



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

3

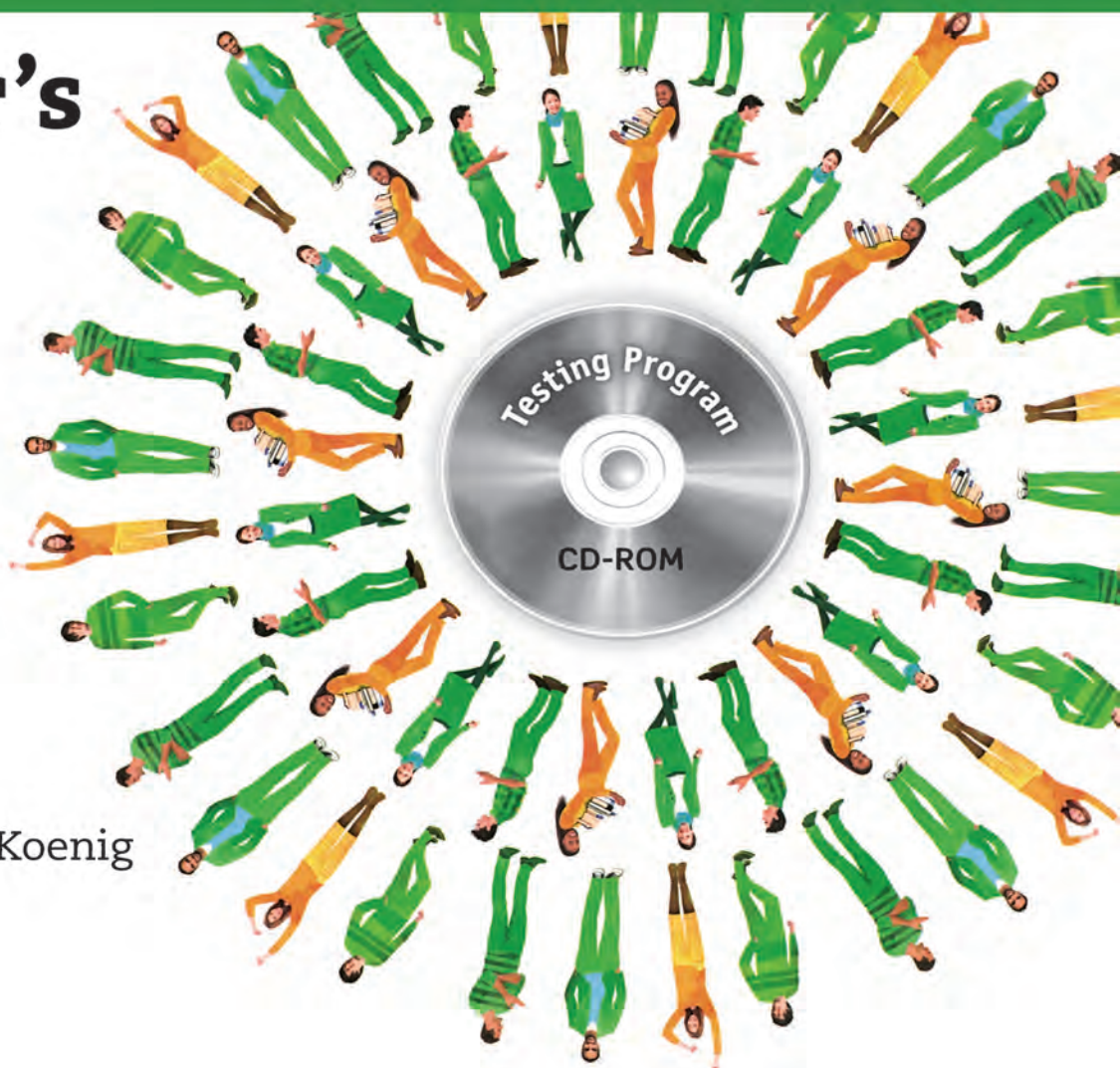
SECOND EDITION

American ENGLISH FILE

Teacher's Book

Christina Latham-Koenig
Clive Oxenden

OXFORD



Contents

4	Syllabus checklist
8	Introduction
	<ul style="list-style-type: none"> • What do Intermediate students need? Course components • Student Book Files 1-10 A and B Lessons Practical English Review & Check The back of the Student Book • For students Online Practice Workbook iChecker Pronunciation app • For teachers Teacher's Book iTools Testing Program CD-ROM Videos Class audio CDs DVD
12	Lesson plans
139	Photocopiable activities
	<ul style="list-style-type: none"> Contents Grammar activity answers Grammar activity masters Communicative activity instructions Communicative activity masters Vocabulary activity instructions Vocabulary activity masters Song activity instructions Song activity masters
227	Workbook answer key

