

OXFORD

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American fourth edition
English File

Teacher's Guide with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert Paul Seligson



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Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert Paul Seligson
with Anna Lowy

Paul Seligson and Clive Oxenden are the original co-authors
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p.286 **Workbook answer key**

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A Hello, everybody.	verb <i>be</i> [+], subject pronouns: <i>I, you</i> , etc.	days of the week, numbers 0–20	vowel sounds, word stress ➔
10 B A world of sports	verb <i>be</i> [-] and [?]	countries ➔, numbers 21–100 ➔	/ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/ ➔, word stress
12 C Open your books.	possessive adjectives: <i>my, your</i> , etc.	classroom language ➔	/ou/, /u/, /aɪ/ the alphabet ➔, sentence stress
2			
16 A Your desk and you	singular and plural nouns ➔	things, <i>in, on, under</i>	final -s and -es ➔
18 B Made in the USA	adjectives	colors, adjectives ➔, modifiers: <i>very / really</i>	long and short vowel sounds ➔
20 C Don't worry. Be happy!	imperatives, <i>let's</i>	feelings	linking
3			
24 A America: for better or for worse	simple present [+] and [-]	verb phrases: <i>cook dinner</i> , etc.	third person -s
26 B Goodbye to the office?	simple present [?]	jobs ➔	/ə/ ➔
28 C Are you a "dog person"?	word order in questions	question words	sentence stress
4			
32 A Who's that in the photo?	possessive 's, <i>Whose...?</i>	family	/ə/, the letter o ➔
34 B Eat, sleep, repeat.	prepositions: time, place, and movement	daily routine ➔	linking
36 C Blue Zones	position of adverbs, expressions of frequency	months, adverbs and expressions of frequency	the letter h ➔
5			
40 A Sing me a song.	<i>can / can't</i>	verb phrases: <i>buy a pizza</i> , etc.	sentence stress
42 B What a noise!	present continuous: <i>be + verb + -ing</i> ➔	noise: verbs and verb phrases	/ɪ/ ➔
44 C I ♥ Chicago	simple present or present continuous?	the weather and seasons	places in Chicago ➔
6			
48 A A traditional story	object pronouns: <i>me, you, him</i> , etc.	learning words from a story	/aɪ/, /i/, and /i/
50 B I don't like Mondays.	<i>like + verb + -ing</i> ➔	ordinal numbers, the date	/ə/ and /θ/ ➔, saying the date
52 C Making music	review: <i>be</i> or <i>do</i> ?	music	/y/, giving opinions ➔

READING & LISTENING

Listening recognizing names 🗣️; recognizing places and numbers

Listening understanding *-teen* and *-ty* numbers in conversations

Listening understanding personal information 🗣️

Listening listening for detail

Reading identifying paragraph topics

Reading following a story

Listening inferring mood; using visual clues to understand advice 🗣️

Reading identifying attitude

Listening understanding specific information

Listening identifying who's who, understanding specific information

Listening using visual clues to understand relationships between people 🗣️

Reading inferring feelings

Listening understanding daily habits

Reading inferring information

Listening using visual clues to understand lifestyle choices 🗣️

Listening focusing on practical information 🗣️

Listening identifying situations from context

Reading finding specific information

Listening using visual clues to understand the weather 🗣️

Reading understanding a traditional story

Listening using visual clues to understand reading habits 🗣️; using prediction to tune in to the end of a story

Reading understanding feelings and opinions

Listening understanding ordinal numbers in context

Listening using visual clues to understand specific information 🗣️

SPEAKING & WRITING

Speaking saying hello, saying goodbye

Speaking saying where people are from

Speaking asking for and giving personal information

Writing completing a form

Speaking saying where things are

Speaking describing personal things

Speaking saying how you feel

Writing messages, notes, and notices

Speaking giving reasons with *why* and *because*

Speaking talking about jobs and skills

Speaking responding in a conversation, showing interest

Writing a personal profile

Speaking talking about friends and family

Speaking describing a typical day

Writing an article

Speaking relaying information in a short text

Speaking talking about abilities

Speaking talking about different aspects of a topic; describing what people are doing

Speaking expressing preference, making a simple recommendation

Writing posting on social media

Speaking talking about reading habits; retelling a story

Speaking talking about favorite and least favorite times

Writing contributing a personal comment

Speaking talking about musical tastes

Writing an informal email

Practical English p.14

Pictures of you 🗣️

Episode 1: *A new city*

Practical English checking in

Vocabulary in a hotel

Social English

Review and Check p.22

Review and Check 1&2 🗣️

Practical English p.30

Pictures of you 🗣️

Episode 2: *First weeks in the city*

Practical English buying a coffee

Vocabulary telling the time

Social English

Review and Check p.38

Review and Check 3&4 🗣️

Practical English p.46

Pictures of you 🗣️

Episode 3: *Exploring the city*

Practical English buying clothes

Vocabulary clothes

Social English

Review and Check p.54

Review and Check 5&6 🗣️

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A This is me.	simple past of <i>be</i> : <i>was / were</i>	word formation: <i>write</i> → <i>writer</i> ➔	sentence stress
58 B Small mistake, big problem	simple past: regular verbs ➔	past time expressions	- <i>ed</i> endings ➔
60 C Happy New Year!	simple past: irregular verbs	<i>go, have, get</i>	sentence stress
8			
64 A A murder in the family	simple past: regular and irregular	irregular verbs	simple past verbs
66 B A house with a history	<i>there is / there are, some / any</i> + plural nouns	the house ➔	/ɜr/ and /ɪr/ ➔
68 C Do you believe in ghosts?	<i>there was / there were</i>	prepositions: movement and place ➔	silent letters
9			
72 A What's for dinner?	countable / uncountable nouns, <i>a / an, some / any</i> ➔	food and drink	the letters <i>ea</i>
74 B White gold	quantifiers: <i>how much / how many, a lot of</i> , etc. ➔	food containers	/ʃ/ and /s/ ➔
76 C Quizzes and quizzers	comparative adjectives	high numbers ➔	/ər/, sentence stress
10			
80 A Top of the list	superlative adjectives	places and buildings ➔	consonant groups
82 B In the footsteps of Marco Polo	<i>be going to</i> (plans), future time expressions	city vacations	sentence stress
84 C The cards don't lie.	<i>be going to</i> (predictions)	playing cards	the letters <i>ear</i>
11			
88 A Culture shock	adverbs (manner and modifiers) ➔	common adverbs	connected speech
90 B It's on my list.	verb + infinitive	more verb phrases ➔	weak <i>to</i> , sentence stress
92 C Download the app.	definite article: <i>the</i> or no <i>the</i>	phones and apps	<i>the</i>
12			
96 A It's a classic!	present perfect	irregular past participles	sentence stress
98 B Let's go out for dinner!	present perfect or simple past?	learning irregular verbs	irregular past participles
100 C International stars	review: question formation		
104 Communication	115 Writing Bank	127 Listening	132 Grammar Bank

READING & LISTENING

Reading understanding a life story

Listening using visual clues to understand a biographical documentary 🗣️

Reading using context to complete information in a blog

Listening understanding a sequence of events

Reading understanding detail in short anecdotes

Listening understanding an anecdote

Reading understanding what happened when

Listening using body language to infer motive, note-taking 🗣️

Listening tuning in to help predict outcome

Reading reading for specific factual information

Listening identifying the details in two similar stories; focusing on detail 🗣️

Listening hypothesizing from photos to tune in to listening

Reading categorizing information

Reading reading and remembering information

Listening understanding instructions, focusing on reasons

Reading identifying paragraph endings from context

Listening using prior knowledge to predict content, note-taking

Reading following the events in a story

Listening understanding specific information, checking a prediction; using visual clues to check predictions 🗣️

Reading understanding opinions

Listening using visual clues to identify attitude 🗣️

Reading completing information from context

Listening using visual clues to identify categories

Reading identifying paragraph topics

Listening understanding habits and preferences

Listening understanding topic questions, note-taking

Listening identifying specific information 🗣️

Reading identifying topics in a longer text

Listening using visual clues to understand a biopic 🗣️

SPEAKING & WRITING

Speaking talking about a personal photo

Speaking describing the last time you did something

Speaking talking about a memorable event

Writing a diary entry

Speaking interviewing somebody about where they were

Speaking describing a house or apartment

Writing describing your home

Speaking describing a room in detail

Speaking talking about eating habits

Writing describing a memorable meal

Speaking asking about quantity and frequency

Speaking asking and answering quiz questions

Speaking giving tourist information

Writing an ad for your town

Speaking talking about future plans; planning a trip, making suggestions

Writing a formal email

Speaking making predictions

Speaking talking about common behaviors

Speaking talking about dreams and ambitions

Writing a forum post

Speaking talking about phone use; expressing opinions

Speaking talking about movies, books, and TV

Speaking talking about things you've done, using follow-up questions

Speaking talking about lifestyle, abilities, preferences, and experiences

Writing a biography

Practical English p.62

Pictures of you 🗣️

Episode 4: *Ben's show*

Practical English asking the way

Vocabulary directions

Social English

Review and Check p.70

Review and Check 7&8 🗣️

Practical English p.78

Pictures of you 🗣️

Episode 5: *On Primrose Hill*

Practical English going out for dinner

Vocabulary understanding a menu

Social English

Review and Check p.86

Review and Check 9&10 🗣️

Practical English p.94

Pictures of you 🗣️

Episode 6: *Good news, bad news*

Practical English using public transportation

Vocabulary public transportation

Social English

Review and Check p.102

Review and Check 11&12 🗣️

Course overview

Introduction

Our aim with *American English File fourth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps students learn and practice Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *American English File fourth edition*.

