

American English File

Third Edition

3

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

gets you talking

Third
Edition

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.

Complete support for every lesson

- Detailed lesson plans
- Extra support, extra challenge,
and extra ideas, to make each
lesson your own
- Over 60 photocopiable
Communicative, Grammar
and Vocabulary activities



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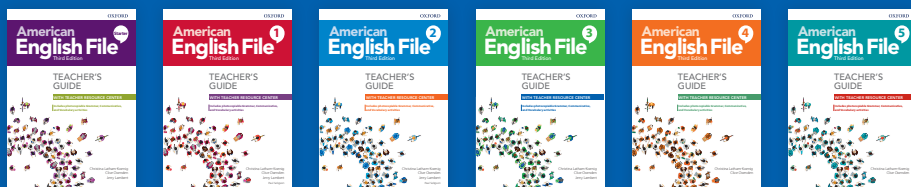
- All your *American English File* resources – video, audio, answer keys,
audioscripts, and much more – available in one place online
- A complete Test and a Quick Test for every File, two Progress Tests,
and an End-of-course Test
- A Gradebook to track your students' progress

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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American English File

Third Edition



TEACHER'S GUIDE

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

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Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6 A Eating in...and out	simple present and continuous, action and nonaction verbs	food and cooking	vowel sounds
10 B Modern families	future forms: present continuous, <i>be going to</i> , <i>will / won't</i>	family, adjectives of personality	sentence stress, word stress
14 Practical English Episode 1	reacting to what people say		
2			
16 A Spending money	present perfect and simple past	money	o and or
20 B Changing lives	present perfect + <i>for / since</i> , present perfect continuous	strong adjectives: <i>exhausted</i> , <i>amazed</i> , etc.	sentence stress
24 Review and Check 1&2			
3			
26 A Survive the drive	choosing between comparatives and superlatives	transportation	/ʃ/, /dʒ/, and /tʃ/, linking
30 B Men, women, and children	articles: <i>a / an, the</i> , no article	collocation: verbs / adjectives + prepositions	/ə/, two pronunciations of <i>the</i>
34 Practical English Episode 2	giving opinions		
4			
36 A Bad manners?	obligation and prohibition: <i>have to, must, should</i>	phone language	silent consonants
40 B Yes, I can!	ability and possibility: <i>can, could, be able to</i>	-ed / -ing adjectives	sentence stress
44 Review and Check 3&4			
5			
46 A Sporting superstitions	past tenses: simple, continuous, perfect	sports	/ɔː/ and /əɪ/
50 B #thewaywemet	past and present habits and states	relationships	the letter <i>s</i> , <i>used to</i>
54 Practical English Episode 3	permission and requests		

SPEAKING	LISTENING	READING
talking about preferences, agreeing and disagreeing	understanding key words in questions, predicting content using visual clues	using your own experience to understand a text
talking about the future, retelling a story	understanding a story	identifying reasons
talking about money and experiences	listening for facts	understanding paragraphing
<i>How long...?</i> , talking about extremes	checking hypotheses, listening for specific information	understanding the order of events
tourist role-play, giving opinions	confirming predictions	confirming predictions
generalizing, talking about childhood	understanding points of view	understanding the main point in a paragraph
talking about annoying habits and manners	understanding problems and advice	assessing a point of view
talking about ability, assessing advice	making inferences, listening for specific information	understanding tips and examples
talking about sports, telling an anecdote	understanding an interview	understanding how examples support main points
talking about present and past habits, presenting an opinion	predicting the end of a story, understanding facts and supporting information	predicting the end of a story

		GRAMMAR	VOCABULARY	PRONUNCIATION
6				
56	A Behind the scenes	passive (all tenses)	movies	regular and irregular past participles
60	B Every picture tells a story	modals of deduction: <i>might</i> , <i>can't</i> , <i>must</i>	the body	diphthongs
64	Review and Check 5&6			
7				
66	A Live and learn	first conditional and future time clauses + <i>when</i> , <i>until</i> , etc.	education	the letter <i>u</i>
70	B The hotel of Mom and Dad	second conditional, choosing between conditionals	houses	sentence stress, the letter <i>c</i>
74	Practical English Episode 4	making suggestions		
8				
76	A The right job for you	choosing between gerunds and infinitives	work	word stress
80	B Have a nice day!	reported speech: sentences and questions	shopping, making nouns from verbs	the letters <i>ai</i>
84	Review and Check 7&8			
9				
86	A Lucky encounters	third conditional	making adjectives and adverbs	sentence rhythm, weak pronunciation of <i>have</i>
90	B Digital detox	quantifiers	electronic devices	linking, <i>ough</i> and <i>augh</i>
94	Practical English Episode 5	indirect questions		
10				
96	A Idols and icons	relative clauses: defining and nondefining	compound nouns	word stress
100	B And the murderer is...	tag questions	crime	intonation in tag questions
104	Review and Check 9&10			
106	Communication	115 Writing	125 Listening	132 Grammar Bank

SPEAKING	LISTENING	READING
talking about movies	listening for content words	understanding the main point in a paragraph
talking about profile pictures, making deductions	checking assumption, understanding the order of events	understanding humor, checking assumptions
talking about school, assessing opinions	listening for numbers	understanding points of view
discussing pros and cons, describing ideal situations	using prediction to understand content	understanding pros and cons
making a presentation	listening and making notes	predicting from evidence
talking about shopping habits	understanding the order of events, understanding attitude and tone	predicting the end of a story
talking about luck	listening to summarize	understanding topic sentences
discussing digital habits	understanding attitude	understanding technical language
talking about people and things that you admire	listening for facts	reading with purpose
police interview role-play	taking notes	understanding referencing

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, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course
- 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 Level 3 students need?

Level 3 is often a milestone for students: at this point, many students really begin to "take off" in terms of their ability to communicate. Some students, however, may see Level 3 as a "plateau" and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and to make their passive knowledge active, together with a steady input of new language.

