to be fun! Have you ever been to Japan?"
"Yes, I have," I replied. "I've been to Tokyo and Kyoto."
"On vacation?"
"Yes… with Jessica."
"Oh." There was a long silence.
"But I haven't been to Osaka. What about Osaka?"
"No. Forget Japan. Have you been to Spain?"
"Yes. I've been to Barcelona."
"With Jessica?"
"Yes, but…"
She picked up a brochure for Buenos Aires. "Don't tell me. You've been there too. With Jessica."
"No. I've never been to Argentina. Look, what's the problem? Jessica's not my girlfriend now. She's hundreds of miles away. She lives in Canada. Why are you so jealous of her?"
"Me? Jealous? I'm not jealous."
There was another long silence.

**c**
- SS read the text again and focus on the meaning of the highlighted words. Check answers by explaining or translating the words, letting SS check in a dictionary, or using the glossary below.

| | |
|---|---|
| **vacation brochures** | magazines with photos and information about vacations |
| **fun** | enjoyable, entertaining |
| **replied** | answered |
| **silence** | when there is no noise/nobody is talking |
| **picked up** | took from the floor or from a table |

- Ask SS *Do you think Charlotte is jealous?* Note: the story continues in **LISTENING**.

## 2 GRAMMAR present perfect

**a** • Focus on the instructions and have SS answer in pairs. Check answers.

1 yes 2 no 3 *have* 4 *be*

**b** • SS underline examples of *have been to*. Check answers (see audioscript above), and elicit that *have been to* = *have visited*.

**c** • Focus on the chart. Give SS a few minutes to complete it. Check answers.

| | + | − | ? |
|---|---|---|---|
| I, you, we, they | I **have** been to Tokyo. | I **haven't** been to Kyoto. | **Have** you been to Buenos Aires? |
| he, she, it | She **has** been to Tokyo. | She **hasn't** been to Kyoto. | **Has** he been to Buenos Aires? |

**d** • Tell SS to go to **Grammar Bank 9A** on page 138. Go through the rules with the class. Model and drill the example sentences.

### Grammar notes

- The present perfect is probably the tense that causes the most problems for foreign learners, mainly because of L1 interference. For this reason in *American English File 1* we introduce it through one simple and common use, i.e., to talk about past experiences (things that we have done in our lives up till now) but *without* saying exactly when. SS will study further uses of the present perfect in *American English File 2*.
- Although the use of the present perfect is usually considered the main difficulty for SS, the form is also problematic, as it is the first time SS see *have* used as an auxiliary verb with all of its contractions (*I've... he's...*, etc.).
- The meaning of *been to* can cause problems. SS naturally expect either *been in* or *gone to*. It is probably best to explain that *been to* in the present perfect = visited (and came back), *gone to* = traveled to and not returned.

- Focus on the exercises for **9A** on page 139. SS do the exercises individually or in pairs.
- Check answers. In **a** write the contracted forms on the board, and in **b** tell SS to use contractions in + and − after *I*, *he*, etc.

**a** 1 She **hasn't** been to the US.
2 They **haven't** been to China.
3 He**'s** been to an opera.
4 You **haven't** been to my house.
5 I **haven't** been there.
6 We**'ve** been to Madrid.

**b** 1 I haven't been to Miami.
2 Have you been to Barcelona?
3 Mark hasn't been to South America.
4 My parents have been to Africa.
5 Has Ann been to Argentina?
6 We haven't been to Budapest.

- Tell SS to go back to the main lesson on page 101.

## 3 PRONUNCIATION sentence stress

**a** 9.2

- Focus on the dialogue. Play the recording once for SS to listen. Then play it again, pausing after each line for SS to repeat. Point out that the underlined words are the ones which SS should stress more strongly.

9.2 CD3 Track 47

A Have you been to Japan?
B Yes, I have. I've been to Tokyo.
A Have you been to Toronto?
B No, I haven't. I haven't been to Canada.

- Have SS practice the conversation in pairs.