As well as the main A, B, C 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:

- Workbook
- Teacher's Guide notes
- Skills Confidence
- Tests

The **Workbook** provides 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.

Skills Confidence gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We hope you and your students enjoy using *American English File fourth edition*.

What do Level 1 students need?

We believe that in 9 out of 10 cases when a student signs up for a class, their goal is to speak. Speaking a foreign language is very hard, so students need a lot of motivation to encourage them to speak in English.

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that “G + V + P = confident speaking,” and in *American English File Level 1*, all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

Grammar

- Clear and memorable presentations of new structures
- Fun and engaging grammar videos to introduce and practice grammar
- Regular and varied practice in useful and natural contexts
- Student-friendly reference material

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. Grammar practice videos introduce or practice grammar in an engaging way. 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. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice vocabulary
- Tasks that encourage students to use new vocabulary
- Review and reactivation of previously learned vocabulary

Every lesson focuses on high frequency vocabulary and common lexical areas, but keeps the amount realistic. All new vocabulary is given with the phonetic script alongside, to help students with the pronunciation of new words. Vocabulary practice videos present and practice vocabulary in a motivating and fun way.

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 find further practice in the **Workbook**.

Pronunciation

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns
- Pronunciation videos

Level 1 learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. 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. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a **Sound Bank** section on pages 174–175 of the Student Book and a full set of **Sound Bank** videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the **Workbook**.

Speaking

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

American English File motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak throughout each lesson, responding to texts, videos and listenings, and practicing grammar and vocabulary orally.

Listening and viewing

- A reason to listen
- Confidence-building tasks
- Help with connected speech
- Video listening tasks

The listenings in *American English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students get the gist on the first listen and understand more the second time. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

There is a wide variety of video types in *American English File fourth edition*, including:

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- Teacher-generated videos
- "On the street" interviews
- Practical English drama *Pictures of you*

Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students read

Many students need to read in English for their work or studies, and reading is also important in helping build vocabulary and consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *American English File Level 1*, reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

Writing

- Clear models
- The nuts and bolts of writing at a word and sentence level

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *American English File fourth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types, from a formal email to a social media post.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering a meal in a restaurant. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with an engaging storyline that follows the story of the two main characters, Ben (from California) and Izzy (from London), and how their lives, careers, and relationships develop. There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key "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 measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. 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.

Print components

FOR STUDENTS

Student Book

The Student Book has 12 Files. Each File is organized as follows:

A, B, and C lessons

Each File contains three two-page lessons that present and practice Grammar, Vocabulary, and Pronunciation, develop skills with a balance of reading and listening activities, and offer lots of opportunities for speaking. Video content is integrated throughout the lessons. All lessons have clear references to the Grammar Bank, Vocabulary Bank, and, where relevant, to the Sound Bank at the back of the book. These banks support and extend the lesson material on the page.

Practical English

Every two Files (starting from File 1), there is a two-page lesson based on a new drama series for the fourth edition, *Pictures of you – Season 1*. This lesson teaches functional “survival English” (for example, language for checking into a hotel or ordering a meal) and “Social English” (useful phrases like *Nice to meet you, Let’s go*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline that runs through Level 1 and continues into Level 2 with *Pictures of you – Season 2*.

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 additional 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.

The back of the Student Book

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

The Student Book is also available as an e-Book.

Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio
- *Can you remember...?* exercises for students to check their progress

The Workbook is also available as an e-Book.

FOR TEACHERS

Teacher’s Guide

Step-by-step procedural notes for all the lessons

These notes include 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 for students who need an alternative approach.

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

There are over 90 pages of Grammar, Communicative, and Vocabulary worksheets, which can be done before, during, or after a lesson by students working individually or together.

Grammar

see pp.175–213

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

Communicative

see pp.214–262

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.263–285

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

There is more information on page 174 of this Teacher’s Guide about the photocopiable worksheets and tips on how best to use them.

Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at oxfordenglishhub.com

FOR STUDENTS

Student e-Book

- A digital version of the Student Book with audio and video

Workbook e-Book

- A digital version of the Workbook with audio

Course resources

- All course audio and video

Skills Confidence

- Students can develop their skills confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device and use it in their own time and at their own pace.



FOR TEACHERS

Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.

- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

Course assessment

- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-Course Test; a Quick Test for every File; and a complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests.

Teacher resources

- Course audio and video
- Teaching notes
- Photocopiable materials
- Answer keys, audio scripts, and video scripts
- Downloadable wordlists
- CEFR mapping documents

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Grammar, Vocabulary, and Pronunciation in every lesson

Clear lesson summaries

7A

This is me.

Who was he? → He was a famous painter.

- G simple past of be: was / were
- V word formation: write → writer
- P sentence stress

1 LISTENING

a Look at a self-portrait by the painter Vincent van Gogh. Answer the questions.



- 1 How old do you think he is in this painting?
- 2 Can you name any of his famous paintings?

b **Video** Watch *The master of self-portraits* and check your ideas in a.

c Watch again. Choose a, b, or c.

- 1 Van Gogh was born in ___ in 1853.
a Belgium b the Netherlands c Germany
- 2 His parents weren't _____.
a artists b married c poor
- 3 In the only photo there is of him, he was ___ years old.
a 17 b 18 c 19
- 4 There are ___ Van Gogh self-portraits.
a 25 b 30 c 35
- 5 In 1888, he was in Arles in France with the painter _____.
a Gauguin b Monet c Picasso
- 6 The relationship between the two painters wasn't _____.
a bad b easy c complicated
- 7 His last self-portrait was from his time _____.
a with Gauguin
b in the hospital
c at home in the Netherlands
- 8 He was only ___ when he died.
a 27 b 37 c 47
- 9 During his life, his paintings were _____.
a unpopular b valuable c famous

d Which of the five self-portraits in the video do you like the best?

2 GRAMMAR & PRONUNCIATION

simple past of *be*, sentence stress

a Look at the sentences in 1c again. Then complete the chart with *was*, *wasn't*, *were*, or *weren't*.

Present	is	are	isn't	aren't
Past				

b **Grammar Bank 7A p.144**

c **7.2** Listen and repeat. Copy the rhythm.

- + He was a **painter**. I was **born** in **Mexico**. They were **good friends**.
- He **wasn't married**. They **weren't** very **happy**.
- ? **Where** were you **born**? **Where** was the **hotel**? Was it **expensive**? **No**, it **wasn't**. Were they at the **concert**? **Yes**, they **were**.

d **7.3** Listen. Say the sentences in the simple past.

- 1) I'm at home. I **was at home**.

3 READING

a Look at the self-portrait and the photo of Jean-Michel Basquiat on p.57. Do you think the portrait looks like him? Why (not)? Do you like it?

b Read about Basquiat's life. Complete the captions for photos 1-4.



Basquiat's _____ on buildings in New York (from the movie about his life)



Basquiat with the painter _____



One of the _____ Basquiat painted



as Basquiat

New documentary videos

Video tasks develop students' viewing skills.

Listening activities provide a clear context for the grammar of the lesson.

Opportunities for personalized speaking throughout the lesson

Additional practice of the grammar in the Grammar Bank

Self Portrait as a heel, 1982 (acrylic and oilstick on canvas)



JEAN-MICHEL BASQUIAT



Jean-Michel Basquiat was born in New York in 1960. His parents were from Haiti and Puerto Rico. His family life was difficult; his mother was in a psychiatric hospital when he was young and ¹ C. Basquiat was a clever child. ² – when he was 11 he was fluent in French, Spanish, and English. He was also very interested in drawing and writing. His early art, when he was still a teenager, was

graffiti on buildings in Lower Manhattan. At that time, he was inspired by poetry and music in downtown New York, and he was in a hip hop band called Gray.

When he was only 20 years old, people in the art world were interested in his work. In 1980, ³ , and this was the beginning of his fame. At this time, he was friends with many other famous people, for example, the painter Andy Warhol, who was his mentor, and Madonna, who was his girlfriend before becoming a famous singer.