Grammar

- Reinforcement and extension of main grammatical structures
- Practice in using different tenses together
- 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.

Vocabulary

- Systematic expansion of topic-based lexical areas
- Building new words by adding prefixes and suffixes
- Opportunities to put new vocabulary into practice

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

- Practice in pronouncing sounds, words, and connected speech clearly
- Awareness of rules and patterns
- Focus on word and sentence stress

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. **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

- Motivating and accessible topics
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Time to organize thoughts before speaking

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary grammar, vocabulary, and pronunciation and designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.



Listening

- Confidence-building, achievable tasks
- Practice in “getting the gist” and listening for detail
- Practice in dealing with authentic spoken language

At Level 3, students need confidence-building tasks that are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks, to avoid memory overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. 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 on their own time, and to read the script to check anything that they have found difficult.

Reading

- Engaging topics and stimulating material
- Exposure to a wide variety of authentic text types
- Challenging tasks that help them read more skillfully

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to reinforce grammar. The key to encouraging students to read is to provide material where they feel there is a reason to read and tasks that help them to get the most out of a text. This level contains a variety of readings from real sources (the newspaper, magazines, websites, forums, infographics) and have been chosen for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the view of the *American English File* authors or of Oxford University Press.

Writing

- Clear models for a variety of text types
- An awareness of register, structure, and fixed phrases
- A focus on “micro” writing skills

It is often difficult to motivate students to write at this level. In *American English File Level 3*, each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of

language, style, and organization to help break the writing process down into a series of achievable tasks.

Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Practical English

- Reinforcement and extension of functional language
- Knowing what to say in typical social situations
- Getting used to listening to faster, more colloquial speech

The five *Practical English* lessons review and extend common situations such as introductions or making polite requests, and introduce and practice the language for new situations, like expressing opinions or apologizing. The story line involving the two main characters, Jenny and Rob, continues from where it left off in *American English File Level 2*, but it is self-standing, so it can be used equally with students who did not use the previous level. The lessons also highlight other key “Social English” phrases, for example, *Could you tell me why...?* and *If you don't mind*. 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 review
- 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**.

The image shows a preview of the American English File Level 3 Student Book, specifically pages 102 and 103. Page 102 features a 'VOCABULARY' section with a photo of three people and a 'READING & LISTENING' section with a photo of a man. Page 103 features a 'Can you learn how to be charismatic?' section with a photo of a man and a 'VIDEO LISTENING' section with a photo of a woman. The pages contain various exercises and activities related to the topics of body language and charisma.

Course overview

For students

Student Book

The Student Book has 10 Files. Each File is organized like this:

A and B lessons

Each File contains two four-page lessons that 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 that teaches high-frequency, everyday English (e.g., language for asking for permission and making requests) and social English (useful phrases like *How come you're so late?* and *I think I'll go home if you don't mind*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline that 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

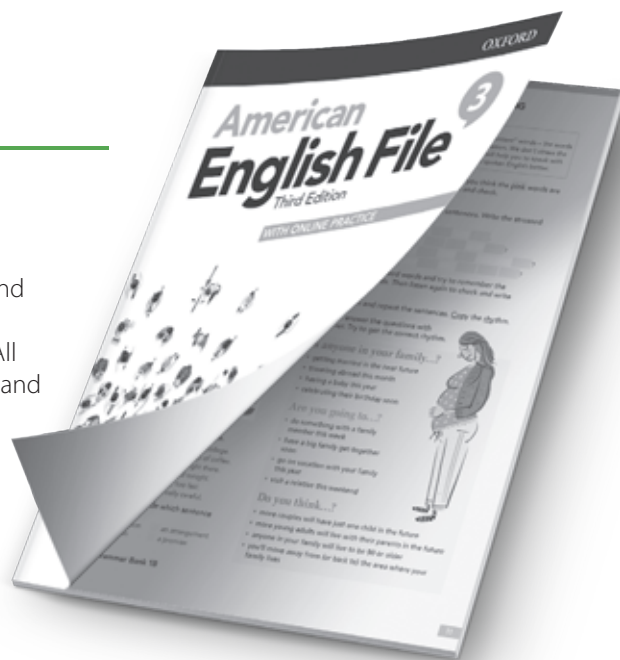
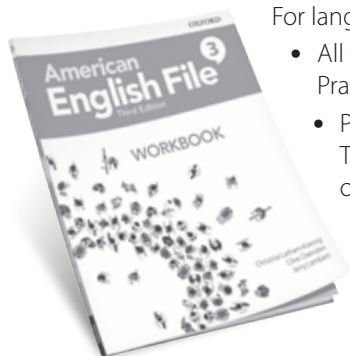
For students to practice and develop their language and skills or catch up on a class they have missed.

- **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 mapping documents.

Workbook

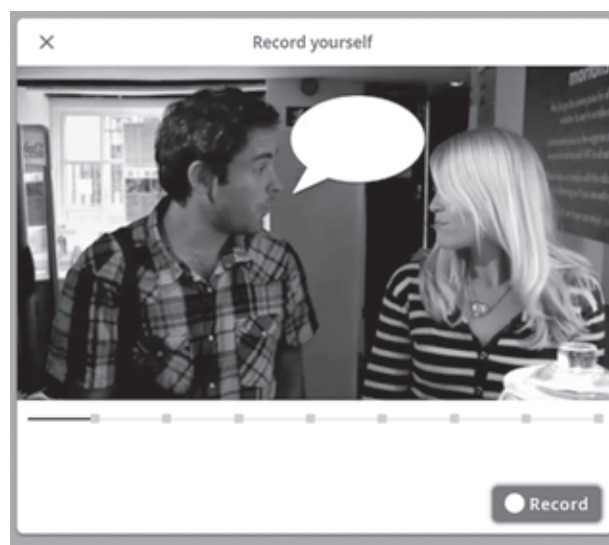
For language practice after class.

