

OXFORD

Starter

American English File

fourth edition

Teacher's Guide with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert
with Sue Meri field

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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2026

2030 2029 2028 2027 2026

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 418517 2	Teacher's Guide with Digital Pack
ISBN: 978 0 19 418516 5	Teacher's Guide
ISBN: 978 0 19 418513 4	Digital Pack
ISBN: 978 0 19 417042 0	Student Book Classroom Presentation Tool
ISBN: 978 0 19 418519 6	Workbook Classroom Presentation Tool
ISBN: 978 0 19 417010 9	Teacher's Skills Confidence
ISBN: 978 0 19 418515 8	Teacher's Online Resources

Printed in China

FSC logo placed
here by printer

ACKNOWLEDGMENTS

The publisher would like to thank the following for the permission to reproduce photographs: 123RF; Alamy (Alamy Stock Photo, Alistair Heap, Craig Steven Thrasher, Everett Collection Inc, Geoffrey Kidd, Greg Balfour Evans, icebergstock, Leonid Nyshko, Lev Dolgachov, Manor Photography, MBI, MediaPunch Inc, Newscom, Nicholas Eveleigh, ONOKY – Photononstop, Rob Wilkinson, StockPhotosArt – Technology, Tetra Images, LLC, Walters Digital, WENN Rights Ltd, wonderlandstock, Zoonar GmbH); Corbis (© Hill Street Studios/Blend Images); Getty Images (blackCAT, Boy_Anupong, Chris Hondros/Staff, Cohen/Ostrow, Corbis RF Stills, Corbis/Fuse, David Ramos/Staff, Dia Dipasupil/Staff, Digital Vision, eclipse_images, fstop.123, Getty Images, iStockphoto, iStockphoto, LauriPatterson, Maskot, Matthew Horwood/Stringer, Matthew Stockman/Staff, Mike Coppola/Staff, PeopleImages, Photodisc, photolibrary.com, Stephane Cardinale – Corbis/Contributor); Oxford University Press (Oxford University Press, Mark Manson); photolibrary.com (Fotosearch); Shutterstock (123dartist, Africa Studio, Africa Studio, Aki 2007, Akimov Igor, Aleksandra Duda, Anan Kaewkhammul, Anatoliy Sadovskiy, Andrii Kobryn, Anna Kucherova, arka38, baranq, Basileus, Brocreative, Cara-Foto, CCISUL, cinemafestival, Ciprian Stremtan, Damian Dovarganes/AP/Shutterstock, David Tadevosian, Davor Geber, design56, DFree, Diana Taliun, Elnur, ESB Basic, ESB Professional, Eva Marchenko, Evgeny Karandaev, Featureflash, Featureflash Photo Agency, FernandoMadeira, Fulop Zsolt, Gayvoronskaya_Yana, Gregory Gerber, Ground Picture, Happy Foods Tube, Image Point Fr, Imcsike, ISA HARSIN/SIPA/Shutterstock, Ivan Soto Cobos, Jaguar PS, Jiri Hera, JStone, Juergen Faelchle, Julia Kuznetsova, Karkas, Kathy Hutchins, Kicking Studio, Kiselev Andrey Valerevich, Krakenimages.com, Kuttelvaserova Stuchelova, Liv friis-larsen, Lotus Images, Lucky Business, Madlen, Maks Narodenko, margouillat photo, Maxim Khytra, merzzie, michaeljung, Minerva Studio,

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Illustrations by: Oxford University Press, Q2A Media



Contents

p.4 **Student Book contents**

p.6 **Course overview**

- Introduction
- What do Starter students need?

p.8 **Print components**

- For students
- For teachers

p.9 **Digital components on *Oxford English Hub***

- For students
- For teachers

p.10 **File overview**

p.16 **The role of video in language learning**

p.17 **Video in *American English File fourth edition***

p.18 **How to exploit video in the classroom**

p.20 **Lesson plans**

p.20	File 1 A–B	Practical English Episode 1
p.33	File 2 A–B	1&2 Review and Check
p.44	File 3 A–B	Practical English Episode 2
p.54	File 4 A–B	3&4 Review and Check
p.63	File 5 A–B	Practical English Episode 3
p.74	File 6 A–B	5&6 Review and Check
p.84	File 7 A–B	Practical English Episode 4
p.95	File 8 A–B	7&8 Review and Check
p.104	File 9 A–B	Practical English Episode 5
p.115	File 10 A–B	9&10 Review and Check
p.124	File 11 A–B	Practical English Episode 6
p.135	File 12 A–B	11&12 Review and Check

p.140 **Photocopiable activities**

p.140	Introduction
p.141	Grammar activity answers
p.143	Grammar activity worksheets
p.167	Communicative activity instructions
p.177	Communicative activity worksheets
p.209	Vocabulary activity instructions
p.215	Vocabulary activity worksheets