Suddenly, Basquiat was more like a rock star than an artist. ⁴ , with messages about the rich and poor, racism, and the Black community. They were often of Black athletes (e.g., Muhammad Ali), musicians, and writers, with crowns, to show them as heroes.

At that time, it was difficult to be a Black man in the white-dominated art world. Basquiat was now rich, but ⁵ . He died very young, when he was only 27. ⁶ , but he was an important influence on many of today's artists and musicians, like Banksy and Jay-Z, and his work now sells for millions of dollars. The actor Jeffrey Wright was Basquiat in a movie about his life, with David Bowie as Andy Warhol.

Glossary



crown

- c Read the text again. Fill in the blanks with phrases A–F.
- | | |
|---------------------------------|---|
| A He was very good at languages | D His life was short |
| B he wasn't happy | E his paintings were in an important art show |
| C his father was strict | F His paintings were political |
- d How were Van Gogh and Basquiat similar / different?

4 VOCABULARY word formation

- a Find four jobs in the text with these words. Whose jobs are they?

- | | |
|--------------|---------------|
| 1 sing _____ | 3 art _____ |
| 2 act _____ | 4 music _____ |

Word building: jobs and occupations

We often add *-er* or *-or* to a verb, e.g., *writer*, *dancer*, *editor*.

We often add *-ian* or *-ist* to a noun, e.g., *librarian*, *journalist*.

- b Look at the two groups below. Are the words verbs or nouns? Make the words for the jobs.

- | | |
|-----------------|----------------|
| 1 compose _____ | dance _____ |
| direct _____ | invent _____ |
| 2 novel _____ | politics _____ |
| science _____ | history _____ |

- c **7.4** Listen and check. Underline the stressed syllable. Practice saying the words.

- d **Video** Watch and say the nationalities and jobs.

- 1 *Frida Kahlo was a Mexican artist.*

- e Write the names of three more famous people, alive and dead. Then look at a partner's choices and ask about them.

Alive *Isabel Allende*

Dead *Charles Darwin*

Who's Isabel Allende? She's a Chilean writer.

Who was Charles Darwin? He was a British scientist.

5 SPEAKING

- a Think of a selfie (or another photo) you have on your phone that you like. Answer the questions.

Where were you?

Who were you with? Or were you alone?

When was it?

Why do you like the photo?

- b Now show a partner the photo and talk about it. Then change roles.

A range of reading and listening activities develop students' skills.

Vocabulary development in context

A range of Vocabulary, Grammar, and Pronunciation videos brings language learning to life.

Engaging texts and topics updated from the third edition

Practical English lessons teach functional English and are based on the new drama series *Pictures of you* – Season 1.

Each episode consists of three parts that develop the storyline and teach students everyday, survival English.

Part 1 sets the scene for the episode.

Each video has two video tasks. The first is a viewing task, and the second is a comprehension task to check understanding.

Part 2 provides the context for the functional English.

Ben's show

Practical English asking the way directions

1 IZZY'S DILEMMA

a **Video** Watch *Izzy's dilemma*. Then answer the questions.

- Do you think Pamela is Izzy's mother or her landlady?
- What is Izzy's dilemma?
- Why does Ben call Izzy?

b Watch again. Mark the sentences **T** (true) or **F** (false).

- Pamela thinks that Izzy is worried about something.
- Izzy was a student at Tensquare School.
- She was very happy at the school.
- Izzy doesn't know if she likes Ben.
- Pamela tells Izzy to go to Ben's show.
- Izzy decides to go to the show.

c **Video** Watch *Asking the way*. How many people does Izzy ask? Is the Click Gallery building 1, 2, or 3 on the map?

American English	British English
go straight ahead	go straight on
across from	opposite

d Watch again. Complete the **You hear** phrases.

You say	You hear
Excuse me, please. Where's the Click Gallery?	Sorry, I don't ¹ _____ here.
Excuse me. Is the Click Gallery near here?	The Click Gallery? It's ² _____ here, but I don't know where exactly. Sorry.
Excuse me. Can you tell me the way to the Click Gallery, please?	Yes, of course. Go straight on. Go ³ _____ the church, and then turn ⁴ _____ at the traffic lights. And it's at the ⁵ _____ of the street.
Sorry. Could you say that again, please?	Yes. Go straight on... You can't ⁶ _____ it.
Got it. Thanks.	

2 ASKING THE WAY

a **7.15** Match the phrases and pictures. Then listen and check.

on the corner /'kɔːnə/	go past the church /pæst/
turn left /tɜːn left/	across from /ə'krɒs/
at the traffic lights /'træfɪk laɪts/	go straight ahead /streɪt ə'hed/
turn right /tɜːn raɪt/	at the end of the street

b Cover the phrases and look at the pictures. Say the phrases.

You say / You hear phrases focus on the key functional English phrases.

Pairwork for students to practice the key language

Part 3 continues the story and ends with a cliffhanger before the next episode.

Can you...? or Could you...?
 Can you tell me the way to the Click Gallery?
 Could you say that again, please?
 We can use *Can you...?* or *Could you...?* to ask another person to do something. *Could you...?* is more polite.

e **Video** Watch and repeat the **You say phrases**. Copy the rhythm. Then practice the conversation with a partner.

f **ROLE-PLAY** Work in pairs. Use the map in **2c** to ask for directions.

1 A You are at point **X** on the map. You want to find the Click Gallery. Ask **B** for directions. Then ask **B** to repeat them.
 Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

B You know where the Click Gallery is. Give **A** directions.
 Begin: *Yes, of course. Go straight ahead...*

2 B You are at point **Y** on the map. You want to find the Click Gallery. Ask **A** for directions. Then ask **A** to repeat them.
 Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

A You know where the Click Gallery is. Give **B** directions.
 Begin: *Yes, of course. Go straight ahead...*



3 AT THE GALLERY



a **Video** Look at the three photos. What do you think is happening in each photo? Then watch *At the gallery* and check your answers.

b Watch again. Then answer the questions.

- 1 How does Andre know Izzy?
- 2 Does Andre think Izzy was a good student?
- 3 Why is Ben surprised?
- 4 Does Andre know why Izzy left the course?
- 5 What does Andre think of Izzy's job?

4 SOCIAL ENGLISH

a Match a phrase in **A** with a response in **B**.

A	B
1 You look worried.	<input type="checkbox"/> I'm working as a bike courier.
2 Is everything OK?	<input type="checkbox"/> See you.
3 Can you still come tonight?	<input type="checkbox"/> Thanks for inviting me.
4 See you later.	<input type="checkbox"/> Of course.
5 Thanks for coming.	<input type="checkbox"/> Yes...No.
6 What are you doing these days?	<input type="checkbox"/> Do I?

b **Video** Watch and check.

c In pairs, practice the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about what happens at the end of the episode. Why do you think Izzy leaves the gallery? How do you think Ben feels?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

Review to be done individually or in pairs, in class or at home

The left-hand page reviews the Grammar, Vocabulary, and Pronunciation of the previous Files.

The right-hand page provides a series of skills-based challenges.

7 & 8 Review and Check

GRAMMAR
Circle a, b, or c.

- Van Gogh and Da Vinci **both** painters.
 - was
 - were
 - is
- Beaquest **born** in France.
 - wasn't
 - were
 - isn't
- the house **expensive**?
 - Was
 - Were
 - Did
- I **my flight** the day before yesterday.
 - booked
 - book
 - booked
- They **at the night airport**.
 - didn't arrive
 - don't arrive
 - didn't arrive
- you meet your friends** last night?
 - Did
 - Do
 - Were
- We **to Istanbul** three years ago.
 - go
 - went
 - went
- When **in Los Angeles**?
 - you lived
 - did you live
 - did you live
- I **at the party** last night.
 - isn't
 - didn't see
 - don't see
- Where time **home**?
 - did you get
 - you did get
 - you got
- a big mirror **in the bathroom**.
 - There are
 - There is
 - It is
- How many bedrooms **?**
 - there are
 - there are
 - there are
- There aren't **pictures** on the walls.
 - any
 - some
 - a
- only** three guests in the dining room.
 - There was
 - There were
 - There is
- a fireplace **in your room**?
 - There were
 - Was there
 - Were there

PRONUNCIATION

Practice the words and sounds.

Vowel sounds

Consonant sounds

Vocabulary Bank Say more words for each sound.

What sound do the pink letters have in these words?

Underline the stressed syllable.

GRAMMAR

Complete the sentences with **back**, **by**, **in**, **out**, or **to**.

- I went **to** with my friends on Saturday night.
- They went home **to** the car.
- What time did you get **to** the hotel?
- I was born **in** 1955.
- After lunch, I went **to** to work.

Label the pictures.

Write the prepositions.

Can you understand this text?

Read the article once. Do you have any favorite detectives or detective writers?

Read the article again. Mark the sentences T (true) or F (false).

