

American English File

Third Edition

Starter

TEACHER'S GUIDE

WITH TEACHER RESOURCE CENTER

Includes photocopiable Grammar, Communicative,
and Vocabulary activities



Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

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American English File

Third
Edition

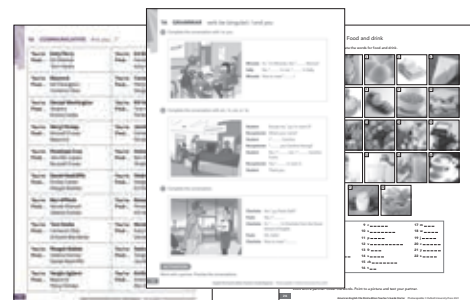
gets you talking

90% of teachers who took part in an Oxford Impact study found
that *American English File* **improves students' speaking skills.**

The Teacher's Guide with Teacher Resource Center gives you
everything you need to create flexible lessons that work for
your students.

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lesson your own
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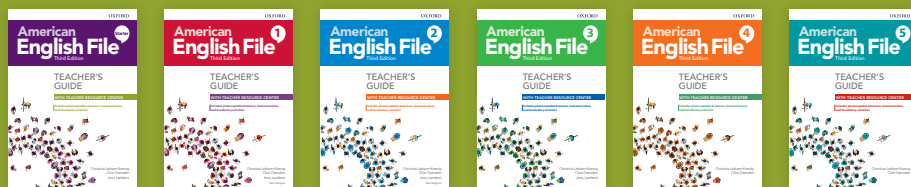
- All your *American English File* resources – video, audio, answer keys,
audioscripts, and much more – available in one place online
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and an End-of-course Test
- A Gradebook to track your students' progress

FOR STUDENTS

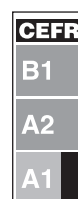
- Student Book with Online Practice
- Multi-Packs with Online Practice
- Workbook
- English File Say It app for
pronunciation practice

FOR TEACHERS

- Teacher's Guide with
Teacher Resource Center
- Classroom Presentation Tool
- Class DVD
- Class Audio CDs



English Sounds Pronunciation Chart
based on an original idea and design
by Paul Seligson and Carmen Dolz.



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Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6 A A cappuccino, please	verb <i>be</i> (singular): <i>I</i> and <i>you</i>	numbers 0–10, days of the week, saying goodbye	/h/, /aɪ/, and /i/
8 B World music	verb <i>be</i> (singular): <i>he, she, it</i>	countries	/ɪ/, /oʊ/, /s/, and /ʃ/
10 Practical English Episode 1	checking into a hotel, booking a table	V the classroom	P the alphabet
2			
12 A Are you on vacation?	verb <i>be</i> (plural): <i>we, you, they</i>	nationalities	/dʒ/, /tʃ/, and /ʃ/
14 B That's my bus!	<i>Wh-</i> and <i>How</i> questions with <i>be</i>	phone numbers, numbers 11–100	understanding numbers
16 Review and Check 1&2			
3			
18 A Where are my keys?	singular and plural nouns, <i>a / an</i>	small things	/z/ and /s/, plural endings
20 B Souvenirs	<i>this / that / these / those</i>	souvenirs	/ð/, sentence rhythm
22 Practical English Episode 2	understanding prices, buying lunch	P /ʊr/, /s/, and /k/	
4			
24 A Meet the family	possessive adjectives, possessive 's	people and family	/ɪ/, /æ/, and /ə/
26 B The perfect car	adjectives	colors and common adjectives	/ɑr/ and /ɔr/, linking
28 Review and Check 3&4			
5			
30 A A big breakfast	simple present ⊕ and ⊖ : <i>I, you, we, they</i>	food and drink	/dʒ/ and /g/
32 B A very long flight	simple present ⊕: <i>I, you, we, they</i>	common verb phrases 1	/w/ and /v/, sentence rhythm and linking
34 Practical English Episode 3	telling the time	V the time, saying how you feel	P /ɑ/, silent consonants
6			
36 A A school reunion	simple present: <i>he, she, it</i>	jobs and places of work	third person -es, sentence rhythm
38 B Good morning, goodnight	adverbs of frequency	a typical day	/y/ and /yu/, sentence rhythm
40 Review and Check 5&6			

SPEAKING**LISTENING****READING**

introducing yourself; meeting people

people introducing themselves

talking about where people and things are from

distinguishing between *he* and *she*

talking about nationalities

understanding short conversations

people meeting for the first time

giving personal information

understanding numbers

asking for and giving personal information

things in your bag

understanding short conversations

roleplay buying and selling souvenirs

At a souvenir stand

talking about your family and friends

understanding a conversation

talking about cars; discussing preferences

understanding a conversation

talking about meals and food

people talking about their favorite meal

Breakfast around the world

talking about habits

understanding a longer conversation

On the plane

talking about jobs and work

understanding a longer conversation

English at work?

Are you a morning person?; a typical evening

an interview

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
42 A Have a nice weekend!	word order in questions: <i>be</i> and simple present	common verb phrases 2: free time	/w/, /h/, /ɛr/, and /aʊ/
44 B Lights, camera, action!	imperatives, object pronouns: <i>me, him</i> , etc.	kinds of movies	sentence rhythm
46 Practical English Episode 4	saying the date, talking on the phone	V months, ordinal numbers	P /θ/
8			
48 A Can I park here?	<i>can / can't</i>	more verb phrases	<i>can / can't</i> , /ə/ and /æ/, sentence rhythm
50 B I ♥ cooking	<i>like / love / hate + verb + -ing</i>	activities	/ʊ/, /u/, and /ŋ/, sentence rhythm
52 Review and Check 7&8			
9			
54 A Everything's fine!	present continuous	common verb phrases 2: traveling	sentence rhythm
56 B Working undercover	present continuous or simple present?	clothes	/ɔr/, other vowel sounds
58 Practical English Episode 5	inviting and offering	P sentence rhythm	
10			
60 A A room with a view	<i>there's a... / there are some...</i>	hotels, <i>in, on, under</i>	/ɪr/ and /ɛr/
62 B Where were you?	simple past: <i>be</i>	<i>in, on, at</i>	<i>was</i> and <i>were</i> , sentence rhythm
64 Review and Check 9&10			
11			
66 A A new life in the US	simple past: regular verbs	regular verbs	regular simple past endings
68 B How was your day?	simple past irregular verbs: <i>get, go, have, do</i>	verb phrases with <i>get, go, have, do</i>	sentence rhythm
70 Practical English Episode 6	asking for and giving directions	V prepositions of place	P sentence rhythm and polite intonation
12			
72 A Strangers on a train	simple past: regular and irregular verbs	regular and irregular verbs	irregular verbs
74 B Review the past	simple past review	review of past verb forms	review of vowel sounds
76 Review and Check 11&12			
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			116 Vocabulary Bank