**b** • Demonstrate the activity. Write six place names (countries or cities) on the board, three of which you've been to and three of which you haven't.
- Tell SS to decide in pairs which three they think you *have* been to, and to write them on a piece of paper.
- SS ask you *Have you been to ...?* for all six places to check their guesses. Ask for a show of hands to see which pair(s) guessed right.
- Put SS in pairs and get them to write their own lists of six cities. In a monolingual class, if your SS haven't traveled abroad, restrict the activity to cities in their country. Monitor and help SS write their lists.
- SS exchange lists and try to guess which three places their partner has been to. Then they ask *Have you been to...?* questions to check. Monitor, helping SS get the right rhythm in their questions. Ask SS who had the most correct guesses in each pair.

## 4 LISTENING

**a** 9.3

- If you are doing this activity on a different day to when you did the first part of the Rob and Charlotte story, you could read the text again to refresh SS' memories.
- Tell SS they're now going to see what happens to Rob and Charlotte. Focus on the question, and play the recording once and elicit the answer.

Jessica calls.

**b** • Now focus on sentences 1–6. Play the recording once for SS to complete them with a name. Have them compare answers with their partner. Play the recording again and check answers.

1 Rob
2 Charlotte
3 Rob
4 Jessica
5 Rob, Jessica
6 Charlotte, Rob

9.3 CD3 Track 48

(audioscript in Student Book on page 121)
**R = Rob, C = Charlotte**
R Why don't we go to Paris? I haven't been there.
C Are you sure?
R Look, I promise. I've never been to Paris.

C OK. Let's look at the brochure. I love Paris. It's one of my favorite cities.
R You choose a hotel then.
C What about this one? It's very near the Eiffel Tower. It looks nice. Very romantic. Let's go there.
R Is that your phone?
C No, it's yours.
R Oh yeah. You're right. Hello? … Who? … Oh hi. What a surprise. … Fine, fine. How are you? … Sorry? … It's seven o'clock here. What time is it in Canada? … Sorry? … No, I'm not. I'm with… I'm with a friend… Can I call you back later? … I said, can I call you back later this evening? … Sorry? I can't hear you. … OK, I'll call you back later. … Yes, OK. Bye… Sorry, Charlotte, what did you say about the hotel?
C Forget it, Rob. I don't want to go away with you this weekend. In fact, I don't want to do anything with you. Bye…
R Charlotte, don't go. Listen, I can explain. It isn't what you think…

### Extra support

Have SS listen to the recording with the audioscript on page 121 so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

## 5 SPEAKING

- Focus on the questionnaire and go through the questions. Then focus on the instructions and make sure SS understand them.
- Set a time limit, e.g., five minutes. Tell SS to stand up and start. Mix in with them yourself.
- Stop the activity after five minutes (or when you think SS have had enough, or when someone has found people for all the questions). Have SS sit down again.
- Elicit responses. Ask *Who has been to a very hot country?* and elicit the student's name. Then ask him or her *Where? When?*
- Do the same for the other questions, getting a little more information each time.

⚠ Be careful to elicit short answers here, not complete sentences, as SS may try (incorrectly) to use the present perfect.

### Extra challenge

Tell SS they must try to find a *different* person for each question.

## Extra photocopiable activities

**Grammar**
present perfect page 172.
**Communicative**
*Where have you been?* page 217 (instructions page 184).

## HOMEWORK

Study Link **Workbook** pages 76–77.

# 9 B I've read the book, I've seen the movie

G present perfect or simple past?
V past participles: *seen, broken*, etc.
P irregular past participles

## Lesson plan

In this final lesson SS learn more about the present perfect (for past experiences). They get practice in forming regular and irregular past participles and in asking questions with *ever*. The main context of the lesson is a survey asking about "movie experiences." Finally, the lesson contrasts the present perfect and the simple past in a natural context: *Have you read the book? Have you seen the movie? Which did you prefer?*

### Optional lead-in (books closed)

- Write on the board in two columns:
  PAST PARTICIPLE  BASE FORM
- Now write *been* under past participle and elicit that the base form is *be*, and write it under *base form*.
- Then write these past participles in the column: *spoken, seen, cried, bought, left, slept, kissed*
- Give SS one minute in pairs to decide what they think the infinitive is. Check answers, and model and drill the pronunciation. Ask which two are regular past participles (*cried, kissed*).