- A lot of people read crime fiction today.
- Edgar Allan Poe's detective was called Sherlock Holmes.
- Before the first detective story, there wasn't a word for "detective" in English.
- Sherlock Holmes only appeared in short stories.
- Agatha Christie wanted her readers to try to solve the crimes themselves.
- Sara Paretsky is a strong character in a detective novel.

Can you understand these people?

Watch and answer the questions.

- Josée's family lives in **a** New York **b** North Carolina **c** Canada.
- Last weekend, Kate **a** went out with friends **b** went to a friend's house **c** watched a movie.
- In Maura's bedroom, there's **a** a TV and a notebook **b** a wardrobe and a bed **c** a bed and a desk.
- Yesterday, Ayça **a** went to bed late **b** went out with her sister **c** had lunch with her brother.
- Last New Year's Eve, Jake celebrated **a** at home **b** at a club **c** at a restaurant.

Can you say this in English?

Do the tasks with a partner. Check (✓) the things you can do.

Can you...?

- say three things about a famous (dead) person from your country.
- say five things you did last week, using past time expressions, e.g. last night, yesterday, three days ago, etc.
- say where and when you were born.
- ask five questions about the past with was / were or did.

A history of the modern detective novel

One of the most popular types of literature these days is crime fiction. Modern crime writers include Gillian Flynn (Gone Girl) and Richard Osman (The Thursday Murder Club series), but which writers wrote the first detective stories, and who were the most famous detectives?

Edgar Allan Poe (1809-1849) wrote perhaps the first detective story in 1841. It was a short story called The Murders in the Rue Morgue, and it introduced the private detective, Auguste Dupin. At the time, detective fiction was very new, and the word detective did not exist in English.

Arthur Conan Doyle (1859-1930) created probably the most famous detective: Sherlock Holmes, a genius first assistant to the police.

A Study in Scarlet in 1887. He is intelligent and funny. Like a real person, the author knew Doyle met Dr. Joseph Bell at the University of Edinburgh ten years before he wrote his first Sherlock Holmes book. He based the fictional character on Dr. Bell. In total, Doyle wrote four Sherlock Holmes novels and 56 short stories.

Another famous crime writer was Agatha Christie (1890-1975). She created the most famous female detective: Miss Marple. Christie's first detective story was The Murder on the Orient Express in 1933. She had playing games with the reader: could they solve the crime before the detective in the book? Christie wrote over 60 detective novels and 14 short story collections during her life.

Today's crime stories have a much wider variety of characters. With Sara Paretsky (born 1947) introduced a smart and strong woman detective called Ilse Wexler, who was very popular with readers. All the authors mentioned here had a great influence on today's crime writers. They are probably going to influence them in the future, too.

"On the street" interviews with real people can be done in class or at home.

Exam-type tasks

Speaking challenge to assess students' ability to use the language in the Files

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 156-172 of the Student Book to provide further development of lexical sets.

Students can easily review and test their vocabulary.

Phonetic transcriptions of new vocabulary and audio models of each word help students with pronunciation.

Each Vocabulary Bank has an Activation activity that provides additional practice of the vocabulary.

Jobs Vocabulary Bank

Match the words and photos.

an accountant / ˈaʊntənənt
an actor / ˈæktər
an administrator / ˌædˌmɪnɪˈstreɪtər
an architect / ˈɑːkɪtekt
a chef / ʃef (or cook)
a cleaner / ˈkliːnər
a communication teacher / ˌkɒmjuːnɪˈkeɪʃən ˈtiːtʃər
a dentist / ˈdentɪst
a doctor / ˈdɒktər
an engineer / ˌendʒɪˈniər
a factory worker / ˈfæktəri ˈwɜːkər
a flight attendant / ˈflaɪt ˈatəndaɪnt
a guide / ɡaɪd
a hair stylist / ˈheər ˈstaɪlɪst
a journalist / ˈdʒɜːnəlɪst
a lawyer / ˈlɔːjər
a (bank) manager / ˈmænɪdʒər
a model / ˈmɒdl
a musician / ˈmjuːziˈkən
a nurse / nɜːs
a pilot / ˈpaɪlət
a police officer / ˈpɒliːs ˈɒfɪsər
a receptionist / ˌreɪsɪpˈtʃənɪst
a salesperson / ˈseɪlspɜːns
a singer / ˈsɪŋər
a soccer player / ˈsɒkə ˈpleɪər
a soldier / ˈsɒldjər
a taxi driver / ˈtæksɪ ˈdraɪvər
a teacher / ˈtiːtʃər
a vet / ˈvet

What do you do?

I'm a musician. I work for an IT company. I'm a student. I'm unemployed. I'm an engineer. I work in a store. I'm in college. I'm at school. I work in digital marketing. I work part time / full time. I work from home. I'm a receptionist. I'm a singer.

Photos and illustrations give context to vocabulary items.

The Grammar Banks provide a single, easy-to-access grammar reference section to provide additional grammar explanation.

Extended grammar rules for every lesson in the Student Book

Additional grammar practice with at least two practice exercises for each grammar point

A focus on meaning, form, and use in each Grammar bank section

Example sentences with audio provide context and focus on pronunciation.

Common errors are highlighted.

7 Grammar Bank

7A simple past of be: was / were

Vincent van Gogh was an artist. Was he Dutch or French? She wasn't in class yesterday. The Beatles were famous in the 1960s. Where were you last night? You weren't at home.

We use **was / were** to talk about the past.
 • We often use **was / were** with past time expressions, e.g., yesterday, last night, in 2016, etc.
 • We use **was / were** with **born**. I **was born** in Canada.

7B simple past: regular verbs

1 I **finished** the flight yesterday.
 2 When I **was** young, I **watched** TV every night.
 3 I **finished** six units every weekend when I **was** in college.
 • We use the **simple past** for:
 1 finished actions that happened once in the past.
 2 finished actions that happened more than once in the past.

7C simple past: irregular verbs

I **went** to California in December. I **didn't go** to New York. Did you **go** to a party? Who **did** you **go** with?

Some verbs are irregular in the past and change their form, e.g., go → went, have → had.
 • We only use the irregular past form in **□** sentences.
 • **buy** → **bought** last night.
 • We use the base form after **did / didn't**.
 • Did you **go** out last night? **NOT** did you **went** out.
 • Remember word order in questions: auxiliary, subject, base form, e.g., Did you go shopping yesterday? **OH** question word, auxiliary, subject, base form, e.g., where did you go?
 • Look at the list of irregular verbs on p.173.

can / could
 The simple past of can is could. We add not to make negatives and reverse the subject and verb to make questions.
 • I **couldn't see** the **NOT** related verb see **see** him.
 • We **could see** the whole city from the plane.
 • **Could you wear jeans** when you were at school?

A one-page Writing Bank for every File provides guided writing tasks to develop students' writing skills, covering a range of writing genres.

A model text provides a clear context for writing.

Focus on key language needed for the writing task

10 A formal email

Hunter House Bed and Breakfast
 Bozeman, Montana, US

Subject: Hunter House B&B
 From: Carl Hansen <c.hansen@xyz.com>
 To: Hunter House

Dear Mr. and Mrs. Hunter,
 I am writing about my _____ at your bed and breakfast. I booked a _____ room and a single room on your _____ this morning for three nights, from July 5 to July 8.
 We are planning to arrive by _____ at _____ about 4:00 in the afternoon on July 5. Is there a _____ where we can park near your house?
 We chose your bed and breakfast because our son is a wheelchair user, so he needs a room upstairs. We _____ like the double room next to him. I hope that is not a _____ Could you please _____ that this is possible?
 Sincerely,
 Carl Hansen

Overview Photos Reviews
 Travis and Gracie Hunter and their family welcome you to their comfortable home near the Rocky Mountains and Yellowstone National Park. Two double bedrooms upstairs and one double and one single (with wheelchair access) downstairs. Breakfast 7:30-9:30. Dinner optional. We can pick you up from Gallatin Field Airport (the closest airport).

Formal emails
 We use formal language in an email to a person we don't know, e.g., to a hotel, a language school, etc. We often add please and thank you to sound more polite.
Beginning:
 Dear Mr / Mrs / Ms. (s last name),
 Dear Sir or Madam, (if you don't know the person's name)
 Use a comma (,) after the name, e.g., Dear Mr Brown.
Middle:
 Use full forms, not contractions, e.g., I would like to make a reservation **NOT** I'd like to.
End:
 Sincerely,
 (your first name + last name)

a Read the advertisement and Carl's email. Complete the email with the words in the list.
 booking car confirm double place position verb(s) would

b Read Carl's email again. What does he ask about? Choose two options from the box.
 arriving by plane food parking pets restaurants rooms the yard

c Read the information box. What expressions does Carl use to begin and end his email?

d Rewrite the sentences below using full forms.
 1 We're visiting the area in June.
 2 I'd like a single room.
 3 I didn't receive your email.
 4 I'm planning to arrive by train.
 5 There's a problem with my booking.

e You made a booking at Hunter House. Plan a formal email to ask questions about your booking. Make notes using the questions below.
 1 How many people did you book for?
 2 What rooms did you book?
 3 How many nights did you book? (What dates?)
 4 What time are you planning to arrive? Do you need parking?
 5 Do you have any special requests?

f Write your email. Use your notes in e and the language in the information box.

g Check your email. Make sure you start and finish your email correctly and use formal language to sound polite.

