

# 1 B

G verb *be* ☐ and ☐

V countries and nationalities: *Spain, Mexican*, etc. numbers 20–1,000

P vowel sounds: /aɪ/, /ɑ/, /ə/, /ɛ/, /oʊ/, /ɛr/

## I'm not American, I'm Canadian!

### Lesson plan

In this lesson a world quiz provides the context for SS to learn/review countries and nationalities. The lesson also covers all simple present forms of the verb *be*, numbers, and six more vowel sounds.

#### Optional lead-in (books closed)

- Write the three questions in **VOCABULARY a** on the board. Elicit/teach the answers and write them on the board. (In a monolingual class you could draw a simple map of your SS' country and its neighbors. In a multinational class you may prefer just to ask the first two questions.)
- Model and drill pronunciation.

### 1 VOCABULARY countries and nationalities

- a • Elicit the answers to the three questions on the board.
- b • Tell SS to go to **Vocabulary Bank Countries and nationalities** on page 141.
- Give SS five minutes to do exercise **a** in pairs. Check answers. Model and drill pronunciation. Point out that the stress on country and nationality words sometimes changes and sometimes doesn't, e.g., *Germany*, *German* (no change), *Italy*, *Italian* (change).

1 the United States	9 Italy
2 Argentina	10 Japan
3 England	11 Canada
4 Spain	12 Korea
5 Brazil	13 Scotland
6 France	14 Thailand
7 Mexico	15 China
8 Ireland	16 Germany

- Focus on the instructions for **b**. If SS' own country is not on the list, have them draw the flag in one of the blank spaces and write the words. Elicit ideas for other countries to add.
- Focus on the instructions for **c**. Have SS cover the words with a piece of paper leaving the flags visible. SS look at the flags and try to remember both the country and nationality/language.
- Finally, focus on the information box and go through it with the class.

**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 6.

#### c 1.10

- Focus on the example and elicit that *Japan* has the stress on the second syllable.
- Play the recording twice. SS repeat the words and underline the stressed syllables. SS compare with a partner. Check answers.

#### 1.10

CD1 Track 11

Japan	Japanese
Germany	German
China	Chinese
Italy	Italian
the United States	American
Mexico	Mexican

- Play the recording again and get SS to repeat the pairs of words.
- d • Here SS recycle the country and nationality words that they just learned above.
- Put SS in pairs. Give them a minute to do question 1, but don't check answers yet.

#### 1.11

Focus on question 2. Play the recording. SS write the languages that they think they hear.

#### 1.12

Focus on question 3. Play the recording and SS write which country they think the music is from.

#### 1.11

CD1 Track 12

- a (In German) My name's Marie and I'm from Berlin.
- b (In Italian) My name's Giovanni and I'm from Firenze.
- c (In Spanish) My name's Pilar and I'm from Salamanca.
- d (In Japanese) My name's Takashi and I'm from Osaka.

#### 1.12

CD1 Track 13

- a *Irish folk music*
- b *Brazilian samba*
- c *French accordion music*
- d *Argentinian tango*

- Check answers.

- 1 a Brazil b Scotland c the US d China e Thailand
- 2 a German b Italian c Spanish d Japanese
- 3 a Ireland b Brazil c France d Argentina

## 2 LISTENING & SPEAKING

#### a 1.13

- Focus on the four pictures and get SS to cover the conversations in **b**.
- Play the recording and SS number the pictures. Check answers.

3 1 4 2

- b • Play the recording again. This time SS fill the blanks with a country or nationality. Check answers.



## 1.13

## CD1 Track 14

- 1 A Are you **American**?  
B No, I'm **Canadian**. I'm from Vancouver.
- 2 A Where are you from?  
B We're from **France**.  
A Are you on vacation?  
B No, we aren't. We're on business.
- 3 A Where's she from? Is she **Spanish**?  
B No, she isn't. She's **Argentinian**. She's from Buenos Aires.
- 4 A Mmm, delicious. Is it **Italian**?  
B No, it isn't. It's **French**.

- c • Play the recording again and use the pause button. SS repeat the conversations line by line trying to copy the rhythm. Elicit/explain any words or phrases that SS don't understand, e.g., *on business/vacation, delicious*.
- d • Give SS two minutes to memorize the conversations. Then in pairs they role-play each conversation, using the pictures in 2 a as a memory aid.

3 GRAMMAR verb *be* ☐ and ☐

- a • Give SS two minutes to try and complete the grammar chart.
- Check answers, writing the missing words on the board.

Question	Short answer	Negative
Are you American?	No, I'm not.	I'm not American.
Are they from Korea?	Yes, they are.	
Is she Brazilian?	No, she isn't.	She isn't Brazilian.
Is he on business?	Yes, he is.	

- Tell SS to go to **Grammar Bank 1B** on page 122.
- Go through the rules with the class. Model and drill the example sentences.

## Grammar notes

- Remind SS that in conversation it is more common to use contractions than the full form.
- In the negative, the verb *be* can be contracted in two ways, e.g., *You aren't Italian* (contracting *not*); *You're not Italian* (contracting *are*). Throughout *American English File* the first way (contracting *not*) has been used, but accept either from your SS, who may have learned the other way.
- With short answers, explain to SS that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are correct.
- Focus on the exercises for **1B** on page 123. SS do the exercises individually or in pairs.