- 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



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 50 pages of photocopiable activities.

Grammar

see pp. 144–168

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

Communicative

see pp. 169–198

- Extra speaking practice for every A and B lesson

Vocabulary

see pp. 199–217

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

There is more information on page 143 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: an Entry Test; 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
- 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 simple present and continuous, action and nonaction verbs

V food and cooking

P vowel sounds

Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with some quotes about food, which lead into the Vocabulary Bank, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *American English File* sound-picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. Sts read an article about new research that shows that eating at the right time can make us happier and healthier.

In the second half of the lesson, Sts listen to an interview with Marianna Leivaditaki, the head chef at Morito, a popular restaurant in London. Extracts from the interview lead to the grammar focus, which is on the simple present and present continuous, and Sts are introduced to the concept of action and nonaction verbs. The lesson ends with a speaking activity where Sts discuss statements related to food, cooking, and restaurants.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you* activity on pp.176–177 (instructions p.169), two photocopiable review Grammar activities on pp.147–148 (key p.144), and one Vocabulary photocopiable *Classroom language* activity on p.203 (instructions p.199).

There is an Entry Test in the *Teacher Resource Center*, which you can give Sts before starting the course.

More materials

For teachers

Photocopiables

Grammar Introduction What do you remember? p.147

Introduction Don't make these mistakes! p.148

simple present and present continuous, action and nonaction verbs p.149

Communicative Getting to know you pp.176–177 (instructions p.169)

Describing a photo p.178 (instructions p.169)

Vocabulary Classroom language p.203 (instructions p.199)

Food and cooking p.204 (instructions p.199)

Teacher Resource Center

Entry Test

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Put Sts in pairs or small groups. Write this puzzle on the board, or read the categories aloud one by one, and get pairs / small groups to write down their answers:

ONE RED FRUIT, **ONE** YELLOW FRUIT, **ONE** GREEN FRUIT

TWO KINDS OF FOOD THAT SOME PEOPLE ARE ALLERGIC TO

THREE KINDS OF FOOD THAT COME FROM MILK

FOUR VEGETABLES THAT YOU CAN PUT IN A SALAD

FIVE CONTAINERS THAT YOU CAN BUY FOOD IN

SIX THINGS THAT PEOPLE SOMETIMES HAVE FOR BREAKFAST

Elicit answers and write them on the board (eliciting the spelling from Sts if you want to review the alphabet).

1 VOCABULARY food and cooking

a Books open. Focus on the instructions and make sure Sts know what a *quote* is and the website Pinterest.

Give Sts time to fill in the blanks with a word or phrase from the list.

Get Sts to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

1 pear 2 pasta 3 onions 4 tomato, fruit salad
5 cake 6 cookie

b Give Sts time to decide which quote they like best and why.

Put Sts in pairs and get them to tell each other their favorite quote.

Get some feedback from the class. You could also tell the class which quote is your favorite and why.

c Tell Sts to go to **Vocabulary Bank Food and cooking** on p.152.

Vocabulary notes

Food

In this lexical group, as in many others, there are large numbers of useful words, and a selection has been made in order not to overwhelm Sts. However, words that are important in your Sts' country because they are very common or popular foods may have been left out and it is important to teach them and get Sts to add them to the **Vocabulary Bank** page, so that they are equipped with the vocabulary they need to do the speaking activities that follow.

Cooking

Sts may ask what the difference is between *baked* and *roasted* because both mean cooked in the oven: *baked* is used for bread, cakes, and most sweet things, and also fruit. *Roasted* always means cooked with fat, and is used especially for meat, potatoes, and vegetables.

Focus on **1 Food** and get Sts to do **a** individually or in pairs.

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

Check answers.

1.2

Food and cooking

1 Food

Fish and seafood

- 1 crab
- 7 lobster
- 5 mussels
- 2 salmon
- 6 shrimp
- 3 squid
- 4 tuna

Meat

- 11 beef
- 12 chicken
- 9 duck
- 10 lamb
- 8 pork

Fruit and vegetables

- 14 avocado
- 25 beet
- 13 cabbage
- 24 cherries
- 18 cucumber
- 20 eggplant
- 23 grapes
- 27 green beans
- 26 lemon
- 19 mango
- 15 melon
- 21 peach
- 16 pear
- 28 raspberries
- 17 red pepper
- 22 zucchini

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **Activation** and put Sts in pairs to discuss the questions.

Get some feedback and write any new words on the board.

Focus on **2 Cooking** and get Sts to do **a** individually or in pairs.

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

Check answers.

1.3

2 Cooking

- 6 baked
- 5 boiled
- 1 fried
- 2 grilled
- 4 roasted
- 3 steamed

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Now focus on **Activation** and get Sts to tell a partner how they like the four items to be cooked.

Get some feedback from the class.

Finally, focus on **3 Phrasal verbs** and get Sts to do **a** individually or in pairs.

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

Check answers.

1.4

3 Phrasal verbs

- 1 I eat **out** a lot because I don't really have time to cook. Luckily, there are lots of good restaurants close to where I live.
- 2 I'm trying to cut **down on** coffee right now. I'm only having one cup at breakfast.
- 3 The doctor told me that I should completely cut **out** all cheese and dairy products from my diet.

EXTRA CHALLENGE Get Sts to make a true sentence about themselves using each phrasal verb.

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

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

d Tell Sts to look at the list of adjectives that are used to describe food. You might want to point out that *hot* here means the same as *spicy*.

Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, elicit their ideas. Elicit the meaning of each adjective and drill pronunciation.

Possible answers

canned	tomatoes, tuna, etc.
fresh	fish, vegetables, etc.
frozen	peas, fish, pizza etc.
hot / spicy	sauce, chicken, etc.
low-fat	yogurt, cheese, etc.
raw	fish, vegetables, etc.

e 1.5 Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (*raw salmon*) has been done for them.