Syllabus checklist

Grammar

Vocabulary

1

- 4 **A** Mood food simple present and continuous, action and nonaction verbs food and cooking
- 8 **B** Family life future forms: present continuous, going to, will / won't
Ⓢ each other family, adjectives of personality
- 12 **📺 PRACTICAL ENGLISH** Episode 1 *Meeting the parents*

2

- 14 **A** Spend or save? present perfect and simple past money
- 18 **B** Changing lives present perfect + for / since, present perfect continuous strong adjectives: exhausted, amazed, etc.
- 22 **REVIEW AND CHECK 1&2** **📺** On the street; Short movies *Goodwill Industries*

3

- 24 **A** Race across Miami comparatives and superlatives transportation
- 28 **B** Stereotypes - or are they? articles: a / an, the, no article collocation: verbs / adjectives + prepositions
- 32 **📺 PRACTICAL ENGLISH** Episode 2 *A difficult celebrity*

4

- 34 **A** Failure and success can, could, be able to
Ⓢ reflexive pronouns -ed / -ing adjectives
- 38 **B** Modern manners? modals of obligation: must, have to, should
Ⓢ should have phone language
- 42 **REVIEW AND CHECK 3&4** **📺** On the street; Short movies *Citi bikes*

5

- 44 **A** Sports superstitions past tenses: simple, continuous, perfect sports
- 48 **B** Love at Exit 19 usually and used to relationships
- 52 **📺 PRACTICAL ENGLISH** Episode 3 *Old friends*

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

Grammar
Vocabulary
6

- 54 **A** Shot on location *passives (all tenses)* movies
- 58 **B** Judging by appearances *modals of deduction: might, can't, must* the body

62 **REVIEW AND CHECK 5&6** 🎬 On the street; Short movies *Iconic movie locations*

7

- 64 **A** Extraordinary school for boys *first conditional and future time clauses + when, until, etc. ⚙️ make and let* education
- 68 **B** Ideal home *second conditional* houses

72 🎬 **PRACTICAL ENGLISH** Episode 4 *Boys' night out*

8

- 74 **A** Sell and tell *reported speech: sentences and questions* shopping, making nouns from verbs
- 78 **B** What's the right job for you? *gerunds and infinitives* work

82 **REVIEW AND CHECK 7&8** 🎬 On the street; Short movies *Trinity College, Dublin*

9

- 84 **A** Lucky encounters *third conditional* making adjectives and adverbs
- 88 **B** Too much information! *quantifiers ⚙️ separable phrasal verbs* electronic devices, phrasal verbs

92 🎬 **PRACTICAL ENGLISH** Episode 5 *Unexpected events*

10

- 94 **A** Modern icons *relative clauses: defining and nondefining* compound nouns
- 98 **B** Two crime stories *tag questions* crime