SPEAKING	LISTENING	READING
your weekend	an interview	a short newspaper article
talking about movies	understanding a conversation; people talking about movies	
talking about what you can and can't do in a town	taking a driver's test	
<i>What do you like doing?</i>		tweets about what people like doing alone or with friends
talking about what people are doing	understanding a short conversation	text messages
talking about clothes	an interview	Undercover Boss
describing rooms	hotel facilities	Vermont, US and "Champ" the monster
<i>Where were you yesterday?</i>	a police interview	
talking about past activities and events	We followed our dream	We followed our dream
talking about yesterday	understanding a conversation	Life in a day
re-telling a story	Strangers on a train	Strangers on a train
oral review of the simple past		

Course overview

Introduction

Our aim with *American English File Third Edition* has been to make every lesson better and to make the package more student- and teacher-friendly. As well as the main A and B Student Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available. Don't forget:

- videos that can be used in class in every File: Practical English, Video Listening, and Can you understand these people?
- Quick Tests and File tests for every File, as well as Progress Tests, and an End-of-course Test
- photocopiable Grammar and Communicative activities for every A and B lesson, and a Vocabulary activity for every Vocabulary Bank.

Online Practice and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class. We very much hope you enjoy using *American English File Third Edition*.

What do Starter students need?

The aim of every level of *American English File Third Edition* is to get students talking and Starter is no exception. To achieve this, starters need two things above all else: motivation and support.

Starters' language level is low, but they need interesting topics and texts just as much as Level 3 or Level 5 students.

Grammar

- Clear and memorable presentations of basic structures.
- Regular and varied practice in useful and natural contexts.
- 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** give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' L1 can save time and help build good teacher–class rapport. Contrasting how English grammar works with the rules in students' L1 can also help students to assimilate the rules more easily.

Vocabulary

- A focus on high-frequency words and phrases.
- Opportunities to personalize new vocabulary.
- Accessible reference material.

Every lesson focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words.

Many lessons are linked to the **Vocabulary Banks** which help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves in their own time. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**.

Pronunciation

- Intensive practice of the English vowel and consonant sounds.
- Awareness of rules and patterns in sound-spelling relationships.
- Systematic practice of other aspects of pronunciation, e.g., stress and sentence rhythm.

Starter learners want to speak clearly but are often frustrated by English pronunciation, particularly the sound-spelling relationships, silent letters, and weak forms.

The **Sound Bank** on pages 134–135 helps students to see the many clear sound-spelling patterns that do exist in English and gives common examples of them.

Throughout *American English File Starter* we emphasize improving pronunciation by focusing on important sounds, on word stress, and on sentence rhythm. Every lesson has an integrated pronunciation focus on one of the above aspects.

Online Practice contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.



Speaking

- Regular opportunities to use new language orally.
- Topics that will arouse their interest and prompt them to describe their experiences and express their ideas.
- Realistic and achievable tasks.

American English File motivates students to speak by providing varied and achievable tasks, and the language that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts and listenings, and practicing grammar and vocabulary orally. Every two Files, students can use **Online Practice** to record themselves doing a short task.

Listening

- A reason to listen.
- Exposure to as much aural English as possible.
- Confidence-boosting by listening to short accessible texts and conversations with achievable tasks.
- Get the gist of what is being said by focusing on the key words in an utterance.

The listenings in *American English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practice in their own time, and to read the script to check anything that they have found difficult.

Reading

- Engaging topics and stimulating texts.
- Manageable tasks that help students to read.
- Deal with unknown words in a text.

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 Starter* reading texts are staged so that they progress from one-line sentences to short articles adapted from a variety of real sources (the newspapers, magazines,

news websites) and have been chosen for their intrinsic interest and ability to generate discussion. All reading texts here are available with audio, which helps build reading fluency and confidence.

Writing

- Clear models.
- The “nuts and bolts” of writing on a word and sentence level.

The growth of the internet and social media means that people worldwide are writing in English more than ever before, both for business and personal communication. *American English File Starter* provides guided writing tasks covering a range of writing types from a formal email to a social media post. Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Practical English

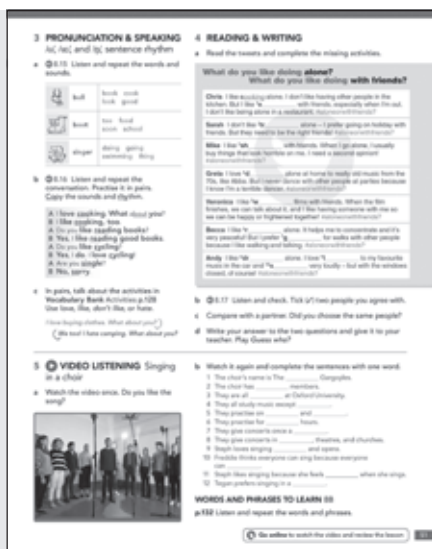
- Practice in using functional phrases in simple roleplays.
- Knowing what to say in common situations, e.g., buying a coffee.

The Practical English lessons introduce and practice the key language for situations such as checking into a hotel or ordering food and drink. The storyline introduces the main characters of the *American English File Third Edition* Practical English lessons, Jenny (from New York) and Rob (from London). The lessons also highlight other useful everyday phrases such as *Can I help you? How much is it? Don't worry. See you there.* On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Review

- Regular recycling of grammar, vocabulary, and pronunciation.
- Motivating reference and practice material.
- A sense of progress.

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 recycled throughout the course. After every two Files there is a two-page Review & Check section. The left-hand page reviews the grammar, vocabulary, and pronunciation of each File. The right-hand page provides a series of skills-based challenges, including street interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. On **Online Practice**, for each File, there are three **Check your progress** activities. The first is a multiple choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a dictation related to the topic and the language of the File for students to practice the new language in context. Finally, there is a **Challenge** activity, which involves a mini-research project based on a topic from the File. Every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student Book**.



Course overview

For students

Student Book

The Student Book has 12 Files. Each File is organized like this:

A and B lessons

Each File contains two two-page lessons which present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank**, **Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book.

Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches high-frequency, everyday English (e.g., language for spelling your name, booking a table, or telling the time) and social English (useful phrases like *That's right* and *I'm really sorry*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

Review & Check

Every two Files (starting from File 2) there is a two-page section reviewing the **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking**. The "Can you...?" section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

Online Practice

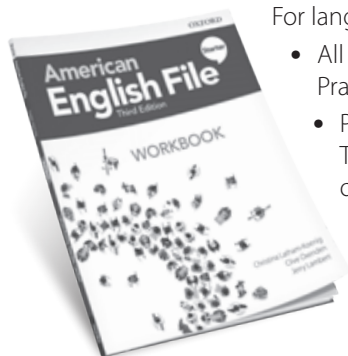
For students to practice and develop their language and skills or catch up on a class they have missed.

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video** to practice the language from the Practical English lessons.
- **Sound Bank videos** to learn and practice pronunciation of English sounds.
- **Resources:** All Student Book audio, video, scripts, wordlists, and CEFR Language Portfolio.

Workbook

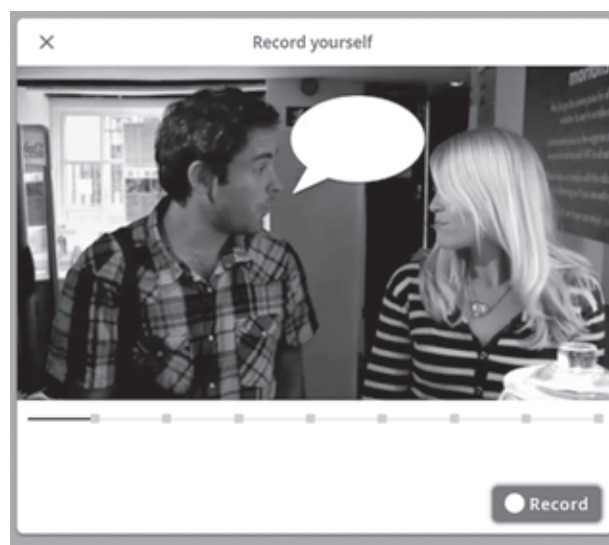
For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
 - *Can you remember...?* exercises for students to check their progress
 - Available with or without key



The back of the Student Book

The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.



Say It app

For students to learn and practice the sounds of English

- Individual sounds
- Sounds in key words
- Speak and record functionality



For teachers

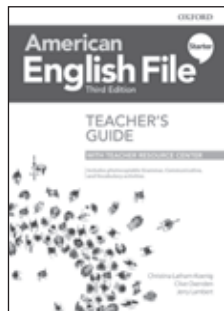
Teacher's Guide

Step-by-step procedural notes for all the lessons including:

- an optional “books-closed” lead-in for every lesson.
- **Extra challenge** suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students.
- **Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

Over 60 pages of photocopiable activities.



Grammar

see pp. 134–159

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice

Communicative

see pp. 160–201

- Extra speaking practice for every A and B lesson

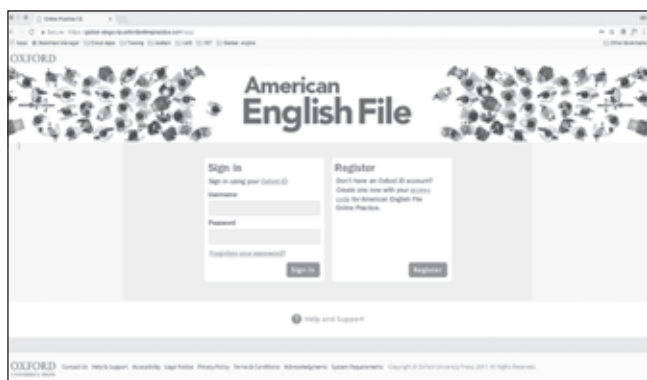
Vocabulary

see pp. 202–225

- An activity for every Vocabulary Bank, which can be used in class or for self-study extra practice

There is more information on page 133 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Teacher Resource Center



- All the Student Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customizable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents



Classroom Presentation Tool



- The complete Student Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and photocopiable activities

Class audio

All the listening materials for the Student Book can be found on the **Teacher Resource Center, Classroom Presentation Tool, Online Practice**, and the **Class Audio CDs**.

Video

Video listening

- Short documentary, drama, or animation for students at the end of even-numbered B lessons (2B, 4B, 6B, etc.)

Practical English

- A unique series of videos that goes with the Practical English lessons in the Student Book

Review & Check video

- Street interviews filmed in London, New York, and Oxford to accompany the Review & check section

All the video materials for the Student Book can be found on the **Teacher Resource Center, Classroom Presentation Tool, Online Practice**, and the **Class DVD**.



- G** verb *be* (singular): *I* and *you*
V numbers 0–10, days of the week, saying goodbye
P /h/, /aɪ/, and /i/

Lesson plan

In this first lesson, Sts learn to introduce themselves and give basic greetings, and to use the *I* and *you* forms of the verb *be* in positive and negative sentences, questions, and short answers. The context is a coffee shop where people are asked their names, which are then written on their cups, and where two people meet for the first time. The lesson starts with a dialogue, which leads into the grammar presentation. Sts then learn numbers 0–10, and in Pronunciation, they are introduced to the *American English File* system of teaching the sounds of English with three sounds: /h/, /aɪ/, and /i/. The language is brought together in a Speaking activity that also gives Sts the opportunity to introduce themselves to other Sts and to learn their names. The lesson finishes with a focus on the days of the week and ways of saying goodbye.

More materials

For teachers

Photocopiables

Grammar verb *be* (singular): *I* and *you* p.136
Communicative Are you...? p.170 (instructions p.160)
Vocabulary Numbers 0–10 and days p.208
 (instructions p.202)

For students

Workbook 1A
 Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Introduce yourself to the class. Say *Hello. I'm (...)* twice. Repeat your name and write it on the board.

Then look at one student and say *Hello. I'm (...)*. Encourage him / her to respond *Hello. I'm (...)*. At this stage, do not correct anything they say. If the student fails to respond, move on to another student until you get the correct response.

Repeat this process with other Sts around the class.

Depending on your class, you may also want to teach the phrase *Nice to meet you* at this point.

This activity will break the ice with your class on the first day.

1 LISTENING & SPEAKING

- a** **1.2** Books open. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board. Focus on the photos and the conversations by pointing at your book and saying *Look at the photo*. Then tell Sts to read and listen. Demonstrate this by putting your hand to your ear, pointing to the audio player, and saying *Listen*. Play the audio once the whole way through for Sts to read and listen at the same time.

