

OXFORD

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American

fourth edition

English File

Teacher's Guide with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

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



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Paul Seligson and Clive Oxenden are the original co-authors
of *English File 1* (published 1996) and *English File 2* (1997)

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p.284 **Workbook answer key**

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A All about you	word order in questions	common verb phrases ➔	the alphabet ➔
10 B Looking good	simple present	describing people: appearance and personality ➔	final -s / -es ➔
12 C Remakes	present continuous	clothes ➔, prepositions of place	/ə/ and /əɪ/ ➔
2			
16 A Lost...and found?	simple past: regular and irregular verbs	vacations ➔	regular verbs: -ed endings ➔
18 B On top of the world	past continuous ➔	prepositions of time and place: <i>at, in, on</i>	weak forms: <i>was, were</i>
20 C One dark October evening	time sequencers and connectors	verb phrases	word stress
3			
24 A The waiting game	<i>be going to</i> (plans and predictions) ➔	airports	the letter <i>g</i> ➔
26 B Can we meet?	present continuous (future arrangements)	verbs + prepositions, e.g., <i>arrive in</i>	linking
28 C Word games	defining relative clauses	paraphrasing	silent <i>e</i>
4			
32 A Have you finished yet?	present perfect + <i>yet</i> and <i>already</i>	housework, <i>make or do?</i>	the letters <i>y</i> and <i>j</i> ➔
34 B How we shop	present perfect or simple past? (1)	shopping	<i>c</i> and <i>ch</i>
36 C Weekendvy	<i>something, anything, nothing</i> , etc.	adjectives ending -ed and -ing	/ɛ/, /oʊ/, and /ʌ/ ➔
5			
40 A Fast-forward	comparative adjectives and adverbs, <i>as...as</i>	types of numbers ➔	/ə/ and /əɪ/ in comparisons
42 B Superlative cities?	superlatives (+ <i>ever</i> + present perfect) ➔	describing a town or city ➔	sentence stress
44 C Too much or not enough?	quantifiers, <i>too, (not) enough</i> ➔	health and the body	/ʌ/
6			
48 A Optimist or pessimist?	<i>will / won't</i> (predictions)	opposite verbs ➔	'll / won't
50 B Love will find a way	<i>will / won't</i> (other uses)	verb + <i>back</i>	word stress: two-syllable verbs
52 C Sweet dreams?	review of verb forms: present, past, and future	modifiers	the letters <i>ea</i> and <i>ear</i>

READING & LISTENING

Listening recognizing names, places, and numbers, identifying situations from context

Reading using visual clues to identify main topic
Listening focusing on descriptive adjectives

Listening tuning in using existing knowledge

Reading understanding details
Listening listening for key points

Reading using visual clues to understand events and feelings
Listening understanding the order of events

Listening using evidence to predict the ending of a story

Reading using context to complete information
Listening understanding context

Reading making a personal response
Listening inferring mood, understanding relationships between people

Reading understanding the rules of a game
Listening understanding definitions

Listening understanding advice

Reading identifying the main idea in a paragraph
Listening using visual clues to understand key points

Reading inferring from captions and visual clues
Listening understanding statistical and historical information

Reading scanning for information
Listening tuning in to an interview using topic-related vocabulary

Listening understanding the main points in a podcast

Reading responding to and assessing information according to personal opinion
Listening understanding numbers and quantities

Reading understanding a definition and examples
Listening taking notes

Reading understanding the events in a story
Listening understanding the events in a story

Listening interpreting from visual clues; using visual clues to understand key topics

SPEAKING & WRITING

Speaking exchanging personal information, returning questions; asking for personal information

Speaking summarizing main points in an article; describing a personal profile
Writing a personal profile

Speaking describing a painting

Speaking showing interest

Speaking giving more information in a conversation
Writing describing a photo

Speaking retelling the ending of a story

Speaking assessing and comparing tips; proposing a tourist itinerary

Speaking comparing the results of a questionnaire; making arrangements
Writing an informal email

Speaking paraphrasing; defining words

Speaking comparing information (*yet* and *already*); talking about housework

Speaking asking follow-up questions
Writing an opinion essay

Speaking talking about the weekend; answering promptly

Speaking responding to ideas in an article; talking about changes, giving reasons

Speaking asking for more information
Writing describing your town or city

Speaking talking about habits; asking questions and giving reasons (*enough* and *too much/many*)

Speaking responding to predictions

Speaking asking and answering (verb + *back*)
Writing social media messages

Speaking giving additional information (past, present, future)

Practical English p.14

Pictures of you
Episode 1: *A visit from the USA*

Practical English calling reception
Social English

Review and Check p.22

Review and Check 1&2

Practical English p.30

Pictures of you
Episode 2: *A work dinner*

Practical English problems at a restaurant
Social English

Review and Check p.38

Review and Check 3&4

Practical English p.46

Pictures of you
Episode 3: *Working on a Saturday*

Practical English taking something back
Social English

Review and Check p.54

Review and Check 5&6

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A I will survive!	uses of the infinitive	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.	weak form of <i>to</i> , linking <i>to</i> , etc.
58 B Happy days	uses of the gerund (verb + <i>-ing</i>)	verbs + gerund	/ŋ/, /ɪŋ/ + /k/ ▶
60 C Could you pass the test?	<i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>must not</i> , <i>can't</i>	adjectives + prepositions: <i>afraid of</i> , etc.	stress on prepositions
8			
64 A Should I or shouldn't I?	<i>should</i>	get ▶	/ɔ/ and /u/ ▶
66 B Absolutely typical!	<i>if</i> + present, <i>will</i> + base form (first conditional) ▶	confusing verbs	homophones
68 C Who is Vivienne?	possessive pronouns	adverbs of manner	reading aloud
9			
72 A Watch out!	<i>if</i> + past, <i>would</i> + base form (second conditional)	animals and insects ▶	word stress
74 B Don't panic!	present perfect + <i>for</i> and <i>since</i> ▶	words related to fear	sentence stress
76 C Born to be stars	present perfect or simple past? (2)	biographies	word stress, /ɪz/ ▶
10			
80 A Winners and losers	expressing movement ▶	sports, expressing movement ▶	word stress
82 B Larks and owls	word order of phrasal verbs	phrasal verbs	linking
84 C Inventions that changed the world	the passive	people from different countries	/ʃ/, /tʃ/, and /dʒ/ ▶
11			
88 A Live and learn	<i>used to</i>	school subjects	<i>used to</i> / <i>didn't use to</i>
90 B Make up your mind!	<i>might</i> ▶	word building: noun formation	diphthongs ▶
92 C Find your "twin"	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences	/ð/ and /θ/ ▶
12			
96 A Strange but true!	past perfect	time expressions	the letter <i>i</i>
98 B Don't tell anybody!	reported speech	<i>say</i> or <i>tell</i> ?	double consonants
100 C The American English File quiz	questions without auxiliaries	review of question words	/w/ and /h/ ▶
104 Communication	115 Writing Bank	127 Listening	134 Grammar Bank

