

STARTER

American ENGLISH FILE

Teacher's Book

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with Margaret Brooks

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Syllabus checklist

	Grammar	Vocabulary	
1			
4	A Hello!	<i>verb be: I and you</i>	numbers 0–10; days of the week
6	B Where are you from?	<i>verb be: he, she, it</i>	countries
8	PRACTICAL ENGLISH How do you spell it? 🎥 People on the street		
2			
10	A We're Canadian	<i>verb be: we, you, they</i>	nationalities
12	B What's his number?	<i>Wh- and How questions with be</i>	numbers 11–100; personal information
14	REVIEW AND CHECK 1&2 🎥 Short movies <i>Friends</i>		
3			
16	A What's in your bag?	<i>a / an;</i> <i>singular and plural nouns</i>	small things
18	B Is that a hat?	<i>this / that / these / those</i>	more small things
20	PRACTICAL ENGLISH How much is it? 🎥 People on the street		
4			
22	A Family and friends	<i>possessive adjectives;</i> <i>possessive s</i>	people and family
24	B That's a cool car!	<i>adjectives</i>	colors and common adjectives
26	REVIEW AND CHECK 3&4 🎥 Short movies <i>A souvenir shop</i>		
5			
28	A A bad hair day	<i>simple present: I and you</i>	common verbs 1
30	B What do you have for breakfast?	<i>simple present: we, you, they;</i> <i>Wh- questions</i>	food and drink
32	PRACTICAL ENGLISH What time is it? 🎥 People on the street		
6			
34	A He speaks English at work	<i>simple present: he, she, it</i>	jobs and places of work
36	B Do you like mornings?	<i>adverbs of frequency</i>	a typical day
38	REVIEW AND CHECK 5&6 🎥 Short movies <i>The life of a chef</i>		

Pronunciation	Speaking	Listening	Reading
word stress; /h/, /aɪ/, and /i/	introducing yourself	people introducing themselves	
sentence stress; /ɪ/, /oʊ/, and /ɛ/	<i>Guess the countries</i>	Can you hear the difference?	
word stress; /f/ and /tʃ/	nationalities	understanding a dialogue	on the train
saying phone numbers; sentence stress	<i>Personal information</i>	conversations between friends; Can you hear the difference?	
/z/ and /s/; plural endings	things in your bag <i>Memory game</i>	understanding short conversations	
/ð/ and /æ/	things in the classroom	at a souvenir stand	
/ə/, /ʌ/, and /ɔːr/	talking about your family or friends	understanding a dialogue Song: <i>You're the First, the Last, My Everything</i>	What car? Men and women are different
/ɒ/, /ɑːr/, and /ɔːr/	talking about dream cars		
/h/, /w/, and /v/; linking	talking about your lifestyle <i>A new haircut</i>	understanding a longer conversation Song: <i>I Want to Break Free</i>	
word stress; /tʃ/, /dʒ/, and /g/	a food questionnaire	an interview about food	breakfast around the world
third person -s; word and sentence stress	talking about people who work	understanding a dialogue	English: The Language of Business
sentence stress	questionnaire: Do you like mornings?	an interview Song: <i>Wonderful Tonight</i>	A Day in the Life of Simon Cowell

- 3 She's from Korea.
- 4 Is he from Spain? Yes, he is.
- 5 Is she from Mexico? No, she isn't.
- 6 Where is he from? He's from Vietnam.

3 PRONUNCIATION sentence stress;

/ɪ/, /oʊ/, and /ɛ/

Focus on the information in the box. Write the sentences on the board, underlining the words *Where*, *from*, and *Canada*. Read the sentences in a natural way, but with clear stress on the underlined words or syllables. Highlight the points in the **Pronunciation notes**. You may want to use L1 here.

Pronunciation notes

- In English, the words that carry the important information are said more strongly than others. E.g., in *Where is he from?*, *where* and *from* are pronounced more strongly than *is* or *he*. *Where* and *from* are important to understanding the question. In the answer, *He's from Canada*, *Canada* is stressed because it is the answer to the question.
- To understand English, you need to listen for important stressed words. To pronounce well, with a good rhythm, Sts need to stress these words themselves. Obviously the ability to do this will improve with time and is not some Sts can pick up immediately.