1.2

See conversations in the Student Book on p.6

Go through the conversations, making sure the meaning is clear to Sts. Some teachers may want to do this in L1. (See **Introduction** on p.8 for comments on use of mother tongue.) You might also want to tell Sts that the word *barista* is originally Italian and is a person who works in a coffee shop. Point out that the response to *Nice to meet you* is *Nice to meet you* (*Nice to meet you, too* is also taught later).

- b** **1.3** Play conversation 1 on the audio and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly. Get individual Sts to say the phrases after you.

Play the audio again for Sts to repeat in chorus, allowing time for them to repeat.

1.3

Same as script 1.2 with repeat pauses

i If you find the repeat pauses aren't long enough, pause the audio yourself. Encourage Sts to try to copy the rhythm. Getting the rhythm correct is one of the most important aspects of good pronunciation.

Depending on the size of your class, get all or some Sts to repeat individually.

If you know your Sts' L1, you may want to point out that *hello* and *hi* mean the same, although *hi* is more informal. Repeat with the other three conversations.

- c** Put Sts in pairs, **A** and **B**. Demonstrate the activity with a strong pair. **A** takes the roles of Helen and Barista 1 in the last conversation, and **B** takes all the other roles.

Now ask Sts to practice the conversations. When they have finished, tell them to switch roles. Listen for general pronunciation mistakes and write them on the board, then model and drill them with choral and individual repetition.

EXTRA SUPPORT With a weaker class, you could work on each conversation one by one, modeling and drilling the pronunciation and then practicing in pairs, before moving on to the next conversation.

EXTRA IDEA Put Sts in groups of four and give each student a role (Helen, Barista 1, Barista 2, and Tom). They can then switch roles.

2 GRAMMAR verb *be* (singular): *I* and *you*

- a** Focus on the instructions and get Sts to complete the two sentences in the speech bubbles. Check answers.

1 | 2 You

- b Tell Sts to go to **Grammar Bank 1A** on p.92. You could write the page number on the board to help Sts. Show Sts that all the grammar rules and exercises are in this section of the book.

Grammar notes

The goal of the **Grammar notes** in this Teacher's Book is to add more, or expanded, information to the notes and rules on the **Grammar Bank** pages in the Student Book.

verb *be* (singular): *I* and *you*

In English, we always use a name or pronoun with the verb. *I* is always written with a capital letter.

There is only one form of *you* – i.e., there is no formal and informal form, unlike in many other languages.

Native and fluent speakers of English almost always use contractions in conversation.

When you make questions with *be*, the subject and verb change position.

You can answer a question with a short answer in English instead of answering just *yes* or *no*. Emphasize that *you are* in the positive short answer is not contracted.

The *you* form of the verb *be* has two possible negative contractions: *you aren't* and *you're not*. Both forms are common, but we recommend you teach only *you aren't* so as not to confuse Sts.

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level, it is unrealistic to expect Sts to fully understand grammar rules in English.

Focus on the example sentences and teach Sts the words $\boxed{+}$ = *positive*, $\boxed{-}$ = *negative*, and $\boxed{?}$ = *question*.

Play both audio 1.4 and 1.5 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1A** on p.93 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- 1 Hi. **I'm** Tony.
 - 2 Hello. **I'm** your teacher. **You're** in my class.
 - 3 **I'm** in room 4.
 - 4 **You're** in room 3.
- b
- 1 **You aren't** in room 5. You're in room 4.
 - 2 **You aren't** in room 6. You're in room 7.
 - 3 **I'm not** Marina. I'm Marisa.
- c
- 1 Am I in room 4? 2 Are you Silvia? 3 Am I in room 3?
- d
- 1 **A** **Am** I in room 8?
B No, you **aren't**. You're in room 6.
 - 2 **A** **Are** you in class 4?
B No, I'm **not**. I'm in room 5.
 - 3 **A** **Are** you Henry?
B Yes, I **am**. Nice to meet you!
 - 4 **A** **Am** I in your class?
B Yes, you **are**. **I'm** your teacher.

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

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

- c 1.6 Tell Sts that they are going to practice saying contractions. Focus on the example. Remind Sts that *I'm* is the contraction of two words. Establish a gesture to remind Sts to contract verb forms, e.g., scissors or accordion gesture. Highlight and drill the pronunciation of *I'm* /aɪm/.

Play the audio and get Sts to listen and say the contractions.

1.6

- 1 I am (pause) I'm
- 2 You are (pause) You're
- 3 I am not (pause) I'm not
- 4 You are not (pause) You aren't

Then repeat the activity, getting individual Sts to repeat the contractions.

3 VOCABULARY numbers 0–10

- a 1.7 Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10. Focus on the photos and elicit, if possible, what Sts can see, i.e., two cappuccinos, one cappuccino and two teas, etc.

Tell Sts to listen to the conversation and check the correct photo.

Get Sts to compare and then play the audio again if necessary.

Check the answer.

2

1.7

- A A cappuccino, please.
B A tea for me.
C And a tea for me, too.
Assistant What's your name?
A Maria.
B I'm Andrew.
C I'm Sally.

Assistant Two teas and one cappuccino.

Write the numbers 1, 2, 3 on the board and elicit the numbers from Sts.

Try to elicit the numbers four to ten and zero onto the board. For 0, teach *zero* /'zi:rou/. If Sts don't know any numbers, don't worry, as they will be looking at numbers in the next exercise in the **Vocabulary Bank**.

- b Tell Sts to go to **Vocabulary Bank Numbers** on p.116. Write the page number on the board. Highlight that these pages (**Vocabulary Banks**) are the vocabulary section, where Sts will first do all the exercises, and will then have the pages for reference to help them remember the words.

Vocabulary notes

In the **Vocabulary Bank**, the phonetic transcription is given for all new words. Explain this to Sts and tell them that they will be learning the phonetic symbols gradually throughout the course, but not to worry about them for the time being.

1 *0* can be said in different ways in English, e.g., *zero* (the most general), *oh* (in phone numbers), etc. We teach just *zero* here, but point out the use of *oh* in phone numbers, as Sts may want to use it as an alternative in **2B**, where they learn to say phone numbers.

1.8 Look at **1 0–10** and focus on **a**. Play the audio for Sts to listen and repeat the numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.8

See 0–10 in the Student Book on p.116

Focus on the **Word stress** box and go through it with the class, demonstrating (or explaining in L1) that in English, one syllable is always pronounced more strongly than the other(s) in multi-syllable words. Throughout *American English File*, word stress is marked by underlining the stressed syllable.

Focus on **b**. Get Sts to cover the words and say the numbers. Sts can do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having.