Play the audio for Sts to complete the task.

Check answers. You may want to point out to Sts that *yogurt* can also be spelled *yoghurt*. Model and drill pronunciation of any words your Sts find difficult to pronounce.

- 2 spicy shrimp, hot food 3 fresh tuna 4 low-fat yogurt
5 canned peaches 6 frozen raspberries

1.5

- 1 A Do you like salmon sushi?
B No. I don't like raw salmon. I prefer to eat it cooked.
- 2 A What are you going to have as an appetizer?
B I think I'll have the spicy shrimp. I love hot food.
- 3 A How should I cook this fresh tuna?
B Just grill it for a few minutes on each side.
- 4 A Are you going to the supermarket? Could you get me some low-fat yogurt?
B Sure. What flavor do you want?
A Just plain.
- 5 A What else can I put in this fruit salad?
B Well, we've got some canned peaches. How about those?
- 6 A I never buy frozen raspberries.
B No, they taste OK, but the texture just isn't the same.

2 PRONUNCIATION

 vowel sounds

Pronunciation notes

Sts work on distinguishing between two similar sounds and they look at the typical spellings for these sounds. Then there are exercises to show Sts how useful it is for them to be able to understand the phonetic transcription of words given in print or online dictionaries.

a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound, and they help Sts remember the pronunciation of the phonetic symbol (there is one for each of the 45 sounds of English).

Elicit and drill the first two words and sounds: *fish* /ɪ/ and *tree* /i/.

Now put Sts in pairs and get them to figure out the other six words and sounds.

Check answers.

3 cat /æ/ 4 car /ɑː/ 5 clock /ɑ/ 6 horse /ɔː/
7 bull /ʊ/ 8 boot /u/

- b 1.6 Focus on the instructions and point out to Sts that they have to match the letters in pink in the phrases to the sounds in a.

Give Sts time, in pairs, to complete the task. Tell them that this kind of exercise is easier if they say the phrases aloud to themselves.

Play the audio for Sts to listen and check.

Check answers.

crab salad 3 grilled squid 1 a large carton of milk 4
steamed green beans 2 a good cook 7 hot sausages 5
four forks 6 tuna with zucchini 8

1.6

3 cat /æ/ crab salad
1 fish /ɪ/ grilled squid
4 car /ɑː/ a large carton of milk
2 tree /i/ steamed green beans
7 bull /ʊ/ a good cook
5 clock /ɑ/ hot sausages
6 horse /ɔː/ four forks
8 boot /u/ tuna with zucchini

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

EXTRA SUPPORT You could play the audio first for Sts to hear the phrases before they do the matching activity.

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 in the *Teacher Resource Center*.

3 LISTENING & SPEAKING

understanding key words in questions

- a Focus on the questionnaire and give Sts time, in pairs, to try to guess what the words and phrases in **bold** mean.

Check answers. Model and drill pronunciation.

topping /'tɒpɪŋ/ = a layer of food that you put on top of a dish, to add flavor
filling /'fɪlɪŋ/ = food put inside a sandwich
ready-made /'reɪdi 'meɪd/ = prepared in advance so that you can eat it immediately or after heating it
takeout /'teɪkaʊt/ = a meal that you buy in a restaurant that cooks and sells food that you take out and eat somewhere else, usually at home
allergic /ə'lɜːdʒɪk/ = when you react badly or feel sick when you eat sth
intolerant /ɪn'tɒlərənt/ = not able to eat particular foods without becoming sick
cheer yourself up = to make yourself happier
miss /mɪs/ = feel sad because you can't have sth

- b 1.7 Focus on the instructions and give Sts time to quickly read all the questions in *Your food profile* again, and make sure they understand them.

Point out that the first one has been done for Sts.

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

1.7

Naomi

Definitely tea. I went to Aruba on vacation recently, and I was staying at a hotel and they didn't have any good green tea. I really missed it in the mornings.

Sarah

I absolutely love pasta, and I try and eat it whenever I can, so I would find it really difficult to, to live without pasta. Pasta and pesto is my favorite meal, and I have it at least twice a week, usually when my husband's away because he's always telling me not to eat so much pasta.

Emilio

Yes, uh, pretty often. My wife's from Asia, from Indonesia, so we often, we often eat hot food. Um, I love hot food, uh, curries, any Indonesian food. I also love Thai food, like a good green curry.

Tran

I guess, like a lot of people, I tend to eat chocolate in that situation – chocolate or ice cream, maybe. Definitely something sweet.

Austin

Only caffeine, actually which I didn't use to be, I used to drink a lot of coffee, but a few years ago I started noticing that it was, it was affecting me pretty badly when I drank coffee. I was getting headaches and, uh, I've never been tested for it, but, uh, I've stopped drinking caffeine – caffeine in coffee – and I think, I think I feel better.

Sean

I like spicy ones, and I like them with meat, so maybe pepperoni. That's what I always end up ordering in an Italian restaurant.

Now play the audio again, pausing after each speaker for Sts to match each one to a question. Play again if necessary.

Check answers.

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

Sarah 6 Emilio 2c Tran 4a Austin 3 Sean 1b

- c Tell Sts that they are going to listen to the six speakers again and that this time they must write down the food or drink the speakers mention.

Play the audio, pausing after each speaker to give Sts time to write.

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

Naomi tea

Sarah pasta

Emilio curries, Indonesian food, Thai food

Tran chocolate, ice cream

Austin caffeine / coffee

Sean meat / pepperoni

- d Put Sts in pairs and get them to ask and answer the questions in *Your food profile*, giving as much information as possible. They should see if they have anything in common.

EXTRA SUPPORT Demonstrate the activity by answering one or two of the questions yourself before putting Sts in pairs.