READING & LISTENING

Reading reading on screen
Listening using visual clues and text to understand advice 🎧

Listening understanding expert advice and supporting detail

Reading identifying topic sentences
Listening listening to check hypotheses

Reading assessing advice
Listening understanding a problem, assessing advice

Reading identifying examples of behavior
Listening tuning in to a story using key words and phrases

Reading understanding a short story
Listening using visual clues to understand a story 🎧

Reading understanding reasons
Listening using visual clues to rank information 🎧

Reading understanding social media posts
Listening listening for key information

Reading understanding the order of life events
Listening using visual clues to understand biographical information 🎧

Reading reading and retelling key events

Reading taking notes for retelling
Listening categorizing information; identifying reasons 🎧

Listening using visual clues to understand specific information 🎧

Reading understanding and comparing specific information in short texts
Listening understanding attitude

Listening identifying the main points in a talk

Listening using visual clues to understand a human-interest story 🎧

Reading understanding the order of events in a story

Reading identifying text type, understanding the moral of a story
Listening using visual clues to understand a conversation 🎧

Listening understanding topic-based questions 🎧

SPEAKING & WRITING

Speaking asking and answering fluently
Writing an article giving tips

Speaking responding to tips; talking about behaviors and preferences

Speaking asking follow-up questions

Speaking assessing advice; asking and answering (phrases with *get*)

Speaking exchanging information and opinions (confusing verbs)

Writing a short story

Speaking relaying factual information; talking about imaginary situations

Speaking asking follow-up questions (present perfect)

Speaking talking about somebody's life
Writing a biography

Speaking talking about sports, giving extra information; retelling from memory
Writing an article

Speaking asking questions (phrasal verbs)

Speaking exchanging information (passives)

Speaking expressing an opinion, giving examples, returning questions
Writing a formal email

Speaking giving an opinion; asking and answering (noun formation)

Speaking saying how you are similar and different

Speaking retelling a news story

Speaking reporting what somebody said; supporting opinions with examples
Writing a review

Speaking asking factual questions (simple past)

Practical English p.62

Pictures of you 🎧
 Episode 4: *Running into trouble*

Practical English at the pharmacy
Social English

Review and Check p.70

Review and Check 7&8 🎧

Practical English p.78

Pictures of you 🎧
 Episode 5: *What's going on with Max?*

Practical English following directions
Social English

Review and Check p.86

Review and Check 9&10 🎧

Practical English p.94

Pictures of you 🎧
 Episode 6: *Is this the end?*

Practical English calling and leaving a message
Social English

Review and Check p.102

Review and Check 11&12 🎧

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 students learn and practice Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *American English File fourth edition*.

As well as the main A, B, C 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
- Exam 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.

Exam Confidence gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We hope you and your students enjoy using *American English File fourth edition*.

What do Level 2 students need?

Level 2 students are at a crucial stage in their learning. Students at this level need material that maintains their enthusiasm and confidence. They need to know how much they are learning and what they can now achieve. At the same time they need encouragement to push themselves to use the new language they are learning.

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 Level 2* 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.

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice vocabulary
- Tasks which encourage students to use new vocabulary
- Review and reactivation of previously learned 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** which 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

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns
- Pronunciation videos

Level 2 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, which 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 Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a **Sound Bank** section on pages 174–175 of the Student Book and 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
- 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 all through each lesson, responding to texts, videos, and listenings, and practicing grammar and vocabulary orally.

Listening and viewing

- A reason to listen
- Confidence-building tasks
- Help with connected speech
- 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 understand more the second time. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

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

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- Teacher-generated videos
- "On the street" interviews
- Practical English drama *Pictures of you*

Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students read

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 Level 2* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

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 fourth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The Practical English lessons give students practice in key language for situations such as calling reception or taking something back. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with an engaging storyline and following the story of the two main characters, Ben (from California) and Izzy (from London), and how their lives, careers, and relationships develop. There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key "Social English" phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Review

- Regular review
- 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. 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 street interviews, and helps students measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. Every two Files, the Workbook contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the Student Book.

Print components

FOR STUDENTS

Student Book

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

A, B, and C lessons

Each File contains three two-page lessons which present and practice Grammar, Vocabulary, and Pronunciation as well as developing skills with a balance of reading and listening activities, and 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 based on a new drama series for the fourth edition, *Pictures of you – Season 2*. This lesson teaches functional “survival English” (for example, following directions or calling Reception) and also “Social English” (useful phrases like *It’s nice to meet you*, *That sounds really nice*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline that started in Level 1, runs through Level 2, and continues into Level 3 with *Pictures of you – Season 3*. There is a Season 1 recap at the beginning of the first lesson.

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
- *Can you remember...?* exercises for students to check their progress

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 80 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.181–219

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

Communicative

see pp.220–264

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.265–283

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

There is more information on page 180 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

Exam 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: an Entry Test; 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

Grammar, Vocabulary, and Pronunciation in every lesson

Clear lesson summaries

1B Looking good

What does she look like? She has gray hair and green eyes.

1 VOCABULARY describing people

a **1.8** Listen to two people describe a family member. Which man is Adam? Which woman is Mel? What words did you hear that helped you identify them? What are Adam and Mel like?



b **Vocabulary Bank** Describing people p.158

c **Video** Watch and say which person in the photo is described, A, B, or C. What are they like?

2 READING & SPEAKING

a Look at the photos of Sarah Harris and Bruno Mars. Then complete the headings with two adjectives from the list.

generous gold gray short shy slim

b Work in pairs, A and B. Each read your article. Find the answers to the questions.

A

- 1 What did many older women do when their hair went gray?
- 2 What are the two reasons why gray hair is more popular now?
- 3 Why are young people dyeing their hair gray?
- 4 What have *Vogue* journalists noticed?
- 5 What are the advantages of stopping dyeing your hair?