A plan / write / review approach in each Writing Bank



The role of video in language learning

Introduction

Video viewing is increasingly becoming recognized as a “fifth skill” and is a hugely important part of the language learning classroom. It has become a predominant medium in how we receive information in today’s world.

Video is not new in language teaching, but it has been seen as primarily a listening skill, where students have often been asked to watch a video and complete a written task while they are watching, which checks their comprehension of what they have heard. While comprehension is still very important, the visual and viewing aspects of video in the classroom have not always been fully exploited.

The approach to video in the classroom nowadays is changing, as we understand that students can benefit from engaging actively with it. It should be an integral part of teaching where students can participate in a multisensory way with a variety of information, have greater interaction with the content, and thus facilitate their language acquisition and confidence to communicate.

The benefits of using video in the classroom

Motivation and engagement

Most students respond well to video and can find it more engaging than text or audio as a medium of instruction, so video can help keep students motivated and focused.

Providing a context for language input

Video helps contextualize new language, such as vocabulary and grammar, as well as more complex aspects of language, such as register and formality.

It’s also hugely beneficial for modeling nonverbal communication. Video can give us the opportunity to observe nonverbal communication: the way people use their hands, bodies, and facial expressions to communicate in different contexts, something that would otherwise be very challenging to teach in the classroom.

Language practice

Videos can provide us with models of the target language in conversation that students can follow and then personalize for their own practice, perhaps creating videos of themselves using the target language and sharing them with classmates.

Skills practice

Watching a video provides more information than simply listening to an audio. Providing a balance of video and audio allows students to improve their ability to understand what is being said in real situations. Similarly, watching people speak will allow students to improve their ability to communicate effectively.

It’s important that students are given the opportunity to develop their viewing skills, so the material should provide activities that focus on what the students can see as well as hear.

Achieve learning goals

Videos are an important part of a lesson and provide variety to help learners achieve their learning goals. There should be a clear reason for using video in the classroom. It shouldn’t be used as a “reward” or an add-on at the end of the semester, but should always have a clear purpose.

Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality refers to the use of more than one mode of communication in a visual text to create meaning. Including some video in the classroom that is multimodal helps students develop their English both inside and outside of the classroom.

Cultural aspects

As English is an international language spoken in different contexts around the world, each with their own cultural appropriacies, video is often rich in cultural information about the way people in different cultures live and interact.

Integrating videos into a lesson

In *American English File fourth edition*, the concept of integrating a range of videos into each lesson enhances the learning experience for students. When teachers incorporate viewing into their classroom practices, it is essential that viewing does not seem radically different to their current teaching practices and that both teachers and learners are aware that understanding the viewing process is as important as understanding the listening and reading processes.

To encourage learners to become effective active viewers, teachers could use the following procedure:

- **Before Viewing:** learners prepare to view by activating the prior knowledge they have of a topic or theme (their schemata), anticipating a message, predicting, speculating, asking questions, and setting a purpose for viewing.
- **During Viewing:** learners view the multimodal text to understand the message by seeking and checking their understanding by making connections, confirming predictions and inferences, interpreting and summarizing, pausing and reviewing, and analyzing and evaluating. Learners should monitor their understanding by connecting to their background knowledge, questioning, and reflecting.
- **After Viewing:** learners should be given opportunities to respond personally, critically, and creatively to multimodal texts. Learners respond by reflecting, analyzing, evaluating, and creating.

Video in *American English File* fourth edition

American English File fourth edition takes the principles of using video in the classroom, as seen on the previous page, and embeds them into the lessons throughout the book.

Look out for the Video icons  **Video** in every File.

There is a lot of variety of video type and of how and where the videos are used. The firm principle is that video is used to enhance a lesson in the natural place it works best, rather than sticking to a rigid formula with video tagged onto the end of a File.

The three key language elements of the course are Grammar, Vocabulary, and Pronunciation, and the video content sets out to help students learn and practice these elements as well as developing their listening and speaking skills.

The video content in *American English File* fourth edition also develops viewing skills through tasks that focus on what they can see, body language, and other nonverbal communication.

Types of video in the course include the following:



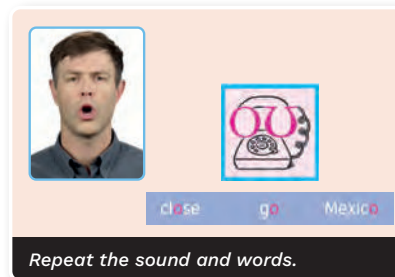
Grammar videos

The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts that are used to present or practice target language through dramatized conversations, games, and quizzes.



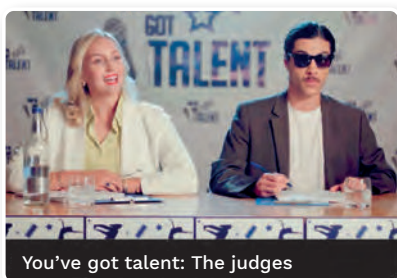
Vocabulary videos

Video helps contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.



Pronunciation videos

These provide modeling and practice of English sounds, showing the mouth position to help students both make and recognize the sounds. Pronunciation videos are embedded within lessons and a full set of Sound Bank videos can be found in the resources section on *Oxford English Hub*.



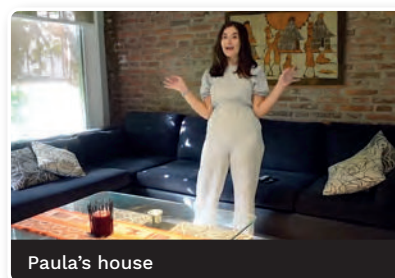
Dramas

Short dramas, dramatized conversations, and comedy shorts present or practice grammar and vocabulary, and develop listening and viewing skills.



Documentaries

Information films, documentaries, and biopics in a range of styles, with videos from around the world, develop listening and viewing skills.



Interviews and teacher-generated content

Videos of street interviews expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to. For this edition, we invited teachers to submit their own videos for use in the course.



Practical English videos

An exciting, new Netflix-style drama series for *American English File* fourth edition, *Pictures of you* develops listening and viewing skills and provides valuable input and practice for functional language and social English.



How to exploit video in the classroom

American English File fourth edition has tasks and teaching notes for every video. For example, with grammar and vocabulary practice activities where the video contains visual prompts for words, phrases, or sentences, the Teacher's Guide gives instructions on how to use them in class. However, many of them can be used in other ways, depending on class numbers and what kind of practice you want to focus on. The following are possible ways to ring the changes and get the most out of the video material in *American English File fourth edition*:

- Written and oral practice
- Using subtitles
- Alternative video suggestions

Written and oral practice

Written practice

- 1 Ask Sts to work individually, or put them into pairs or teams.
- 2 Play the video once the whole way through.
- 3 If the activity ends with a grid showing a still image of all of the clips within the video, pause the video there, and give Sts time to write the answers. You may want to set a time limit.
- 4 If the video does not end with a grid, the second time you play it, pause it after each clip, again giving Sts a time limit.
- 5 You may want to ask Sts to spell their answers.

Oral practice

- 1 Play the video once the whole way through.
- 2 Tell Sts they are going to watch it again. Pause the video toward the end of each clip and elicit the answers orally, either from the whole class or from individual Sts.
- 3 Make sure you correct any pronunciation errors.

Using subtitles

Subtitles are being increasingly used by native speakers globally even when what they are watching is in their language. Reading English subtitles while watching is something that will benefit Sts' reading and listening skills, so there may be occasions, especially where the video is a grammar presentation, where you may want to have them on for the second listen. Where the aim is improving their listening skills, having a third listen with subtitles is a way of allowing Sts to confirm what they understood, and for dealing with new vocabulary or pronunciation they were not expecting.

With a listening where you feel that the speed or accent is making it especially challenging for your Sts, having the subtitles on is a way to help them enjoy what they are watching and show them how watching with subtitles makes video that might otherwise be above level more accessible.

Alternative video suggestions

Once you are familiar with the way a video works in a lesson, you may want to try exploiting it in different ways, or even reusing a video for a different purpose. The following list of tasks are things that you might choose to use with different videos. However, at lower levels, make sure that you do not introduce an activity requiring language that Sts have not yet been taught.