speak, see, cry, buy, leave, sleep, kiss

## 1 SPEAKING

**a**
- Books open. Focus on the questionnaire and the beginning of the question *Have you ever...?* Elicit/teach that *ever* = (at any time) in your life.
- Focus on the example *Have you ever spoken to a movie actor or actress?* If you didn't do the lead-in, ask SS what the base form of *spoken* is (*speak*). Explain that *spoken* is the past participle of the verb *speak*.
- If you didn't do the lead-in, focus on the past participles in the box (*slept, bought*, etc.) and elicit the base form and the meaning of each verb.
- In pairs, give SS two minutes to complete the questionnaire with the past participles. Check answers.

2 seen  3 cried  4 bought  5 left  6 slept  7 kissed

**b**
- Have SS ask you the first question. If you answer *Yes*, have them ask the two follow-up questions. If you answer *No*, have them ask question 2, etc. until you answer *Yes*.

⚠ The follow-up questions are in the simple past, *not* the present perfect. If SS ask about this, reassure them that you will explain this in detail later in the lesson.

- SS interview each other in pairs. Have them sit face to face. A should give B a complete interview and then change roles. Monitor and help, but don't correct them too much in their answers to the follow-up questions. The focus should be on communication, not accuracy.
- Elicit responses from a few SS. Ask *Who has spoken to a movie actor?* and then get the details.

## 2 VOCABULARY past participles

**a**
- Focus on questions 1–3 and the questionnaire in **1**. Give SS, in pairs, two minutes to answer the questions. Check answers.

1 cried kissed  2 bought left slept  3 spoken seen

**b**
- Tell SS to go to **Irregular verbs** on page 154. Focus on the third column, and go through them with SS, getting them to highlight the past participles that are different from the simple past. Model and drill the pronunciation of these only.
- Tell SS they only need to learn the ones that are different (assuming they have assimilated the simple past verbs whose past participles are the same.) Give them five minutes to focus on them and then have SS close their books and see how many they can remember.
- Tell SS to go back to the main lesson on page 102.

## 3 PRONUNCIATION irregular past participles

**a**
- Focus on the five sound pictures and elicit the word and sound (*fish*, /ɪ/, *train* /eɪ/, *up* /ʌ/, *phone* /oʊ/, *saw* /ɔ/)
- In pairs SS put three past participles into each column.

### Extra support

Model the pronunciation of the participles first and then have SS put them in columns.

**b** 9.4
- Play the recording once for SS to check their answers. Then play it again, pausing after each group for SS to repeat. Give extra practice as necessary. Make sure SS don't pronounce the *gh* in *bought* and *caught*.

9.4 CD3 Track 49

| | |
|---|---|
| fish | driven, given, written |
| train | made, paid, taken |
| up | begun, done, drunk |
| phone | broken, known, spoken |
| saw | bought, caught, thought |

## 4 GRAMMAR present perfect or simple past?

**a**
- Focus on the dialogue and give SS time to answer the questions in pairs. Check answers.

1 present perfect
2 simple past
3 A
4 B and C

**b**
- Tell SS to go to **Grammar Bank 9B** on page 138. Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

**Regular and irregular past participles**

- Regular verbs should not cause any problems for SS since they are the same as the simple past. SS simply have to remember the pronunciation rules for *-ed* endings.
- Many irregular past participles also have the same form as the simple past. However, the ones that are different (e.g., *speak spoke spoken*) may cause problems as SS may confuse the two forms (e.g., *I have ~~spoke~~...*) For this reason it is worth focusing especially on these verbs.

**Present perfect or simple past?**

- It is almost impossible to teach the present perfect for experiences without dealing with the contrast with the simple past, since when people talk about an experience, *I've been to Morocco*, they are frequently asked *When...?* or another question that focuses on a specific moment in time (i.e., when you were in Morocco), when the simple past must be used, e.g., *Did you like it?*

- Focus on the exercises for **9B** on page 139. SS do the exercises individually or in pairs.