- a **1 22**) Play the audio once for Sts to listen. Tell Sts to focus on the boldfaced words. Play the audio again and get them to repeat the questions and answers in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly.

Extra idea

- Get Sts on one side of the classroom to repeat the question in chorus. Then have Sts on the other side repeat the answer. Then repeat, reversing roles.

1 22

- 1 **A** Where are you from?
B I'm from England.
- 2 **A** Is she from China?
B No, she isn't.

- b **1 23**)

Tell Sts to look at the sentences they wrote for exercise 2g. Play the audio and get Sts to repeat the sentences in chorus.

Extra challenge

- Before playing the audio, get Sts to underline the words in exercise 2g that they think will be stressed. Then have them listen to check the answers.

1 23

- 1 Is she from Brazil? No, she isn't.
- 2 It's from Peru.
- 3 She's from Korea.
- 4 Is he from Spain? Yes, he is.
- 5 Is she from Mexico? No, she isn't.
- 6 Where is he from? He's from Vietnam.

Pronunciation notes

- It is not unusual in English for one sound to be spelled in different ways. E.g., *England* has the /ɪ/ sound even though it is spelled with an *e*.
- In English, the sound of the letter *o* in *phone* is actually a combination of the two sounds /o/ + /ʊ/. This makes the English *o* sound longer than the sound of the same letter in some other languages.

- c **1 24**) Focus on the sound picture *fish*, and write the word on the board. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the word after *fish*. Remind Sts that the pink letters are the /ɪ/ sound. Play the audio pausing after each for Sts to repeat.

Repeat the process above for *phone* and *egg*.

If either of these sounds is difficult for your Sts, you may want to model them yourself so that Sts can see your mouth position.

Play the audio for Sts to listen. Then play it again, pausing for Sts to listen and repeat.

1 24

fish	/ɪ/	it, six, isn't	Brazil	England
phone	/oʊ/	hello, no,	photo, go	
egg	/ɛ/	Mexico,	seven,	let's, ten

- d **1 25**) Focus on the sentences, and play the audio for Sts to listen. Then play the audio again for Sts to repeat.

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

1 25

It's six in Mexico.
Hello! Let's go!
Adele's concert is at seven.

4 LISTENING & SPEAKING

- a **1 26**) This section gives Sts practice in distinguishing aurally between *he* and *she* and then trying to make the distinction themselves. Depending on your Sts' nationality, many Sts will find this quite tricky.

Focus on the sentences. Play the audio for Sts to hear the difference between the sentences.

1 26

- 1 Is he from Japan?
Is she from Japan?
- 2 She's from Canada.
He's from Canada.
- 3 Where's he from?
Where's she from?
- 4 It's from Portugal.
He's from Portugal.
- 5 She's in my class.
He's in my class.
- 6 Where is he?
Where is she?

- b **1 27**) Focus on the sentences in exercise a again. Explain that Sts are going to hear only one of the sentences, and they have to write a checkmark next to the one they hear.

f Get Sts to turn to the listening script on p.87 and go through the dialogues line by line, eliciting and explaining any other words or phrases Sts don't understand, e.g., *Is a credit card OK? Sure, A one-way ticket to Bristol, please. Have a good trip.*

Extra support

- Get Sts to practice the dialogues in pairs. Before they start, play the audio again and get Sts to listen and repeat the dialogues.

2 PRONUNCIATION /ʊr/, /s/, and /k/

Pronunciation notes

- Point out that the pronunciation of the /ʊr/ sound in *tourist* tends to vary a lot among English speakers. However, it is not a sound that is likely to cause comprehension issues for learners when speaking with others.
- The aim of the section on /s/ and /k/ is to help Sts with two pronunciations of the letter c.
- You might like to highlight the following sound-spelling rules.
 - eu is usually pronounced /yʊ/ but it is not a common vowel combination.
 - the letter c is pronounced /s/ before the vowels e and i, e.g., *center, city, rice*.
 - The letter c is pronounced /k/ before consonants and before the letters a, o, and u, e.g., *class, cat, computer, cup*.

a **2 12**) Focus on the sound picture *tourist*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *tourist*. Remind Sts that the pink letters are the /ʊr/ sound. Play the audio pausing after each word for Sts to repeat. Repeat for the other two sounds and words. You might want to explain the meaning of *sure* and *tour* to students. *sure* = to know something or that you are right; *tour* = a visit to different places on a trip.

