

- a 1 Nice to meet you.  
2 Do you like **Japanese** food?  
3 It's an **international** school.  
4 They're a **typical American** family.  
5 My father makes **fantastic** pasta.  
6 Do you work with **other** people?  
7 I'm a **professional** singer.  
8 We're **good** friends.

- b 1 ✓  
2 ✓  
3 ✗ I have a big family.  
4 ✓  
5 ✓  
6 ✗ It's an expensive house.

- Tell SS to go back to the main lesson on page 29.  
c • Put SS in pairs. Focus on the picture and the example, and explain the activity. Make it clear that it is a race and set the time limit of three minutes (later you can extend it if you think your class needs more time).  
• When the time limit is up find out if any pairs have made eight correct phrases. Elicit SS' answers and write them on the board.

(Suggested answers)

a full moon a red dress old men a high mountain  
a rich woman a dirty window a black cat  
an empty bag a poor man blue boots  
a wet umbrella

### Extra idea

Get SS to make adjective + noun phrases about things in the classroom, e.g., *a dirty board, big windows, a brown bag, etc.*

## 4 LISTENING

- Focus on the **REMEMBER!** instruction and then on the example sentence *It's an easy exercise*. First say the sentence slowly, separating the words, and then say it fast, running the words together (or play the first sentence on the recording).
- Point out that the words you can hear most clearly are the two stressed words (*easy* and *exercise*). The unstressed words (*It's* and *an*) are said very quickly and almost disappear.

3.2

- Tell SS they are going to hear and try to write down six sentences where people are speaking fast and not separating all the words.
- Now play sentences 1–6, pausing to let SS write what they hear. Play the recording again for them to check their answers. Then have them compare answers in pairs. Play the recording again if necessary.

### Extra support

Read the sentences aloud slowly to give SS one more chance to check their answers.

3.2

CD1 Track 60

(audioscript in Student Book on page 115)

- It's an easy exercise.
- I live in an old house.
- She's an American actress.
- She has an expensive apartment.
- It's a nice evening.
- I have a black and white cat.

## 5 VOCABULARY & SPEAKING

- a • Focus on the two pictures (which show the features of two famous people) and the accompanying texts. Give SS two minutes, in pairs, to guess the identity of the two people. If necessary, elicit/teach the meaning of *adopted* (*adopt* = take a child into your family and become the legal parents).

⚠ Tell SS not to shout out the answers!

- Elicit SS' guesses and then give the right answers.

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- b • Tell SS to go to **Vocabulary Bank Common adjectives Part 2** on page 146. Here SS learn adjectives to describe a person.  
• SS do the exercises in pairs. Check answers and then model and drill pronunciation.

a 1 old - young 2 tall - short 3 heavy/fat - thin  
4 long - short (hair) 5 blond - dark (hair)  
c 1 very tall 2 tall 3 not very tall

### Study Link

SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 29.
- c • Now have SS think of their own mystery person and write five clues on a piece of paper. They could also draw a quick sketch. Then they give the piece of paper to a partner, who tries to guess the identity of the famous person.
- d • Here SS learn some more common adjectives to describe simple states and feelings.  
⚠ In your SS' language some of these concepts may also be expressed using the verb *have* + a noun.
- Give SS, in pairs, a time limit to match the faces to the words.

e 3.3

- Play the recording for SS to listen and check their answers.

3.3

CD1 Track 61

- I'm happy.
- I'm sad.
- I'm angry.
- I'm cold.
- I'm tired.
- I'm hot.
- I'm thirsty.
- I'm hungry.