

# 1

# American ENGLISH FILE

## Teacher's Book

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# Syllabus checklist

	Grammar	Vocabulary	
<b>1</b>			
4	<b>A</b> My name's Hannah, not Anna	verb <i>be</i> ☒, subject pronouns: <i>I, you, etc.</i>	days of the week, numbers 0–20, greetings
6	<b>B</b> All over the world	verb <i>be</i> ☒ and ☒	the world, numbers 21–100
8	<b>C</b> Open your books, please	possessive adjectives: <i>my, your, etc.</i>	classroom language
10	PRACTICAL ENGLISH Episode 1 Arriving in London		
<b>2</b>			
12	<b>A</b> A writer's room	<i>a / an, plurals; this / that / these / those</i>	things
14	<b>B</b> Stars and Stripes	adjectives	colors, adjectives, modifiers: <i>very / really</i>
16	<b>C</b> After 300 feet, turn right	imperatives, <i>let's</i>	feelings
18	REVIEW AND CHECK 1&2		
<b>3</b>			
20	<b>A</b> Things I love about the US	simple present ☒ and ☒	verb phrases
22	<b>B</b> Work and play	simple present ☒	jobs
24	<b>C</b> Meeting online	word order in questions	question words
26	PRACTICAL ENGLISH Episode 2 At a coffee shop		
<b>4</b>			
28	<b>A</b> Is she his wife or his sister?	<i>Whose...?, possessive 's</i>	family
30	<b>B</b> What a life!	prepositions of time ( <i>at, in, on</i> ) and place ( <i>at, in, to</i> )	everyday activities
32	<b>C</b> Short life, long life?	position of adverbs and expressions of frequency	adverbs and expressions of frequency
34	REVIEW AND CHECK 3&4		
<b>5</b>			
36	<b>A</b> Are you the next American Idol?	<i>can / can't</i>	verb phrases: <i>buy a newspaper, etc.</i>
38	<b>B</b> Love your neighbors	present continuous	verb phrases
40	<b>C</b> Sun and the City	simple present or present continuous?	the weather and seasons
42	PRACTICAL ENGLISH Episode 3 In a clothing store		
<b>6</b>			
44	<b>A</b> Reading in English	object pronouns: <i>me, you, him, etc.</i>	phone language
46	<b>B</b> Times we love	<i>like + (verb + -ing)</i>	the date; ordinal numbers
48	<b>C</b> Music is changing their lives	review: <i>be or do?</i>	music
50	REVIEW AND CHECK 5&6		

Pronunciation	Speaking	Listening	Reading
vowel sounds, word stress	saying hello, saying goodbye	saying hello, saying goodbye – Mike and Hannah; Numbers	
/ə/, /tʃ/, /ʃ/, /dʒ/; sentence stress	<i>Where are you from? Where is it from? Where are they from?</i>	<i>Where are you from? Where is it from? Where are they from?</i> , Numbers, Song: <i>All Over the World</i>	
/oʊ/, /u/, /ɑː/; the alphabet	classroom language, an interview, real names	Classroom language; At registration	
final -s and -es; <i>th</i>	things on your desk	What's on your table?	
long and short vowel sounds	Guess the famous person		Hollywood stars—Who are they?
understanding connected speech	<i>What's the matter?</i> feelings	family vacation – the Carter family, Song: <i>Please Don't Go</i>	family vacation  American and British English – the same, but different
third person -s	State Parks, freeways, and other things I love about the US; cities		State Parks, freeways, and other things I love about the US
/ər/	in the week, on the weekend	His job, her job	Uniforms – for or against?
sentence stress	personal information; likes and dislikes	Meeting online – Kevin and Samantha, Song: <i>Somethin' Stupid</i>	
/ʌ/, the letter <i>o</i>	family relationships	Who are the people in the photos?	photographs
linking and sentence stress	typical weekday	Father & daughter – whose day is more stressful? – Amelia's day	Father & daughter – whose day is more stressful? – Nico's day
the letter <i>h</i>	The secrets of a long life	Song: <i>Who Wants to Live Forever?</i>	The secrets of a long life  Is this the typical American man?
sentence stress	<i>Do you want to be famous?</i>	Song: <i>Famous</i>	American Idol winners – Where are they now?
/tj/	noisy neighbors, <i>Spot the differences</i>	Switzerland—The sound of silence	
places in New York City	the weather and seasons; What to do in New York City	the weather and seasons	What to do in New York City
/aɪ/, /i/, and /ɪ/	<i>Reading in English</i>	A Story: <i>Sally's phone</i>	<i>Sally's Phone</i>
consonant clusters; saying the date	Favorite time	Favorite times	Favorite times
/y/	Music questionnaire	Song: <i>Lemon tree</i>	Music is changing their lives  Walla Walla, Washington – the friendly city