B

- 1 In which sport is it an advantage to be tall? Why?
- 2 In which sports is it an advantage to be short? Why?
- 3 What examples does the article give of a disadvantage of being tall?
- 4 What are the health advantages of being short?
- 5 What does the article say is what really matters?

c Tell your partner about your article. Use the answers to your questions to help you.

d Did either of the articles surprise you? Describe someone you know who you think looks good.

A G is great!



Sarah Harris, deputy editor of *Vogue*

In the past, some people, especially women, felt bad when their hair started to go gray, and even today some people continue to dye their hair until their 80s or even 90s. But in fact, now gray hair is in fashion for men and women, young and old. One reason for this is movies. Some movie stars, for example, Meryl Streep and Salma Hayek, look fantastic with gray hair. Another reason is that during the Covid-19 pandemic, hair salons were closed, so older people went back to their natural color, and then realized that it looked good. And now, younger people are also dyeing their hair gray. For them, it's a way of saying that they are independent people who want to look different. Fashion magazine *Vogue* reports that all over the world they are seeing more and more young men and women at fashion shows who are silver gray. For people who are naturally gray, there are other advantages of not dyeing your hair. You don't need to go to the hair salon every two or three months, and you save a lot of money!

Adapted from NBC News

B S is super!



Brandy and Bruno Mars, singer-songwriters

Your height is a biological fact that you can't really change. Many people think it's an advantage to be tall. But is it really? Of course, in some sports, like basketball, you need to be tall. If you have long legs, you can run faster, and with long arms you can stretch further. But in some sports, being short can be a bonus. Short people often have quicker reactions and are more agile, which is important in, for example, martial arts and gymnastics. Tall people also often have more accidents and are more likely to get injured if they fall. And several studies also show that short people live longer - in one village in Sardinia, the very tall people live for about two years less than their shorter neighbors. Of course, there are always exceptions, but in the end, it's not how tall or short you are that matters, it's how you live your life.

Adapted from the BBC website

Vocabulary Banks help present and practice vocabulary.

A range of Vocabulary and Grammar videos brings language learning to life

Reading tasks develop students' reading skills and provide the context for the language of the lesson.

Engaging texts and topics updated from the third edition

Additional practice of the grammar in the Grammar Bank

3 GRAMMAR simple present

a Complete the chart.

	I / you / we / they	he / she / it
+	I have gray hair.	My mother _____ gray hair.
-	I don't mind being bald.	My brother _____ being bald.
?	_____ you like being tall?	_____ your sister like being tall?

b Check (✓) the correct sentences. Then check in article B.

- 1 a Short people often have quicker reactions.
 b Short people have often quicker reactions.
- 2 a There always are exceptions.
 b There are always exceptions.

c **Grammar Bank 1B p.134**

4 PRONUNCIATION

final -s / -es

a **Video** Watch and repeat the sounds and sentences.

 snake	She looks very serious. He likes all sports.
 zebra	He has long arms and legs. She's tall, with blue eyes.
 /ɪz/	She uses reading glasses. He watches a lot of tennis matches.

Pronunciation of final -s / -es: verbs and nouns

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

b **1.13** 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

5 LISTENING



In *The Guardian* newspaper "Blind Date" feature, two strangers who are looking for a relationship meet at a restaurant. Then they report how it went, and give a score out of 10. Jemma, 31, a gardener, met Pietro, 25, a PhD student.

a Look at the photo and describe the people.

b Read about Jemma and Pietro. What is a blind date? Do you think they are going to get along?

c **1.14** Listen to them describe the date. What score do you think they gave?

Jemma /10 Pietro /10

d Listen again and circle the adjectives that Jemma uses to describe Pietro, and that Pietro uses to describe Jemma.

Jemma about Pietro

cheap extroverted funny hardworking
 interesting kind polite talkative well-dressed

Pietro about Jemma

adventurous friendly generous interesting polite
 serious shy talkative young

e **1.15** Now listen and check your answer to c. Have you ever been on a blind date? Would you like to?

6 SPEAKING

a Think of somebody you know well who would like to meet new people. Look at the list and make notes about him / her.

name age job appearance
 personality / likes / doesn't like

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 friend for **A**'s person? Then change roles.

His name's Mario, and he's about 30 years old.

7 WRITING a personal profile

Writing Bank 1 p.115 Write your personal profile.

Tasks develop listening skills.

Opportunities for personalized speaking throughout the lesson

Guided writing tasks in the Writing Bank cover a range of writing types.

Pronunciation videos to model and practice English sounds

Each episode consists of three parts that develop the storyline and teach students everyday survival English.

Practical English lessons teach functional English and are based on the new drama series *Pictures of you – Season 2*.

Part 2 provides the context for the functional English.

The story so far recaps what happened in Season 1.

Part 1 sets the scene for the episode.

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



A visit from the USA

Practical English calling reception

EPISODE
1
PICTURES OF YOU

THE STORY SO FAR

Video Watch *The story so far*. What do you find out about these people?


Ben


Izzy


Andre


Carla


Pamela

1 SIX MONTHS LATER

a Look at the photos. What are Ben and Izzy doing now?

b **Video** Watch *Six months later* and check. Who is Emma? What's going to happen in the evening?




2 CALLING RECEPTION

a **Video** Watch *Calling reception*. Check (✓) the problems the guest has.

- The room is very cold.
- The air conditioning isn't working.
- There aren't any towels.
- She can't connect to the Wi-Fi.
- There isn't any hot water.




c Watch again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Emma is staying with Ben.
- 2 She's Ben's twin sister.
- 3 Carla asks Ben if he is nervous.
- 4 Ben thinks Emma and Izzy are very similar.
- 5 At first, Izzy doesn't accept Max's invitation to go for a drink.
- 6 Izzy decides to go because the managing director is going.

You hear / You say phrases focus on the key functional English phrases.

Part 3 continues the story and ends with a cliffhanger before the next episode.

b Watch again. Complete the **You hear** phrases.