p.233 **Workbook answer key**

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION	
1				Practical English p.10
6 A Nice to meet you	verb <i>be</i> (singular): <i>I</i> and <i>you</i> 🔄	numbers 0–10, days of the week, saying goodbye	/h/, /aɪ/, and /i/	Episode 1 🎧 <i>How do you spell it?</i> Practical English checking into a hotel, booking a table Vocabulary the classroom Pronunciation the alphabet
8 B Music around the world	verb <i>be</i> (singular): <i>he, she, it</i>	countries 🔄	/i/, /oʊ/, /s/, and /ʃ/	
2				Review and Check p.16
12 A Are you on vacation?	verb <i>be</i> (plural): <i>we, you, they</i>	nationalities	/dʒ/, /tʃ/, and /ʃ/	Review and Check 1&2 🔄
14 B What number is the bus?	<i>Wh-</i> and <i>How</i> questions with <i>be</i>	phone numbers, numbers 11–100 🔄	understanding numbers	
3				Practical English p.22
18 A Where's my phone?	singular and plural nouns, <i>a / an</i>	small things	/z/ and /s/, plural endings 🔄	Episode 2 🎧 <i>An orange juice, please</i> Practical English understanding prices, buying lunch Pronunciation /ɔr/, /s/, and /k/
20 B Souvenirs	<i>this / that / these / those</i>	souvenirs	/ð/, sentence rhythm	
4				Review and Check p.28
24 A This is my family	possessive adjectives, possessive 's 🔄	people and family	/s/, /æ/, and /ə/	Review and Check 3&4 🔄
26 B The right car for me	adjectives 🔄	colors and common adjectives	/ər/ and /ɔr/, linking	
5				Practical English p.34
30 A My favorite meal	simple present [+] and [-]: <i>I, you, we, they</i>	food and drink 🔄	/dʒ/ and /g/	Episode 3 🎧 <i>What time is it?</i> Practical English telling the time Vocabulary the time, saying how you feel Pronunciation /ə/, silent consonants
32 B A very long flight	simple present [?]: <i>I, you, we, they</i>	common verb phrases 1	/w/ and /v/, sentence rhythm and linking	
6				Review and Check p.40
36 A Old friends?	simple present: <i>he, she, it</i> 🔄	jobs and places of work	third person -es, sentence rhythm	Review and Check 5&6 🔄
38 B Good morning, good night	adverbs of frequency	a typical day	/y/ and /yʊ/, sentence rhythm	

	GRAMMAR	VOCABULARY	PRONUNCIATION	
7				Practical English p.46
42 A On the weekend	word order in questions: <i>be</i> and simple present	common verb phrases 2: free time 🎧	/w/, /h/, /cr/, and /au/	Episode 4 🎧 <i>What's the date?</i> Practical English saying the date, talking on the phone Vocabulary months, ordinal numbers Pronunciation /θ/
44 B Lights, camera, action!	imperatives, object pronouns: <i>me, him</i> , etc.	kinds of movies	sentence rhythm	
8				Review and Check p.52
48 A Can I park here?	<i>can / can't</i>	more verb phrases	<i>can / can't</i> : /ɔ/ and /æ/, sentence rhythm	Review and Check 7&8 🎧
50 B I ♥ shopping	<i>like / love / hate</i> + verb + <i>-ing</i>	activities 🎧	/ɔ/, /u/, and /ɪ/, sentence rhythm	
9				Practical English p.58
54 A What are they really doing?	present continuous	common verb phrases 2: traveling	sentence rhythm 🎧	Episode 5 🎧 <i>Would you like to come?</i> Practical English inviting and offering Pronunciation sentence rhythm
56 B Watching and waiting	present continuous or simple present?	clothes 🎧	/ɔr/, other vowel sounds	
10				Review and Check p.64
60 A A room with a view	<i>there's a... / there are some...</i>	hotels; <i>in, on, under</i>	/tr/ and /cr/	Review and Check 9&10 🎧
62 B Where was he?	simple past: <i>be</i>	<i>in, on, at</i> 🎧	<i>was</i> and <i>were</i> , sentence rhythm	
11				Practical English p.70
66 A A new life in the US	simple past: regular verbs	regular verbs	regular simple past endings	Episode 6 🎧 <i>Is there a bank near here?</i> Practical English asking for and giving directions Vocabulary prepositions of place Pronunciation sentence rhythm and polite intonation
68 B How was your day?	simple past irregular verbs: <i>get, go, have, do</i>	verb phrases with <i>get, go, have, do</i>	sentence rhythm	
12				Review and Check p.76
72 A Strangers on a train	simple past: regular and irregular verbs	regular and irregular verbs	irregular verbs	Review and Check 11&12 🎧
74 B Review the past	simple past review	review of past verb forms	review of vowel sounds	



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 the students learn and practice Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. Please refer to page 17 for more information on the video offer in *American English File fourth edition*.

As well as the main A and B Student Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available.

- 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 very much hope you and your students enjoy using *American English File fourth edition*.

What do Starter students need?

The aim of every level of *American English File fourth edition* is to get students talking and Starter is no exception. To achieve this, beginners need two things above all else: motivation and support.

Starters' language level is low, but they need interesting topics and texts just as much as Level 3 or Level 5 students.