Monitor and help with any food vocabulary.

EXTRA CHALLENGE Before Sts give feedback, you may want to teach them the phrases *Both of us...* and *Neither of us...*, which they can use to show what they have in common. Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

Get feedback from different pairs to find out if they have anything in common.

4 READING using your own experience to understand a text

- a Put Sts in pairs and get them to tell each other at what time they usually do each activity.

EXTRA SUPPORT Quickly review telling the time by drawing different clocks on the board and eliciting the times.

Get some feedback from various pairs.

- b Give Sts time to read the article and answer the question. Get feedback from various pairs.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

- c Give Sts time to read the article again. Then in pairs, get Sts to answer questions 1–6. Check answers.

- 1 Because you're less likely to be at risk of heart disease as an adult.
- 2 It can make us more mentally alert.
- 3 Having steak and French fries for lunch means we digest it better. Having it for dinner makes our blood glucose levels higher.
- 4 Because our sense of smell and taste are at their best at this time.
- 5 a yoga or going for a walk b running or bike riding
- 6 Because it helps us to go to sleep.

Help with any other new vocabulary, but not the words in d. Model and drill the pronunciation of any tricky words.

- d Focus on the instructions and make sure Sts know what they have to do.

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

- 1 heart 2 stomach 3 brain 4 muscles 5 lung
- a We have one heart, stomach, and brain.
- b We have two lungs.
- c We have more than two muscles.

- e Put Sts in pairs and get them to discuss the two questions. Get some feedback from various pairs. You could tell Sts what you think about the information in the article.


5 LISTENING predicting content using visual clues

- a Focus on the introduction and read it as a class. You may want to elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g., *Where is Marianna's mother from?* (Scotland), *Who owned a seafood restaurant?* (Marianna's parents), *Where does Marianna work now?* (Morito / London), etc.

Put Sts in pairs and get them to look at the photos and then tell each other how they think each extract finishes.

Get some ideas from the class, but don't tell Sts if they are correct.

- b  1.8 Tell Sts they are going to listen to **Part 1** of an interview with Marianna, and they must check their answers to a.

Play the audio once the whole way through.

Get Sts to compare with their partner, and then play again if necessary.

Check answers.

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

- 1 my dad caught 2 lemon and olive oil 3 a small blue notebook 4 animals, a garden, olive trees, and grapes
- 5 Greek sandwich with pita bread

1.8

(script in the Student Book on p.125)

I = interviewer, M = Marianna Leivaditaki

Part 1

- I With me today I have Marianna Leivaditaki, head chef of the Morito restaurant in London. Marianna, what was your favorite food when you were a child?
- M Um, well, at home we ate a funny mixture because of my parents. Um, fresh fish, bacon and eggs for breakfast on Sundays, and traditional apple pies. But my favorite was fish. We ate fish every day, which my dad caught. In fact, my dad still goes fishing every night!
- I Wow!
- M Yeah, we were really lucky because not all families could do that – could eat fish every day. Even on an island, fish is expensive, unfortunately.
- I Did your dad catch fish for the family or for the restaurant?
- M For both. Um, except for lobsters. When he caught a lobster, he never sold it; it was always for us. We boiled it and ate it with lemon and olive oil. You don't need anything except lemon and olive oil when fish and seafood is really fresh. That's how I cook lobsters nowadays in the restaurant, in Morito.
- I Were you interested in cooking when you were a child?
- M Oh yes. I spent every evening in our restaurant, and instead of playing with the other children, I usually helped in the kitchen. I wrote down recipes which I wanted to cook for the family in a small blue notebook.
- I So your love of food and cooking came from your parents?
- M From my parents and also from my aunt, and from many inspiring ladies who surrounded me when I was growing up. My aunt, Thia Koula, had animals, a garden, olive trees, and grapes. In the summer, I often spent all day with her. She knew everything about wild food in Crete. She only ate what she had grown or found or made herself. Such a beautiful way to eat.
- I Did you ever eat out as a child?
- M Never in the evening, um, because our restaurant was open for dinner seven days a week, but occasionally my mum used to buy me and my brother *souvlaki* for lunch, a sort of Greek sandwich with pita bread. Inside it has pork, tomato, red onion, and lots of thick yogurt.

- c Now tell Sts to listen again and write down anything else about each photo.
Get Sts to compare with their partner, and then check answers.

See script 1.8

EXTRA SUPPORT Play the audio again, pausing after Marianna mentions each photo to give Sts time to make notes.

- d **1.9** Tell Sts they are now going to listen to **Part 2** of the interview. Focus on the questions and quickly go through them.
Play the audio once the whole way through. You could pause after each question is answered to give Sts time to make notes. Play again if necessary.
Get Sts to compare with a partner, and then check answers.

- 1 She studied psychology at Kent University. She traveled around southern Europe and South America. She went back to Crete and worked in the family restaurant.
- 2 When she was a student, she used to save money and go and eat there. Because she wanted to work there.
- 3 She became head chef.
- 4 It has more Cretan dishes on the menu.
- 5 Four or five times a year. They share all the food and always order too much.