2 12)

tourist	/ʊr/	euro, Europe, sure, tour
snake	/s/	cent, pence, city, price
keys	/k/	coffee, Canada, credit card

b **2 13**) Focus on the sentences and play the audio for Sts just to listen. Then play the audio for Sts to listen and repeat.

2 13)

Euros are money in Europe.
The price is six dollars and sixty cents
How much is a cup of coffee in Canada?

3 BUYING A COFFEE

a **2 14**) Focus on the menu and answer any questions about vocabulary. Point out that the words used for different kinds of coffee drinks, *espresso*, etc., are actually Italian. If possible, show pictures of the different foods, *brownies*, *muffins*, and *cookies*.

Model the words and ask Sts to underline the stressed syllable. Then drill the words in chorus and individually.

Tell Sts to cover the dialogue and focus on the menu. Explain that they have to circle the items that the woman asks for. Play the audio once or twice for Sts to circle the items the woman asks for.

The woman asks for a regular cappuccino and a chocolate brownie.

2 14)

(audioscript in Student Book on p.87)

M = Man, W = Woman

- M** Welcome to City Coffee.
W Hi, a coffee and a chocolate brownie, please.
M What kind of coffee? Espresso, Americano, cappuccino, or latte?
W A cappuccino, please.
M Regular or large?
W Regular. How much is it?
M Six dollars and twenty cents, please.
W Here you are.
M Thanks. And here's your change.

b Focus on the dialogue and the instructions. Put Sts in pairs and give them time to think about what the missing words are, but tell them not to write them yet. Then play the audio again for Sts to complete the missing words.

Check answers by playing the audio again and pausing after each answer.

1 coffee 2 please 3 large 4 How 5 Here

Go through the dialogue line by line eliciting / explaining any words or phrases Sts don't know. Explain that people sometimes just say what they want without an introductory phrase like *Can I have...?* or *I'd like...* This is especially true in fast food restaurants or coffee shops where customers order before they sit down.

c **2 15**) Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio.

Put Sts in pairs and assign roles. Give Sts time to practice the dialogue and then tell them to switch roles. Monitor and correct any pronunciation mistakes.

d Focus on the instructions and the example. Demonstrate the activity by asking *How much is a regular espresso? (a dollar eighty | one dollar and eighty cents)*. Ask individual Sts two or three more questions. Explain that *regular* and *large* are adjectives and have to go before the noun. Drill the pronunciation of these words.

Model and drill the question *How much is a regular latte?* in chorus and individually. Then get Sts to ask you the prices of some items from the menu.

Put Sts into pairs and give them time to ask and answer questions about prices. Monitor and help. Make a note of any problems and correct any general mistakes on the board afterwards.

e Focus on the instructions. Demonstrate the activity with a strong student. The student is the waiter and you order a different coffee and a different food item.

Put Sts in pairs and assign roles. Give them time to practice the dialogue ordering different coffees and foods. Monitor and help.

f Have the Sts work in the same pairs and switch roles.

7A

Life at the end of the world

Lesson plan

In this lesson, Sts focus on word order in questions. The context for presenting the grammar is an interview with a woman who works for the Department of Tourist Information in the town of Ushuaia in the south of Argentina. Ushuaia is very close to Antarctica. She talks about what it is like to live in a town that has 19 hours daylight in the summer but is dark most of the day in winter. In Vocabulary, Sts learn some more common verbs, and the pronunciation focus is on three more vowel sounds, /ɛr/, /ɑ/, and /aʊ/, and the /y/ sound. The lesson builds up to a speaking activity where Sts use the grammar and vocabulary to talk about what they do in their free time.

