

OXFORD

American English File

Third Edition

2

CLASSROOM PRESENTATION TOOL

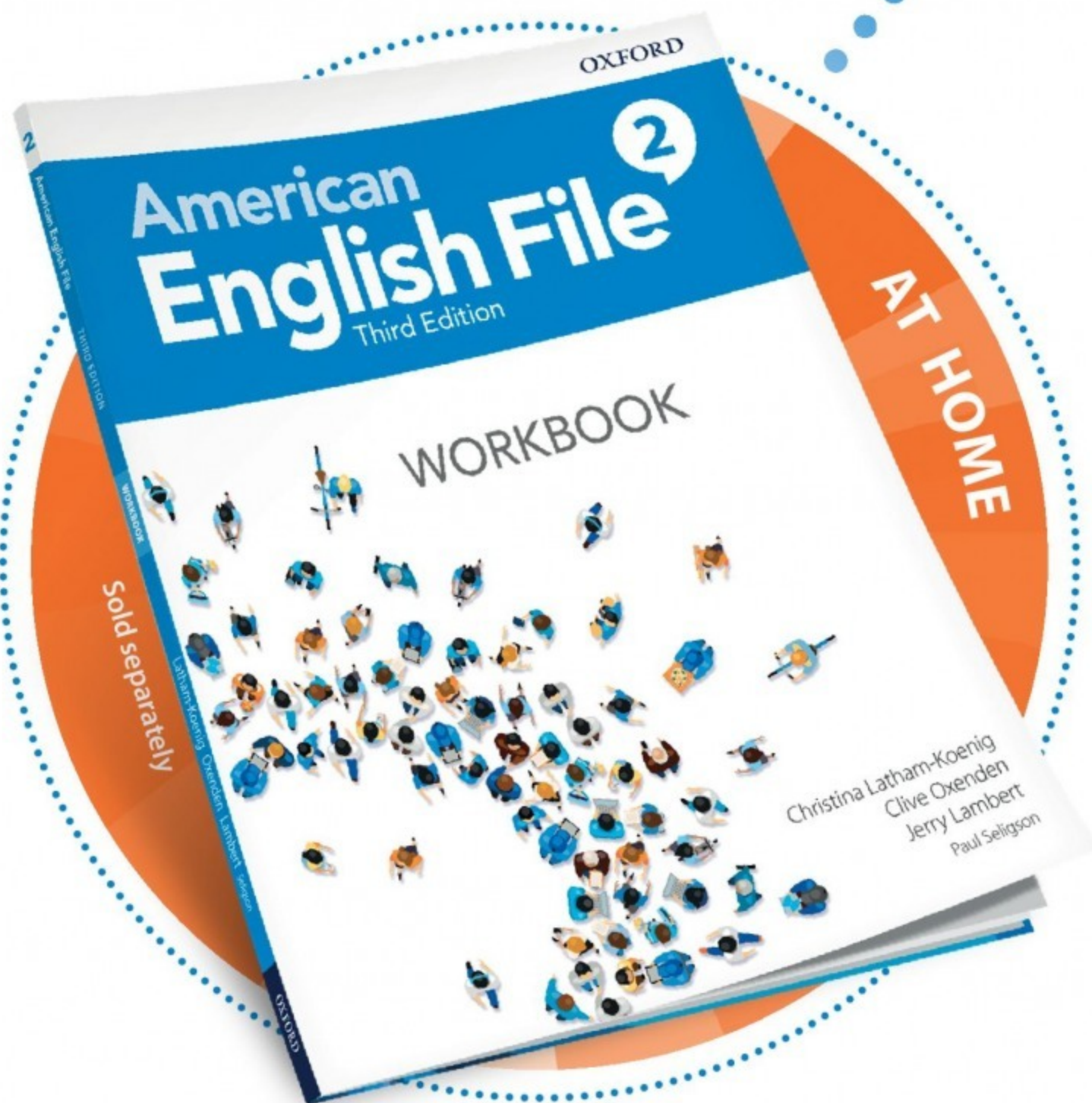


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Course overview

American English File ^{Third Edition}

Welcome to **American English File Third Edition**. This is how to use the Student Book, Online Practice, and the Workbook in and out of class.



Student Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.