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 Starter* 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.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' L1 can save time and help build good teacher–class rapport. Contrasting how English grammar works with the rules in students' L1 can also help students assimilate the rules more easily.

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice 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** that 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

- Intensive practice of vowel and consonant sounds
- Systematic practice of other aspects of pronunciation, e.g., stress and sentence rhythm
- Awareness of rules and patterns

Starter 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 that 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 **Sound Bank** on pages 134–135 of the Student Book helps students see the many clear sound–spelling patterns that do exist in English and gives common examples of them. There is also 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 and prompt them to describe their experiences and express their ideas
- 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 in order 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
- Building confidence by listening to short accessible texts and conversations with achievable tasks
- Exposure to as much aural English as possible
- 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 then be able to understand more the second time. Video listenings provide visual contexts to traditional audio and help develop students' viewing skills.

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

- Grammar presentation and practice
- Vocabulary presentation and practice
- Sound Bank videos on *Oxford English Hub*
- Documentaries
- Dramas
- "On the street" interviews
- Practical English videos

Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students read
- Strategies for dealing with unknown words in a text

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 Starter* reading texts are staged so that they progress from one-line sentences to short articles adapted from a variety of real sources (newspapers, magazines, news websites) and chosen for their intrinsic interest and ability to generate discussion. All reading texts in Starter are available with audio, which helps build reading fluency and confidence.

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 Starter* provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

- Practice in using functional phrases in simple role-plays
- Knowing what to say in common situations, e.g., buying a coffee

The Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering food and drink. To make these everyday situations come alive, the language is presented in a series of videos with two characters, Rob (from London) and Jenny (from New York). The lessons also highlight other useful everyday phrases such as *Can I help you? How much is it? Don't worry. See you there.* The **Workbook** provides practice of all the language from the Practical English lessons.

Review

- Regular recycling of grammar, vocabulary, and pronunciation
- 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 and Check section. Students first review the Grammar, Vocabulary, and Pronunciation of each File. Then a series of skills-based challenges, including street interviews, helps students measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.

Print components

FOR STUDENTS

Student Book

The Student Book has 12 Files. Each File is organized like this:

A and B lessons

Each File contains two two-page lessons that present and practice Grammar, Vocabulary, and Pronunciation as well as 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 with integral video which teaches high-frequency, everyday English (e.g., language for spelling your name, booking a table, or telling the time) and social English (useful phrases like *That's right* and *I'm really sorry*).

The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline that runs through the level.

Review and 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
- Words and Phrases to Learn

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.141–166

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

Communicative

see pp.167–208

Extra speaking practice for every A, B, and PE lesson

Vocabulary

see pp.209–232

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

There is more information on page 140 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: 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
- Photocopiable materials
- Downloadable wordlists

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

9B

Watching and waiting

What are you doing today?

I usually go to the office, but today I'm watching somebody.

- G present continuous or simple present?
- V clothes
- P /ə/, other vowel sounds

1 READING

- a Look at the two photos in the article. Which photo do you think shows a private investigator on a normal day?
- b **9.9** Read and listen to the article by Matt, a private investigator, and check. Do you think he a) loves, b) likes, c) doesn't like his job?
- c Read the article again. Mark the sentences **T** (true) or **F** (false).
- 1 Matt doesn't usually wear a suit when he goes to his office.
 - 2 He works from 9:00 to 5:00.
 - 3 He meets new clients online.
 - 4 Some of his jobs are for companies.
 - 5 Today, Matt is watching a client.
 - 6 He's wearing sunglasses because it's very hot.
 - 7 When he's working on the street, it's always exciting.
 - 8 The life of a real private investigator is different from the life of those in movies.
- d Would you like to be a private investigator?

2 GRAMMAR present continuous or simple present?

- a Look at two sentences about Matt. Complete the sentences with the simple present or present continuous of **work** and **wear**.
- He usually ¹*works* in an office, but today he ² _____ on the street.
He usually ³ _____ a shirt and pants. Today he ⁴ _____ a jacket and sunglasses, too.
- b **9.10** Listen and check.
- c Complete the rules with *every day* and *today / now*.
- Use the simple present to talk about _____.
- Use the present continuous to talk about _____.
- d **G Grammar Bank 9B p.108**

A day in the life of... a private investigator

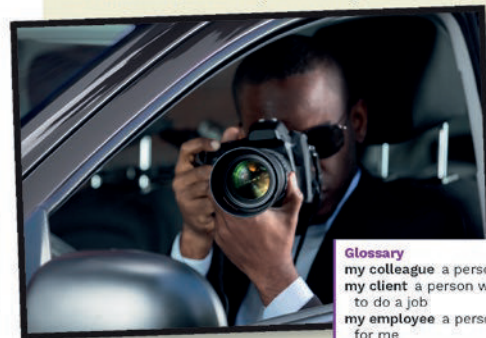
People think a private investigator's job is exciting, but is it really true? See what you think.

On a typical day, I get up early and I go to my office. I don't need to wear a suit. I usually wear a shirt and pants. I start work at about 9:00. I sit at my desk and work at my computer. I answer phone calls. I speak to colleagues. Then, at about 6:00, I finish work and go home.