STUDY LINK

- Workbook 7A

Extra photocopiable activities

- **Grammar** word order in questions p.141
- **Communicative** Find the people p.178. (instructions p.158)

Optional lead-in (books closed)

- Write the following information about yourself on the board:
 - 1 the town where you live
 - 2 your occupation (teacher)
 - 3 the time you get up in the morning (e.g., at 7:00 a.m.)
- Tell Sts they have to ask the right questions for the answers on the board. Demonstrate the activity by pointing to the name of the town and eliciting the question *Where do you live?*
- Put Sts in pairs and give them a few minutes to decide on the questions.
- Elicit the questions from individual Sts by pointing to the answers on the board.

- 1 Where do you live?
- 2 What do you do?
- 3 What time do you get up in the morning?

1 READING

- a Books open. Focus on the instructions and the photos of Ushuaia. Elicit the meaning of *winter* and *summer*. Then write the words on the board and underline the stress (winter, summer).

Ask Sts *Who prefers the winter?* and get a show of hands. Do the same for the summer to find out which is more popular.

- b Focus on the introduction to the article, and the two questions. Give Sts time to read it and answer the questions with a partner.

Check answers, and explain / elicit / demonstrate the meaning of *city*, *south*, *Argentina*, *Antarctica*, *light*

(opposite = *dark*), *hours* /'aʊərz/. Model and drill the pronunciation.

! There are two high numbers in the text: 65,000 and 200,000. Sts will hear the numbers, but they don't need to say them. If Sts ask, you could explain quickly that the word used for these numbers is *thousand*. In this book, Sts only learn how to say numbers 1–100. Saying high numbers is taught in *American English File 1*.

- 1 It's in the south of Argentina.
- 2 In the winter it is light for only six hours. In the summer it is light for 19 hours.

- c First focus on the photo of Griselda Rodriguez and read the information about her aloud to the class. Show Sts that the questions are missing from the interview.

Focus on the instructions for exercise c and go through the questions, dealing with any new vocabulary, e.g., mime the meaning of *cold*.

Focus on the interview again and the first question, which has been done. Now tell Sts to read the interview and write 2–7 in the boxes next to the questions. Give Sts time to read the interview and match the questions to the answers. Get them to compare answers with a partner.

- d 3 10)) Play the audio once for Sts to check their answers. Pause after Griselda answers the second question, and elicit the question. Then get Sts to write the question in the blank in the interview. Check the meaning of any new vocabulary in Griselda's answer. Repeat with the other questions and answers.

! Check that Sts notice that the months for summer and winter in Argentina, which is south of the Equator, are different from those for countries in the northern hemisphere. Ask if the summer and winter in their country is the same or different.

7 6 3 1 5 4 2

3 10))

N = Narrator, I = Interviewer, G = Griselda

N Ushuaia is a city of 65,000 people in the south of Argentina. It is very close to Antarctica, and a lot of tourists go there from Ushuaia by boat. In the winter, it is light for only six hours. In the summer, it is light for 19 hours, and people go to bed very late. Griselda Rodriguez is from Ushuaia. She works for the Department of Tourist Information.

I Do a lot of tourists come to Ushuaia?

G Yes, they do. About 200,000 tourists a year visit our city.

I When do they usually come?

G We have tourists all year, but our high season is in the summer, from October to March. People also come in the winter, in July and August.

I Is the winter very cold?

G Yes, it's cold. The temperature is usually about 1°C.

I What do people do in the winter?

G People do different activities. They ski and snowboard in the mountains, and they go ice skating. They take boat trips and see birds, sea lions, and other animals. But some people just stay inside and watch TV or play computer games.

I What do people do in the summer?

- c Have Sts work in pairs and answer the questions. Check answers.

1 February 2 May 3 January, June, July
4 September, October, November, December

2 ORDINAL NUMBERS

- a Focus on the quiz and give Sts a minute or two to read the quiz, but tell them not to answer the questions at this point.