## Extra challenge

Have SS try to do a without checking with the irregular verb list.

- Check answers.

a 1 met
2 read
3 fallen
4 cried
5 traveled
6 met
7 seen
8 written

b 1 Have you ever spoken
2 have
3 was
4 did you see
5 saw
6 did you say
7 asked
8 Has your brother been
9 has
10 He's been
11 did he go
12 went
13 Did he like
14 loved

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

## Extra idea

Have SS read the two dialogues in **b** to practice their pronunciation.

- Tell SS to go back to the main lesson on page 103.

## 5 LISTENING & SPEAKING

**a** • Focus on the books. Model and drill the two questions. Get SS to ask you the questions for each one, and answer them.

⚠ SS may need help with the titles, which may have been translated differently in their country.

- Either get SS to ask each other in pairs, or ask around the class. If anyone has both read the book and seen the movie ask *Which did you like better? Why?*

**b** • Focus on the website information and give SS a minute to read it. Then ask the whole class the questions and elicit answers. (It's about whether good books make good movies, and listeners are going to call and say what they think.)

**c** 9.5

- Focus on the question. Then play the recording once and elicit that the person who is the most positive about movies made from books is Linda.

9.5 CD3 Track 50

(audioscript in Student Book on page 121)

**P = presenter, C = Carl, L = Linda, S = Sam**

P Our next caller is Carl from San Diego. Hello, Carl.
C Hi.
P What do you think, Carl? Do good books make good movies?
C Well, I've read lots of books and later seen the movies, and usually I think that the books are better. For example, I loved the *Lord of the Rings* books, but I didn't like the movies very much.
P Thank you, Carl. Our next caller is Linda from Los Angeles. Hello, Linda.
L Hi. Well, what I think is that today people don't read very much. But they do go to the movies. And sometimes *after* they've seen a movie of a book, they go and buy the book, so that's a good thing because they read more.
P Yeah, but do you think good books make good movies?
L Yes. I've read a lot of good books. Then I've seen the movies and I've loved them all, *The Exorcist*, *Harry Potter*, *Gone with the Wind*. They're all great books and great movies.
P Thank you, Linda. And our last caller is Sam from Beverly Hills. Hello, Sam. What do you think about our question today?
S I think it depends. I think good books don't usually make good movies. But I've seen some movies which I think are *better* than the books. That's usually because the book *wasn't* very good.
P So bad books can make good movies?
S That's right.
P Give me an example.
S Well, the James Bond films. The books aren't very good, but some of the movies are great, like *Goldfinger*, or *Casino Royale*.
P Thank you, Sam. And now...

**d** • Focus on the true/false sentences and give SS a minute to read them. Then play the recording again and have SS compare their answers with a partner. Play the recording again and then check answers. Ask why the F sentences are false.

1 T
2 F He didn't like them very much.
3 F They don't read much.
4 T
5 T
6 F He preferred the movies.

**e** • Write the name of a recent movie based on a book (preferably one you've seen) on the board. Then get SS in pairs to think of one each. Get each pair to tell you the movie they have thought of and write them on the board.

⚠ In a monolingual class don't worry about translating movie titles into English unless your SS want you to.

**f** • Focus on the flow chart. Tell SS in pairs to decide what the complete questions are. Tell them that all the questions are either present perfect or simple past. They should write the complete questions on a separate piece of paper, **not on the flow chart**.

• Check answers, eliciting which tense each question is.

Have you seen (name of the movie)? (present perfect)
Yes, I have.
No, I haven't.
Did you like it? (simple past)
Have you read the book? (present perfect)
Yes, I have.
No, I haven't.
Did you like it? (simple past)
Which did you prefer, the movie or the book? (simple past)

**g** • Have SS ask you about the first movie in the list on the board. Get them to use the name, i.e., *Have you seen* (name)? and then follow the flow chart.

• Now SS interview each other in pairs. Encourage them to ask the questions using just the prompts in the flow chart.