You hear	You say
Conversation 1	
Hello, reception.	Hello, this is room 13.
How can I ¹ _____	There's a problem with the air conditioning. It isn't working and it's very hot in my room.
I'm sorry. I'll ² _____ somebody up to ³ _____ at it right now.	
Conversation 2	
Good ⁴ _____, reception.	Hello. I'm sorry to bother you again. This is room 13.
How can I help?	I have another problem. I can't connect to the Wi-Fi.
I'm sorry. I'll ⁵ _____ you through to my colleague. She can help you.	Thank you very much.

c **Video** Watch and repeat the **You say** phrases. Copy the **rhythm**. Then practice the conversations with a partner.

Offers with I'll

I'll = I will. We use **I'll** + verb to offer to do something.

- A** There's a problem with the air conditioning.
B I'll send somebody up to look at it.

d **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.

- A** You are the receptionist. **B** is a guest at the hotel. **B** calls you.
 Begin: Good morning, reception. Can I help you?
B You are a guest (give your room number). Use your first name and last name. You have a problem in your room – explain your problem.
A Offer to do something about **B**'s problem.

3 **IZZY AND EMMA MEET**

a Look at the photo. Do you think the meeting between Emma and Izzy was a success? Why (not)?



b **Video** Watch *Izzy and Emma meet* and check. Was it a success? Why (not)?

c Watch again. Who says these things and who to? Write **B** (Ben), **E** (Emma), or **I** (Izzy).

- "Are you eating enough?" _____ to _____
- "Right now, I'm working on a really big project." _____ to _____
- "Wow, that's a really cool jacket!" _____ to _____
- "Are you going to come with us?" _____ to _____
- "I booked a table for three." _____ to _____
- "Everyone is going." _____ to _____
- "It's just you and me, then." _____ to _____
- "But you just got here." _____ to _____

4 **SOCIAL ENGLISH**

a Match a phrase from **A** with a response in **B**.

A	B
1 Are you free to go for a drink this evening?	<input type="checkbox"/> It's great.
2 It's nice to meet you.	<input type="checkbox"/> But you just got here.
3 How's the photography course going?	<input type="checkbox"/> It's nice to meet you, too.
4 I've heard a lot about you.	<input type="checkbox"/> Oh. I'm sorry, I can't.
5 Actually, I need to go now.	<input type="checkbox"/> Me too.

b **Video** Watch and check.

c In pairs, practice the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Emma. Why is the meeting important for Ben? Do you think that Izzy was right to go out with her co-workers? Do you think that Emma and Izzy are going to get along well?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

Pairwork for students to practice the key language

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

The left-hand page reviews the Grammar, Vocabulary, and Pronunciation of the previous Files.

The right-hand page provides a series of skills-based challenges.

1&2 Review and Check

GRAMMAR

Circle a, b, or c.

1. _____ any brothers or sisters?
a Have you b Do you c Do you have
2. _____ last night?
a Where you went b Where did you go c Where you did go
3. My boyfriend _____ soccer.
a doesn't like b doesn't like c doesn't likes
4. Her parents _____ a small business.
a has b have c have
5. I _____ to music when I'm working.
a never listen b don't never listen c listen never
6. In the picture, the woman _____ a blue skirt.
a wear b wearing c is wearing
7. A: What _____? B: I'm looking for my keys.
a you are doing b do you do c are you doing
8. She's in college. She _____ history.
a 's studying b 's studying c studying
9. We _____ to Bangkok last August.
a were b went c did went
10. I saw the movie, but I _____ it.
a didn't liked b don't liked c didn't like
11. When I got home, my parents _____ on the sofa.
a were sitting b was sitting c were sitting
12. What _____ at 11 p.m.? You didn't answer my call.
a you were doing b you was doing c were you doing
13. She couldn't read the menu because she _____ her glasses.
a wasn't wearing b didn't wear c didn't wearing
14. We had lunch in a restaurant. _____ we decided to go for a walk.
a After b Then c When
15. We had a great time. _____ the weather wasn't very good.
a so b because c although

VOCABULARY

a Complete the phrases with a verb from the list.

book do drive invite leave look play stay take wear

1. A: What do you _____? B: I'm a doctor.
2. A: What does she _____ like? B: She's tall and slim.
3. She doesn't usually _____ jewelry – only her wedding ring.
4. A: Did you _____ any photos? B: No, I didn't.
5. A: Where did you _____? B: In a small hotel.
6. Did you _____ your flight online?
7. A: Let's _____ your parents to dinner. B: Good idea.
8. Are you going to _____ there?
B: No, we're going to take the train.
9. Go on! Ask the DJ to _____ our song!
B: OK.
10. A: What time do we need to _____ home tomorrow?
B: About 7:00. Our flight is at 9:00.

PRONUNCIATION

a Practice the words and sounds.

Vowel sounds

tree car fish bike

Consonant sounds

snake reba dog tie

b Sound Bank p.170–2 Say more words for each sound.

c What sound in a do the pink letters have in these words?
1. quiet 4. listened
2. sking 5. noisy
3. booked

d Underline the stressed syllable.
1. overbooked
2. carligan
3. bracelet

Can you understand this text?

a Read the article. What countries can you see in the photos? Match the headings to the tips.

1. Adapt to the situation
2. Get up early and stay out late
3. Think about the background

b Read the article again. Mark the sentences T (True) or F (False).

1. One of the best times to take a photo is in the afternoon.
2. Your vacation photos will never be as good as the ones on travel websites.
3. It's important to notice everything before you take a photo.
4. Never take a nature photo when there are people in the background.
5. There were a lot of people everywhere when the writer was in India.
6. The writer took a photo of people taking photos.

Can you understand these people?

Watch and answer the questions.

1. Lewis looks like _____.
a his father b his mother c his mother and his father
2. In the Dalí painting that Susie likes, there are some dripping _____.
a clocks b rocks c socks
3. Shoshanna went to Guyana because she wanted to learn _____.
a about the animals and plants there
b about her family history c the language
4. Awet doesn't usually take photos of _____.
a mountains b flowers c buildings
5. Sam only likes watching _____.
a movies with a happy ending b movies with a sad ending c good movies

Can you say this in English?

Check (✓) the box if you can do these things.

Can you...?

1. ask and answer six questions about your home and family, work / studies, and free-time activities
2. describe the appearance and personality of a person you know well
3. describe a photo in this book and say what is happening, what the people are wearing, etc.
4. ask and answer three questions about a vacation
5. describe a favorite photo and say what was happening when you took it
6. say three true sentences using the connectors so, because, and although

How to take better vacation photos

Vacation time is the one time we all take photos. You're in a strange new place, the sun is shining, and you want to record your surroundings and happy memories. So how do you take the perfect vacation photos? Here are three useful tips.

