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American ENGLISH FILE

Teacher's Book

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English File 1 and *English File 2*

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Syllabus checklist

	Grammar	Vocabulary	
1			
4	A Mood food	simple present and continuous, action and nonaction verbs	food and cooking
8	B Family life	future forms: present continuous, going to, will / won't 🔍 each other	family, adjectives of personality
12	🎬 PRACTICAL ENGLISH Episode 1 <i>Meeting the parents</i>		
2			
14	A Spend or save?	present perfect and simple past	money
18	B Changing lives	present perfect + for / since, present perfect continuous	strong adjectives: exhausted, amazed, etc.
22	REVIEW AND CHECK 1&2 🎬 On the street; Short movies <i>Goodwill Industries</i>		
3			
24	A Race across Miami	comparatives and superlatives	transportation
28	B Stereotypes - or are they?	articles: a / an, the, no article	collocation: verbs / adjectives + prepositions
32	🎬 PRACTICAL ENGLISH Episode 2 <i>A difficult celebrity</i>		
4			
34	A Failure and success	can, could, be able to 🔍 reflexive pronouns	-ed / -ing adjectives
38	B Modern manners?	modals of obligation: must, have to, should 🔍 should have	phone language
42	REVIEW AND CHECK 3&4 🎬 On the street; Short movies <i>Citi bikes</i>		
5			
44	A Sports superstitions	past tenses: simple, continuous, perfect	sports
48	B Love at Exit 19	usually and used to	relationships
52	🎬 PRACTICAL ENGLISH Episode 3 <i>Old friends</i>		

Pronunciation	Speaking	Listening	Reading
vowel sounds	Food & eating Restaurants What do you think?	Food & eating Steve Anderson interview	Mood food
sentence stress, word stress, adjective endings	Family Birth order	Radio program: <i>Birth order</i> Song: <i>Our House</i>	Younger brother or only child?
the letter o	Are you a spender or a saver? Money and business	Are you a spender or a saver? – six people answer	Are you a spender or a saver? From the streets to success!
sentence stress, stress on strong adjectives	How long have you... ?	Jane's trip Helen's challenge	TV host's Amazon challenge
/ʃ/, /dʒ/, and /tʃ/, linking	Transportation – do you agree with the statements?	Top Gear Challenge Dangerous driving – a safety expert Song: <i>500 Miles</i>	Top Gear Challenge – boat, car, and plane
/ə/, sentence stress, /ðə/ or /ði/?	Who's the most talkative? Talk for two minutes about... Men & women: stereotypes or true?	Commando Dad – a discussion	Men talk just as much as women Gossip with the girls? Commando Dad
sentence stress	Topics to talk about Speaking other languages Tips for learning English	Six advanced learners of English give tips	He's only 20, but he can speak eleven languages
silent consonants, linking	<i>You and your phone</i> questionnaire Good manners? Bad manners? Not important?	the difference between Burmese and American manners Song: <i>You Can't Hurry Love</i>	Two sides to every story
/ɔɪ/ and /əɪ/	<i>Do you like sports?</i> questionnaire Telling anecdotes	Soccer referee interview Song: <i>We Are the Champions</i>	If I bounce the ball five times...
linking, the letter s	Friends discussion	Radio discussion about Facebook	Love at Exit 19

Right now / nowadays

Do you need to buy any food today?

Do you want anything to eat right now? What?

Are you taking any vitamins or food supplements right now?

Are you trying to cut down on anything 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 right.

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 **1 13**) Focus Sts' attention on sentence 1 and tell them they are going to listen to two people discussing the statement.

Play the audio once all the way through.

Get Sts to discuss in pairs who they agree with most.

Get some feedback.

1 13)

M = man, W = woman

M I agree. In most top restaurants the chef is a man. For example Mario Batali, or Marcus Samuelsson.

W I don't agree. There are many more women chefs than before in restaurants. And at home women cook much more than men.

M That's true. But I still think men are better cooks. They're more adventurous in the kitchen.

W In my opinion that's only because they don't cook every day. It's easy to be adventurous if you only cook once a week.