- c **1 17**) Here Sts recycle the country and nationality words that they have just learned in the Vocabulary Bank.

Focus on the instructions and the example. Tell Sts they will hear the name of a country and they must say the nationality.

Play the audio, pausing after each country, and elicit the nationality from the class. Then repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

**1 17**)

- 1 Mexico (pause) Mexican
- 2 Turkey (pause) Turkish
- 3 China (pause) Chinese
- 4 Germany (pause) German
- 5 South Korea (pause) South Korean
- 6 Brazil (pause) Brazilian
- 7 France (pause) French
- 8 Thailand (pause) Thai
- 9 Argentina (pause) Argentinian
- 10 Japan (pause) Japanese

- d Before Sts start, draw their attention to the **Useful phrases** box. Focus on the expressions *I think...* and *I'm not sure*. Teach / elicit their meaning and drill the pronunciation.

Then go through the **Languages** box with the class.

Put Sts in pairs or groups and give them a time limit to do questions 1–4 in the quiz.

Monitor and check that most Sts have finished before playing the audio for 5 and 6.

- 1 18**) Focus on question 5 and play the audio. Sts write the nationalities of the countries that they think the national anthem is from.

- 1 19**) Focus on question 6 and remind Sts that the word for the language is the same as the nationality. Play the audio. Sts letter the languages a–d in the order in which they think they hear them.

Check answers as a class. The pair / group with the most correct answers are the winners.

- |               |               |
|---------------|---------------|
| 1 a Peru      | 4 a Japanese  |
| b Vietnam     | b Argentinian |
| c Ireland     | c Canadian    |
| d Turkey      | d Brazilian   |
| e Iran        |               |
| 2 a the US    | 5 a Mexican   |
| b China       | b British     |
| c Russia      | c American    |
| d the UK      | d French      |
| e Japan       |               |
| 3 a Spain     | 6 a Spanish   |
| b South Korea | b Chinese     |
| c Italy       | c Turkish     |
| d Mexico      | d Russian     |

**1 18**)

- a beginning of Mexican national anthem
- b beginning of British national anthem
- c beginning of American national anthem
- d beginning of French national anthem

**1 19**)

- |                           |                           |
|---------------------------|---------------------------|
| a "I love you" in Spanish | c "I love you" in Turkish |
| b "I love you" in Chinese | d "I love you" in Russian |

## 2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

### Pronunciation notes

- The /ə/ sound occurs before or after stressed syllables and is the most common sound in English.
- /tʃ/ the letters *ch* and *tch* are usually pronounced /tʃ/, e.g., *children*, *watch*.
- /ʃ/ the letters *sh* are always pronounced /ʃ/, e.g., *she*, *shop*. The letters *s* and double *ss* are very rarely pronounced /ʃ/, e.g., only in *sure*, *sugar*, *Russian*, *passion*, and a few other words.
- /dʒ/ *j* is always pronounced /dʒ/, e.g., *Japanese*. *g* is usually pronounced /dʒ/, before *e* or *i* (e.g., *German*, *giraffe*), but is pronounced /g/ before all other consonants, e.g., *gate*, *goodbye*, and sometimes before *e* and *i*, e.g., *get*, *give*, etc.