Use your Student Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practice language and to check your progress.

ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



Online Practice

Look again at Student Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you learned so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

Go to
americanenglishfileonline.com
and use the code on
your Access Card to
log into the Online
Practice.

LOOK AGAIN

- Review the language from every lesson.
- Watch the video and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening, and Speaking practice.
- Use the interactive video to practice Practical English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try a Challenge activity.

SOUND BANK




- Use the Sound Bank video to practice and improve your pronunciation of English sounds.

What does she look like?

She has blonde hair and blue eyes.

1 VOCABULARY & READING

describing people

- a  1.11 Listen to three women describing their fathers. Which one is Charlotte, the woman with her father in the two photos?
- b  1.12 Listen to Charlotte again. What adjectives does she use to describe her father's height, hair, weight, and smile?
- c  p.150 **Vocabulary Bank** Describing people
- d Now read the article about Charlotte and her father Clint. Find the information about Clint.

his age his job his marital status
his personality his perfect partner

- e Read the article again and answer the questions.
- Why does Charlotte want to find Clint a partner?
 - How do we know that Charlotte and Clint are close?
 - What was dating like when Clint was young?
 - How does Clint find dates now, and how has Charlotte helped him?
- f Look at the two **highlighted** words in the article. Which word describes...?
- a person who makes you laugh
 - a person who you can have a good time with
- g Do you think Charlotte is the best person to help find her dad a date? Why?

Please date my dad!



“So, how was the date?”

You probably think this is a parent asking the question to their child. But many children are now helping their single parents find love, too. Clint Bouchez, a 52-year-old businessman was divorced ten years ago. His daughter, 26-year-old Charlotte, doesn't want her dad to end up alone – her mom remarried five years ago, and Charlotte has a boyfriend.

Charlotte and Clint are very close. They often go out together in the evening, they're planning a trip to India for later in the year, and they're both Bruce Springsteen fans. But Charlotte thinks that Clint needs a new partner, and he agrees.

“My dad is the perfect man,” she says. “He's warm, he's generous, he knows how to look after a woman, how to treat a woman. He's a gentleman. He's always the one who pays on dates. He's romantic and he's **fun**. I don't mind spending Friday and Saturday nights with my dad and that says a lot – I'm only 26.”

Dating in the 21st century is very different from when Clint was young. Internet dating has changed everything. “It's difficult now just to walk over to a woman and ask her ‘Can I buy you a drink?’” he says. “Before, when you met people face to face, there was sometimes a ‘spark,’ a feeling of romantic destiny – you don't get that from someone's profile picture.”

Charlotte wrote Clint's dating profile for an online dating website. Clint would like to meet a woman who works, preferably a businesswoman. Someone who's independent, but **funny** and smart. He has had several dates, but none of the women were right for him. He and Charlotte are still looking. “I'm always hopeful,” he says. “I really believe that sooner or later I'm going to find ‘the one.’”



2 GRAMMAR simple present

a Complete the chart.

	I/you/we/they	he/she/it
+	I need a new partner.	He _____ a new partner.
-	I don't want my dad to end up alone.	She _____ want her dad to end up alone.
?	What kind of person _____ you want to meet?	What kind of person _____ he want to meet?

b Check (✓) the correct sentences.

- A They often go out together.
 B They go out often together.
- A He always is the one who pays.
 B He's always the one who pays.

c **G** p.126 Grammar Bank 1B

3 PRONUNCIATION & SPEAKING

final -s and -es

a **1.17** Listen and repeat.

 snake	He likes going to concerts. He meets interesting people on dates.
 zebra	He pays for their meals. He wears nice clothes.
/ɪz/	He uses reading glasses. He relaxes with boxes of chocolates.

Pronunciation of final -s and -es
 The final -s is pronounced /s/ or /z/.
 The final -es is pronounced /ɪz/ after c, ch, g, s, sh, x, and z.

b **1.18** How do you say the *he / she / it* form of these verbs and the plural of these nouns? Listen and check.

verbs choose cook go live stop teach
nouns book boy class friend
 language parent

c **Communication** A date for Clint
A p.102 B p.108 Ask and answer questions about two possible dates for Clint.

d Take a class vote. Who do you think is a better date for Clint, Maggie or Tessa?