M I'm not sure. I know a lot of men who cook almost every day.

W I think it depends.

- b **1 14**) Tell Sts that they are going to give their opinion about the various topics related to food in sentences 2–6. Focus on the **Useful language: Giving your opinion (1)** box and play the audio once all the way through for Sts to listen to all the phrases.

1 14)

See phrases in Student Book on page 7

Elicit / explain what the phrases mean.

Play the audio again, pausing after each phrase for Sts to listen and repeat, getting them to copy the stress and intonation.

- c Focus on the instructions, and divide Sts into groups of three if possible. Give them enough time to think of reasons and examples for each statement.

Monitor while Sts are debating and encourage them to use the phrases for giving their opinion. Don't overcorrect, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback.

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 that 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, which 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.

Testing program CD-ROM

- Quick Test 2
- File Test 2

GRAMMAR

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

VOCABULARY

- a 1 duck (The others are seafood.)
 2 crab (The others are meat.)
 3 beet (The others are fruits.)
 4 raspberry (The others are vegetables.)
 5 chicken (The others are ways of cooking.)
- b 1 dishonest
 2 generous
 3 unselfish
 4 lazy
 5 talkative / loud
- c 1 waste
 2 inherit
 3 earn
 4 borrow
 5 save
- d 1 exhausted
 2 starving
 3 freezing
 4 filthy
 5 furious
- e 1 out 2 out 3 on 4 back 5 out

PRONUNCIATION

- a 1 steak 4 tiny
 2 money 5 worth
 3 account
- b 1 salmon 4 delicious
 2 invest 5 sensible
 3 immature

CAN YOU UNDERSTAND THIS TEXT?

- a It changed after he had a very bad accident
 b 1 DS 2 T 3 F 4 DS 5 F 6 T

CAN YOU UNDERSTAND THESE PEOPLE?

1 54)))

- 1 b 2 c 3 c 4 a 5 b

1 54)))

Max
I = interviewer, M = Max
I What do you like eating when you're feeling a little down?
M Brownies. I love brownies—chocolate brownies. My sister would always make these brownies, and she would let me eat them—and they sent some to me a little while ago, and they were just fantastic.
I Does it make you feel better?
M Oh, absolutely. They're great. Sometimes I give them to other people who aren't feeling so good, and they feel better, too.

Andrew
I = interviewer, A = Andrew
I How often do you eat out?
A Lately I've been eating out a lot, but I try not to eat out to save money.
I What kind of places do you go to?
A I like any kind of Asian food, and steak is good, but it's kind of expensive.
I Why do you like these kinds of restaurants?
A I like them because they're different. I like to cook, and the food is different from the things that I know how to make.

Samantha
I = interviewer, S = Samantha
I Do you have brothers and sisters?
S I do. I have one younger brother. And he's 16 years old.
I How well do you get along with him?
S Ooh, sometimes I get along better with him depending on how much time we spend together.

Zenobia
I = interviewer, Z = Zenobia
I Are you a spender or a saver?
Z I'm a very big spender.
I Can you give examples?
Z Bags. I have a weakness for bags. I love designer bags, and when I see something in the shops which is on sale, and it's half price or reduced, all my savings for the last three months will go on that item. So bags is a weakness – bags, bags, bags.

Skylar
I = interviewer, S = Skylar
I Have you ever taken part in a charity event?
S I have. I have been a captain at the Relay for Life event in my home state in Kentucky in America, and we raised money for cancer patients.
I How much money did you raise?
S I have raised \$15,000 in total.

5A

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	had trained	6	was playing
2	was driving	7	had stopped
3	cleaned	8	hadn't lost
4	started	9	was raining
5	hadn't scored		
b			
1	happened, were driving		
2	cheered, blew		
3	didn't recognize, had changed		
4	stopped, wasn't wearing		
5	weren't listening, was talking		
6	couldn't, hadn't snowed		
7	weren't able to, hadn't booked		
8	got, had taken off / took off		

Tell Sts to go back to the main lesson 5A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or review.