- a **1 20**) Focus on the box about **The /ə/ sound**, and go through it with the class. Model and drill the sound.

Play the audio once for Sts just to listen.

Play it again and get Sts to repeat the sound word (*computer*, the sound /ə/), and the other words in the list.

**1 20**)

See words in Student's Book on page 6

- b **1 21**) Focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each sound and sentence for Sts to repeat. Play again if necessary.

**1 21**)

See sentences in Student's Book on page 6

- c Tell Sts to go to the **Sound Bank** on page 166. Focus on /ə/, /tʃ/, /ʃ/, and /dʒ/, and highlight the different spellings.

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

## 3 GRAMMAR verb be ☐ and ☐

- a **1 22**) Focus on the instructions and make sure Sts cover the dialogues. Play the audio, pausing after each dialogue for Sts to write the country.

Check answers.

Argentina, Australia, and the US.

# 1&2 Review and Check

There are two pages of review and consolidation after every two Files. The first page reviews the grammar, vocabulary, and pronunciation of the two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available. The second page presents Sts with a series of skills-based challenges. First, there is a reading text that is of a slightly higher level than those in the File but reviews grammar and vocabulary Sts have already learned. Then Sts can watch or listen to five unscripted street interviews, where people are asked questions related to the topics in the File. You can find these on the *Class DVD*, *iTools*, and *Class Audio* (audio only). Finally, there is a speaking challenge that measures Sts' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

In addition, there is a short documentary film available on the *Class DVD*, and *iTools* on a subject related to one of the topics of the Files. This is aimed at giving Sts enjoyable extra listening practice and showing them how much they are now able to understand.

## Test and Assessment CD-ROM

- Quick Test 2
- File 2 Test

## GRAMMAR

- |     |      |      |
|-----|------|------|
| 1 c | 6 b  | 11 c |
| 2 a | 7 c  | 12 a |
| 3 c | 8 a  | 13 c |
| 4 b | 9 b  | 14 b |
| 5 a | 10 b | 15 a |

## VOCABULARY

- a 1 from 2 to 3 in 4 at 5 off
- b 1 Read  
2 Work  
3 Stand, open  
4 Open, answer  
5 Answer, read
- c 1 file (the others are numbers)  
2 Chinese (the others are countries)  
3 France (the others are nationalities / languages)  
4 Ireland (the others are continents)  
5 sixteen (the others are multiples of ten)  
6 Italy (the others are days of the week)  
7 change purse (the others are always used in the plural)  
8 school (the others are part of a room)  
9 wallet (the others are things you read)  
10 happy (the others are negative adjectives)

- d 1 bad  
2 cheap  
3 clean  
4 short  
5 full

## PRONUNCIATION

- a 1 A 2 day 3 files 4 good 5 dangerous  
b 1 address 2 Italy 3 expensive 4 newspaper 5 thirteen

## CAN YOU UNDERSTAND THIS TEXT?

- c 1 F 2 F 3 T 4 F 5 T 6 F

## CAN YOU UNDERSTAND THESE PEOPLE?

1 74)))

- 1 c 2 a 3 b 4 c 5 a

1 74)))

- 1 A What's your name?  
B Jeanna.  
A How do you spell it?  
B J-E-A-N-N-A.  
A Where are you from?  
B I'm from LA.
- 2 A What's your name?  
B My name's Andy.  
A How do you spell it?  
B A-N-D-Y.  
A Where are you from?  
B I'm from Newcastle. It's in the North East of England.
- 3 A What's your name?  
B David.  
A How do you spell it?  
B D-A-V-I-D.  
A Where are you from?  
B I am from Paris.
- 4 A What's your name?  
B My name is Elise.  
A How do you spell it?  
B E-L-I-S-E.  
A Where are you from?  
B Chicago, Illinois.
- 5 A What's your name?  
B My name's Tiffany.  
A How do you spell it?  
B T-I-F-F-A-N-Y.  
A Where are you from?  
B I'm from Germany.