4 LISTENING

a **1.19** Listen to Elspeth Gordon, a journalist, talking about a dating experiment. Answer the questions.

- What kind of app does Elspeth use?
- What do you do if you like someone?
- What's Elspeth's mother going to do?
- What's Elspeth going to do?

Glossary

swipe move your finger across a touchscreen on a phone or tablet to activate a function



b **1.20** Now listen to Elspeth describe her first two dates. What does she think of her mom's choices?

c Listen again and match the phrases to the two men. Write **J** for John or **S** for Sebastian. Which man do you think Elspeth prefers? Why?

- He's tall, dark, and handsome.
- He's very tall.
- He's a teacher.
- He's from Argentina, but he lives in the US.
- There isn't a spark.
- He's a real gentleman.

d **1.21** Now listen to the third date. Is it a success? Who do you think the message is from?

e **1.22** Listen. Were you right? How does Elspeth feel? Do you think they have a second date?

f Do you think a member of your family could choose a good date for you? Do you think you could choose one for them?

5 SPEAKING & WRITING

a Think of a single person you know well – a family member or friend. Look at the form below and prepare to give this information about him or her.

Do you know somebody who is looking for a partner? Help him/her find one!

Name	<input type="text"/>	Appearance	<input type="text"/>	Likes	<input type="text"/>
Relationship	<input type="button" value="Single"/> <input type="button" value="Divorced"/> <input type="button" value="Separated"/>				
Age	<input type="text"/>	Personality	<input type="text"/>	Doesn't like	<input type="text"/>
Job	<input type="text"/>		<input type="text"/>		

b Work in pairs. **A** describe your person to **B**. **B** listen and ask for more information. Do you know anybody who would be a good partner for this person? Then change roles.

(His name's Mario, and he's single. He's about 30 years old.)

c **W** p.113 Writing Describing yourself Write your profile.

4 LISTENING

a You're going to listen to an art expert talking about Vermeer and *The Milkmaid*. Look at the painting again. With a partner, try to answer the questions.

- 1 What century did Vermeer live in?
a 15th b 17th c 19th
- 2 Where was he from?
a Holland b Germany c Russia
- 3 What kind of things did he usually paint?
a everyday scenes b portraits of rich people
c trees and flowers
- 4 What is the milkmaid probably making?
a butter b bread c a pudding
- 5 How many of Vermeer's paintings exist today?
a 4 b 34 c 304
- 6 Why was the painting expensive to make?
a Because it's very big.
b Because some of the paints were very expensive.
c Because he rented an expensive studio.

b 1.28 Listen and check your answers.

c Look at 1–6. What can you remember about them from the expert's talk? Listen again and make notes.

- 1 Delft *It's a city in Holland. Vermeer was from there.*
- 2 light coming through windows
- 3 his wife, his daughter, and his servant
- 4 *Girl with a Pearl Earring*
- 5 the milkmaid's apron
- 6 175 Dutch guilders



5 VOCABULARY prepositions of place

a Now look at the photo again. Complete the sentences with a word or phrase from the list.

above behind between in in front of in the corner
in the middle of next to on (x2) on the left of under

- 1 The young man is *in* the kitchen.
 - 2 There's a table _____ him.
 - 3 _____ the table, there are some eggs, some bread, and some strawberries.
 - 4 The bread is _____ the table. It's _____ the eggs and the strawberries.
 - 5 There's a board _____ the bread.
 - 6 _____ the man, there's an old washing machine.
 - 7 There's a window _____ the photo.
 - 8 _____ of the room there's a sink and some cleaning products.
 - 9 There's a flower _____ the wall _____ the sink.
 - 10 The sink is _____ the window.
- b 1.29 Listen and check. Then cover the sentences and look at the photo. Ask each other where the man and the things are.

Where's the man?

(He's in the kitchen. He's behind the table.)

6 SPEAKING

Describing a picture (a painting or photo)

When we describe a picture, we normally use *There is / There are* to say what's in the picture, and we use the present continuous to say what the people are doing, e.g., *There's a table with some bread on it. The woman is standing next to the table.*

a **Communication** Remakes **A** p.102 **B** p.108
Describe your paintings and remakes.

(My painting is by Vermeer. It's called...)

b In small groups, ask and answer the questions.