The calls are usually from clients – new clients or current clients. With a new client, first I usually meet them in person in our office. Some clients are private individuals. Perhaps they want us to find a missing person. Other clients are companies. Perhaps they want us to check if an employee is really sick or not. Then we need to investigate the problem. We usually do this online. Clients pay for each day we work, and they don't want to pay a lot of money, so we try to work fast.

But sometimes our work is different, and today is one of those days. I'm not working in the office, I'm working on the street. I'm sitting in my car with my camera. I'm watching and waiting. I'm hoping to see a man. He lives in the building across the street, and my client wants me to follow him. I'm wearing a jacket, and I'm wearing sunglasses because I don't want the man to see my face. Is this more exciting than being in the office? Sometimes. But waiting in a car is often boring, and it's a long day, not just from 9:00 to 6:00. Sometimes it's difficult to stay awake!

The life of a private investigator is not like in movies and on TV. But each case is different, and solving a case feels great.



Glossary
my colleague a person I work with
my client a person who pays me to do a job
my employee a person who works for me

Reading and listening activities

Opportunities for personalized speaking throughout the lesson

Additional practice of the grammar in the Grammar Bank

Vocabulary development in context

3 VOCABULARY & PRONUNCIATION

clothes; /əʊ/, other vowel sounds

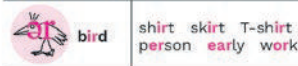
a Look at some clothes words from the article in 1. Match them to the photos.

a jacket pants a suit a shirt



b **Vocabulary Bank** Clothes p.129

c 9.13 Listen and repeat the sound and words.



d Put the clothes words in the correct column.

cap coat dress hat jacket jeans
shoes sneakers suit sweater



e 9.14 Listen and check.

f Practice saying the sentences.

I'm wearing...

a shirt and a skirt

a red sweater

a new suit

an old coat

a black jacket

blue shoes

clean jeans

green sneakers

g **Video** Watch the video. You are a private investigator and you are watching people. What are they wearing?

1 She's wearing an orange...



Pronunciation integrated into each lesson

Vocabulary and Grammar videos bring language learning to life.

4 LISTENING & SPEAKING



a Look at the photos and read about Neah. Do high school and college students do internships in your country?

In the US, high school and college students can do internships to get work experience. Neah is working as a fashion intern at a clothing store called Rue21 in Pittsburgh, Pennsylvania.

b 9.15 Listen to an interview with Neah. Is she positive or negative about her work experience?

c Listen again and answer the questions.

- 1 What kinds of clothes does Rue21 have?
- 2 What does Neah do in the store?
- 3 What does Neah like about the job?
- 4 What doesn't she like?
- 5 What can Neah do when she ends her internship?
- 6 Where are the clothes she is wearing today from?

d Talk to a partner.

- 1 What are you wearing today?
- 2 What colors do you like wearing?
- 3 What clothes do you usually wear...?
 - in the summer
 - in the winter
 - to work / school
 - for a party

Vocabulary Bank extends students' vocabulary.

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

Speaking activities at the end of the lesson allow students to communicate using the grammar and vocabulary they have learned in the lesson.

Practical English lessons teach functional English.

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

The language is presented in the form of drama videos.

Would you like to come?

Practical English | inviting and offering | sentence rhythm

1 INVITING AND OFFERING

a **Video** Watch *Inviting and offering*. Number the photos 1-3.

A

B

C

b Watch again. Complete the conversations with a word or time from the lists.

birthday 4:00 lunch Sunday 3:30 two

1 Rob Hey, Alan. **Would you like** to come to the match with me on ¹ _____? It's Norwich against Chelsea, and I have ² _____ tickets.

Alan Wow! What time's the match?

Rob It's at ³ _____.

Alan Yeah, I'd love to. Thanks.

Rob **Would you like** to meet for ⁴ _____ first?

Alan Sorry, I can't. It's my mum's ⁵ _____, and I need to have lunch with her. But I can meet you there.

Rob Great. Let's meet at ⁶ _____ at the entrance to the Tube station.

Alan Fine. See you there.

burger coffee hungry know milk water

2 Alan They are playing really badly. I hope the second half is better.

Rob Me too. I ⁷ _____ they can win.

Alan **Would you like** a ⁸ _____?

Alan No, thanks. I'm not very ⁹ _____.

Rob How about a ¹⁰ _____?

Alan Yeah, great.

Rob A burger and a ¹¹ _____, please.

Alan And **I'd like** a coffee.

Server ¹² _____ and sugar?

Alan Yes, please.

Glossary
match (sports) a game between two people or teams
the entrance the door where you go into a place
the Tube the London subway

c Look at the **highlighted** phrases in the conversations. What do you think *Would you like?* and *I'd like* mean?

Would you like...?

Would you like + noun
Would you like a burger?
Yes, please. / No, thanks.

I'd like (= I would like) + noun
I'd like a burger, please.
I'd like a coffee, please.