- e Focus on the photo, the task, and text, and ask Sts if they know what happened.

Then tell them to read the text once all the way through, and then to go back and fill in each blank with the verb in parentheses in the right tense.

Give Sts time to fill in the blanks.

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

2	were playing	7	had scored
3	was	8	said
4	scored	9	scored
5	protested	10	won
6	gave		

7 SPEAKING

- a Focus on the instructions and make sure Sts understand what an anecdote is (an informal true story about something that happened to you).

Give Sts time to choose which two topics they are going to talk about and to plan the stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

Extra idea

- Tell Sts that one anecdote should be true and the other invented. A then tells both his / her anecdotes one after the other and B must decide which one is true. They then change roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

- b Focus on the **Starting an anecdote** box and go through it with Sts.

Put Sts in pairs (or threes). A should start by telling his / her first anecdote and B should ask questions. B then tells his / her first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much as the aim here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

Extra idea

- Tell Sts to look back at the language for reacting to what people say in **Practical English Episode 1** on Student Book page 13. Encourage them to use this language when they listen to the anecdotes.

If Sts are enjoying the activity (and you have time), you could get them to change partners and tell their stories again.

8 WRITING telling a story

Tell Sts to go to **Writing Telling a story** on page 116.

- a Focus on the instructions and give Sts time to read the story and answer the questions.

Check answers.

They got lost because her husband followed the instructions given by the GPS, which sent them in the wrong direction.
They left their dog under the table in the cafe on the road.

- b Focus on the instructions and the connecting words or phrases in the list.

Give Sts time to read the story again and fill in the blanks.

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

2	when	6	because
3	instead of	7	as soon as
4	but	8	although
5	So		

- c Focus on the **Useful language: getting lost** box and go through it with Sts.

Now tell Sts they are going to write about a trip when they got lost. If Sts can't think of a trip, they can invent one.

Focus on the plan and go through it with Sts.

Sts should write three paragraphs as in the model, and use the **Useful language** box to help them.

You may like to get Sts to do the writing in class or you could assign it as homework. If you do it in class, set a time limit for Sts to write their description, e.g., 15–20 minutes.

- d Sts should check their work for mistakes before turning it in.

Tell Sts to go back to the main lesson 5A.

2 PERMISSION AND REQUESTS



- a **3 26**) Focus on the photos and ask Sts some questions, e.g., *Where is Rob? Who is he talking to?*, etc.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once all the way through and then check the answer.

He asks Jenny to meet his friend, Paul, at the airport and to take him back to his apartment.

3 26)

(script in Student Book on pages 126–127)

J = Jenny, M = Monica, R = Rob, W = waiter

- R** Do you mind if I join you?
M Of course not. Come on, sit down.
R Thank you.
M I have to leave in a minute anyway.
R Could I have a large latte, please?
W Of course.
J Rob, this is Monica.
M Nice to meet you, Rob.
R You too, Monica. You know, Jenny talks about you a lot. And I've seen college photos of you two together. At Jenny's parents' house.
J Of course you have. My dad's photos.
R You've hardly changed at all.
M What a nice man! I can see why you like him, Jenny. The perfect English gentleman.
W Your latte.
R Oh, thanks. Can you pass the sugar?
J Sure.
M Sorry guys, but I have to go.
R You're sure I haven't interrupted anything?
M Not at all. It's just that I have to meet someone. But let's get together very soon.
J We will!
M Bye, Rob. Nice meeting you.
R Bye.
J Bye. Talk soon!
R She seems like a happy person.
J She is, especially right now – she's getting married.
R That's fantastic news!
J Yeah, it is. I guess we're at that age now, when most of our friends are settling down and getting married.
R Yeah... Oh, speaking of friends, I want to ask you a favor. Is it OK if we change our plans a bit this week?
J Uh... sure. What's up?
R I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university and he's traveling around the States at the moment. Anyway, he's arriving in New York this evening and uh... I've invited him to stay for the week.
J Cool! It'll be fun to meet one of your old friends! What's he like?
R Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
J Well, I'm looking forward to meeting him.
R Just one other thing. Could you do me a big favor? I have to work late this evening, so... would you mind meeting him at the airport?
J Not at all. I'd like to meet him.
R And do you think you could take him to my flat? I'll give you the keys.
J No problem, Rob.
R Thanks so much, Jenny. You're a real star.