Noticing sounds

- 1 Play the video with the picture off.
- 2 Ask Sts to write down the noises they can hear, e.g., a door opening, a person walking, a dog barking, etc.
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Watching with the sound off 1

- 1 Play the video with the sound off.
- 2 Ask some questions while the video is playing to help Sts imagine / articulate what is happening.
- 3 Then ask Sts to discuss what they think the people in the video are saying or doing. Elicit some ideas.
- 4 Play the extract with the sound on and compare with the Sts' answers.

Watching with the sound off 2

- 1 Play the video with the sound off.
- 2 Put the Sts in pairs. Ask them to write five questions that they want to know the answer to, based on the visuals they have seen.
- 3 Elicit some ideas and write them on the board.
- 4 Play the video again with the sound on and see if the Sts can answer their own questions.
- 5 Ask the Sts to share the information from their questions and answers.

Screenshots

- 1 Before the lesson, watch the video and make five or six screenshots. Make a handout or a PowerPoint slide of the screenshots in a random order.
- 2 Distribute / Display the handout and ask Sts to discuss what the video is going to be about.
- 3 Ask Sts to put the screenshots in the order they expect to see them.
- 4 Compare their ideas as a group and then play the video to check them.
- 5 Extension: After you've done the exercises in the book, ask Sts to use the pictures to summarize the video in their own words.

Watching on fast-forward

- 1 Play the video on fast-forward.
- 2 Give Sts a few gist questions to predict what they think is happening, e.g., *Are they talking or arguing? Does it end well?*
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Emotions

- 1 Play the video with the sound off. Ask the Sts to say how the people are feeling and why they think that.
- 2 Put the Sts into pairs and ask them to compare their ideas.
- 3 When doing the exercises in the book, the Sts can check their ideas.

“Thing” bingo

- 1 Before the lesson, watch the video and make a list of things you see. This works for a video of stills, clips, a short drama or documentary, etc.
- 2 In class, write the list of things on the board. Ask Sts to choose and write down five of the words.
- 3 Play the video, and Sts check off the items on their list as they see them.
- 4 When a student has checked off all the items on their list, they shout “Bingo!” Keep playing the video until all the Sts have completed their lists.
- 5 Put Sts into pairs and ask them to discuss what they saw, when, and in what order.

Pause and predict

- 1 Prepare by reading the script and choosing a few places where you could pause and ask Sts what they think happens next.
- 2 Put the Sts in pairs. Play the video and pause on the first screen.
- 3 Ask them to predict what they think is happening and what is going to happen next.
- 4 Ask for ideas from a couple of pairs.
- 5 Play the clip and ask the Sts if their predictions were right.
- 6 Play the video and pause on the next screen. Ask the Sts in their pairs to discuss what they would like to happen and why.
- 7 Ask a couple of different pairs for their predictions.
- 8 Play the next clip and ask the class how many of their predictions were right, and so on.

Predicting images

- 1 Focus on the title of a video that Sts are going to watch.
- 2 Put Sts into pairs and ask them to predict five things they think they are going to see in the video.
- 3 Elicit their ideas and write them on the board.
- 4 Play the video and check or cross off their suggestions. See if any pairs predicted five correct images.

Colors

- 1 Ask Sts to write a list of eight colors.
- 2 Tell them that they need to try to find at least one thing in the video that is of each of the colors on their lists.
- 3 Play the video.
- 4 Put the Sts in pairs and ask them to compare their lists. What were the most / least common colors? Can they describe the things?

Memory / Observation

- 1 Play the video. Pause it at a specific point.
- 2 Tell the Sts they have 30 seconds to look at the image.
- 3 Turn off the video and ask Sts to write down what people are doing / what things are in the picture / what colors they can see (or other ideas depending on the video you have chosen).
- 4 Put the Sts in pairs and ask them to compare ideas.
- 5 Elicit feedback from the class.
- 6 Show the screen again and ask Sts how many of their observations were right. Did they miss anything?

One-sentence video review

- 1 Tell Sts to write a one-sentence review of the video. (You could set a word limit to add to the challenge.)
- 2 Ask Sts to work in pairs and compare their summary with a partner.

Memory test

- 1 After you’ve done the activities in the book with the Sts, tell them you are going to do a “test.”
- 2 Ask Sts to work with a partner. Ask them 5–10 “observation” questions about the video, e.g., *What color was the girl’s blouse? How many animals were there?* etc. Sts should discuss the answers with their partner and write them down.
- 3 After you’ve asked your questions, play the video again and ask Sts to check their answers, or go through the answers with the Sts to see who the “winners” were.

- G** verb *be* [+], subject pronouns: *I, you, etc.*
V days of the week, numbers 0–20
P vowel sounds (/ɪ/, /i/, /æ/, /e/, /eɪ/, /aɪ/), word stress

Lesson plan

The context of this first lesson is a salsa class where several people meet and introduce themselves. The lesson starts with the drama, and Sts practice basic greetings, asking names, etc. They then focus on the grammar of the verb *be* in affirmative sentences and on subject pronouns. In Pronunciation, Sts are introduced to word stress and the *American English File* system of teaching the sounds of English. Here they begin by focusing on six vowel sounds. There is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity that pulls together the various strands of the lesson.

There is an Entry Test on *Oxford English Hub* that you can give Sts before starting the course.

Video material

Listening – *A salsa class*

Pronunciation – vowel sounds

More materials

For teachers

Photocopiables

Grammar verb *be* [+], subject pronouns: *I, you, etc.* p.178

Vocabulary Days of the week / Numbers 0–20 p.267
(instructions p.263)

Communicative You say, you answer p.224
(instructions p.214)

Oxford English Hub

Entry test


For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Pre-teach conversation 2 in **b** by introducing yourself. Say *Hi / Hello, I'm (...)*, and ask three or four Sts *What's your name?* When they answer, pretend sometimes not to have heard them correctly, and say *Sorry?* and put your hand to your ear.

1 LISTENING & SPEAKING

recognizing names

- a**  In this video, Sts see six scenes in a salsa class where three characters, Dan, Jasmine, and Ed meet.
 Books open. Focus on the photos of the people (1–4).
 Then tell Sts to watch the video *A salsa class* and match the four people to the names.
 Play the video.
 Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

1 Dan 2 Jasmine 3 Laura 4 Ed



See conversations in Student Book on p.8


- b** Play the video again all the way through.
 Then ask Sts to read the conversations and match them to photos A–F. Play it again if necessary.
 Check answers.

ANSWERS

1 D 2 A 3 F 4 C 5 E 6 B

Finally, go through each line of the conversations, eliciting / explaining the meaning of any words / phrases that Sts don't understand.

VIDEO See pp.20–21 for a list of suggestions for different ways to exploit videos in the classroom.

- c**  **1.2** Explain that in English some words are said more strongly than others, e.g., in *Nice to meet you*, *Nice* and *meet* are pronounced more strongly than *to* and *you*. Model and drill the phrase, and encourage Sts to try to copy the rhythm.
 Play the audio for Sts to listen and repeat the conversations. Encourage them to try to copy the rhythm of the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.



1.2

Same as video script in Student Book on p.8, with repeat pauses

EXTRA IDEA Put Sts in groups of three, and tell them to take roles (Jasmine, Dan, and Ed). Tell them to focus on the photos and explain that they are going to act out conversations 2, 3, 4, and 5. First, they should practice by reading the conversations aloud, then they should try to act them out. If there's time, get Sts to change roles.

- d** Focus on the exercise and the example. Explain that *Hello* and *Hi* mean the same thing, but *Hi* is more informal.
 Get Sts, in pairs, to fill in the blanks with words from the list.
 Check answers and highlight that the words / phrases on the right are more informal than those on the left.

ANSWERS

2 I'm... 3 Good 4 Thanks 5 Bye

- e** Focus on the example sentences in the speech bubble.
 Get Sts to introduce themselves to the class.

2 GRAMMAR

verb *be* [+], subject pronouns

- a** Focus on the instructions and on the first sentence, *I am Laura*. Then read the second sentence, *I'm Laura*, and explain that *I'm* is the contraction of the two words *I* and *am*. Tell Sts that when people speak, they normally use contractions.
 Give Sts a minute to fill in the other four blanks, looking back at the conversations if necessary, and check answers.

ANSWERS

2 'm 3 's 4 're 5 's

- b Tell Sts to go to **Grammar Bank 1A** on p.132. Explain that all the grammar rules and exercises are in this section of the book.

Grammar notes

Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.

Highlight also that in English there is only one form of *you*, which is used for singular and plural, and for formal and informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

In English, there are masculine and feminine pronouns, which can be difficult for people who identify as neither gender (known as *non-binary*) or both. In recent years, there has been a push to add more gender-neutral pronouns into the English language. The most common gender-neutral pronoun is the singular *they / them / theirs*. For example, you can say "I called an electrician to fix the light. They're coming at 2 p.m."

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

Focus on the example sentences and play audio 1.3 for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially *You're* /jʊr/, *We're* /wɪr/, and *They're* /ðeɪr/. Then go through the rules with the class.