Point to the numbers you wrote on the board earlier and model and drill the ones that Sts find difficult.

Finally, focus on **Activation**. Individually or in pairs, Sts count from zero to ten, and then down from ten to zero.

EXTRA IDEA Count around the class from zero to ten. Point to Sts at random, and encourage them to count a little bit faster each time you start from zero. Then count backwards from ten to zero.

EXTRA CHALLENGE Get Sts to count up and down in twos, i.e., *two, four, six*, etc.

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

1.9 Focus on the squares and the example (7 in the first square). Demonstrate / Explain the activity by playing the first number on the audio.

Then play the rest of the audio and get Sts to write down the numbers in digits in each square. Pause the audio if Sts need more time to think and write.

Check answers by drawing the ten squares on the board and completing them with the numbers as digits.

3 0 8 9 1 4 5 6 2 10

1.9

seven, three, zero, eight, nine, one, four, five, six, two, ten

EXTRA CHALLENGE Get Sts to write the numbers as words. Then check answers and add them to the board yourself.

d 1.10 Focus on the instructions and example.

Demonstrate by saying two numbers yourself and eliciting the next one from the class.

Play the audio and pause after the first pair of numbers. Ask Sts what the next number is (*nine*). Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the next number. Get a whole class response.

1.10

one, two (pause) three
seven, eight (pause) nine
three, four (pause) five
five, six (pause) seven
four, five (pause) six
two, three (pause) four
six, seven (pause) eight
zero, one (pause) two
eight, nine (pause) ten

Then repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Give Sts more practice by doing simple sums with them on the board, e.g., *What's four and two?*

4 PRONUNCIATION /h/, /aɪ/, and /i/

Pronunciation notes

You may want to highlight to Sts the following sound-spelling patterns. Use Sts' L1 to do this if you know it.

- /h/ *H* at the beginning of a word is pronounced /h/, e.g., *hello*. (There are a few exceptions, but apart from *hour*, the others are not relevant for Sts at this level.)
- /aɪ/ This is actually a diphthong (literally "two sounds"). It is often spelled *i* before a single consonant followed by silent *e*, as in the example word *bike*.
- /i/ Two of the most common spellings of this sound are double *e*, as in *meet*, and *ea*, as in *repeat*.

See also **Pronunciation** in the **Introduction**, p.8.

a 1.11 Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them to remember English sounds.

Explain that the phonetic symbol in the picture represents the sound. Phonetic symbols are used in dictionaries to help learners pronounce words correctly.

Focus on the chart and play the audio once the whole way through for Sts just to listen.

1.11

See words and sounds in the Student Book on p.7

Focus on the sound picture *house*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *house*. Explain that the pink letters are the /h/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *bike* /aɪ/ and *tree* /i/. Try to exaggerate the /i/ so that Sts realize that it is a long sound.

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

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

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

1.12

See sentences in the Student Book on p.7

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

Then repeat the activity, eliciting responses from individual Sts.

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

5 SPEAKING

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

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

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

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

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

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

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

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

6 VOCABULARY

days of the week, saying goodbye

Vocabulary notes

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

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

Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary. Make sure Sts know what the words are in their L1. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight the silent *d* in *Wednesday* /'wɛnzdeɪ/, the pronunciation of *Tuesday* /'tuzdeɪ/ and *Thursday* /'θɜːzdeɪ/, which Sts usually find tricky.

1.13

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

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

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

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

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

- c** Get Sts to cover **a**, or to close their books, and say the days of the week first together, and then individually around the class.

Finally, elicit which days Sts have English classes.

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

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

1.14

See sentences in the Student Book on p.7

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

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

WORDS AND PHRASES TO LEARN

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

G verb *be* (singular): *he, she, it*

V countries

P /ɪ/, /oʊ/, /s/, and /f/

Lesson plan

The topic of this lesson is world music, which provides the context for learning the names of countries, and the grammar: the *he, she, and it* form of the verb *be*.

The vocabulary is first introduced through music, and Sts then learn more country words in the **Vocabulary Bank**, and practice asking where people are from and where places are. *He is, she is, and it is* are then presented in Grammar through a conversation about where different musicians are from. This is followed by Pronunciation, where Sts are introduced to four new sounds: /ɪ/, /oʊ/, /s/, and /f/. Finally, in the last activity, Sts first practice distinguishing between the pronunciation of *he* and *she*, and then they identify the nationality of different people and things connected to music.

More materials

For teachers

Photocopiables

Grammar verb *be* (singular): *he, she, it* p.137

Communicative Where are they from? p.171 (instructions p.160)

Vocabulary Countries p.209 (instructions p.202)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Pin a world map to the wall, or project one onto the board. Point to Sts' country / countries and elicit the name(s). Write it / them on the board. Model and drill the pronunciation.

Point to the US and elicit the name. Write it on the board. Model and drill the pronunciation.

Finally, if you are from a different country, point to it on the map and elicit the name. Write it on the board. Model and drill the pronunciation.

1 VOCABULARY countries

a **1.16** Books open. Focus on the five countries and use a map or Sts' L1 to elicit what the countries are. Tell Sts that they are going to hear a short piece of music from each of the countries in the list. They have to guess where each one is from. Tell them to write the number of their guess in the box.

Play the first piece of music on the audio and pause. Point out the answer (1) in the box next to *Mexico*.

When you are sure that Sts understand the task, play the rest of the audio. Pause as needed for Sts to write their answers.

1.16

(Extracts of the following:)

- 1 *Mariachi music, from Mexico*
- 2 *American country music*
- 3 *Chinese music*
- 4 *Turkish music*
- 5 *Brazilian music*

b **1.17** Play the audio for Sts to listen and check.

Check answers. Ask how many Sts were able to guess all of the countries.

1.17

- 1 Mexico
- 2 the United States
- 3 China
- 4 Turkey
- 5 Brazil

c Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.117. Write the page number on the board.

Vocabulary notes

Because Sts are beginners, we have restricted the number of countries taught in the **Vocabulary Bank** to 15, and these same countries are then recycled and reviewed in subsequent lessons. Teachers will probably also want to teach Sts their own and neighboring countries if these do not appear in the **Vocabulary Bank**.

Countries

Explain that *the United States* is the shortened form of *the United States of America*. You could also point out that Americans usually say *the US*, but both are possible.

1.18 Look at **1 Countries** and focus on **a**. Play the audio for Sts to listen and repeat the countries in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.18

See Countries in the Student Book on p.117

Focus on the **Capital letters** box and go through it with the class, explaining that in English, countries always begin with capital letters.