Would you like to + verb
Would you like to come to the match?
Yes, I'd love to. / Sorry, I can't.

! Compare
Do you like dancing? = in general
Would you like to dance? = invitation

Information boxes focus on the functional language.

2 PRONUNCIATION sentence rhythm

a 9.16 Listen and repeat.

a *pizza*?

→ *like a pizza*?

→ *Would you like a pizza?*

see a movie?

→ *to see a movie*?

→ *Would you like to see a movie?*

b Work in pairs. Use the photos. Ask a partner.

Would you like a...?



Would you like to go to a...?



c In pairs, practice the conversations in 1b. Change roles.

3 MEETING AN OLD FRIEND

a **Video** Watch *Meeting an old friend*. Jenny meets her ex-boyfriend Steve, a journalist, on the street. What three things does Steve invite Jenny to do?



b Watch again. Then **circle** the correct answer.

- Jenny is looking *well* / *tired*.
- It's *raining* / *starting to rain* on the street.
- Jenny's meeting is in *half an hour* / *an hour*.
- Jenny *can* / *can't* go to the exhibition.
- Jenny thinks it *is* / *isn't* a good idea to meet Steve one evening.

4 USEFUL PHRASES

Video Watch and repeat the useful phrases.

Would you like to come to the match with me on Sunday?

Yeah, I'd love to.

Let's meet at half past three.

See you there.

Would you like a burger?

How about a coffee?

I'd like to ask you something.

I don't think it's a good idea.

5 SPEAKING & WRITING an email

a 9.17 Listen and repeat the conversations. Then practice them with a partner.

- A Would you like to come to a party at my house?

B Yes, I'd love to. Thanks! When is it?

A It's on Friday at 8:00.

B Great! See you there.

- A Would you like to come to a party on Saturday?

B Sorry, I can't. I'm busy on Saturday night.

b Imagine it's your party. Choose a day and time. Invite your partner. Can he / she come?

c Invite the other students in your class. How many people can come?

d **Writing Bank 4 p.87** Write an email to invite someone to do something.

Focus on key phrases from the episode

Speaking activities allow students to put into practice what they have learned in the lesson.

Pairwork for students to practice the key language

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

Review of the Grammar, Vocabulary, and Pronunciation of the previous Files

A series of skills-based challenges

9&10 Review and Check

GRAMMAR

VOCABULARY

PRONUNCIATION

Can you understand these people?

Can you understand this text?

Can you say this in English?

Check (✓) the boxes.

Yes, I can.

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

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 116–130 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.

Photos and illustrations give context to vocabulary items.

Clothes

a Listen and repeat the words.

- sweater /'swetə/
- skirt /'skɜ:t/
- shirt /'ʃɜ:t/
- pants /'pɑ:nts/
- jeans /'dʒi:ns/
- shorts /'ʃɔ:t/
- suit /su:t/
- dress /dres/
- skirt /'skɜ:t/
- coat /kəʊt/
- jacket /'dʒækt/
- socks /sɒks/
- skirt /'skɜ:t/
- socks /sɒks/
- cap /kæp/

b Cover the words. Look at the photos. Say the words.

ACTIVATION Work in pairs. Ask about other students: *What's he wearing? What's she wearing?*

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

Writing Banks provide 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

Short writing tasks for a variety of writing genres



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 the video, 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 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 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 term but must always have a clear purpose.

Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality is where there is 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 them 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 bring to the study 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 also 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 develop their listening and speaking skills.

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

Types of video in the course include:



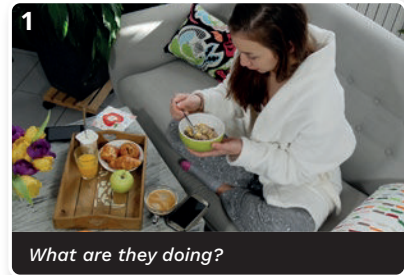
Grammar videos

The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts which 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

Videos produce natural language that enable students to practice intonation and sentence rhythm. There is also a full set of Sound Bank videos, which 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.



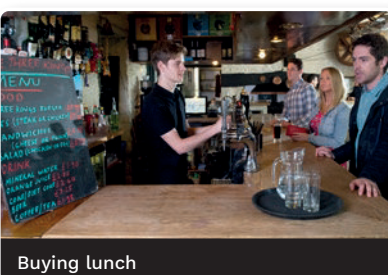
Documentaries

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.



Practical English videos

A series of drama videos with two main characters, Rob (from London) and Jenny (from New York), provides valuable input and practice for functional language and useful phrases.





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 as to 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 out 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 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 if the video is a grammar presentation, where you may want to have them on for the second viewing. Where the aim is improving their listening skills, having a third viewing with subtitles is a way of allowing Sts to confirm what they understood, and also of dealing with new vocabulary or pronunciation they were not expecting.

With a video where you feel that the speed or accent is making it especially challenging for your Sts, having the subtitles on is a way of helping them enjoy what they are watching, and of showing 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 to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos and apply to different levels. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught. We have included this list of activities so that it provides you with a range of ideas, most of which can be adapted to suit lower levels.