# 6A Reading in English

## Lesson plan

The goal of this lesson, apart from its grammar and lexical objectives, is to encourage Sts to begin reading, as this is a great way to consolidate and expand their knowledge of English. Sts are advised to read “Graded readers” (easy-to-read books that have been simplified according to level). Sts first look at three Starter Level Bookworm Readers, and object pronouns (*me, you, him, etc.*) are presented through the plot summaries. Sts then look at three sounds (/aɪ/, /i/, and /ɪ/) in Pronunciation. In the second part of the lesson, Sts read and listen to two extracts from *Sally’s Phone*, where they get more practice with pronouns and focus on reading skills. Finally, in Communication they talk about their general reading habits.

### STUDY LINK

- Workbook 6A

### Extra photocopiable material

- **Grammar** object pronouns: *me, you, him, etc.* page 177
- **Communicative** Memory page 223 (instructions page 202)

### Optional lead-in (books closed)

- Write **THINGS PEOPLE READ** on the board and elicit words from the class, e.g., *books, magazines, Kindles, iPads, websites, etc.* Get Sts to spell the words, and drill the pronunciation.

## 1 GRAMMAR object pronouns

- a Books open. Focus on the instructions, and the book covers and texts. Go through the questions and make sure Sts understand *gadget*.

Give Sts a minute or two to read the texts. Tell them to try to guess any new words, or ask a partner.

Set a time limit for Sts to write the initials of each book next to each question.

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

1 RR 2 DMM 3 SP 4 DMM 5 RR 6 SP

- b Focus on the highlighted words and the example. Explain that the highlighted words are object pronouns, and we use them (like subject pronouns *he, she, etc.*) because we don’t want to repeat a name or a noun.

Then give Sts a few minutes in pairs to write the relevant name or noun. Check answers.

<b>Red Roses</b>	<i>her</i> = Anna (the girl with the guitar)
<b>Sally’s Phone</b>	<i>her</i> = Sally
<b>Dead Man’s Money</b>	<i>them</i> = people

- c 3 21))) Tell Sts to go to **Grammar Bank 6A** on page 134. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

### Additional grammar notes

- Sts will be familiar with some examples of object pronouns in phrases like *I love you* or *Excuse me*.
- The main problems they may have will be with word order and mixing up subject and object pronouns, e.g., *I spoke to she*.
- You could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?*, e.g., **A** *Who wants a cup of coffee?* **B** *Me!* (NOT *I*).

Focus on the exercises for **6A** on page 135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1 it	2 him	3 them	4 us	5 her	6 them
b	1 She, it, her, us	4 He, them, them, they, me				
	2 They, me, them	5 he, them, He, it				
	3 him, her, she, him					

Tell Sts to go back to the main lesson **6A**.

### Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.
- d 3 22))) Focus on the example and tell Sts they are going to hear ten sentences and each time they must repeat the sentence, changing the object (name, person, or thing) to a pronoun.

Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Sts.

### 3 22)))

- 1 I like Anna. (pause) I like her.
- 2 I know your husband. (pause) I know him.
- 3 Can you help Jane and me? (pause) Can you help us?
- 4 I want to speak to Kenji and Maria. (pause) I want to speak to them.
- 5 I love this song. (pause) I love it.
- 6 I live near Kayla and Roberto. (pause) I live near them.
- 7 Wait for my brother and me! (pause) Wait for us!
- 8 I don’t like these shoes. (pause) I don’t like them.
- 9 Do you work with Suzanna? (pause) Do you work with her?
- 10 I see Jack every day. (pause) I see him every day.

### Extra support

- When you play the audio the first time, stop it after each pause. Elicit the object, e.g., in 1 *Anna*, then elicit the object pronoun, e.g., *her*, and finally elicit the whole sentence, e.g., *I like her*. Repeat with the other sentences. Then play the audio again for Sts to produce the sentences with object pronouns more quickly.