1. The best times for travel photography are around sunrise and sunset, known as the "blue hour" and the "golden hour." They give you the prettiest light and the most interesting skies, but you also avoid the crowds and can get those gloriously empty images of your destination that you see on all the travel websites. I took this image of our campsite in the Sahara Desert, Morocco, at the blue hour. It was just after sunset, while the rest of my tour group was sitting around the campfire.

2. Think about the whole shot. Is there a parked car blocking the view? Did a tourist just get into the back of the photo? Ask yourself, then move your position or wait until the person has moved away. In this image of the Iles Malvinas (Falkland Islands), I included the people because I wanted to contrast the group with the birds. If you wanted this to just be a photo of the birds, you could move or zoom in.

3. When I was in India, I found everywhere was really crowded. So, instead of trying to take photos of buildings (very boring anyway), I decided to photograph the other people and come back with much more interesting travel images as a result. Here the temple was full of tourists, so I photographed them taking selfies.

Adapted from a travel website

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

Exam-type tasks

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 158–171 of the Student Book to provide further development of lexical sets.

Photos and illustrations give context to vocabulary items.

Phonetic transcriptions of new vocabulary and audio models of each word help students with pronunciation.

Describing people

Vocabulary Bank

1 Appearance What does he / she look like?

a Match the sentences and photos.

She has curly **dark** hair.
She has long straight **blonde** hair.
She has big brown eyes **like**.
She has short **blonde** hair.
He has a beard **and** a **moustache**.
He's bald **like**.
He's very tall and slim.
He's average height **and** very thin.
He's short and a little **overcast**.

b **1.8** Listen and check.

c Cover the phrases and look at the photos. Test yourself or a partner.

Using two or more adjectives together

We often use two or more adjectives together (without and) to describe hair or eyes, e.g. She has long straight blonde hair or he has big brown eyes. Adjectives usually go in this order:
size → style → color → noun.

2 Personality What's he / she like?

a Match the adjectives to the definitions.

extraverted (ɪk'strɔ:və'təd)	friendly (frɛndli)	funny (fʌni)	generous (dʒɪ'nərəs)	hardworking ('hɑ:d'wɜ:kɪŋ)	talkative ('tɔ:kətɪv)	warm (wɜ:m)
	Adjective	Opposite				

1. A person who behaves in a pleasant way and wants to help people is **friendly**.
2. A person who talks a lot is _____.
3. A person who likes giving people things is _____.
4. A person who shows love and care for other people is _____.
5. A person who puts a lot of effort into their work is _____.
6. A person who makes people laugh is _____.
7. A person who is confident and likes talking to other people is _____.

b Complete the Opposite column with adjectives from the list.

cheap (tʃi:p) cold (kəʊld) lazy ('leɪ) quiet ('kwaɪət) serious ('sɪəriəs) silly (sɪli) untidily (ʌn'taɪdli)

Negative adjectives

We often use not very + a positive adjective instead of a negative adjective, e.g. not very friendly instead of unfriendly, or not very hardworking instead of lazy.

c **1.9** Listen and check.

d Cover the adjectives and look at the definitions. Say the adjective and its opposite.

What does she look like? What is she like?

What does she look like? Tell me about her appearance. (Is she tall / short? What color hair does she have?)
What is she like? Tell me about her personality. (Is she friendly? Is she shy?)

ACTIVATION In pairs, ask and answer questions about a member of your family or a good friend.

What does your sister look like?
She's tall and she has short dark hair.
What's she like?

Students can easily review and test their vocabulary.

Each Vocabulary Bank has an Activation activity that provides additional practice of the vocabulary.

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.

1 Grammar Bank

1A word order in questions

questions with **do** and **can**

Are you hungry?	1.2
Is there a bank near here?	
Can I sit here?	
What was that noise?	
Where were you born?	

1. We usually make questions with the verbs **be** and **can** by placing these verbs before the subject. **She is a teacher. → Is she a teacher? He can drive. → Can he drive?**

questions with **do** / **does** / **did** in simple present and simple past

Question word	Auxiliary	Subject	Base form (- verb)	1.3
Do	you	live	with your parents?	
Did	you	take	a vacation last year?	
Where	did	your sister	work?	
When	did	you	start studying English?	
What	did	they	talk about?	

2. Remember word order in these questions: **Question word + Auxiliary + Subject + Base form**, e.g., **Did you go out last night?** where **did you go?**

• If the verb is followed by a preposition, we often keep them together at the end of the question, e.g., **Who do you live with?**

1B simple present

I / you / we / they he / she / it

1. I usually work at home. My brother works in the city.

2. My parents don't live near here. It doesn't often rain here.

3. Do you speak French? Does she like pop music?

4. Yes, we do. / No, we don't. Yes, she does. / No, she doesn't.

1. We use the simple present for things we do every day / week / year, or that are generally true or always happen.

2. We use don't / doesn't to make negative sentences, and do / does to make questions.

Base form 3rd person (he / she / it) **Spelling**

work	works	add -s
study	studies	consonant + y → -ies
finish	finishes	add -es after ch, s, sh, x, z
go / do	goes / does	add -es
have	has	change to -s

1C present continuous: be + verb + -ing

1. A What are you doing? I'm sending a message to Sarah.

2. My brother is taking a two-month vacation in the US.

3. In this picture, the woman is standing near a table.

1. We use the present continuous:

- for things happening now, at this moment.
- for temporary things that are happening around now, this week, etc.
- to describe what's happening in a picture.

I'm working You are working. **He's working** She isn't working. **I'm not working** You aren't working. **It isn't working** She isn't working.

2. Ask you working? Yes, I am. / No, I'm not. Is he working? Yes, he is. / No, he isn't.

Base form -ing form **Spelling**

cook	cooking	add -ing
study	studying	add -ing
live	living	add -ing and drop the final e
run	running	add -ing

3. If the verb ends in a stressed syllable formed by **consonant-vowel-consonant**, double the final consonant and add -ing.

1A Put the word or phrase in the correct place in the question.

How did are you? (old)

- Where you from? (are)
- Does finish at 8:00? (the class)
- Where we park? (can)
- Where do your friends? (live)
- You answer my email? (did)
- Do you often to the movies? (go)
- What this word mean? (does)
- What time did arrive? (your friends)
- Who are you talking? (to)
- Where were last night? (you)

1B Write statements and questions with the simple present.