- b Focus on sentences 1–8. Go through them with Sts and make sure they understand them.

Now play the DVD or audio again all the way through and get Sts to mark the sentences T (true) or F (false). Remind them to correct the false ones.

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

- 1 F (He orders a **large latte**.)
- 2 F (He says she **hasn't changed**.)
- 3 T
- 4 F (She needs **to meet someone**.)
- 5 F (She says that most of their friends are **getting married**.)
- 6 F (He is going to stay for a **week**.)
- 7 F (He used to be a **little wild**.)
- 8 T

Extra support

- If there's time, you could get Sts to listen again with the script on pages 126–127, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- c **3 27**) Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the DVD or audio again and get Sts to fill in the blanks.

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

See words in **bold** in script 3.27

3 27)

Asking permission

- 1
R Do you **mind** if I join you?
M Of **course** not. Come on, sit down.
- 2
R Is it **OK** if we change our plans a bit this week?
J Uh... sure.

Requests: asking someone to do something

- 1
R **Can** you pass the sugar?
J **Sure**.
- 2
R Could you do me a big **favor**? I have to work late this evening, so... would you mind **meeting** him at the airport?
J **Not** at all. I'd like to meet him.
- 3
R And do you think you **could** take him to my flat? I'll give you the keys.
J No **problem**, Rob.

- d Tell Sts to focus on the highlighted phrases and answer the questions.

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

- 1 Of course not. Not at all.
- 2 *Could you...?* and *Would you mind...?*

- e **3 28**) Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing for Sts to listen and repeat.

3 28)

See highlighted phrases in Student Book on page 53

Then repeat the activity, eliciting responses from individual Sts.

5&6 Review and Check

For instructions on how to use these pages see *page 40*.

Testing Program CD-ROM

- Quick Test 6
- File 6 Test

GRAMMAR

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

VOCABULARY

- a 1 lips / mouth
2 eyes
3 nose
4 hands
5 teeth
- b 1 beat
2 court
3 get injured
4 scored
5 go
- c 1 close
2 common
3 touch
4 got
5 fiancé
- d 1 soundtrack
2 subtitles
3 special effects
4 star
5 scene
- e 1 out
2 at
3 up
4 about
5 on

PRONUNCIATION

- | | | |
|-------------|--------------|-------------|
| a 1 couple | 3 eyes | 5 shoe |
| 2 taste | 4 doctor | |
| b 1 referee | 3 spectators | 5 colleague |
| 2 review | 4 director | |

CAN YOU UNDERSTAND THIS TEXT?

- 1 b 2 a 3 c

CAN YOU UNDERSTAND THESE PEOPLE?

3 49)))

- 1 b 2 a 3 c 4 b 5 b

3 49)))

Andrew

I = interviewer, A = Andrew

- I** Do you prefer playing sports or watching them?
A I prefer playing sports rather than watching them.
I What sports do you play?
A I play soccer, basketball, lacrosse, volleyball, frisbee, golf. Anything, really.
I What sports do you like watching the most?
A I prefer playing sports to watching it. But if I am watching sports, I like soccer or women's volleyball.
I Why?
A They're very interesting team sports.

Adrian

I = interviewer, A = Adrian

- I** Do you know anyone who has gone out with someone they met on the Internet?
A Yes, I do. I know of a couple of people.
I How did it work out?
A One person, an old friend of mine, it didn't work out that well because the person I think looked better on the Internet than they did in real life. And the second person, they went on and got married, so I think it can work well.