## 2 PRONUNCIATION & SPEAKING

sentence stress

### Pronunciation notes

- *was* and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).
- *was* and *were* tend to have a weak pronunciation in  $\boxplus$  sentences: *I was /wəz/ born in 1990. They were /wər/ famous.*
- *was* / *wasn't* and *were* / *weren't* have a strong pronunciation in short answers and  $\boxminus$  sentences: *Yes, I was /wʌz/, No, I wasn't /wʌznt/, Yes, we were /wər/, No, we weren't /wərnt/.*
- As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in 2a).
- Remind Sts that, as well as stressing one syllable more than others in multi-syllable words, we also stress certain words more than others. These are the words that carry the “message” of the sentence and are usually nouns, main verbs, adjectives / adverbs, and end position prepositions. Small words like pronouns, articles, and prepositions (not in end position) are not normally stressed. It is this mixture of stressed and unstressed words that gives English its rhythm.

- a **3 45**) Focus on the sentences and remind Sts that the words in larger font are stressed and that the underlining shows the stress within a word.

Play the audio once for Sts just to listen. Then play it again pausing after each sentence for Sts to repeat. Give further practice as necessary.

**3 45**)

See sentences in Student's Book on page 52

- b **3 46**) Tell Sts they are going to hear some sentences and questions in the simple present and they must say them in the simple past. Focus on the example.

Play the audio, pausing after each sentence / question, and elicit the simple past version from the whole class. Then repeat the activity, eliciting responses from individual Sts.

**3 46**)

- 1 I'm at home. (pause) I was at home.
- 2 He's American. (pause) He was American.
- 3 They aren't famous. (pause) They weren't famous.
- 4 It's very cheap. (pause) It was very cheap.
- 5 Where are they? (pause) Where were they?
- 6 Is she an actress? (pause) Was she an actress?
- 7 You're right. (pause) You were right.
- 8 What's his name? (pause) What was his name?
- 9 She isn't happy. (pause) She wasn't happy.
- 10 Are they expensive? (pause) Were they expensive?

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where were you?**, **A** on page 103, **B** on page 108.

Go through the instructions with them carefully. Then go through the **Useful language** box together, stressing which prepositions are used for each phrase. Model and drill the question, making sure Sts stress the underlined words / syllables, e.g. *Where were you at 9 o'clock yesterday morning?*

Sit **A** and **B** face-to-face. **A** asks **B** *Where were you at...?* and **B** answers.

When **A** has asked all his / her questions, they change roles and **B** then asks **A** *Where were you at...?*

When they have finished, quickly ask some of the questions to individual Sts to round off the activity.

### Extra idea

- You could get Sts to ask you the questions.

Tell Sts to go back to the main lesson 7A.

## 3 READING

- a Tell Sts to cover the text and focus on the photos and ask the question to the class. Elicit as much information about the people as you can, but do not confirm answers at this stage. You could write anything Sts know on the board.
- b **3 47**) Now focus on the biographies, and tell Sts to read and listen at the same time.

Play the audio once the whole way through for Sts to check their answers to **a** and to hear how to pronounce the names.

Check answers.

- 1 Marilyn Monroe
- 2 The Supremes (Mary Wilson, Diane Ross, Florence Ballard)
- 3 Thomas Edison

**3 47**)

See audio guide extracts in Student's Book on page 53

- c Give Sts time to read the texts again and answer the six questions.

Get Sts to compare with a partner, and then check answers. Make sure Sts use full sentences with the simple past of *be* in their answers.

- 1 Her mother was sick, and her father wasn't there much.
- 2 They were Marilyn Monroe's second and third husbands.
- 3 No, there weren't.
- 4 They were very talented singers.
- 5 He was a good salesperson.
- 6 His second wife was Mina Miller.

- d Now get Sts to cover the texts and to try and remember what they have read. In pairs, **A** says anything he / she can remember about the first text. **B** checks and prompts. Then they change roles for the second text. They could do text three together and check when they have finished.