102 **REVIEW AND CHECK 9&10** 🎬 On the street; Short movies *Brooklyn Bridge*

104	Communication	132	Grammar Bank	165	Irregular verbs
113	Writing	152	Vocabulary Bank	166	Sound Bank
122	Listening				

Pronunciation	Speaking	Listening	Reading
sentence stress	The Movie interview	Interview with Dagmara	You are standing in the place where...
diphthongs	Social networking profile pictures	Song: <i>I Got Life</i> The man in the photograph	What does your profile picture say about you? Yes, appearance matters.
the letter <i>u</i>	<i>Your education</i> questionnaire Debating education Were (are) your parents strict?	Gareth Malone's Extraordinary School for Boys	Do you want to practice for five hours or six?
sentence stress	Your dream house	Four architecture students describe their "dream house" Song: <i>If I Could Build My Whole World Around You</i>	Tchaikovsky's house
the letters <i>ai</i>	<i>Shopping</i> questionnaire When did you complain?	Radio consumer program about bad service	The King of Complainers
word stress	Asking and answering questions about work Present your product to the Sharks	Two special products from <i>Shark Tank</i> Song: <i>Piano Man</i>	In the Shark Tank
sentence stress	The students and the angel Lucky talk	A question of luck – The Beatles and Bill Gates Song: <i>Karma</i>	The ticket inspector The students and the angel A question of luck?
<i>ough</i> and <i>augh</i> , linking	Do you suffer from information overload?	The winter of our disconnect	Information overload
word stress	Icons you admire	Great American design icons Song: <i>Greatest Love of All</i>	Steve Jobs
intonation in tag questions		How did Hollywood actress Natalie Wood die? <i>The Case for the Defense</i> , part 3	<i>The Case for the Defense</i> , parts 1 and 2

Introduction

American English File Second Edition is an integrated skills series that gets students talking — in class, and everywhere.

Our goal with this Second Edition has been to make every lesson better and more student- and teacher-friendly. We've created a blend of completely new lessons, updated texts and activities, and refreshed and fine-tuned some favorite lessons from *New English File*.

In addition to Student Book Lessons A and B, there is a range of material that you can use according to your students' needs and the time and resources you have available:

- Practical English video and exercises (also available on the audio CD, class DVD for home-study)
- Review and Check pages, with video (also available on the audio CD and class DVD for home-study)
- Photocopiable Grammar, Vocabulary, Communicative, and Song activities (in the Teacher's Book).

STUDY LINK Online Practice, Workbook, iChecker, and the Pronunciation app provide multimedia review, support, and practice for students outside of class.

The Teacher's Book also suggests different ways of exploiting many of the Student Book activities depending on the level of your class.

What do Intermediate students need?

The intermediate level is often a milestone for students: at this point, many students really begin to "take off" in terms of their ability to communicate. Some students, however, may see the intermediate level as a "plateau" and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and to make their passive knowledge active, together with a steady input of new language.

Grammar, Vocabulary, and Pronunciation

At any level, the basic tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). In *American English File* Second Edition, all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation goals. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

Grammar

Intermediate students need

- to review and extend their knowledge of the main grammatical structures.
- to practice using different tenses together.
- student-friendly reference material.

American English File Second Edition puts as much emphasis on consolidating and putting into practice known grammar as learning new structures. It provides contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. The **Grammar Banks**, at the back of the book, give students a single, easy-to-access grammar reference section, with clear rules, example sentences with audio, and common errors. There are at least two practice exercises for each grammar point.

Vocabulary

Intermediate students need

- systematic expansion of topic-based lexical areas.
- to "build" new words by adding prefixes and suffixes.
- practice in pronouncing new lexis correctly
- to put new vocabulary into practice.

Every lesson in *American English File* has a clear lexical aim. Many lessons are linked to the **Vocabulary Banks** which help present and practice high-frequency, topic-based vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves on their own.

Pronunciation

Intermediate students need

- practice in pronouncing sounds and words clearly.
- to be aware of rules and patterns.
- to be able to use phonetic symbols in their dictionary.
- an awareness of word and sentence stress.

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. Students who studied with *American English File* 1 and 2 will already be familiar with *American English File*'s unique system of sound pictures, which give clear example words to help identify and produce sounds. *American English File* 3 integrates this focus on individual sounds with a regular focus on word and sentence stress where students are encouraged to copy the rhythm of English. Pronunciation is also integrated into Grammar and Vocabulary activities, offering more practice for students, and often preparing students for a speaking activity.

Speaking

Intermediate students need

- topics that will motivate them to speak.
- the key words and phrases necessary to discuss a topic.
- to feel their pronunciation is clear and intelligible.
- practice in more extended speaking.
- time to organize their thoughts before speaking.

We believe that a good topic or text is very important in motivating students to speak in class. Every lesson in *American English File 3* has a speaking activity which enables students to contribute their own knowledge or experience.

Confidence in speaking comes from knowing students are using the language correctly and pronouncing it correctly. So each speaking activity activates grammar, vocabulary, and pronunciation, and the tasks are designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

For students who have time to do further practice, there are extra speaking activities available in Online Skills.