Ryder

I = interviewer, R = Ryder

- I** Have you ever cheated on an exam?
R Yes, many.
I How did you cheat?
R Oh, I've used all different types of techniques. Sometimes I've written things on my palm, other times I've just put a book on my lap, sometimes I've put answers on my cell phone, but it was only for subjects that I really didn't like and I knew that would never have anything to do with my career, so I didn't feel bad about cheating on a math test.
I Were you caught?
R I don't think I've ever been caught, no. I'm really good at it.

Helen

I = interviewer, H = Helen

- I** What's your favorite movie of all time?
H My favorite film is *Dirty Dancing*.
I How many times have you seen it?
H Probably about 25.
I Why do you like it so much?
H Because it has romance, it has dancing, which I like, and it has nice, good-looking men.

Rebekah

I = interviewer, R = Rebekah

- I** Do you have a profile photo?
R I do, yes.
I What is it?
R It's a photo of me and my four siblings at my sister's wedding a few weeks ago making silly faces.
I Why did you choose it?
R I chose it because I think it really captures the sense of fun my siblings and I have together and the way we like to be silly and goof off.

PRACTICAL ENGLISH

Episode 4 Boys' night out

Lesson plan

In the fourth episode the main functional focus is on expressions for making and responding to suggestions.

In the first scene, Rob and Paul are playing pool and reminiscing about old times. Paul thinks that Rob has changed a lot and is becoming very "American," which he believes is due to Jenny. In the next scene, Jenny joins them for a meal, and they then decide what they are going to do. They can't agree and in the end Paul and Rob decide to go to a concert Kerri (from Episode 2) is doing, and Jenny, pretty upset, calls Monica and goes to see her. The last scene takes place in the office. Jenny is at work and ready for a meeting with Don, but Rob calls to say that he doesn't feel well and isn't going to make it.

STUDY LINK

- **Workbook** Boys' night out

Testing Program CD-ROM

- **Quick Test 7**
- **File 7 Test**

Optional lead-in (books closed)

- Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g., ask them *Who is Monica? What is her big news? Whose friend is Paul? What do Rob and Paul do at the end of the episode?, etc.*
- Alternatively, you could play the last scene of Episode 3.

1 ROB AND PAUL CATCH UP

- a **4 26**)) Books open. Tell Sts that this is the following day to the previous episode, after work. Focus on the photos and elicit what Sts think is happening. Elicit / teach *pool* (the game they are playing).

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once all the way through and then check the answer.

He clearly doesn't like her and implies that she is bossy / controlling.

4 26))

(script in Student Book on page 128)

P = Paul, R = Rob

- P** Bad luck, mate.
R Nice shot.
P I've had years of practice.
R You used to play pool a lot at university.
P You did, too.
R Yeah. I don't really have the time anymore.
P Or anybody to play with?... So what do you do in your free time?
R The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny...
P Tch. Your turn. Don't blow it.
R What is it?
P I was just thinking about you.
R What about me?
P Do you remember the great times we had at uni? You had such crazy hair – the last time I saw you it was blond!
R Don't remind me.
P Those were the days. But look at you now with your girlfriend and your nine-to-five job. If you don't come back to London soon, you'll become an all-American boy!
R Come off it.
P It's true! I mean, just look at that shirt.
R What's wrong with my shirt?
P You look like a businessman! Did you buy it?
R Me? No. It was... it was a present from Jenny.
P I thought so.
R What does that mean?
P Well, it's Jenny's taste.
R Yes, and I really like it.
P Jenny seems to know what she wants – and she probably gets it.
R That's one of the things I like about her... Terrible.
P You said it.
R Sorry, Paul. We've got to go.
P Oh come on, Rob. We haven't even finished the game.
R Another time. Jenny's waiting for us.
P Jenny. Right.

- b Focus on sentences 1–6. Go through them with Sts and make sure they understand them.

Now play the DVD or audio again all the way through and get Sts to mark the sentences T (true) or F (false). Remind them to correct the false ones.

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

- 1 T
- 2 F (He **doesn't** have time. / His job keeps him busy.)
- 3 T
- 4 T
- 5 F (**Jenny** gave Rob the shirt he's wearing.)
- 6 T

Extra support

- If there's time, you could get Sts to listen again with the script on page 128, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.