He / usually get up late. He usually gets up late.

- Anna / like music
- My sister / have a lot of hobbies
- I / get along very well with my parents
- My nephew / study English in school
- My neighbors / have any children
- What time / the movie start
- He / go out twice a week
- We / often talk about politics
- How often / you see your brother
- Sally / go on social media very much

1C Write sentences with the present continuous. Use contractions where you can.

1. I know it isn't raining.

2. Oliver / wear a suit today!

3. It's hot. Why / wear a coat?

4. Aisha / sit in her usual place today

5. hey! You / stand on my foot

6. What book / you read?

7. We / rent a small apartment right now

8. I / plan a trip to the US

9. My boyfriend / work in London this week

10. They / get along very well right now

1A Put the words in the correct order to make questions.

you live where do? Where do you live?

- you a do have car?
- was brother your where born?
- often he how call does you?
- their time arrive does fight what?
- Brazil from is girlfriend your?
- languages how you many can speak?
- party the how was?
- last go where you summer did?
- there doctor here is a?
- come bus to you by school did?

1B Put the words in the correct order.

go movies we often to like often go to the movies.

- always before go I bed 11:00 to
- ever her Kate sees family hardly
- Saturdays never shopping on go we
- a to I dentist year go twice the
- in they breakfast sometimes bed have
- usually car I the listen the in radio to
- in day park every Anton the runs
- often late Laila is work for
- often Ivan to go doesn't theater the
- visit I once my month a mom

Common errors are highlighted.

A one-page Writing Bank for every File provides 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

A plan / write / review approach in each Writing Bank

Writing Bank

1 A personal profile

Read Dani's profile. Are you similar to her in any way?

Dani
242 friends
Posts About Friends Photos Videos

1. Hi, My name's Dani. Well, it's really Daniela, but everyone calls me Dani. I'm 21 years old. I'm Mexican and I live in Mérida.

2. I'm going to tell you about myself. I'm in college. I'm studying engineering. I'm in my third year and I really like it. I live with my parents and my sister in an apartment downtown. I have a dog, a Yorkshire Terrier - her name is Susi.

3. As you can see from the photo, I have black hair and brown eyes. My mother says I look like her, but I think I look more like my father.

4. I think I'm a positive person. My friends say I'm funny. It's true, I like making people laugh, but I can be serious when I need to be!

5. I have exams soon, so I don't have much free time at the moment. But when I can, I like going hiking and I sometimes play tennis. I also like watching TV shows, especially crime dramas and comedies. I watch them with English subtitles because I want to improve my English.

and, but, because, so
We can use **and**, **but**, **because**, and **so** to link two ideas in a sentence.
We use **and** to link two similar ideas.
I'm Mexican **and** I live in Mérida.
We use **but** to contrast ideas.
My mother says I look like her, **but** I think I look more like my father.
We use **because** to express a cause or reason.
I watch them with English subtitles **because** I want to improve my English.
We use **so** to express the result of something.
I have exams soon, **so** I don't have much free time at the moment.

Read the information box. Then complete some personal information about Roberto with and, but, so, or because.

- I'm from Brazil, _____ I live in the US.
- I don't speak much Portuguese _____ we moved to San Francisco when I was two.
- I live with my parents _____ my older sister.
- My father says we can't have a dog _____ we don't have a yard.
- I work in a café from 9:00 a.m. to 6:00 p.m. _____ I'm usually very tired in the evening.
- I have brown hair _____ green eyes, like my mother.
- I'm a little shy, _____ I also like meeting new people.
- My friends and I love soccer _____ we often play together on the weekends.

Plan your profile. Plan five paragraphs. Look at the questions in b and your ideas in c. Think about what you're going to write.

Now write your profile. Use your notes in a and use and, but, so, or because to link your ideas. Try to use some of the highlighted phrases.

Read your profile again and check your spelling, grammar, and punctuation.

1. Look at the highlighted phrases in the profile. Then complete sentences 1-6 to make them true for you.

- Everyone calls me _____.
- As you can see from the photo, I have _____.
- My mother / father says I'm _____.
- I think I'm a _____ person.
- My friends say I look _____.
- When I can, I like _____.



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 multi-sensory 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 to 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 an 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 the semester 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 students 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 of vital importance 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 developing 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, body language, and other nonverbal communication.

Types of video in the course include:



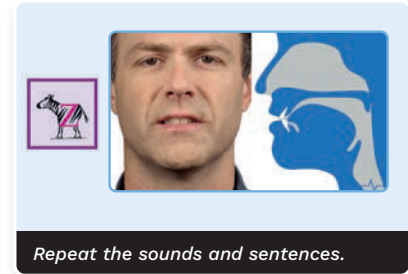
Grammar videos

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



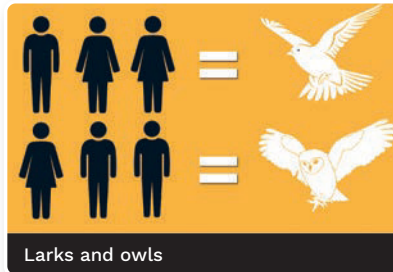
Pronunciation videos

These provide modeling and practice of English sounds, showing the mouth position to help students both make and recognize the sounds. Pronunciation videos are embedded within lessons and a full set of Sound Bank videos can be found in the resources section on *Oxford English Hub*.



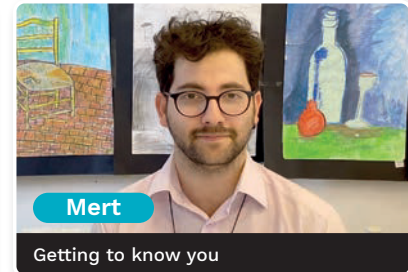
Dramas

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.



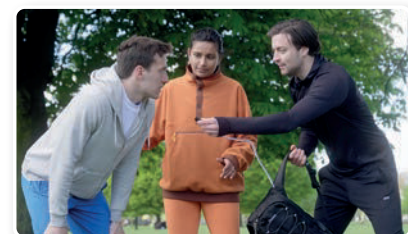
Interviews and teacher-generated content

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. For this edition, we invited teachers to submit their own videos for use in the course.