1.9

(script in the Student Book on p.125)

Part 2

- I So did you always want to be a chef, to have your own restaurant?
M No, not at all. I wanted to be a psychologist, and when I was 18, I came to the UK to study at Kent University. Then I decided I didn't want to be a psychologist after all, and I went traveling for a bit – I'd saved some money at university because I worked in the evenings. I went all around southern Europe and also to South America, to Ecuador. I tried all sorts of different dishes and fell in love with food again, so I went back to Crete and worked in our family restaurant for two years.
I Why did you come back to the UK?
M Well, I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money and go to London to have dinner in a restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish, North African, and I loved it. So when I came back to London, I went to Moro and I said, "I want a job" – and they gave me one.
I And what happened then?
M Well, really slowly, through hard work, and after seven years, I became head chef. It was magic. And then the owners of Moro, Samantha and Samuel Clark, suggested that I help them open Morito.
I How is Morito different from Moro?
M It's the same inspiration, and um, many of the dishes are similar, but because I run the kitchen, I have been able to have more Cretan dishes on the menu – dishes from my childhood. This week, for example, I'm making *ntakos*, a Cretan salad made with fresh goat's cheese, tomato, and bread.
I Do you go back to Crete much?
M Yes, I go to Crete maybe four or five times a year. My family's restaurant is closed now, but I go out for lunch with my friends, the people I miss when I'm in London. Food comes, and we share everything. We always order too much, and by the end of it we feel incredibly full.
I Well, Marianna, it's been great talking with you, and thanks for coming in.
M Thank you very much for having me.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the two scripts on p.125, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Put Sts in pairs and get them to tell each other about the three questions.
Get feedback from various pairs, or simply ask the whole class. You could also tell them about yourself.

6 GRAMMAR simple present and continuous, action and nonaction verbs

- a Give Sts time to circle the correct form in each sentence. Then get them to compare with a partner.
b **1.10** Play the audio for Sts to listen and check. Give Sts time, in their pairs, to say why they think each form is used.
Check answers, getting Sts to explain why (in their L1 if necessary) the other form is wrong. For 1, they may simply "feel" that *need* is correct without being able to explain why. This would be a good moment to explain about action / nonaction verbs (see **Grammar notes**).

- 1 don't need (It's a non-action verb, not usually used in the continuous.)
- 2 I'm making (It's a temporary action which is only happening this week.)
- 3 I go (It's a habitual action.)

1.10

- 1 You don't need anything except lemon and olive oil when fish and seafood is really fresh.
- 2 This week, for example, I'm making *ntakos*, a Cretan salad...
- 3 I go to Crete maybe four or five times a year.

- c Tell Sts to go to **Grammar Bank 1A** on p.132. If your Sts haven't used the *American English File* series before, explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

Simple present

At this level, Sts should be clear about the form and use of the simple present.

Remind Sts of the difference in pronunciation of the third person -s, i.e., /s/ (verbs ending in an unvoiced consonant, e.g., *cooks, eats*), /z/ (verbs ending in a vowel sound or voiced consonant, e.g., *plays, has*), and /ɪz/ (verbs where you have added -es, e.g., *watches, finishes*).

Remind them too of the irregular pronunciation of (*he / she / it*) *says* /sez/ and *does* /dʌz/.

! The simple present is also occasionally used to refer to the future, e.g., *The next train leaves at 7:30*. This use is not dealt with here.

Present continuous

Sts who don't have a continuous form in their language may need to be reminded that this is the form they must use when they are talking about temporary actions in progress now, this week, this month, etc.

Remind Sts of the use of the present continuous for future arrangements. This will be reviewed fully together with the other future forms in **1B**.

Action and nonaction verbs

These are often called *dynamic / stative* or *progressive / nonprogressive* verbs. We have called them *action / nonaction* because we think this helps to make the difference clearer for Sts.

When Sts look at the list of common nonaction verbs, you may want to point out that *enjoy* isn't there. It describes a state or feeling, so Sts might expect it to be a nonaction verb, but in fact it's an exception, and is an action verb, e.g., *Are you enjoying your dinner?* You could also point out that *look* is usually a nonaction verb (e.g., *That looks delicious*), but *look at* is an action verb (e.g., *We're looking at the menu*).

There are several other verbs that can be both action and nonaction, e.g., *see, feel*. The **Grammar Bank** uses *have* and *think* as clear examples.

Focus on the example sentences and play audio 🎧 1.11, 🎧 1.12 and 🎧 1.13 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Verbs that can be both action and nonaction** box and go through it with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 is coming 2 doesn't want 3 isn't working
4 seems 5 aren't speaking 6 thinks 7 Do we need
8 I'm having 9 I love 10 tastes
- b**
- 1 I **have** high cholesterol, so I never **eat** fried food.
2 **Are** you **taking** any vitamins right now?
3 Don't eat the spinach if you **don't like** it.
4 **Does** your boyfriend **know** how to cook fish?
5 We **order** take-out pizza once a week.
6 What **is / 's** your mother **making**? It **smells** delicious!
7 You look sad. What **are** you **thinking** about?
8 I **think** the diet in my country **is getting** worse.
9 How often **do** you **have** seafood?
10 I **don't** usually **cook** red meat.

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.

- d** Focus on the question prompts and elicit / explain the meaning of *diet* here (= the food that you eat and drink regularly). Model and drill its pronunciation.

Now elicit that the question prompts under **On a typical day** are habitual actions, so should be simple present, and Sts must add *do you*. The ones under **Right now / Nowadays** are things in progress, and if the verbs are action verbs, they should be present continuous; if they are nonaction, they should be simple present.

Elicit the questions from the class to check that they are forming the questions correctly, and that they are using the correct rhythm, i.e., stressing the "information" words.

On a typical day

- What do you usually have for breakfast?
- Do you drink soda, e.g., Coke? How many glasses do you drink a day?
- Where do you usually have lunch?
- What do you usually have for lunch during the week?
- Do you ever cook? What do you make?
- Do you prefer eating at home or eating out?

Right now / Nowadays

- Are you taking vitamins or food supplements right now?
- Are you trying to cut down on anything right now?
- Do you need to buy any food today?
- Do you want anything to eat right now?
- Is the diet in your country getting better or worse?

EXTRA SUPPORT You could write the full questions on the board and underline the stressed words to help Sts get the rhythm correct (see answer key above).

Monitor as Sts work in pairs, making sure they are using the simple present and continuous correctly. The focus here should be on accurate practice of the grammar.

Get some feedback from various pairs.

7 SPEAKING

- a** Focus on the instructions and go through statements 1–6, making sure Sts understand each one.