Tell Sts to look at the words in **bold**. Focus on *first* (question 1) and elicit / explain that it is the ordinal number for the number *one*. Do the same for *second* and *third*. Then show Sts that from then onward, the ordinal number is the normal number + *th*. Highlight that these numbers are called *ordinal* numbers because they tell us the *order* of something.

Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.

Check answers.

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

Tell Sts to cover the quiz. Write the number 1 on the board and elicit the corresponding ordinal number (*first*). Do the same for 2–9.

- b Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.127.

3 22)) Focus on part 2, **Ordinal numbers** and the instructions for a. Play the audio and get Sts to repeat the words in chorus. Replay the audio as necessary. You may want to model and drill some of the trickier ones yourself, e.g., *fifth* /fɪfθ/, *eighth* /eɪθ/, and *twelfth* /twelfθ/.

3 22))

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth

Highlight that:

- we put the two small letters after the number to distinguish it from a normal (cardinal) number, e.g., *first* > *1st*. Remind Sts again that two letters are the last two letters of the ordinal number.
- first*, *second*, and *third* are irregular in that they are completely different in form from the cardinal numbers *one*, *two* and *three*.

—all the other ordinals are formed by adding *th* to the cardinal number, pronounced /θ/.

—the following ordinals are slightly irregular in their full written form:

fifth /fɪfθ/ (compare with ordinal, *five*)

eighth /eɪθ/ (compare with ordinal, *eighth*)

ninth /nainθ/ (compare with ordinal, *nine*)

twelfth /twelfθ/ (compare with ordinal, *twelve*)

3 23)) Now go to b. Point out that we say *twenty-first*, *twenty-second*, *twenty-third* NOT ~~*twenty-oneth*~~, ~~*twenty-twoth*~~, ~~*twenty-threeth*~~. Give Sts time to practice saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having and focus on these when Sts finish. Play the audio and get Sts to repeat the words in chorus. Replay the audio as necessary.

3 23))

twenty-first
twenty-second
twenty-third
twenty-fourth
twenty-fifth
twenty-sixth
twenty-seventh
twenty-eighth
twenty-ninth
thirtieth
thirty-first

Tell Sts to go back to the main lesson PE7.

Pronunciation notes

- *th* can only be pronounced in two ways – as in **thumb** /θʌm/ / or /ð/ as in **mother** /ˈmʌðər/ – and there are no easy rules to give Sts. It is hard for many Sts to produce either sound correctly, and depending on their nationality they tend to pronounce *th* as /d/, /z/, or /s/.
- It might help if you show your Sts that both sounds are made by touching the tip of your tongue very lightly against the tips of your top teeth, with the tongue protruding slightly between the teeth. However, the /θ/ sound in **thumb** is **unvoiced**, while the /ð/ sound in **mother** is **voiced** (For the difference between **voiced** and **unvoiced** sounds see **Pronunciation notes** in 3A, p.34.). If Sts voice the *th* sound, they should feel a vibration in their throat.
- Mispronouncing *th* as /θ/ when it should be /ð/ does not usually cause communication problems. The priority is to help Sts to make an approximation of the *th* sound. However, it is worth making Sts aware of the two pronunciations of *th* and encouraging them to try to hear the difference, even if they find it very difficult at first to make these sounds.

- c 3 24)) Play the audio for Sts just to listen to the two sounds.

Now focus on the sound picture **thumb** and play the audio for Sts to listen and repeat the word and the sound /θ/. Then pause the audio.

g **3 48**) Now tell Sts they are going to hear whether Kim and Matt decided to stay in this hotel or not. Play the audio once for Sts to answer the question *Do Kim and Matt decide to stay at the hotel? Why (not)?*

Get Sts to compare their answers in pairs and then play the audio again for them to check the answer.

Kim and Matt decide to stay at the hotel. When Matt hears that the hotel is very cheap, in addition to having a restaurant and a swimming pool, he says yes.

Ask Sts for a show of hands in answer to the question *Do you like the hotel?* Then ask a few Sts with each opinion to say *Why (not)*.