- Which of the three "remakes" in this lesson do you think is the best? Why?
- Is there a painting you know that you would like to remake?
- What pictures or posters do you have on the wall in your bedroom or living room?
- Do you have any favorite painters or paintings? Who or what are they? Why do you like them?
- What famous painters are there from your country? Do you like any of their paintings?
- Do you (or did you) paint or draw? What kind of things?

1 READING & LISTENING

a Read the title and the introduction to a story. Which of the four things do you think is the worst to lose when you're on vacation?

b Read the story sent by a reader to an online magazine. What did Sam lose? Did he find it?

c Read the story again. Then cover it and correct the **bold** information.

1 Sam went to the Andes with **his family**.

Sam went to the Andes with his friends.

2 One day, they **went biking**.

3 It took **three hours** to get to the top of the mountain.

4 They had **a snack** at the top of the mountain.

5 The view **wasn't very good**.

6 Sam wanted to take another photo, but he couldn't find **his camera**.


7 He went back up the mountain with **one of his friends**.

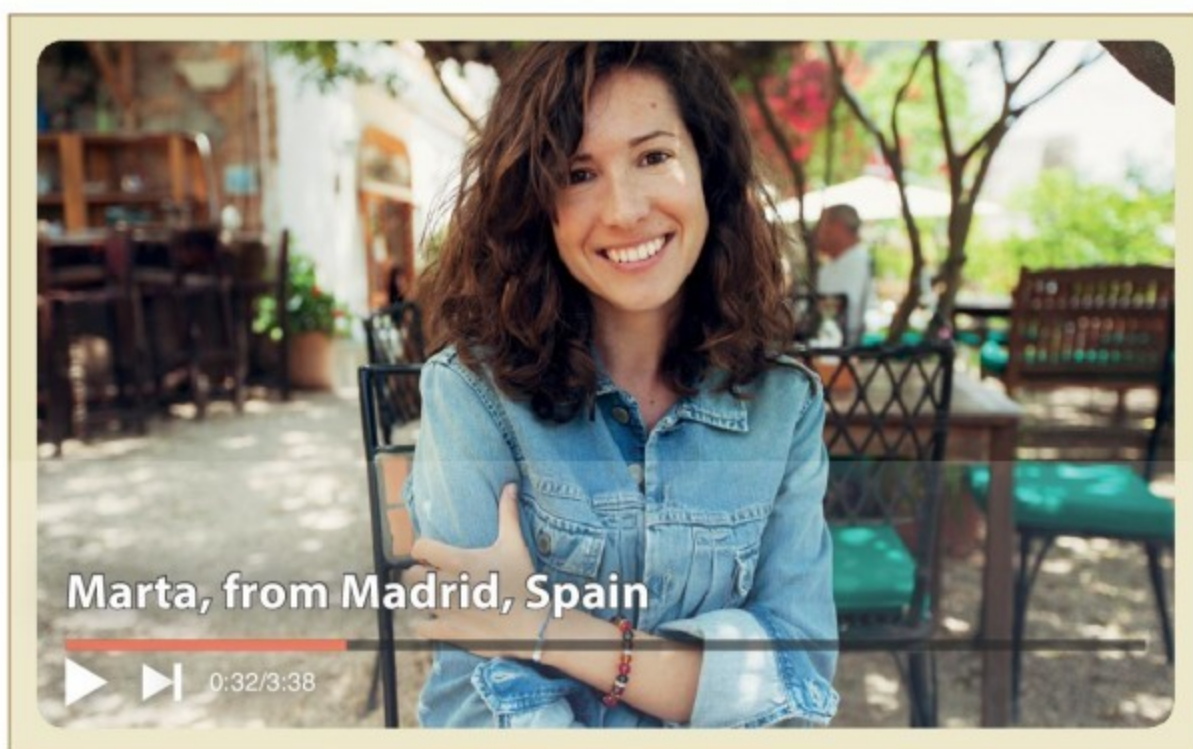
8 They spent **an hour** looking for the phone.

9 It started to get **warmer**.

10 He found his phone in his **bag**.

11 His friends were **angry** about it.

d  **2.1** Listen to a recording sent to the magazine. What did Marta lose? Did she find it?



e Listen to Marta's story again. Answer the questions.