### Extra support

Let SS refer to the complete questions on their piece of paper for this activity.

• Monitor and help. Finally elicit responses to find out who has both seen the movie and read the book for any of the titles and which they preferred.

## Extra photocopiable activities

**Grammar**
present perfect or simple past? page 173.
**Communicative**
Have you ever …? page 218 (instructions page 184).

## HOMEWORK

**Study Link** **Workbook** pages 78–79.

# 9 REVIEW & CHECK

The last two sections in File 9, **Review and Check Grammar** and **Review and Check Vocabulary and Pronunciation** are intended to help SS review for a final end-of-course test.

## GRAMMAR

The grammar is divided up by Files, and gives the **Grammar Bank** page reference. SS should read through the rules again, and then test themselves with the exercises. They can either do this File by File or all at once. We suggest doing them in pairs or small groups in class, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

**File 1**
1 b 2 c 3 b 4 a 5 c
**File 2**
1 c 2 b 3 a 4 c 5 b
**File 3**
1 b 2 b 3 a 4 c 5 a
**File 4**
1 a 2 b 3 a 4 c 5 b
**File 5**
1 c 2 a 3 b 4 c 5 b
**File 6**
1 b 2 b 3 c 4 b 5 a
**File 7**
1 c 2 b 3 a 4 c 5 a
**File 8**
1 c 2 b 3 c 4 b 5 a
**File 9**
1 b 2 c 3 a 4 b 5 c

## VOCABULARY

This section provides exercises to test SS on all the **Vocabulary Banks** of *American English File 1*. If possible, give SS time to review the **Vocabulary Banks** before doing the exercises. If this is not possible, the exercises should highlight which ones SS need to look back over. We suggest doing them in pairs or small groups, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

**a** 1 French (not a country)
2 summer (not a job)
3 grandmother (the others are all male words)
4 fast (not a feeling)
5 yesterday (not an adverb of frequency)
6 buy (not past)
7 living room (not furniture)
8 square (not a building)
9 strawberries (not a vegetable)
10 good (not an adverb)

**b** 1 fifty
2 Tuesday
3 third
4 thirtieth
5 evening
6 three times
7 hour
8 winter
9 April
10 next week

| | | | |
|---|---|---|---|
| c | 1 | June | 6 the post office |
| | 2 | my aunt | 7 Spanish |
| | 3 | the bathroom | 8 a waiter |
| | 4 | dirty | 9 hate |
| | 5 | thought | 10 generous |
| d | 1 | get | 6 take |
| | 2 | have | 7 turn |
| | 3 | go | 8 give |
| | 4 | do | 9 play |
| | 5 | make | 10 wait |
| e | 1 | keys | 6 bathtub |
| | 2 | glasses | 7 bridge |
| | 3 | rich | 8 pharmacy |
| | 4 | high | 9 (some) cheese |
| | 5 | cupboard | 10 (some) meat |
| f | 1 | from | 6 in |
| | 2 | about | 7 of |
| | 3 | in | 8 for |
| | 4 | to | 9 to |
| | 5 | up | 10 to |

## PRONUNCIATION

This section provides exercises to test sounds and word stress.

| | | | |
|---|---|---|---|
| a | 1 | bread | 9 see |
| | 2 | work | 10 give |
| | 3 | famous | 11 have |
| | 4 | four | 12 daughter |
| | 5 | three | 13 don't |
| | 6 | get | 14 city |
| | 7 | love | 15 food |
| | 8 | hour | |
| b | 1 | American | 11 sunglasses |
| | 2 | afternoon | 12 magazine |
| | 3 | thirteen | 13 chocolate |
| | 4 | breakfast | 14 umbrella |
| | 5 | July | 15 receptionist |
| | 6 | musician | 16 grandmother |
| | 7 | between | 17 dangerous |
| | 8 | bathroom | 18 museum |
| | 9 | tomorrow | 19 supermarket |
| | 10 | pronunciation | 20 newspaper |

## Extra photocopiable activities

**Grammar**

review of prepositions page 174.

**Communicative**

Review and Check page 219 (instructions page 184).