Focus on **b**. Teach Sts the name of their country if it is not in the list and you didn't do the **Optional lead-in**. Write it on the board and model and drill the word. Tell Sts to write it in the blank.

Now do **Activation**. Get Sts to cover the words in **a**, look at the photos, and say the countries. Sts can do this individually or with a partner. Monitor and help. Listen for any general pronunciation mistakes. Write the words on the board, and model and drill them with choral and individual repetition.

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

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

d **1.19** Sts have already seen that one syllable in a multi-syllabic word is pronounced more strongly than others (= word stress). Here they see that certain words (the ones that carry the important information in a sentence) are pronounced more strongly than others (= sentence rhythm), e.g., in *Where are you from?*, **where** and **from** are pronounced more strongly than *are* and *you*. *Where* and *from* are important to understand the question. In the answer *I'm from Lima*, **Lima** is stressed because it is important to understand the answer.

Focus on the instructions and the conversation.

Demonstrate / Explain to Sts, in their L1 if you know it, that the **bold** words in the conversation are stressed more strongly than the others.

Then play the audio once the whole way through for Sts just to listen.

1.19

See conversation in the Student Book on p.8

Elicit / Explain / Demonstrate the meaning of each phrase. Make sure Sts know that Lima is a city in Peru.

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to get the rhythm correct.

EXTRA SUPPORT Get Sts on one side of the classroom to repeat the questions in chorus. Then have Sts on the other side repeat the answers. Finally, repeat, switching roles.

e Put Sts in pairs, **A** and **B**. Focus on the instructions and demonstrate that they are going to practice the conversation using their own countries and cities. Have a volunteer pair demonstrate the activity.

Get Sts to practice with their partner, inserting their own town / city and country.

Now ask Sts to get up and practice the conversation with other Sts.

EXTRA IDEA If your Sts all come from the same place, you could ask them to choose a different country from the **Vocabulary Bank** and choose a city, e.g., the capital.

f Tell Sts that they are going to ask each other where certain places are.

Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where is it?**, **A** on p.78 and **B** on p.82.

Go over the instructions and make sure Sts understand what they have to do. Focus on the question in the speech bubble and the three possible answers. Stress that they must answer each question using one of the three options in the speech bubbles, depending on whether they know the answer.

Demonstrate by asking Sts about different cities that are not in the exercise, but are in countries they know how to say, e.g., *Where's Beijing?*

Now get Sts to sit face to face if possible, and get Sts **A** to start by asking their questions. Tell Sts not to worry about the pronunciation of the city names. Either get Sts **A** to ask all their questions and then switch, or you could get Sts to ask alternate questions. When Sts have finished, find out who got most of the answers correct.

EXTRA SUPPORT If Sts are having trouble understanding the name of the places their partner is saying, tell them to write the name on a piece of paper.

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

2 GRAMMAR verb *be* (singular): *he, she, it*

a **1.20** Focus on the poster and the conversation. You could ask Sts if they know any of the people on the poster. Then tell Sts to read and listen to the conversation and fill in each blank with a country.

Play the audio once for Sts to listen and complete the conversation.

Play the audio again, as necessary.

Check answers. You could tell Sts that Caetano Veloso is a Brazilian singer-songwriter, musician, and writer, and Lila Downs is a Mexican-American singer-songwriter and actress.

1 Brazil 2 Brazil 3 Mexico

1.20

A Wow! Caetano Veloso!

B Where's he from?

A He's from Brazil.

B Is Lila Downs from Brazil, too?

A No, she isn't. She's from Mexico.

B Is she good?

A Yes, she is. Very good.

b **1.21** Play the audio again, pausing for Sts to listen and repeat. Try to get Sts to pronounce the *s* in *Where's* and *he's* as /z/ and the letters *sh* in *she* as /ʃ/.

1.21

Same as script 1.20 with repeat pauses

c Put Sts in pairs. Focus on the instructions and have a volunteer pair demonstrate the activity.

Now ask Sts to practice the conversation.

Make sure they switch roles. Monitor and help.

Write any pronunciation mistakes on the board and correct them afterwards.

d Focus on the photos. Ask *He, she, or it?* for each photo. Tell Sts to match each word to a photo.

Check answers. Make sure Sts understand that *he* is used for a male person, *she* for a female person, and *it* for places, things, etc.

1 he 2 she 3 it

- e Here Sts see where the new forms of the verb *be*, which they have just learned, fit into the chart along with the forms they already know (*I* and *you*). Focus on the chart and make sure Sts understand *singular*. Point out the positive and negative columns, and give Sts time to fill in the blanks.

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

+	he's	-	he isn't
	she's		she isn't
	it's		it isn't

- f Tell Sts to go to **Grammar Bank 1B** on p.92.

Grammar notes

verb *be* (singular): *he, she, it*

In English, *he* is used for a male person and *she* for a female person. Things in English don't have a gender as they do in many languages. *It* is used for everything that is not a man or a woman, e.g., things, countries, places, buildings, etc. Animals are often *it*, but can also be *he* or *she* if they are yours and you know the sex.

Remind Sts that in conversations, it is more common to use contractions than full forms.

Point out that *is* is contracted in conversation after question words, e.g., *What's your name?* *Where's he from?*, but *are* isn't contracted in *Where are you from?*

The *he / she / it* form of the verb *be* has two possible negative contractions: *he / she / it isn't* and *he's / she's / it's not*. Both forms are common, but we recommend you teach only *he / she / it isn't* so as not to confuse Sts. Only point out the alternative form if Sts ask about it.

Focus on the example sentences and play audio 1.22, 1.23, and 1.24 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1B** on p.93 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read out the full sentences.

- a
- 1 **She's** from Canada.
 - 2 **It's** in Turkey.
 - 3 **He's** from Brazil.
 - 4 **It's** in China.
 - 5 **He's** from England.
 - 6 **She's** from Peru.
 - 7 **It's** in Canada.
 - 8 **He's** from Mexico.

- b
- 1 **A** Where's Osaka? **Is** it in Japan?
B Yes, it **is**.
 - 2 **A** **Is** Mark from the US?
B No, he's from Canada.
 - 3 **A** Where's she from?
B She's from Rio.

- 4 **A** **Is** Robert from Canada?
B No, he **isn't**. He's from England.
- 5 **A** **Is** Lima in Mexico?
B No, it **isn't**. It's in Peru.

c

- 1 **A** Where's Manchester? **Is** it in the UK?
B Yes, it **is**.
- 2 **A** Where's Alex from? **Is** he from Mexico?
B No, he **isn't**. He's from the US.
- 3 **A** Where **are** you from?
B I'm from Toronto.
- 4 **A** What's your name?
B My name's Ana. I'm from Chicago.
A You're from Chicago! I'm from Chicago, too! It's a great city.