Listening

Intermediate students need

- interesting, integrated listening material.
- confidence-building, achievable tasks.
- to practice getting the gist and listening for detail.
- to practice dealing with authentic spoken language.

At Intermediate level, students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks, to avoid memory overload. Students are exposed to a wide variety of accents, including some non-native speakers of English.

For students who have time to do further practice, there are extra listening activities available in Online Skills.

Reading

Intermediate students need

- engaging topics and stimulating texts.
- exposure to a wide variety of authentic text types.
- challenging tasks which help them read better.

Many students need to read in English for their work or school, and reading is also important in helping to build vocabulary and to 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 3* reading texts have been adapted from a variety of real sources (newspapers, magazines, news websites) and have been chosen for their intrinsic interest.

For students who have time to do further practice, there are extra reading activities available in Online Skills.

Writing

Intermediate students need

- clear models.
- an awareness of register, structure, and fixed phrases.
- a focus on "micro" writing skills.

The growth of the Internet, email, and social networking means that people worldwide are writing in English more than ever before both for business and personal communication. *American English File 3* provides guided writing tasks in each File, which consolidate grammar and lexis taught in the File.

For students who have time to do further practice, there are extra writing activities available in Online Skills.

Practical English

Intermediate students need

- to consolidate and extend their knowledge of functional language.
- to know what to say in typical social situations.
- to get used to listening to faster, more colloquial speech.

The five Practical English lessons review and extend common situations such as introducing yourself and others, or making polite requests, and introduce and practice the language for new situations, like expressing opinions or apologizing. The story line involving the two main characters, Jenny and Rob, continues from where it left off in *American English File 2* but it is self-standing, so it can be used equally with students who did not use that level. The lessons also highlight other key "Social English" phrases such as *Could you tell me why...?* and *I think I'll go home if you don't mind*. The Practical English lessons are on the *American English File 3 DVD* and *iTools*. Teachers can also use the Practical English Student Book exercises with the **Class Audio CD**. Using the video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and will also help students to role-play the situations.



Review

Intermediate students need

- regular review.
- motivating reference and practice material.
- to feel a sense of progress.

Intermediate students need to feel they are increasing their knowledge and improving their skills. 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 video interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. There are also a separate short movies available on video for students to watch and enjoy. Students can also review and consolidate after each lesson using the iChecker.

Student Book Files 1-10

The Student Book has ten Files, or units. Each File is organized like this:

A and B lessons

Each file contains two four-page lessons that present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and a lot of opportunity for speaking. These lessons have clear references to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

Practical English

After every odd-numbered File, there is a two-page lesson that teaches high-frequency, everyday English (e.g., language for asking for permission and making requests) and also social English (useful phrases like *How come you're so late?* and *I think I'll go home if you don't mind*). Integrated into every Practical English lesson is a motivating drama which can be found on the *American English File 3 DVD*.

Review & Check

After every even-numbered File, there is a two-page section reviewing **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking** "Can you...?" challenges to show students what they can achieve.

The back of the Student Book

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



STUDY LINK

Workbook

For practice after class

- All of the Grammar, Vocabulary, Pronunciation, and Practical English
- Extra reading
- A listening exercise for every lesson
- Pronunciation exercises with audio
- Useful Words and Phrases
- Audio for Pronunciation and Listening exercises (on iChecker)



Online Practice



There is an access card on the inside back cover of each Student Book. Students register for engaging LMS-powered practice with immediate feedback on:

- Reading and Listening exercises for every File
- Writing and Speaking models and tasks for every File

iChecker CD-ROM



Each workbook is packaged with an iChecker CD-ROM for students to check their progress and receive immediate feedback

- A Progress Check with 30 multiple choice questions for each File
- A Dictation exercise for each File
- All of the audio for the Workbook listening and pronunciation activities

Pronunciation app



Students can purchase an engaging app through the iTunes or Google Android online stores for tablet- or phone-based practice. Students can learn and practice the sounds of English

- Individual sounds
- Sounds in useful phrases
- Speak and record

For teachers

Teacher's Book

Detailed lesson plans for all the lessons, including:

- an optional "books-closed" lead-in for every lesson
- **Extra idea** suggestions for optional extra activities
- **Extra challenge** suggestions for exploiting the Student Book material in a more challenging way if you have a stronger class
- **Extra support** suggestions for adapting activities or exercises to make them work for students who need extra support

Extra activities appear in **green type** so you can see at a glance what is core material and what is extra when you are planning and teaching your classes.