Give Sts time to decide whether they agree with each statement and to think of three reasons or examples for each one.

- b** Focus on the **Agreeing and disagreeing** box and go through it with the class.

Put Sts in pairs or small groups and tell them to spend at least two minutes discussing each topic.

Monitor and encourage Sts to use the phrases for agreeing and disagreeing. Don't over-correct, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback from various pairs or groups.

EXTRA CHALLENGE If your Sts are confident, you could give them some more sophisticated language for agreeing and disagreeing, e.g., *I completely / totally (dis)agree, I agree up to a point, I couldn't agree more.*

- G** future forms: present continuous, *be going to*, *will* / *won't*
V family, adjectives of personality
P sentence stress, word stress

Lesson plan

The context of this lesson is the family. Sts begin by reviewing family vocabulary and talking about family life in the US and in their country. The grammar focus is on the three most common future forms. Sts will have studied them all separately, but probably haven't had to differentiate them before. There is then a pronunciation focus on sentence stress patterns in future forms.

In the second half of the lesson, the focus shifts to relationships between siblings. Sts extend their knowledge of adjectives to describe personality, and also practice the word stress in these adjectives. Sts then read an article about how birth order affects our personality. The lesson ends with a listening and speaking about a time they or a sibling behaved badly, and a writing focus on describing a person.

More materials

For teachers

Photocopiables

Grammar future forms: present continuous, *be going to*, *will* / *won't* p.150

Communicative Who is it? p.179 (instructions p.169)

Vocabulary Personality p.205 (instructions p.199)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review family words by drawing a quick family tree of your family (including, if possible, aunts, uncles, nephews, nieces, and cousins) and tell Sts a little about them.

Put Sts in pairs and get them to do the same.

1 VOCABULARY & SPEAKING family

- a** Books open. In pairs, Sts discuss the difference between the words and phrases in 1–8.
Check answers.

- 1 A father is the male parent of a child. A parent is the mother or father.
- 2 A stepmother is married to your father, but she isn't your biological mother.
- 3 A brother-in-law is the brother of your husband / wife, or your sister's husband.
- 4 A stepsister is the daughter of your stepmother or stepfather and their previous husband or wife. She isn't biologically related to you. A half-sister shares one parent with you, either your mother or your father.
- 5 A grandfather is your father or mother's father. A great-grandfather is your father or mother's grandfather.

- 6 An adopted child is one who has become part of a family which is not the one in which he or she was born. An only child is a child who doesn't have brothers or sisters.
- 7 "Brothers and sisters" and "siblings" mean the same thing, but *sibling* is a more formal word and is used for both genders.
- 8 Your immediate family are your parents, children, brothers, and sisters. Your extended family is anyone related to you who is not your immediate family, e.g., your uncles, aunts, cousins, grandparents, etc.

- b** Focus on the instructions. Then read the introduction together and make sure Sts understand *survey* (= an investigation of the opinions, behavior, etc. of a particular group of people) and *statistics* (= a collection of information shown in numbers).

Now give Sts time, in pairs, to fill in the blanks with the numbers from the list.

- c** **1.14** Play the audio for Sts to listen and check.
Check answers.

1 4% 2 21% 3 41% 4 27 5 29 6 10% 7 5% 8 6

1.14

The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. The results of several recent American surveys showed some surprising statistics.

Family structure

69% of families have married parents.

23% are single-parent families. Only 4% of the single parents are men.

21% of families have one child, 41% have two, and 38% have three or more.

40% of families have stepchildren.

On average, women get married at 27 and men at 29.

Family habits

40% of families eat together fewer than three times a week, and 10% never eat at the same time.

They go on vacation together as a family seven days a year.

An estimated 5% of people have brothers or sisters who they never speak to or contact.

60% of parents say chores, discipline, and family activities are shared equally in homes with two full-time working parents. The average family has six arguments each day and the most common cause is children refusing to clean their messy bedrooms or complaining about food.

Remind Sts that this survey was done in the US. Give them time to think which results they think would be very different for their country.

Get some feedback.

- d** Focus on the questions and make sure Sts know the meaning of *argue* (= to speak angrily to somebody because you disagree with them).

Give Sts time to think about their answers.

Now go through the **Politely refusing to talk about something** box. Point out that in class Sts do a lot of asking and answering questions, and if there are any that they would feel uncomfortable answering, to respond with this phrase.

Put Sts in pairs or small groups. Tell them to discuss the questions.

Monitor and help when necessary.

Get some feedback from various pairs or groups.

2 GRAMMAR future forms

a **1.15** Focus on the instructions. Play the audio once the whole way through. Play again if necessary.

Check answers.

- A** 2; They're talking about a party that she's going to.
B 3; They're talking about if he can borrow her car.
C 1; They're talking about what he's going to do next year.

1.15

(script in the Student Book on p.125)

- 1**
A So what are you going to do next year, Adam? Are you going to go to college? Adam? Can you hear me?
B Sorry, Grandma. What did you say?
A I said, are you going to go to college next year?
B No, Grandma. I've already told you like 100 times. I'm not going to go to college. I'm going to look for a job. I need to earn some money.
A All right, dear, you don't need to shout. I can hear perfectly well, thank you. What time is it?
B Ten to three. I'll get you some coffee.
A Oh, thank you. That'd be nice.
2
A Bye. See you tomorrow.
B Bye. Hey, what do you mean *tomorrow*? Aren't you coming back tonight?
A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying overnight there.
B Who else is going?
A Oh, just the usual crowd. You don't know any of them.
B Well, make sure you don't go to bed too late. And don't forget to...
A Bye!
B Where's your coat? You can't go out like that. It's going to be cold tonight!
A Bye!
3
A Can I use your car tonight?
B No, you can't.
A You said you didn't need it. Why can't I borrow it?
B Because you won't take care of it. You'll drive too fast.
A I won't. I promise I'll drive really slowly. I'll be really careful.
B Oh, all right.
A Thanks. See you.