3 48)
 (audioscript in Student Book on p.89)
K = Kim, M = Matt
K So, do you like it?
M Uh... I don't know. There isn't electricity at night, and there isn't a TV.
K Yes, but there's a pool, there's a restaurant, and it's in the park.
M Well, how much is it?
K Oh, it's not very expensive. Actually, it's cheap!
M Really? Then I like it. Let's stay there!

3 READING

a Focus on the photos and the title. Establish that the photos show three amazing hotels. Now focus on paragraphs **A**, **B**, and **C**. Set a short time limit and tell Sts to read them and match them to the photos. Remind them to focus on the words they know, and try to guess the meaning of new words.

Check answers.

A - 3 B - 1 C - 2

b Focus on the instructions and the sentences. Give Sts time to read them. Deal with any unfamiliar words in the texts and sentences, e.g., *hot tub, take off, land, fly, mattress, ground, traditional, views*.

Focus on the first sentence (*There's a kitchen in the room.*) and elicit the correct hotels (A and C). Give Sts time to read the information about the three hotels again and check the boxes.

Get Sts to compare their answers in pairs and then check answers.

1 A and C 2 B 3 B and C 4 A, B, and C 5 B 6 A and C

Extra challenge

- Have Sts work in pairs to write trivia questions about the hotels using *Is there* and *Are there* questions. (e.g., *Are there four TVs in the airplane hotel? Is there a spa at the Hobbit Hotel?*) Then Sts close books and quiz another pair. The pair who answers the most questions correctly wins.
 - c Do this as an open class question and elicit opinions about the three hotels. You could find out which hotel the class prefers by saying *Who prefers hotel A?* and getting a show of hands.
- Finally tell Sts which hotel you prefer and why.

4 PRONUNCIATION /ɛr/, /ɪr/, and /ɔɪ/

Pronunciation notes

- For notes on the pronunciation and spelling of /ɛr/ words, see **File 7A**, p.72.
- The sound /ɔɪ/ is a diphthong, i.e., it is a combination of two vowel sounds /ɔ/ + /ɪ/. You can highlight this for Sts by saying the word *boy* slowly so they can hear the sound move from one vowel to the next.

You may want to highlight these sound-spelling combinations.
- *eer* is always pronounced /ɪr/, e.g., *cheer*. The letters *ear* and *ere* are sometimes pronounced /ɪr/, e.g., *here, near*. However, they are also pronounced /ɛr/, e.g., *there, wear*. Sts should be aware that in English sound and spelling do not always go together in predictable ways.
- The sound of /ɔɪ/ can be spelled either as *oi* or *oy*, e.g., *point, boy*.

a **3 49**) Focus on the sound picture *chair*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the example words after *chair*. Remind Sts that the pink letters are the /ɛr/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat the same process for the other two sounds.

3 49)

chair	/ɛr/	there, where, very, airport
ear	/ɪr/	here, we're, year, near
boy	/ɔɪ/	enjoy, toy, toilet

b Focus on the instructions and the words. Demonstrate the activity by eliciting a true sentence with the first word. (*There's a board in our classroom | There isn't a board in our classroom.*)

Call on individual Sts to make a or sentences with *there is | there are* for each word. Correct pronunciation.

Extra idea

- Get Sts to write two sentences about their classroom (one and one) and two about their school.

5 SPEAKING

a Focus on the pictures of the boxes and balls. Give Sts time to write the correct preposition under each picture. Check answers.

1 in 2 under 3 on

Extra idea

- You could practice these prepositions further by placing an object, e.g., your cell phone, in different places in the classroom and asking *Where's my phone?* (*It's on the table, it's under the chair, it's in your bag, etc.*)

10A

- e Focus on the highlighted words and get Sts to guess their meaning with a partner.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or, if dictionaries are not available, elicit / explain the meanings. Do this in English if possible. Point out that Sts already know the word *friend*, the root word in *friendly*.

- f Focus on the instructions and the examples.

Do this as an open class activity and get any Sts who do know people to tell the rest of the class about their experiences.

Encourage Sts to ask their classmates the questions *What did they do there? Was it fun?* rather than asking the questions yourself.