1 When did it happen?

2 Where did Marta want to go on vacation? Why?

3 Why did she fly to Brussels?

4 What happened at the gate in the Brussels airport?

5 How did she feel?

6 What did the police officer say?

7 Where did she fly in the end? What happened there?

f Have you ever lost anything important on vacation? What was it? What happened?

“Passport, tickets, money, phone”

It's the mantra we always say to ourselves when we go on vacation to make sure we haven't forgotten anything. But what happens when one of those things is suddenly missing? Email us your stories or send us a recording...



“ Last year, I went on vacation to the Andes in Peru with a group of friends. One day, we climbed a mountain – well, it wasn't really a climb, but it was a long walk – and it took about two hours to get to the top. When we got there, we had lunch. The view was amazing – we could see the ocean in the distance. We took photos and just sat in the sun for a while.

Then we went down again, and when we got back to the car, I wanted to take another photo, but I couldn't find my phone – it wasn't in my bag. I thought, “Oh no! It's probably at the top of the mountain, where we had lunch.” I decided the only thing to do was to go back up the mountain to get it because I didn't want to leave my phone up there. My friends said, “OK, but you can't go on your own,” so in the end we all went up again, which was another two hours.

When we got to the top we spent about half an hour looking for the phone, but we couldn't find it anywhere. Then it started to get colder – it was now late afternoon – so I took my jacket out of my bag, and... my phone was in my jacket pocket!

I felt terrible, and really stupid! My friends were very nice about it, but they never let me forget it!

Sam, from Boston, Massachusetts, US”

2 GRAMMAR simple past: regular and irregular verbs

a Write the simple past form of these verbs. Are they regular or irregular? Check in Sam's story.

go	_____	get	_____
climb	_____	want	_____
be	_____ / _____	think	_____
	_____	decide	_____
take	_____	say	_____
have	_____	spend	_____
can	_____	start	_____
sit	_____	feel	_____

b Complete the negative verbs. Then check in Sam's story.

- It _____ really a climb, but it was a long walk.
- I wanted to take another photo, but I _____ find my phone.
- I _____ want to leave my phone up there.

c How do you make \square and \square in the simple past...?



- with *was / were*
- with *could*
- with other verbs

d **G** p.128 Grammar Bank 2A

3 PRONUNCIATION -ed endings

a **2.3** Listen to three sentences from Marta's story in 1. What regular verb do you hear in each sentence?

b **2.4** Listen and repeat the sounds and sentences.

 tie	I booked a hotel. We missed our flight.
 dog	I arrived at the airport. We called our friends.
/ɪd/	She invited us to stay. I needed a new passport.

Regular simple past verbs

The -ed ending is usually pronounced /t/ or /d/, e.g., *booked*, *arrived*.

We only pronounce the e in -ed when there is a t or a d before it, e.g., *wanted*, *ended*, -ed = /ɪd/.

c Say the simple past of these verbs. In which ones is -ed pronounced /ɪd/?

argue ask check decide happen live rent
start stop thank want

d **2.5** Listen and check.

4 VOCABULARY vacations

a In one minute, write down five things you like doing when you're on vacation, e.g., *walking in the mountains*, *exploring a city*, *going to museums*. Then compare with a partner.

b **V** p.152 Vocabulary Bank Vacations



5 SPEAKING

a **2.9** Listen to four conversations. Complete the phrases that B uses to show that he / she is interested in what A is saying.

Useful language for showing interest

- A I went to New York last week.
B _____! Did you like it?
- A The weather was terrible – it rained every day.
B Oh _____! Too _____! What did you do?
- A We went to a Broadway show.
B _____! What show was it?
- A I lost my phone on the first day.
B _____? How _____! How did you lose it?

b Listen again and repeat. Copy B's "interested" intonation.

c Look at *Your last vacation*. What are the questions?

Your last vacation

- Where / go?
- When / go?
- Who / go with?
- Where / stay?
What / like?
- What / the weather like?
- What / do during the day?
- What / do in the evening?
- / have a good time?
- / have any problems?

d Think about your answers to the questions.

e Work in pairs. Ask your partner about his / her last vacation. Show interest in what he / she says, and try to ask more questions. Then change roles.