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

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

3 PRONUNCIATION /ɪ/, /oʊ/, /s/, and /ʃ/

Pronunciation notes

You may want to highlight some or all of the following sound-spelling rules.

- /ɪ/ The letter *i* between consonants is usually pronounced /ɪ/, e.g., *fish*. NB *England* (the *e* = /ɪ/) is irregular.
- /oʊ/ In English, the sound of the letter *o* in *phone* is a diphthong (literally "two sounds"), i.e., a combination of the two sounds /o/ + /ʊ/. It is usually spelled by the letter *o* or *o* + consonant + *e*.
- /s/ The letter *s* at the beginning of a word is almost always pronounced /s/, e.g., *sit*, *stand*.
- The letter *c* is pronounced /s/ before *i* and *e*, e.g., *city*, *center*, but /k/ before *a*, *o*, *u*, and before consonants, e.g., *cat*, *cot*, *cut*, *close*, etc.
- /ʃ/ The consonants *sh* are always pronounced /ʃ/, e.g., *she*. The letters *ti* also produce this sound in words that include the syllable *-tion*, e.g., *nationality*. NB *Russia* (the letters *ss* = /ʃ/) is an exception.

I Make sure Sts make a /ʃ/ sound and not an /s/ sound for /ʃ/. It might help to tell Sts that /ʃ/ is the sound of silence by putting your finger to your mouth and saying *shh*.

- a 1.25 Focus on the four sound pictures *fish*, *phone*, *snake*, and *shower*. Remind Sts that they are example words to help them to remember English sounds, and that the phonetic symbol in the picture represents the sound.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.25

See words and sounds in the Student Book on p.9

Focus on the sound picture *fish*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *fish*. Remind Sts that the pink letters are the /ɪ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Repeat the same process for *phone /ou/*, *snake /s/*, and *shower /ʃ/*.

Now play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts. Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

- b** 1.26 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.26

See sentences in the Student Book on p.9

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

Then repeat the activity, eliciting responses from individual Sts.

Finally, tell Sts to practice saying the sentences in pairs. Monitor and help with any pronunciation problems.

4 LISTENING & SPEAKING

- a** 1.27 This section gives Sts practice in distinguishing aurally between *he* and *she* and then trying to make the distinction themselves. Depending on your Sts' nationality, many Sts will find this quite tricky.

Focus on the sentences. Play the audio once the whole way through for Sts to try to hear the difference between the sentences.

1.27

See sentences in the Student Book on p.9

EXTRA SUPPORT Say the sentences to the class, exaggerating slightly the differences in pronunciation.

- b** Focus on the sentences in **a** and put Sts in pairs. Get Sts to practice saying them.

- c** 1.28 Focus on the sentences in **a** again. Explain that Sts are going to hear only one of the sentences for each number and they have to check the one they hear.

Play the audio, pausing for Sts to check the sentences.

Play the audio again for Sts to listen and check.

Check answers.

1 b 2 a 3 a 4 b 5 a

1.28

- 1 Is she from Vietnam?
- 2 He's from Turkey.
- 3 Where's he from?
- 4 She's nice.
- 5 Where is he?

- d** 1.29 Tell Sts they are going to hear six sentences or questions and they must write them down. Point out that the first one (*He's from Vietnam.*) has been done for them. Play the audio once the whole way through for Sts just to listen.

1.29

- 1 He's from Vietnam.
- 2 She's from Peru.
- 3 She isn't from Japan.
- 4 Is he from Turkey?
- 5 He isn't from England.
- 6 Is she from Brazil?

Now play the audio again, pausing after each item for Sts to listen and write. Play again as necessary.

Get Sts to compare with a partner, and then elicit the answers onto the board.

See script 1.29

- e** Focus on the instructions and make sure Sts know what *artist* and *instrument* mean.

Now focus on the photos and the example speech bubbles. Remind Sts of the difference between *he*, *she*, and *it* (you could do stick drawings on the board).

Remind Sts of the three possible ways of answering the questions (see **Communication in 1f**):

He / She / It's from...

I think he / she / it's from...

I don't know.

EXTRA SUPPORT Write the options on the board for reference.

Put Sts in pairs and get them to ask and answer questions. Get a strong pair to demonstrate the activity first.

- f** 1.30 When Sts have finished, play the audio for them to listen and check. Don't write the answers on the board because Sts will be testing each other in the next exercise.

1.30

- 1 He's from the US.
- 2 It's from China.
- 3 He's from Saudi Arabia.
- 4 She's from Turkey.
- 5 He's from Chile.
- 6 It's from Spain.
- 7 She's from Japan.
- 8 He's from Mexico.
- 9 It's from Peru.
- 10 He's from Canada.
- 11 It's from Korea.
- 12 She's from the UK.

- g** This exercise practices *yes / no* questions and short answers. Focus on the instructions and the example speech bubbles.

In the same pairs (or in new pairs), Sts now test their partner.

WORDS AND PHRASES TO LEARN

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

Practical English How do you spell it?

Function checking into a hotel, booking a table

V the classroom

P the alphabet

Lesson plan

This is the first in a series of six **Practical English** lessons (one every other File) that teach Sts basic functional language to help them “survive” in an English-speaking environment. All the content for these lessons is on video. There is also an audio version if you are unable to show the video in class.

Here Sts learn the alphabet and how to spell their names. In Vocabulary, they learn the words for things in the classroom, and useful classroom language that will help them communicate with the teacher and their classmates in English right from the start. Sts then learn how to check into a hotel and how to book a table in a restaurant, two contexts that put into practice spelling their name. The lesson ends with a focus on all the useful phrases Sts saw in the lesson.

The functional conversations feature two recurring characters: Rob Walker, a British journalist based in London, and Jenny Zielinski, an American living in New York, who works for the same company as Rob. These two characters reappear in subsequent levels of *American English File*.

You can find the video on the *Teacher Resource Center*, *Classroom Presentation Tool*, and *Class DVD*, and an audio-only version on the *Class Audio CDs*. Sts can find the video and extra activities in *Online Practice*.