# 8A A murder story

## Lesson plan

The goal of this lesson is to review all forms of the simple past, regular and irregular, through the context of a murder story. The lesson begins with the back cover information and extract from the story, which introduces the characters and several new past forms of irregular verbs. Sts then hear more of the story, this time on audio as the detective interviews the suspects. Sts then decide who they think the murderer was before hearing what actually happened. This part of the lesson will work best if you can generate and maintain suspense so that Sts want to find out who the murderer was. After the murder story there is a grammar focus pulling together and reviewing the simple past. The lesson finishes with an extended speaking activity where Sts role-play trying to break down the alibi of a robbery suspect. This lesson provides a good opportunity to encourage Sts to start reading Graded Readers if they haven't already done so, and there is an information box about this.

### STUDY LINK

- Workbook 8A

### Extra photocopiable material

- **Grammar** simple past: regular and irregular verbs page 183
- **Communicative** Simple past question time page 229 (instructions page 203)

### Optional lead-in (books closed)

- Write AGATHA CHRISTIE on the board and elicit anything Sts know about her. *Where was she from? (She was British), What kind of books did she write? (Mysteries), What always happens in her novels? (A murder), How do the police find out who the murderer is? (They question everyone.), etc.*
- Now tell Sts that they are going to read and listen to a similar murder mystery (although not an Agatha Christie one).

## 1 READING

- a Books open. Focus on the photo of the house and ask Sts a few questions, e.g. *What is it? How old do you think it is? Where do you think it is?* and elicit ideas / suggestions.

Then focus on the image of the book. Ask Sts what kind of information is usually on the back of a book (an introduction to or summary of the story), and give Sts a couple of minutes to read it.

Go through the introduction with Sts, explaining the meaning and pronunciation of *murder* /'mɜːdər/ and *country house*. Ask a few comprehension questions, e.g. *On what day does the story take place?* (On June 23),

*Who is the main character and murder victim? (Jeremy Travers), Why was June 22 an important day for him? (It was his birthday), What did he do that night? (He had dinner with his wife, his daughter, and two guests).*

Focus on the photos, and explain that they are the people who were in the house when the murder happened.

Focus on the speech bubbles and get Sts to cover the text and practice in pairs saying who everybody is in relation to Jeremy, e.g. *Who's Claudia?* (She's Jeremy's assistant). This will help Sts to remember who's who as they read / listen to the story and also reviews using the possessive 's.

Ask Sts *Who do you think the murderer is?* and elicit ideas / suggestions.

- b (4 2)) Now focus on the text again, and tell Sts that they are going to read the story and listen to it at the same time.

Play the audio for Sts to read and listen. Then set a time limit and get Sts in pairs to re-read the text together, and mark sentences 1–7 T (true) or F (false). They must also correct the false ones.

Check answers, getting Sts to say why the F sentences are false.

- 1 F (He died between midnight and seven in the morning.)
- 2 F (In the library)
- 3 T
- 4 F (They slept in separate rooms.)
- 5 F (Somebody opened and closed Jeremy's door.)
- 6 F (She got up at about 7:15.)
- 7 T

### (4 2))

"Jeremy. Jeremy! Jeremy! Oh no!" followed by the story in the Student's Book on page 60.

Deal with any vocabulary problems, e.g. *mustache*, *library* (contrast it with *bookstore*), *asleep*, but leave the new irregular verbs as Sts are about to focus on them.

- c Focus on the instructions and on the highlighted irregular verbs in the story. In pairs, Sts guess their base forms (tell them that the context will also help them).

Check answers and model and drill the pronunciation. Pay particular attention to *said* /sɛd/, which has an unexpected pronunciation, and *read* /rɛd/, which is spelled but not pronounced like the base form.

- |         |          |           |
|---------|----------|-----------|
| 2 be    | 7 go     | 12 read   |
| 3 come  | 8 sleep  | 13 get up |
| 4 say   | 9 see    | 14 have   |
| 5 speak | 10 hear  | 15 take   |
| 6 sit   | 11 think | 16 find   |