Practical English videos

An exciting, new Netflix-style drama series for *American English File fourth edition*, *Pictures of you*, develops listening and viewing skills and provides valuable input and practice for functional language and social English.



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

With a listening 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 to show 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. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught.

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.
- 5 Extension: After you've done the exercises in the book, ask Sts to use the pictures to summarize the video in their own words.

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 exercises in the book, the 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, and 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 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 activities in the book with 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 blouse? How many animals were there?* 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 were the “winners.”

- G** word order in questions
V common verb phrases: *get up, have lunch, speak languages, etc.*
P the alphabet

Lesson plan

This first lesson has three main objectives: to help you and Sts get to know each other, to give you a clear idea of the level of your class, and to provide some quick, efficient review of some Level 1 language points.

The lesson begins with a review of common verb phrases in the context of a *Getting to know you* questionnaire. Sts then watch a video where five people from different countries answer some of the questions as a model for them to then ask and answer them themselves. This is followed by the grammar focus which is on word order in questions. The pronunciation of the alphabet is reviewed, and the listening activity gives Sts the chance to review spelling. Sts then bring all the language together by interviewing each other and completing a form. There is an Entry Test on *Oxford English Hub*, which you can give Sts before starting the course.

Video material

Vocabulary & Speaking – common verb phrases
 Pronunciation – the alphabet

More materials

For teachers

Photocopiables

Grammar word order in questions p.184
Communicative Student profile p.229 (instructions p.220)

Oxford English Hub

Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Before the class, choose some party music.

Introduce yourself to the class. Say *Hello, I'm...*

Tell Sts to stand up. Divide the class into two groups, **A** and **B**. Ask both groups to make a circle, **A** inside **B**. Tell them to imagine that they're at a party. When you play the music, tell them to walk around in their circle, one clockwise and the other counterclockwise. Each time you stop the music, tell them to introduce themselves to the person standing across from them. Elicit that they can say *Hello, I'm... or Hi, I'm..., or My name's...*, and can respond *Nice to meet you*.

1 VOCABULARY & SPEAKING common verb phrases

Vocabulary notes

Sts at this level should be familiar with all these verb phrases. You may want to highlight the two meanings of *have*, as in *have brothers and sisters* and *have lunch*.


- a** If you didn't do the **Optional lead-in** and your Sts don't know each other, set a time limit of, for example, two minutes, and tell Sts to stand up and move around the room, introducing themselves to other Sts. Tell them to say *Hello / Hi, I'm...* and *Nice to meet you*, and to try to remember other Sts' names.

Books open. Focus on the questions in *Getting to know you*. Teach / Elicit the meaning of *occupation* (= a job or profession, i.e., what you do) and *routine* (= the normal order and way in which you regularly do things). Model and drill their pronunciation /,ɑ:kʏə'peɪʃn/ and /ru'tɪn/. Point out that the first two (*are, were*) have been done for them. Tell Sts to complete the other questions, individually or in pairs, with the correct verbs.

Check answers, making sure that Sts understand the whole question, not just the missing verb.

ANSWERS

3 speak 4 live 5 have 6 have 7 do 8 get 9 have
 10 do 11 go 12 study 13 listen 14 watch / like 15 play
 16 read / like 17 go 18 do

- b**  In this video, five non-native speakers from different countries answer some of the questions from the questionnaire. Focus on the instructions and then on the five photos. Point out that the first one has been done for them. Play the video for Sts to watch, pausing after each person. Check answers, eliciting the question number and the whole question.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexicon before Sts listen. You could do this with any video or audio script if you think your Sts need extra support.

ANSWERS

Gastón: 1, 2, 3, (4)
Kateřina: 5, 6
Ollie: 8, 11
Hellen: 13, 15
Mert: 17, 18



1 I = interviewer, G = Gastón

I Where are you from?

G I'm from Costa Rica, in Central America, but I live in Italy.

I Where were you born?

G I was born in San José, the capital of Costa Rica.

I What languages do you speak?

G I speak five languages: Spanish, which is my mother tongue; English, because I studied in a(n) English high school; French, which I learned at the high school; Italian, because I live in Italy; and German, because of my passion for German music.

2 I = interviewer, K = Kateřina

I Do you have any brothers or sisters?

K Yes, I have one sister that is two years younger than me, and I have a brother that is fifteen years younger than me.

I Do you have any pets?

K No, unfortunately no. My kids are allergic, but I used to have a dog when I was a kid.

3 I = interviewer, O = Ollie

- I What time do you get up during the week?
 O I usually get up at about eight-thirty in the morning.
 I What time do you usually go to bed?
 O It depends. During the week, um, at about eleven-thirty.

4 I = interviewer, H = Hellen

- I What kind of music do you listen to?
 H I like to listen to very different kinds of music. I like from new age to heavy metal, from K-pop to blues, so it varies.
 I Do you exercise or play any sports?
 H Yes, I do. I'm a black belt in aikido. It's a Japanese martial art, so I do it three times a week.

5 I = interviewer, M = Mert

- I How often do you go to the movies?
 M I sometimes go to the cinema, but I prefer watching at home.
 I What did you do last weekend?
 M Last weekend, on Saturday, I went to Istanbul, and on Sunday, I met my friends.

- c Now tell Sts to focus on the answers. Play the video again. Pause after Gastón, and elicit answers by asking *Where is he from?*, etc. Repeat with the other four speakers. You may want to tell them that Kateřina is from the Czech Republic, Ollie is from Vietnam, Hellen is from Brazil, and Mert is from Türkiye.
 Get Sts to compare what they remember with a partner. Check answers. Make sure students understand that Mert says *the cinema*, which is British English for *the movies*.

ANSWERS

Gastón

- Costa Rica, in Central America
- San José, the capital of Costa Rica
- Spanish, English, French, Italian, and German

Kateřina

- One sister and a brother
- No (though she had a dog when she was a child)

Ollie

- 8:30
- About 11:30

Hellen

- Different kinds, new age, heavy metal, K-pop, blues
- Yes, aikido

Mert

- Sometimes, but he prefers watching movies at home.
- On Saturday, he went to Istanbul and on Sunday he met his friends.

VIDEO See pp.20–21 for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Focus on the "Returning" a question box and go through it with the class.

Now focus on the instructions and the example. Demonstrate the activity by getting Sts to ask you questions first. Give full answers, with extra information.