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.

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 Student Book exercises, 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. 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 Student Book activities 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 jacket? What was the man doing?* 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* (singular): *I* and *you*
V numbers 0–10, days of the week, saying goodbye
P /h/, /aɪ/, and /i/

Lesson plan

In this first lesson, Sts learn to introduce themselves and give basic greetings, and to use the *I* and *you* forms of the verb *be* in affirmative and negative sentences, questions, and short answers. The lesson begins with a video of scenes in a café where people order coffee and are asked their names, which the barista gets confused about when she writes them on the cups. This leads into the grammar presentation and practice. Sts then learn numbers 0–10, and in Pronunciation, are introduced to the *American English File* system of teaching the sounds of English with three sounds: /h/, /aɪ/, and /i/. The language is brought together in a Speaking activity that also gives Sts the opportunity to introduce themselves to other Sts and to learn their names. The lesson finishes with a focus on the days of the week and ways of saying goodbye.

Video material

Listening – *In a coffee shop*

More materials

For teachers

Photocopiables

Grammar verb *be* (singular): *I* and *you* p.143
Communicative Are you...? p.177 (instructions p.167)
Vocabulary Numbers 0–10 and days p.215 (instructions p.209)

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Introduce yourself to the class. Say *Hello. I'm (...)* twice. Repeat your name and write it on the board.

Then look at one student and say *Hello. I'm (...)*. Encourage them to respond *Hello. I'm (...)*. At this stage, do not correct anything they say. If the student fails to respond, move on to another student until you get the correct response.

Repeat this process with other Sts around the class. With a stronger class, you may also want to teach the phrase *Nice to meet you* at this point.

This activity will break the ice with your class on the first day.

1 LISTENING & SPEAKING

- a** ▶ This video shows four scenes in a coffee shop where two people meet and order coffee.

Tell Sts in their L1 that they are going to watch a video, and that they should have their books closed. Play the video once with the subtitles on.

- b** Now tell Sts to open their books. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board.

Focus on the photos and elicit that they are from the video. See if Sts can remember the names of the woman in photo 1, and the man in photo 3 (*Helen and Tom*).

Then focus on the conversations. Ask Sts to read them, and find the conversation that goes with photo 1. Elicit that it is the second one, which begins with *A cappuccino, please*. Then tell Sts to continue, and match the other three conversations to the photos.

Play the video again without subtitles for Sts to check.

Check answers.



See conversations in Student Book on p.6

Go through the conversations, making sure the meaning is clear to Sts. Some teachers may want to do this in L1. (See **Introduction** on p.6 for comments on the use of Sts' L1.) You might also want to tell Sts that the word *barista* is originally Italian and is a person who works in a café. Point out that the response to *Nice to meet you* is *Nice to meet you*. (*Nice to meet you, too* is also taught later.)

ANSWERS

3, 1, 4, 2

VIDEO See pp.18–19 for a list of suggestions for different ways to exploit videos in the classroom.

- c** ▶ Play conversation 1 again and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly. Get individual Sts to say the phrases after you. Play the video again for Sts to repeat in chorus, allowing time for them to repeat.



Same as conversations in Student Book on p.6, with repeat pauses

- i** If you find the repeat pauses in the video aren't long enough, pause it yourself. Encourage Sts to try to copy the rhythm. Getting the rhythm correct is one of the most important aspects of good pronunciation.

Depending on the size of your class, get all or some Sts to repeat individually.

If you know your Sts' L1, you may want to point out that *hello* and *hi* mean the same, although *hi* is more informal. Repeat with the other three conversations.

- d** Put Sts in pairs, **A** and **B**. Demonstrate the activity with a strong pair. **A** takes the roles of Helen in conversations 1, 2, and 4, and Barista 1 in the third conversation, and **B** takes all the other roles.

Now ask Sts to practice the conversations. When they have finished, tell them to change roles. Listen out for general pronunciation mistakes and write them on the board, then model and drill them with choral and individual repetition.

EXTRA SUPPORT With a weaker class, you could work on each conversation one by one, modeling and drilling the pronunciation, then practicing in pairs before moving on to the next conversation.

EXTRA IDEA Put Sts in groups of four and give each student a role (Helen, Barista 1, Barista 2, and Tom). They can then change roles.

2 GRAMMAR verb *be* (singular): *I* and *you*

a Focus on the instructions and get Sts to complete the two sentences in the speech bubbles.

Check answers.

ANSWERS

A I B You

b Tell Sts to go to **Grammar Bank 1A** on p.92. You could write the page number on the board to help Sts. Show Sts that all the grammar rules and exercises are in this section of the book.

Grammar notes

The **Grammar notes** in this Teacher's Guide aim to add more, or expanded, information to the notes and rules on the **Grammar Bank** pages in the Student Book.

verb *be* (singular): *I* and *you*

In English we always use a name or pronoun with the verb.

I is always written with a capital letter.

There is only one form of *you* – i.e., there is no formal and informal form, unlike in many other languages.

Native and fluent speakers of English almost always use contractions in conversation.