Now focus on the exercises for **1A** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 are 2 is 3 are 4 is 5 am 6 is 7 are 8 is 9 is 10 am
b 1 It's Friday. 2 They're at school. 3 I'm well.
4 You're in my class.
c 1 He's 2 We're 3 She's 4 It's 5 They're

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

EXTRA PRACTICE OPTION Use the **1A Grammar** photocopiable activity.

- c 1.4 Play the audio and get Sts to listen and repeat the pronouns and contractions.

1.4

- | | |
|---------------|-----------------|
| 1 I, I'm | 5 it, it's |
| 2 you, you're | 6 we, we're |
| 3 he, he's | 7 they, they're |
| 4 she, she's | |

EXTRA SUPPORT Write the words on the board so that Sts know what they are saying.

- d 1.5 Focus on the example and tell Sts they're going to hear a full form of the verb and that they must say the contracted form.

Play the audio, pausing after each phrase, and elicit a response from the whole class.

1.5

- 1 I am (*ping*) I'm
- 2 you are (*ping*) you're
- 3 he is (*ping*) he's
- 4 she is (*ping*) she's
- 5 it is (*ping*) it's
- 6 we are (*ping*) we're
- 7 they are (*ping*) they're

Now repeat the activity with individual Sts.

- e Point to a male student whose name you remember and say *He's* (*Antonio*). Then point to a female student and elicit *She's* (*María*).

Put Sts in pairs, and ask them to continue naming other Sts, using *He's* / *She's*.

3 PRONUNCIATION

 vowel sounds, word stress

Pronunciation notes

It is important to point out to Sts that with vowels (*a, e, i, o, u*), there is no one-to-one relation between a letter and a sound. For example, the letter *e* can be pronounced in more than one way, e.g., *he, yes, and they*. However, reassure Sts that there are common combinations of letters that are usually pronounced the same way and these will be pointed out to them as the course progresses.

- a Focus on the **Vowel sounds** box and go through it with the class. Tell Sts that American English has 21 vowel sounds, and that the *American English File* pronunciation system has an example word to help them remember each sound. Learning the sounds will help them pronounce words more clearly and confidently. Focus on the six sound pictures (*fish, tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how words are pronounced. Learning to recognize these symbols will help Sts check the pronunciation of a word in a dictionary.

Now focus on the example words in the column under each sound picture, e.g., *it, this, in*. Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g., say *fish, it, this, in; tree, he, we, meet*, etc.

Play the first section of the video. Get Sts to watch and repeat the picture word (*fish*), then the sound (/ɪ/) and watch the mouth position, and finally repeat each of the three example words (*it, this, in*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat after each sound and word. Play again if necessary.



See sounds and words in Student Book on p.9

VIDEO See pp.20–21 for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA IDEA Get Sts to close their books. Dictate some of the words in the chart in random order for them to write down.

b **1.6** Focus on the **Word stress** box and go through it with the class. Elicit / Explain the meaning of *syllables* (= units into which a word is divided).

Now focus on the words. These are words that many Sts will probably already know, and some are “international,” e.g., *hotel*, *internet*. Write *airport* on the board. Elicit / Teach that it has two syllables. Then explain that all words of two or more syllables have one that is stressed (pronounced more strongly than the other(s)). Then say *airport* both ways (*airport* and *airport*) and ask Sts which way they think is correct (*airport*). Underline *air* on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it isn't where they would expect it.

! Warn Sts that even if the same or a similar word exists in their language, the stress may be on a different syllable.

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

Now play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers.

1.6

airport computer email hotel internet museum pasta
pizza salad sandwich university website

Now get Sts to practice saying the words, individually or in pairs.

EXTRA IDEA If Sts have dictionaries with them, for example on their phones, get them to look up a word, e.g., *airport*, and show them that stress is marked in dictionaries with a stress mark before the stressed syllable, e.g., /'ɛɪpɔ:rt/. If not, copy a dictionary entry onto the board, or use an online dictionary entry if you have an interactive board.

c Get Sts to copy the chart and write the words from **b** under the correct heading. Point out that the first one (*airport*) has been done for them.

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

ANSWERS

Food	Technology	Places
<u>pas</u> ta	<u>com</u> puter	<u>air</u> port
<u>pi</u> zza	<u>em</u> ail	<u>hot</u> el
<u>sal</u> ad	<u>in</u> ternet	<u>mu</u> seum
<u>sand</u> wich	<u>we</u> bsite	<u>univ</u> ersity

d Write the three categories on the board. Then give Sts one minute to try to add more English words to each column. Write their answers on the board. Underline the stressed syllable, and model and drill the correct pronunciation.

EXTRA SUPPORT After one minute, put Sts in pairs to compare their answers.

4 VOCABULARY days of the week, numbers 0–20

a **1.7** Focus on the photo and elicit that the two people are Ed and Jasmine.

Play the audio for Sts to fill in the blanks.

Check answers.

1.7

Ed See you on Saturday. Bye.
Jasmine Goodbye, Ed.

b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156 and get them to do **Parts 1 and 2**. Explain that these pages (**Vocabulary Banks**) are their vocabulary section where they will first do the exercises, and will then have the pages for reference to help them learn and remember the words.

Focus on **1 Days of the week** and get Sts to do **a** individually or in pairs.

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

Check answers.

1.8

Days and numbers, 1 Days of the week
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Now either use the audio to drill the pronunciation of the days, or model and drill them yourself. Ask Sts where the stress is (always on the first syllable). Give further practice of any words your Sts find difficult to pronounce. Sts may have problems with *Tuesday* /'tuzdeɪ/, *Wednesday* /'wenzdeɪ/, and *Thursday* /'θərzdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowel sounds in *Tuesday* and *Thursday*.

1.9 Now focus on the instructions for **c**, and play the audio for Sts just to listen.

1.9

See phrases in Student Book on p.156

Highlight the stressed syllables (*weekend*, *weekday*, *today*, etc.). Elicit / Explain the meaning of any words Sts don't know.

Now either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Then focus on **Activation**. Get Sts to cover the days of the week with a piece of paper and say them in order. Now ask them *What day is it today? And tomorrow?*

Finally, focus on the **Capital letters** box and go through it with the class.

Now focus on **2 Numbers 0–20** and get Sts to do **a** individually or in pairs.

Vocabulary notes

Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

1.10 Now do **b**. Play the audio for Sts to listen and check. Check answers.

ANSWERS

5 five **7** seven **11** eleven **12** twelve **15** fifteen
18 eighteen **20** twenty

1.10

2 Numbers 0–20

zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Explain / Elicit that numbers 13–19 are stressed on the second syllable.

Give further practice of any numbers your Sts find difficult to pronounce.

! When we count in a list, e.g., 1, 2, 3, 4, etc., we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g., *Room 13*, they are stressed on the second syllable. We recommend that you teach this pronunciation, as it is important for Sts to later distinguish between, e.g., 13 (*thirteen*) and 30 (*thirty*).

EXTRA SUPPORT Most Sts will probably know how to count to ten, but may be less confident with 11 to 20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0 to 20. Then do the same counting backward, starting from 20.

Now focus on **Activation**. Get Sts to cover the words with a piece of paper, leaving the numbers visible.

Finally, focus on the **Phone numbers** box and go through it with the class. Highlight that 0 is usually pronounced /oʊ/ in telephone numbers, although zero can also be used.

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

EXTRA PRACTICE OPTION Use the **1A Vocabulary** photocopiable activity.

EXTRA IDEA Dictate a dozen numbers between 0 and 20. Make sure you write them down on a piece of paper. Then check answers, by eliciting the numbers and writing them on the board.

c **1.11** Focus on the example and tell Sts they will hear two words (days of the week or numbers), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class.

1.11

Monday, Tuesday, (*ping*) Wednesday
eighteen, nineteen, (*ping*) twenty
Tuesday, Wednesday, (*ping*) Thursday
eight, nine, (*ping*) ten
thirteen, fourteen, (*ping*) fifteen
Friday, Saturday, (*ping*) Sunday
Sunday, Monday, (*ping*) Tuesday
ten, eleven, (*ping*) twelve
sixteen, seventeen, (*ping*) eighteen

Now repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Model and drill the question *What's your phone number?* Get Sts to ask three Sts sitting near them. They should write down the phone numbers so that they can check them.

! Tell Sts they can invent their phone numbers if they prefer. Get feedback from the class.

5 LISTENING & SPEAKING

 recognizing places and numbers

a **1.12** Focus on the six places (*airport, sandwich shop, etc.*) and make sure Sts understand them. Tell Sts they're going to listen to six short conversations. The first time they listen, they should just try to understand where the conversation is taking place and write a number 2–6 in the boxes. Point out that the first one (*sandwich shop*) has been done for them.

! Make sure Sts write 2–6 in the boxes before the words *airport, sandwich shop, etc.*, and not in the spaces, e.g., after *Gate number*.