- a 1 I'm not British.  
2 They aren't Brazilian.  
3 It isn't Mexican food.  
4 She isn't Italian.  
5 We aren't from Australia.  
6 You aren't Japanese.  
7 He isn't from the US.

- b 1 Am I in room 13? Yes, you are.  
2 Is it German? No, it isn't.  
3 Are they from Italy? No, they aren't.  
4 Are we in level 2? Yes, you/we are.  
5 Is she Chinese? Yes, she is.  
6 Are you Irish? No, we aren't./I'm not.  
7 Is he from Korea? No, he isn't.

- Tell SS to go back to the main lesson on page 7.

## 4 PRONUNCIATION vowel sounds

- Quickly review the previous six vowel words and sounds on page 5.

## a 1.14

- Focus on the six sound pictures (*car, clock, etc.*). Remind SS that the phonetic symbol in the picture represents the sound.
- Play the recording once for SS just to listen.
- Then play the recording again, pausing after each word and sound for SS to repeat.

## 1.14

## CD1 Track 15

car	/ɑr/
clock	/ɑ/
computer	/ə/
egg	/ɛ/
phone	/ou/
chair	/ɛr/

## Pronunciation notes

- The /ə/ sound occurs before or after stressed syllables and is the most common sound in English.
  - Focus on sounds that are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.
  - Focus on the instructions and the example. Explain that SS have to match the sentences to the pictures in a according to the pronunciation of the letters in pink.
- c 1.15
- Play the recording and check answers.
- 2 egg 3 clock 4 computer 5 car 6 phone
- d • Play the recording again for SS to repeat the words and phrases.

## 1.15

## CD1 Track 16

1 Where's he from?	chair
2 Ben's French.	egg
3 I'm not Scottish.	clock
4 I'm American.	computer
5 Are you from France?	car
6 No, I'm from Mexico.	phone



**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 5 SPEAKING

- a • Focus on the example exchange in the speech bubbles and model and drill the question. Have SS ask you the question.

▲ The answer to *Where are you from?* is usually *I'm from* (town) when you're in your own country and *I'm from* (country) or *I'm* (nationality) followed by the town when you're abroad.

- Have SS stand up and ask five other students the question. In a monolingual class where SS are all from the same town, encourage SS to say their nationality and then the area of the town that they're from, to make this more communicative.
- b • Focus on the pictures and the example exchanges in the speech bubble and model and drill pronunciation. Demonstrate the activity with the first picture and then get SS to work in pairs.

- 1 Mercedes-Benz is from Germany.
- 2 The dolls are from Russia.
- 3 The women are from Japan.
- 4 The cheese is from France.
- 5 The soda is from Peru.
- 6 The tennis shoes are from the US.
- 7 The sunglasses are from Italy.
- 8 The soccer fans are from Brazil.

## 6 VOCABULARY numbers 20–1,000

a 1.16

- Focus on the illustrations and the question. Then play the recording twice and elicit the answers. Highlight that 0 is usually pronounced /oʊ/ in telephone numbers, although *zero* can also be used.

"Oh"

1.16

CD1 Track 17

ANNA What's your phone number?  
TOM It's 634-7750.

- b • Model and drill the question. Get SS to ask three students sitting near them for their phone number and to try to write it down correctly.
- c • Tell SS to go to **Vocabulary Bank Numbers 20–1,000** on page 140 and do the exercise.
- Check answers by writing the numbers on the board, and model and drill pronunciation. Highlight *and* in *two hundred and fifty*.

31 40 47 50 59 60 63 70 72 80 86 90 94 100  
250 1,000

- Write some more large numbers on the board (100–1,000) and give SS practice saying them.

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

- Tell SS to go back to the main lesson on page 7.

d 1.17

- Play the recording and get SS to repeat the numbers. Ask *What's the difference between a and b?*

▲ The answer is that 13, 14, etc. end in *-teen* and are stressed on the second syllable and 30, 40, etc. end in *-ty* and are stressed on the first syllable. These pairs of numbers can be easily confused and they can be a problem, even for native speakers.

1.17

CD1 Track 18

13, 30 14, 40 15, 50 16, 60 17, 70 18, 80 19, 90

e 1.18

- Play the recording twice and SS circle a or b.

1 a 2 b 3 a 4 b 5 a 6 b 7 b

1.18

CD1 Track 19

(audioscript in Student Book on page 114)

1 The train waiting at track 13 is the express to New York.

2 A Excuse me! How far is it to San José?

B It's about 40 miles.

A Thanks a lot.

3 Hurry, please. We are leaving in 15 minutes.

4 All passengers on flight AA234 to New York please go to gate 60 immediately.

5 A How much is that?

B A pizza and a soda. That's 17 dollars.

6 A What's your address?

B It's 80 Park Road.

A Sorry? What number?

B 80, 8 oh.

7 TEACHER OK. Can you be quiet, please? Open your books to page 90.

S1 What page?

S2 Page 90.

### Extra idea

- Draw this bingo card on the board for SS to copy.


- SS in pairs complete their bingo card with six numbers from d. They must only choose one from each pair, e.g., either 13 or 30 but not both.
- Call out random numbers from d.
- If SS have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out, "Bingo!"
- Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play "Bingo" again if there is time.

## Extra photocopiable activities

### Grammar

verb *be* ☐ and ☐ page 141.

### Communicative

Where are they from? page 186 (instructions page 175).

## HOMEWORK

**Study Link** Workbook pages 6–7.