When you make questions with *be*, the subject and verb change position.

You can answer a question with a short answer in English instead of answering just *yes* or *no*. Emphasize that *I am* and *you are* in the affirmative short answer are not contracted.

The *you* form of the verb *be* has two possible negative contractions: *you aren't* and *you're not*. Both forms are common, but we recommend you focus on *you aren't* so as not to confuse Sts.

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 symbols and teach Sts the words ⊕ = *affirmative*, ⊖ = *negative*, and ? = *question*.

Play audio 1.2 and 1.3 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1A** on p.93 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 I'm 2 I'm, You're 3 I'm 4 You're

b 1 You aren't 2 You aren't 3 I'm not

c 1 Am I in room 4? 2 Are you Silvia? 3 Am I in room 3?

d 1 Am, aren't 2 Are, 'm not 3 Are, am 4 Am, are, 'm

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

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

c 1.4 Tell Sts that they are going to practice saying contractions. Focus on the example. Remind Sts that *I'm* is the contraction of two words. Establish a gesture to remind Sts to contract verb forms, e.g., a scissor or concertina gesture. Highlight and drill the pronunciation of *I'm* /aɪm/.

Play the audio and get Sts to listen and say the contractions.

1.4

1 I am (*ping*) I'm

2 You are (*ping*) You're

3 I am not (*ping*) I'm not

4 You are not (*ping*) You aren't

Then repeat the activity, getting individual Sts to repeat the contractions.

3 VOCABULARY numbers 0–10

a 1.5 Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10. Focus on the photos and elicit, if possible, what Sts can see, i.e., two cappuccinos, one cappuccino and two teas, etc.

Tell Sts to listen to the conversation and check the correct photo.

Get Sts to compare and then play the audio again if necessary.

Check the answer.

ANSWER

2

1.5

(script in Student Book on p.88)

M = Maria, A = Andrew, S = Sally, B = barista

M A cappuccino, please.

A A tea for me.

S And a tea for me, too.

B What's your name?

M Maria.

A I'm Andrew.

S I'm Sally.

B Two teas and one cappuccino.

Write the numbers 1, 2, 3 on the board and elicit the numbers from Sts.

Try to elicit the numbers four to ten and zero, and write them on the board. For 0, teach *zero* /'zi:rou/. If Sts don't know any numbers, don't worry, as they will be looking at them in the next exercise in the **Vocabulary Bank**.

b Tell Sts to go to **Vocabulary Bank Numbers** on p.116. Write the page number on the board. Highlight that these pages (**Vocabulary Banks**) are the vocabulary section, where Sts will first do all the exercises, and will then have the pages for reference to help them remember the words.

Vocabulary notes

In the **Vocabulary Bank**, the phonetic transcription is given for all new words. Explain this to Sts and tell them that they will be learning the phonetic symbols gradually throughout the course, but not to worry about them for the time being.

! 0 can be said in different ways in English, e.g., *zero* (the most general), *oh* (in phone numbers), etc. We teach just *zero* here, but point out the use of *oh* in phone numbers, as Sts may want to use it as an alternative in **2B**, where they learn to say phone numbers.

🔊 1.6 Look at **10–10** and focus on **a**. Play the audio for Sts to listen and repeat the numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 1.6

See 0–10 in Student Book on p.116

Focus on the **Word stress** box and go through it with the class, demonstrating (or explaining in L1) that in English, one syllable is always pronounced more strongly than the other(s) in multi-syllable words. Throughout *American English File*, word stress is marked by underlining the stressed syllable. You could point out that stress is marked in phonetic transcription with a stress mark (see the transcription for *seven*).

Focus on **b**. Get Sts to cover the words and say the numbers. Sts can do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having.

Point to the numbers you wrote on the board earlier and model and drill the ones that Sts find difficult.

Finally, focus on **Activation**. Individually or in pairs, Sts count from zero to ten, and then down from ten to zero.

EXTRA IDEA Count around the class from zero to ten. Point to Sts at random, and encourage them to count a little faster each time you start from zero. Then count backwards from ten to zero.

EXTRA SUPPORT Get Sts to count up and down in twos, i.e., *one, three, five, etc.*; *two, four, six, etc.*

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

c 🔊 1.7 Focus on the squares and the example (7 in the first square). Demonstrate / Explain the activity by playing the first number on the audio.

Then play the rest of the audio and get Sts to write down the numbers in digits in each square. Pause the audio if Sts need more time to think and write.

Check answers by drawing the ten squares on the board and completing them with the numbers as digits.

ANSWERS

3, 0, 8, 9, 1, 4, 5, 6, 2, 10

🔊 1.7

seven, three, zero, eight, nine, one, four, five, six, two, ten

EXTRA CHALLENGE Get Sts to write the numbers as words. Then check answers and write them on the board yourself.

d 🔊 1.8 Focus on the instructions and example.

Demonstrate by saying two numbers yourself and eliciting the next one from the class.

Play the audio and pause after the second pair of numbers. Ask Sts what the next number is (*nine*). Make sure Sts are clear what they have to do before continuing. Play the rest of the audio and give Sts time to say the next number. Get a whole class response.