Play the audio once for Sts to identify the place. Play again if necessary and then check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

2 language school 3 airport 4 taxi 5 hotel 6 museum

1.12

(script in Student Book on p.127)

- A** A turkey and cheese sandwich, please.
B That's nine dollars and fifteen cents.
- A** So, Anna, your classes are on Tuesday and Thursday mornings.
B Qué? Sorry?
A Your classes are on Tuesday and Thursday mornings.
- The JetBlue flight to Burbank is now boarding at Gate number 5.
- A** Where to?
B Sixteen Manchester Road, please.
- A** Here's your key. Room twelve.
B Thank you.
- A** Here we are.
B Oh no! It's closed.
A Look, it says, "Closed on Monday."

b Focus on the words on the right in **a**. Elicit / Explain the meaning of *Gate*, etc. Tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation.

Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the blanks.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

ANSWERS

- | | |
|-------------------|--|
| 1 sandwich shop | 9 dollars and 15 cents |
| 2 language school | Classes on Tuesday and Thursday mornings |
| 3 airport | Gate number 5 |
| 4 taxi | 16 Manchester Road |
| 5 hotel | Room 12 |
| 6 museum | Closed on Monday |

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

c **1.13** Focus on the examples and tell Sts they're going to hear a sentence and they must respond to it.

Play the audio, pausing after each sentence to elicit a response from the whole class.

 **1.13**

- 1 Hello. Nice to meet you. (*ping*)
 - 2 What day is it today? (*ping*)
 - 3 Hi. What's your name? (*ping*)
 - 4 What's your phone number? (*ping*)
 - 5 Bye. See you on Monday. (*ping*)
 - 6 Have a nice weekend. (*ping*)
 - 7 Hi. This is Anna. (*ping*)
 - 8 Hello. How are you? (*ping*)
-

Repeat the activity, eliciting responses from individual Sts.

- d** Tell Sts to imagine that they're at a party where they don't know anyone. If possible, get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage them to shake hands, or use a locally appropriate gesture, and say *Sorry?* if they don't hear the other student's name.

1B

A world of sports

- G** verb *be* □ and ?
V countries, numbers 21–100
P /ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress

Lesson plan

The context of this lesson is sporting events where fans from many countries gather together. Sts complete their study of the verb *be* and learn how to say where they and other people are from. They start the lesson by learning vocabulary for countries and nationalities, and this language is then practiced in a world quiz. Next, Pronunciation covers the schwa /ə/, a sound that occurs in many English words, and three consonant sounds, which are difficult for many nationalities. The Grammar section, *be* in negative sentences and questions, is then presented through three interviews between a journalist and sports fans from different countries. Sts then practice asking where people are from. There is then a second Vocabulary section where Sts learn numbers 21–100, and a Pronunciation and Listening section that focuses on word stress in numbers and practices numbers through listening and playing *Bingo*.

Video material

Vocabulary – countries
 Pronunciation – /ə/
 Pronunciation – /tʃ/, /ʃ/, /dʒ/
 Vocabulary – numbers 21–100

More materials

For teachers

Photocopiables

Grammar verb *be* □ and ? p.179
Vocabulary The world p.268 (instructions p.263)
Communicative Nationalities bingo p.225 (instructions p.214)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *continent* on the board and elicit / teach its meaning. Ask Sts how many continents there are (*seven*) and if they can name them (from largest to smallest: *Asia, Africa, North America, South America, Antarctica, Europe, Australasia*). Answers to this question might differ as some people say there are five continents (counting North and South America as one); some also might not include *Antarctica*. *Australasia* might also be called *Australia* or *Oceania*.

1 VOCABULARY countries

- a** 🎧 Books open. Focus on the title of the lesson and check Sts understand the meaning of *world*. Model and drill its pronunciation.
 Now focus on the six countries and make sure Sts know what they are.

Tell Sts that they are going to watch six short clips of soccer fans from these countries and they must write a number 1–6 in the boxes.

Play the video once for Sts to watch and complete the task. Get them to compare with a partner, and then check answers.

ANSWERS

1 Brazil 2 Spain 3 Mexico 4 Egypt 5 France 6 Italy

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

VIDEO See pp.20–21 for a list of suggestions for different ways to exploit videos in the classroom.

- b** Tell Sts to go to **Vocabulary Bank Countries** on p.157.

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

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

Check answers.

🎧 1.14

Countries, 1 Continents

5 Africa, African
 7 Antarctica, Antarctic
 3 Asia, Asian
 6 Australasia, Australasian
 2 Europe, European
 1 North America, North American
 4 South America, South American

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 the instructions for **c**. Get Sts to cover the words with a piece of paper, leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on the compass points, and model and drill the pronunciation: *north* /nɔːθ/, *east* /iːst/, *south* /saʊθ/, *west* /west/.

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

Vocabulary notes

The nationality word is normally the same as the word for the language of the country, e.g., in *Italy* the language is *Italian*, in *Vietnam* the language is *Vietnamese*. However, some countries are different, for example in *Brazil* the language is *Portuguese*, and in some countries like *Switzerland*, there are several official languages (*German, French, Italian, and Romansch*).

Countries sometimes change their names, e.g., *Türkiye* used to be called *Turkey*. If Sts have heard the old form, explain that it is now out of date. Occasionally, two forms of a country name are acceptable, e.g., *The Czech Republic* can also be referred to as *Czechia*.

🔊 1.15 Play the audio for Sts to listen and check.
Check answers.

🔊 1.15

2 Countries and nationalities

- 2 England, English
- 4 Ireland, Irish
- 1 Spain, Spanish
- 3 Türkiye, Turkish
- 7 Germany, German
- 5 Mexico, Mexican
- 8 Morocco, Moroccan
- 6 the United States, American
- 13 Argentina, Argentinian
- 17 Australia, Australian
- 9 Brazil, Brazilian
- 18 Canada, Canadian
- 11 Egypt, Egyptian
- 15 India, Indian
- 12 Italy, Italian
- 16 Nigeria, Nigerian
- 10 Peru, Peruvian
- 14 Russia, Russian
- 20 China, Chinese
- 19 Japan, Japanese
- 21 Vietnam, Vietnamese
- 24 the Czech Republic, Czech
- 22 France, French
- 23 Thailand, Thai

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. If your Sts' country is not in the list, teach it with the nationality adjective and elicit which group the adjective belongs to.

Focus on the **Capital letters** box and go through it with the class.

Now focus on the instructions for **b**. Get Sts to cover each group of words with a piece of paper, leaving the flags visible. Sts look at the flags and try to remember both the countries and nationalities.

Finally, focus on **Activation** and the example. Put Sts in pairs and get them to tell their partner the six countries they chose and which continent they are in.

EXTRA IDEA Put Sts in pairs. **A** says a country, e.g., *Italy*, and **B** says where the country is, e.g., *Italy is in Europe*.

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

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

c Tell Sts they are going to do a countries and nationalities quiz. Before they start, draw their attention to the example speech bubbles. Focus on the expressions *I think...* and *I'm not sure*. Teach / Elicit their meaning using appropriate gestures and drill the pronunciation.

🔊 1.16 Put Sts in pairs and focus on 1 in *The World Quiz*. Now tell Sts they are going to hear music from the six countries and they must write the countries for a–f. Play the audio once for Sts to listen and complete the task. Check answers.

ANSWERS

- 1 a England b Peru c Italy d Russia e India f Argentina

🔊 1.16

(six short pieces of music)

Set a time limit for Sts to do questions 2–4. Tell them that all the answers to questions 2, 3, and 4 are from the continents and countries in the **Vocabulary Bank**.

Check answers and find out who got the most correct answers.

ANSWERS

- 2 a North America b Africa c Asia d Europe e South America
3 a Germany b Spain c Ireland d Morocco e Japan
f China
4 a Mexican b Turkish c Nigerian d French e Canadian
f Australian g Vietnamese

2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

Pronunciation notes

The /ə/ sound occurs before or after stressed syllables and is the most common vowel 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 vowels, e.g., *gate*, *goodbye*, and sometimes before *e* and *i*, e.g., *get*, *give*, etc.

a 🎧 Focus on the box **The /ə/ sound** and go through it with the class. Model and drill the sound. Before you play the video, you may want to point out that some words, e.g., *American*, can have more than one /ə/ sound in them (it has two). Also show Sts that the stressed syllable has been underlined in the example words.

Play the video for Sts to watch and repeat the picture word (*computer*), then the sound (/ə/), and watch the mouth position. Highlight how the speaker's mouth is barely open as he makes the sound. Then get them to repeat after each individual word.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat.



See sound and words in Student Book on p.10

b 🎧 Focus on the **Consonant sounds** box and go through it with the class.

Now focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the first section of the video. Get Sts to watch and repeat the picture word (*chess*), then the sound (/tʃ/) and watch the mouth position, and finally repeat the sentence (*Charles isn't Czech, he's French*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.