EXTRA IDEA Alternatively, you could pause the audio after each conversation, play it again if necessary, and check the answer.

b Give Sts time to go through sentences a–f and think what the missing words might be.

EXTRA CHALLENGE Get Sts, in pairs, to decide before they listen again how to fill in the blanks.

Play the audio again, pausing after each conversation.

Check answers.

- 1** **a** going to go
b I'll get
2 **c** 'm staying
d 's going to be
3 **e** 'll drive
f 'll be

c Focus on the instructions and make sure Sts understand the difference between a plan or intention, and an *arrangement* (= a plan for which you have already made preparations, e.g., booking a ticket, a hotel, or a table in a restaurant).

Put Sts in pairs to complete the task.

Check answers.

a plan or intention: a **a prediction:** d, e **an offer:** b
an arrangement: c **a promise:** f

From this, elicit from Sts that, generally speaking, we use *going to* for plans and predictions; *will* / *won't* for predictions, offers, and promises; and the present continuous for arrangements.

d Tell Sts to go to **Grammar Bank 1B** on p.133.

Grammar notes

Sts often have problems using future forms correctly in English, mainly because the future form used depends on what the speaker wants to say, e.g., whether he / she wants to express a plan or pre-arranged event, or make an "instant" decision at that moment. This means that Sts often can't use the same form that they would use in their L1.

The important thing to emphasize is that we use *going to* (or present continuous) for things we have already decided to do, i.e., our plans, intentions, or arrangements, whereas *will* + base form is used for decisions made at the time of speaking, and also for offers, promises, and future facts.

A typical mistake here is to use the simple present for offers: ~~I carry your bag for you.~~

! You may want to point out that in song lyrics, *going to* is usually transcribed as *gonna* (because that is how it sounds when sung quickly).

Focus on the example sentences and play audio **1.16**, **1.17**, **1.18**, and **1.19** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
1 ✓ **2** 'll make **3** ✓ **4** Are you going to go **5** won't tell
6 're visiting **7** will go down **8** ✓ **9** I'll help
b
1 I promise I **will** / 'll call every day.
2 He **is** / 's going to get a degree in French.
3 No, I **am** / 'm working late.
4 Yes, I **will** / 'll have the shrimp, please.
5 OK. I **will** / 'll get some take out.
6 No problem, I **will** / 'll lend you some.
7 No, the weather forecast says it **is** / 's going to rain / **will** rain / 'll rain.
8 I **will** / 'll pick you up from the airport.


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 & SPEAKING sentence stress

Pronunciation notes


As Sts should already know, in English, words that are stressed more strongly are the ones that carry information, e.g., *I went to the movies on Friday night*. These are typically verbs, nouns, adjectives, and adverbs. The “non-information” words (e.g., personal pronouns, articles, and little words like *to, of, on, as*, etc.) are pronounced less strongly, and these words often get shortened when we speak, e.g., *to* becomes /tə/. It is this mixture of stressed and unstressed words that gives English its rhythm, and Sts need plenty of practice until correct stress and rhythm becomes instinctive.

- a  **1.20** Focus on the **Sentence stress** box and go through it with the class.
- Give Sts time to read the sentence, and then elicit with a show of hands who thinks the pink words are stressed.
- Play the audio once the whole way through.
- Check the answer.


They are stressed.

-  **1.20**
See the sentence in the Student Book on p. 11

Then play the audio again for Sts to listen and repeat.

- b  **1.21** Tell Sts they are going to hear four sentences and they should listen for the stressed words and write them in the pink boxes in the sentences.
- Play the audio, pausing after each sentence to give Sts time to write.
- Get Sts to compare with a partner, and then check answers.

- 1 sister's, having, baby, April
- 2 anyone, family, buying, car
- 3 see, parents, weekend
- 4 think, live, home, next, year

-  **1.21**
- 1 My sister's having a baby in April.
 - 2 Is anyone in your family buying a car?
 - 3 Are you going to see your parents on the weekend?
 - 4 Do you think you'll live at home next year?

- c Now tell Sts to look at the words they have written and try to remember what the complete sentence or question is.
- Tell Sts to listen to the audio again and fill in any blanks they have. Play the audio again.
- Check answers, eliciting the sentences onto the board.

- 1 My sister's having a baby in April.
- 2 Is anyone in your family buying a car?
- 3 Are you going to see your parents on the weekend?
- 4 Do you think you'll live at home next year?

- d Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.
- Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practice saying the sentences.

- e Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. You could demonstrate the activity by answering a couple of questions first.
- Get some feedback from various pairs.

EXTRA SUPPORT Before Sts ask and answer the questions in pairs, get them to underline the content words in the questions. Check answers and drill the questions.

Is anyone in your family...?

- getting married in the near future
- traveling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on vacation with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 90 or older
- you'll move away from (or back to) the area where your family lives

EXTRA SUPPORT Write possible short responses on the board to help Sts to answer the questions, e.g., MAYBE. / PROBABLY, I DON'T THINK SO., I HAVE NO IDEA. Tell them that they should then give a reason for their answer.

4 VOCABULARY adjectives of personality

- a Focus on the instructions. Point out the heading, *Opposites attract*, and tell Sts that the adjectives they have to complete are the opposites of the first adjectives. Give Sts time to complete the adjectives in 1–5.
- Check answers, eliciting from Sts what the adjectives mean. Model and drill pronunciation. You could ask Sts if they agree that opposites attract and if they can give any examples.

1 shy 2 cheap 3 lazy 4 quiet 5 serious

EXTRA SUPPORT First, elicit the meaning of the adjectives in the first half of sentences 1–5. Then give Sts time, in pairs, to complete the opposites.

- b Tell Sts to go to **Vocabulary Bank Personality** on p. 153.