More materials

For teachers

Photocopiables

Communicative Who are you? p.172 (instructions p.160)

Vocabulary Classroom language p.210 (instructions p.202)

Teacher Resource Center

Video Practical English Episode 1

Quick Test 1

File 1 Test

For students

Workbook Practical English 1

Can you remember? 1

Online Practice Practical English 1

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write OK and us on the board. Ask Sts how to say them. Then elicit the pronunciation of each letter one by one, and model and drill. If you know your Sts' L1, point out that these are examples of how we use letters of the alphabet to communicate.

1 THE ALPHABET

a **1.32** Books open. Choose a student with a short name and ask *What's your name?* Show that you want to write their name on the board, and pretend that you don't know how to spell it. Ask *How do you spell it?* Let Sts try and tell you the letters in English (they may know one or two).

Explain that it's important to learn the English alphabet because you may need to spell your name (especially when you're talking on the phone). Letters of the alphabet are also important for flight numbers, car license plates, email addresses, etc.

Focus on the English alphabet and give Sts a little time to look at it. Ask Sts if it is the same as, or different from, the alphabet in their first language, e.g., the number of letters, etc.

Focus on the task and play the audio once the whole way through for Sts just to listen.

1.32

See the alphabet in the Student Book on p.10

Then play the audio again, pausing after every letter for Sts to repeat in chorus. When you finish each group of letters, you may want to pause and give extra practice before moving on to the next group. Concentrate on the letters that your Sts find particularly difficult to pronounce.

b **1.33** This exercise helps Sts to learn the alphabet by dividing letters that share the same vowel sound into three groups. Focus on the task. Point out the three words and sounds: *tree* /i/, *egg* /ɛ/, and *train* /eɪ/. Model and drill pronunciation.

Play the audio once the whole way through for Sts to just listen to the words, sounds, and letters.

1.33

See chart in the Student Book on p.10

Now play the audio again, pausing for Sts to listen and repeat. Model the sounds yourself if necessary, showing Sts what position their mouths should be in.

Now try to elicit the whole alphabet around the class, writing the letters on the board to help Sts remember. Give further practice around the class as necessary.

c **1.34** This activity is to help Sts distinguish between letters that are sometimes confused. Depending on your Sts' L1, some of these pairs will be more difficult than others.

Play the audio once the whole way through for Sts to just listen to the difference between the letters. Ask *Can you hear the difference?* If Sts answer “no,” model the letters yourself to help them hear the difference between the sounds. Play the audio again if necessary.

1.34

See pairs of letters in the Student Book on p.10

d 1.35 Now tell Sts they're only going to hear one of the letters from each pair in **c**. Explain that they have to circle the letter they think they hear.

Play the audio once for Sts to circle the letter.

Get Sts to compare with a partner. Play the audio again if necessary.

Check answers by playing the audio again, pausing after each letter and eliciting the answer onto the board.

1.35

1 A 2 E 3 W 4 I 5 B 6 V 7 J 8 K 9 N 10 C
11 T 12 W

e 1.36 Focus on the photos and the task. Demonstrate / Explain that the letters are abbreviations (you could use TV = television as an example).

Play the audio once the whole way through for Sts just to listen.

1.36

1 VIP 2 CNN 3 FBI 4 BBC 5 ATM 6 USB 7 BMW 8 EU

Put Sts in pairs and give them time to work out how to say the abbreviations.

Elicit how you say them one by one, using the audio to confirm the correct pronunciation.

See script 1.36

To give some extra practice, you could call out numbers between 1 and 8 for Sts to say the abbreviation, e.g.,

T Two Sts CNN

EXTRA IDEA If your Sts are interested or ask, you could tell them the full form of each abbreviation:

1 Very Important Person

2 Cable News Network

3 Federal Bureau of Investigation

4 British Broadcasting Corporation

5 Automated Teller Machine

6 Universal Serial Bus

7 Bayerische Motoren Werke (in German) or Bavarian Motor Works (in English)

8 European Union

EXTRA SUPPORT You could play the audio again, pausing after each abbreviation for Sts to listen and repeat.

f Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Hit the ships**, **A** on p.78 and **B** on p.82.

This game is an adapted version of *Battleships*. If the game exists in your Sts' country, they will not have any problems seeing how this activity works. However, if they are not familiar with the original, you may need to use L1 to make it clear.

By playing the game, Sts will practice letters and numbers. The object of the game is to guess where the other person's ships are and to "hit" them by correctly identifying a square where part of the ship is located.

When all parts of the ship have been hit, then it is "sunk." The winner is the first person to "sink" all the other person's ships.

Go through the instructions and make sure Sts understand what they have to do. Quickly elicit the pronunciation of numbers 1–10 and letters A–J.

Demonstrate the activity on the board by drawing two small grids and taking the part of **A** or **B**. Show how Sts will use letters and numbers to identify the squares in the grid, e.g., the square in the top left corner is A1 and the bottom right J10. Make sure Sts know what *ship*, *hit*, and *nothing* mean.

Use a gesture to show a ship sinking after being completely hit. Say *It's sunk!* and get Sts to repeat. Write it on the board and model and drill pronunciation.

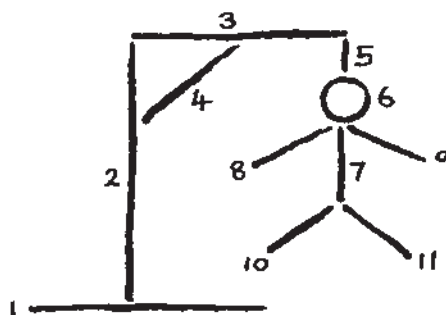
When Sts have finished, find out who won in each pair.

Tell Sts to go back to the main lesson **Practical English 1**.

In later classes, try to recycle the alphabet whenever possible, e.g., play *Hangman* (see **Extra idea** below) as a warmer, get Sts to spell words in vocabulary exercises, have spelling quizzes, etc.

EXTRA IDEA Play *Hangman* to practice the alphabet. Think of a word Sts know, preferably of at least eight letters, e.g., *DICTIONARY*. Write a dash on the board for each letter of the word: _____

Sts call out letters one at a time. Encourage them to start with the five vowels and then move onto consonants. If the letter is in the word (e.g., A), fill it in each time it occurs, e.g., _____ 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 Sts don't repeat them. The object of the game is to guess the word before the man is "hanged." Sts 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.

Sts can also play on paper in pairs / groups.

2 VOCABULARY the classroom

a 1.37 Focus on the conversation and the words in the list.

Play the audio once the whole way through for Sts to read and listen. Tell them not to write at this time.

1.37

S = student, T = teacher

S What's *libro* in English?

T Book.

S How do you spell it?

T B-O-O-K.