🔊 1.8

one, two (*ping*) three
seven, eight (*ping*) nine
three, four (*ping*) five
five, six (*ping*) seven
four, five (*ping*) six
two, three (*ping*) four
six, seven (*ping*) eight
zero, one (*ping*) two
eight, nine (*ping*) ten

Then repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Give Sts more practice by doing simple math problems with them on the board, e.g., *What's four and two?*

4 PRONUNCIATION /h/, /aɪ/, and /i/

Pronunciation notes

You may want to highlight to Sts the following sound-spelling patterns. Use Sts' L1 to do this if you know it.

- /h/ *H* at the beginning of a word is pronounced /h/, e.g., *hello*. (There are a few exceptions, but apart from *hour*, the others are not relevant for Sts at this level.)
- /aɪ/ This is actually a diphthong (literally "two sounds"). It is often spelled *i* before a single consonant followed by silent *e*, as in the example word *bike*.
- /i/ Two of the most common spellings of this sound are double *e*, as in *meet*, and *ea*, as in *repeat*.

a 🔊 1.9 Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them remember English sounds.

Explain that the phonetic symbol in the picture represents the sound. Phonetic symbols are used in dictionaries to help learners pronounce words correctly.

Focus on the chart and play the audio once the whole way through for Sts just to listen.

🔊 1.9

See sounds and words in Student Book on p.7

Focus on the sound picture *house*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *house*. Explain that the pink letters are the /h/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *bike* /aɪ/ and *tree* /i/. Try to exaggerate the /i/ so that Sts realize that it is a long sound.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give further practice if these sounds are a problem for your Sts. Then repeat the activity, eliciting responses from individual Sts.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b  **1.10** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

1.10

See sentences in Student Book on p.7

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

Then repeat the activity, asking individual Sts to repeat the sentences.

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

5 SPEAKING

Focus on the flow chart. Demonstrate the conversation on the left side with a student whose name you remember. Do the same with two other Sts.

Demonstrate the right side of the conversation with a student whose name you pretend to have forgotten. Do the same with two other Sts.

Model and drill both conversations, getting Sts to repeat them after you. Then see if Sts can remember the conversations without looking at their books.

Tell Sts to move around the class and practice the conversations from memory with other Sts.

This activity, as well as consolidating the new language, will help Sts remember each other's names.

Monitor and help, dealing with any general pronunciation problems at the end.

EXTRA SUPPORT Tell Sts to close their books. Elicit the two conversations and write them on the board. They can refer to this during the activity if they can't remember the phrases.


EXTRA IDEA Before Sts start, you could put music on. Tell Sts to move around the room. When the music stops, Sts should do their role-play with the person closest to them.

6 VOCABULARY

days of the week, saying goodbye

Vocabulary notes

Highlight the use of capital letters for days of the week, as in many languages this is not the case. You may need to point out that in the US (and many parts of the world), the weekend is Saturday and Sunday, as there are some parts of the world, e.g., the Middle East, where it is Friday and Saturday.

a  **1.11** Focus on the task and tell Sts those are the seven days of the week.

Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary. Make sure Sts know what the words are in their L1. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight the silent *d* in *Wednesday* /'wɛnzdeɪ /, and the pronunciation of *Tuesday* /'tuzdeɪ/ and *Thursday* /'θɜːzdeɪ/, which Sts usually find tricky.

1.11

See days of the week in Student Book on p.7

Focus on the **Capital letters** box and go through it with the class, explaining that in English, unlike some other languages, days of the week begin with capital letters.


b Explain the words *today* and *tomorrow* by writing the actual date (not the day of the week) on the board. Point to it and say *today*. Then write the next day's date and say *tomorrow*. Ask *What day is today?* Elicit the day of the week. Then ask *What day is tomorrow?* and elicit the response. See if any Sts know what *the weekend* is, and elicit the days.

Drill the pronunciation of *today*, *tomorrow*, and *the weekend*. Make sure Sts don't pronounce the double *r* in *tomorrow* too strongly.

Get Sts to complete the exercise with the correct days. Make sure they start with a capital letter.

c Get Sts to cover **a**, or to close their books, and say the days of the week first together, and then individually around the class. Finally, elicit which days Sts have English classes.

EXTRA IDEA For further practice, you could say one day and then get the class or individual Sts to say the next day, e.g., **T** *Tuesday*; **Sts** *Wednesday*.

d  **1.12** Focus on the photo and elicit who the two people are (*Helen and Tom*). Now focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk toward the door and say, for example, *Goodbye! See you tomorrow / on Wednesday*, etc. Play the audio once the whole way through for Sts just to listen.

1.12

See sentences in Student Book on p.7

Now play it again for Sts to listen and repeat. Highlight that *goodbye* has the stress on the second syllable. Show / Explain that *bye* is a shorter form of *goodbye* and it is more informal.

e Get Sts to practice by saying *goodbye* to the person next to them. Demonstrate / Explain that we often combine *bye* or *goodbye* with another phrase such as *See you + day*.