All lesson plans include keys and complete audio scripts.

Seventy pages of photocopiable activities are in the Teacher's Book.



Grammar

see pages 140–163

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice
- An Activation section to help students use the new language in class



Communicative

see pages 164–195

- Extra speaking practice for every A and B lesson



Vocabulary

see pages 196–214

- Extra practice of new vocabulary, for every Vocabulary Bank



Songs

see pages 215–226

- A song for every File
- Provides the lyrics of the song, with task to do before, during, or after listening



iTools - bring your classroom to life

- The Student Book, Workbook, and Teacher's Book (photocopiables only) onscreen
- All class audio (including songs) and video, with interactive scripts
- Answer keys for Student Book, Workbook, and Teacher's Book
- Resources including Grammar PowerPoints, maps, and a CEFR Mapping Guide



Testing Program CD-ROM

- A Quick Test for every File
- A File test for every File covering G, V, P, Reading and Listening
- An Entry Test, two Progress Tests, and an End-of-course Test
- A and B versions of all the main tests
- Audio for all the Listening tests

Class Audio CDs

- All of the listening materials for the Student Book



DVD

Practical English

- A sitcom-style video that goes with the Practical English lessons in the Student Book

On the street

- Short real-world interviews to accompany the Review & Check sections

Short movies

- Short documentary films for students to watch after the Review & Check sections

1A Mood food

Lesson plan

The topic of this first lesson is food and restaurants. The lesson begins with a quiz to brainstorm food words Sts already know, and leads them to the Vocabulary Bank where they extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on vowel sounds, which is both very relevant to this lexical area, and will be especially useful if your Sts are not familiar with the *American English File* sound picture system. Sts then listen to people answering questions about food, which serves as a model for them to then answer the questions themselves, and they then read an article about new research on how different foods can affect your mood.

In the second half of the lesson, Sts listen to an interview with a chef who has his own restaurant in Spain. Extracts from the interview lead to the grammar focus, which is on the simple present and continuous, and Sts are introduced to the concept of action and nonaction verbs. The lesson ends with a speaking activity where Sts discuss statements related to food and cooking.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable "Getting to know you" activity on pages 172–173 (instructions page 164), two photocopiable review Grammar activities on pages 142–143 (answers page 140), and one Vocabulary photocopiable "Classroom language" activity on page 200 (instructions page 196).

There is an Entry Test on the *Testing Program CD-ROM*, which you can give the Sts before starting the course.

STUDY LINK

- Workbook 1A

Extra photocopiable activities

- **Grammar** Introduction a page 142
Introduction b page 143
simple present and continuous page 144
- **Communicative** Getting to know you pages 172–173 (instructions page 164)
Spot the difference page 174 (instructions page 164)
- **Vocabulary** Classroom language page 200 (instructions page 196)
Food and cooking page 201 (instructions page 196)

Optional lead-in (books closed)

- Write **FRUIT** on the board. Then put Sts in pairs and give them a minute to write down five words for different kinds of fruit.
- Check answers and write them on the board (eliciting the spelling from Sts if you want to review the alphabet).
- Then ask Sts which fruit they think is the most popular in their country.

1 VOCABULARY food and cooking

- a Books open. Focus on the quiz. Quickly go through the questions and then set a time limit of about five minutes for Sts to answer in pairs.

Extra idea

- You could divide the class into teams and make this a contest.

Check answers and write them on the board, getting Sts to spell some of the words.

Possible answers

- 1 red – apple / strawberry / cherry
yellow – banana / lemon
green – apple / pear / grapes
- 2 eggs, nuts, seafood, etc.
- 3 cheese, cream, yogurt, ice cream, etc.
- 4 lettuce, tomatoes, carrots, onions, beans, potatoes, etc.
- 5 a package, a bag, a can, a box, a jar, etc.
- 6 toast, bread, cereal, eggs, croissant, fruit, etc.

- b Tell Sts to go to **Vocabulary Bank Food and cooking** on page 152.

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

1 2)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Practice any words your Sts find difficult to pronounce, modeling and drilling as necessary. You could use the audio to do this.

1 2))

Food and cooking

Food

Fish and seafood

- 1 crab
- 5 mussels
- 2 salmon
- 6 shrimp
- 3 squid
- 4 tuna

Meat

- 10 beef
- 11 chicken
- 8 duck
- 9 lamb
- 7 pork

Fruit and vegetables

- 23 beet
- 12 cabbage
- 22 cherries
- 16 cucumber
- 18 eggplant
- 21 grapes
- 25 green beans
- 24 lemon
- 17 mango
- 13 melon
- 19 peach
- 14 pear
- 26 raspberries
- 15 red pepper
- 20 zucchini

Get Sts to do c in pairs and then get some feedback.

Do d as a whole class.

Now focus on **2 Cooking** and get Sts to do a individually or in pairs.

1 3)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Practice any words your Sts find difficult to pronounce, modeling and drilling as necessary. You could use the audio to do this.

1 3))
Cooking

- 4 boiled
- 3 roasted
- 1 baked
- 6 grilled
- 2 fried
- 5 steamed

Sts may ask what the difference is between *baked* and *roast*, as both mean cooked in the oven: *baked* is usually for bread, cakes, and most sweet, though chicken and fish can also be baked. *Roast* usually means cooked by exposing to dry heat as in an oven, and is usually a method for cooking meat and vegetables.

Now focus on **c** and get Sts to tell a partner how they like the four items cooked. Get some feedback from the class.

Finally, focus on the **Phrasal verbs** box and go through it with Sts.

You may want to immediately get Sts to test themselves or each other before going back to the main lesson.

Ways of testing

Sts can test themselves by covering the words and looking at either the definitions or pictures (or sometimes fill-in-the-blank texts or sentences) and trying to remember the words.

Alternatively, Sts can take turns testing each other. **B** closes his / her book and **A** defines or explains a word for **B** to try and remember, e.g., **A** *What do you call food that is cooked in hot water?* **B** *Boiled food.* After a few minutes, Sts can change roles.

In a monolingual class, Sts could also test each other by saying the word in their L1 for their partner to say in English.

Expanding Sts' vocabulary

In this lexical group, as in many others, there are large numbers of useful words and a selection has been made in order not to overwhelm Sts. However, words which are important in your Sts' country may have been left out. It is important to teach these very common or popular foods and to get Sts to add them to the Vocabulary Bank page, so that they are equipped with the vocabulary they need to do the speaking activities that follow.

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

Extra support

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

- c **1 4))** Tell Sts to look at the list of adjectives that are used to describe food, and play the audio. Elicit the meaning of each adjective and drill pronunciation.

1 4))

See adjectives in Student Book on page 4.

Give Sts time, in pairs, to think of a food item for each adjective.

Check answers.

Possible answers

canned: tomatoes, tuna, etc.
fresh: fish, vegetables, etc.
frozen: peas, fish, pizza, etc.
low-fat: yogurt, cheese, etc.
raw: fish, vegetables, etc.
spicy: sauce, chicken, etc.
take-out: pizza, Chinese, etc.

2 PRONUNCIATION

vowel sounds

Pronunciation notes

- Sts work on distinguishing eight common vowel sounds in American English.

- a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound and they help them remember the pronunciation of the phonetic symbol (there is one for each of the 46 sounds of American English).

Now put Sts in pairs and get them to work out the eight words and sounds.

Check answers.

- | | | | |
|------------|------------|--------------|------------|
| 1 fish /ɪ/ | 3 cat /æ/ | 5 clock /ʌ/ | 7 bull /ʊ/ |
| 2 tree /i/ | 4 car /ɑr/ | 6 horse /ɔr/ | 8 boot /u/ |

- b Now focus on the instructions and the example. Give Sts a few moments in pairs to find the word with the sound that's different from the others in each list. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

Extra support

- You could play the audio first for Sts to hear the words before they try to find the word that doesn't have the same sound as the picture word.

- c **1 5))** Play the audio once for Sts to listen and check.

Check answers.

- | | | |
|-------------|----------|--------|
| 2 breakfast | 5 roast | 8 duck |
| 3 grapes | 6 boiled | |
| 4 warm | 7 food | |

1 5))

See words in Student Book on page 4

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

- d Tell Sts to go to the **Sound Bank** on page 166. Explain that here they can find all the sounds and their symbols and also the typical spellings for these sounds plus some more irregular ones.

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

3 LISTENING & SPEAKING

- a 1 6)) Focus on the instructions and the *Food & Eating* questions. Give Sts time to read the questions and make sure they understand them. Elicit / explain the meaning of *ready-made food* and *feeling a little down*.

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

Now play the audio again, pausing after each speaker for Sts to match each one to a question. Play again if necessary.

Check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to preteach / check any lexis to help Sts when they listen.

Speaker B: 2
Speaker C: 1

Speaker D: 5
Speaker E: 3

1 6))

(script in Student Book on page 122)

A

I usually have meat or seafood. Usually shrimp or something as an appetizer and then maybe lamb for the main course.

B

I often have ready-made vegetable soups that you just have to heat up – in fact, they're the only vegetables I ever eat! And I usually have a couple of frozen pizzas in the freezer for emergencies. I don't really order takeout when I'm on my own, but if I'm with friends in the evening, we sometimes order Chinese food for dinner.

C

Eggs and soda. I have eggs for breakfast at least twice a week, and I drink a couple of cans of soda every day.

D

If I'm feeling down, chicken soup, with nice big pieces of chicken in it. It's warm and comforting. Uh, I usually have a banana before going to the gym. If I know I'm going to have a really long meeting, I usually have a coffee and a cup cake because I think it will keep me awake and give me energy.

E

Fruit – cherries, strawberries, raspberries, and apples. Vegetables – peppers, tomatoes, and cucumbers. The only thing I really don't like is zucchini. I can't even stand the smell of it.

- b Tell Sts that they are going to listen to the five speakers again and that this time they must write down in their form the answer the speakers give.

Play the audio, pausing after each speaker to give Sts time to write.

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

See script 1.6

- c Put Sts in pairs and get them to ask and answer the questions in *Food & Eating*, giving as much information as possible. They should see if they have anything in common.

Monitor and help with any food vocabulary.

Get feedback from different pairs to find out if they have anything in common.

Extra challenge

- Before Sts give feedback, you may want to teach them the phrases *Both of us* and *Neither of us*, which they can use to show what they have in common.

Extra support

- Demonstrate the activity by answering one or two of the questions yourself before putting Sts in pairs.

4 READING

- a Focus on the instructions and make sure Sts understand the words *carbohydrate* and *protein*. Write the two words on the board. Model and drill their pronunciation. You may want to tell Sts that native speakers often just say *carbs* for *carbohydrates*.

First, get Sts to match the four food items in the list with the right food category.

Then check answers.

carbohydrates: cake, pasta
proteins: chicken, salmon

Now put Sts in pairs and get them to add four food items to each category.

Check answers and write them on the board.

Possible answers

carbohydrates: bread, potatoes, rice, cereal, etc.
proteins: beef, tuna, eggs, cheese, etc.

- b Focus on the instructions and the four questions. In pairs, Sts answer the questions.

Do not check answers.



American ENGLISH FILE

SECOND EDITION

**Get everyone talking.
In class. Everywhere.**

Grammar, Vocabulary, Pronunciation –
in each lesson.



Testing Program CD-ROM includes:

- a quiz and a test for every File
- an entry test, two progress tests, and a final test
- print-and-go and customizable formats
- audio for all listening sections

Online Class Management allows teachers to track students' progress and analyze their results.

iTools Digital Resources is a media-rich classroom presentation tool to maximize heads-up learning. (Available separately)

For Students

- Student Book with Online Practice
- Workbook with **iChecker**
- Multi-Pack: Student Book/Workbook Split Edition with Online Practice and **iChecker**
- English File Pronunciation app



Apple



Android

For Teachers

- Teacher's Book with Testing Program CD-ROM
- Class DVD
- Class Audio CDs
- iTools Digital Resources DVD-ROM with Video
- Online Class Management www.oxfordlearn.com

OXFORD
UNIVERSITY PRESS

www.oup.com

English Sounds Pronunciation Chart based on an original idea and design by Paul Seligson and Carmen Dolz.

SHAPING **learning** TOGETHER

CEFR

B2

B1

A2

ISBN 978-0-19-477635-6



9 780194 776356