EXTRA CHALLENGE Encourage Sts to ask a follow-up question if their partner hasn't "returned" the question, e.g.:

- A *Do you have any brothers and sisters?*
 B *I have one brother.*
 A *How old is he? / What's his name? / What does he do?*

I Point out that question 7 (*What do you do?*) can also be answered with, for example, *I'm unemployed / looking for a job / taking care of my children*, etc.

Put Sts in pairs. Remind them of *It depends* as a possible answer. Give them time to ask and answer all the questions. Monitor their conversations to give you an idea of their oral level.

Get feedback from several pairs to see what they have in common. At this point, you could teach them the word *both* and its position (before all verbs except *be* and modal verbs like *can*), e.g., *We both live downtown. We're both doctors. We can both speak Spanish.*

2 GRAMMAR word order in questions

- a Focus on the instructions and point out that the first one has been done for them.

Give Sts time to read questions 2–6 and check or correct them.

Get Sts to compare with a partner.

Check answers.

ANSWERS

- Where does your sister work?
-
-
- Do you have coffee for breakfast?
- Where did you go for your last vacation?

EXTRA IDEA Put Sts in pairs and get them to ask and answer the six questions.

- b Tell Sts to go to **Grammar Bank 1A** on p.134. Explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

In questions with the auxiliaries *do*, *does*, and *did*, Sts might leave out the auxiliary or get the word order wrong, e.g., *Do you live with your parents? Why didn't she like the movie?* NOT *You live with your parents? Why she didn't like the movie?*

In questions with *be* and *can*, Sts sometimes forget to invert the subject and verb, e.g., *Is Ana a student? Where can I sit?* NOT *Ana is a student? Where I can sit?*

If a verb is followed by a preposition (e.g., *talk about*, *listen to*), the preposition goes at the end of the question, e.g., *What did you talk about?*

Focus on the example sentences and play both 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.

Now focus on the exercises for **1A** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full questions.

ANSWERS

- a 1 Where **are** you from?
 2 Does **the class** finish at 8:00?
 3 Where **can** we park?
 4 Where do your friends **live**?
 5 **Did** you answer my email?
 6 Do you often **go** to the movies?
 7 What **does** this word mean?
 8 What time did **your friends** arrive?
 9 Who are you talking **to**?
 10 Where were **you** last night?

- b 1 Do you have a car?
- 2 Where was your brother born?
- 3 How often does he call you?
- 4 What time does their flight arrive?
- 5 Is your girlfriend from Brazil?
- 6 How many languages can you speak?
- 7 How was the party?
- 8 Where did you go last summer?
- 9 Is there a doctor here?
- 10 Did you come to school by bus?

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

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

c Focus on the instructions, the questions, and the example. Demonstrate the activity by asking the first question (*Do you drink a lot of tea or coffee?*) until someone answers *Yes, I do*. Then ask the follow-up question (*How many cups do you drink a day?*).

Give Sts a few minutes to figure out how to form the questions.

Check answers.

EXTRA SUPPORT Put Sts in pairs to write the questions.

ANSWERS

PRESENT

What gym **do you go** to?

How many hours **do you sleep**?

What games **do you play**? / What games **do you like playing**?

What sports **do you like watching**? / What sports **do you watch**?

PAST

What time **did you go** to bed?

What **did you cook**?

Where **did you go**?

What movie **did you see**?

What **did you buy**?

d Focus on the instructions and make sure Sts understand what they have to do.

Ask Sts to stand up and move around the class, asking each other the questions. If it's difficult to move around the class, do this in small groups.


Get some feedback from the class.

3 PRONUNCIATION the alphabet

Pronunciation notes

Emphasize the importance of being able to spell in English, particularly your name or email address. Point out that it is very useful to be able to recognize and write down letters correctly when people spell words to you.

If your Sts didn't use *American English File Level 1*, this will be the first time that they have seen the sound pictures (*train*, *tree*, etc.). Explain that the pictures will give Sts a clear example of the target sound and that they will help Sts remember the pronunciation of the phonetic symbol. This is very important if Sts want to check the pronunciation of a word in the dictionary. Even if they have a dictionary app, the phonetic symbol will help clarify which sound it is.

a  **1.4** Put Sts in pairs and get them to say the groups of letters to each other.

EXTRA CHALLENGE Elicit the alphabet from the class before playing the audio.

Now play the audio for Sts to listen and check.

1.4

See the alphabet in Student Book on p.9

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

b  Focus on the sound pictures and instructions.

Point out that the first one (*train*) has been done for them.

EXTRA SUPPORT If your Sts didn't use *American English File Level 1*, you may want to demonstrate the example or play the example on video. Get Sts to watch and repeat the picture word (*train*), then the sound (*/eɪ/*), and focus on the mouth position.

Give Sts time to write the words.

Get Sts to compare with a partner, then play the video for Sts to watch and check.

Check answers.



1 train /eɪ/

2 tree /i/

3 egg /ɛ/

4 bike /aɪ/

5 phone /oʊ/

6 boot /u/

7 car /ɑː/

Now play it again. Get Sts to watch and repeat the picture word, then the sound and focus on the mouth position. Pause after each one for Sts to repeat.

EXTRA IDEA Tell Sts to go to the **Sound Bank** on pp.174–175.

If your Sts didn't use *American English File Level 1*, explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns. Look at the spelling rules for the seven sounds. Model and drill the example words for the vowels and elicit / explain their meaning.

VIDEO See pp.20–21 for a list of suggestions for different ways to exploit videos in the classroom.

c Tell Sts that the letters of the alphabet are pronounced with different vowel sounds, e.g., **s** = /ɛs/, like **egg**, but **c** = /si/, like **tree**.

Now focus on the letters in the list, but don't elicit their pronunciation yet. Tell Sts, in pairs, to write the letters in the correct place in the chart according to their sound. Tell Sts that this exercise is easier to do if they say the letters aloud. Point out that the first one (*J*) has been done for them.

d  **1.5** Play the audio for Sts to listen and check.

Check answers.

1.5

1 train A H J K

2 tree B C D E G P T V Z

3 egg F L M N S X

4 bike I Y

5 phone O

6 boot Q U W

7 car R

Now play it again for Sts to listen and repeat.

Ask Sts which letters are difficult for them. Highlight the difference between pairs and groups of letters that are often confused, e.g., *a/e/i, g/j, k/q*, etc. You could tell Sts that *zee* is pronounced *zed* in British English and is the only letter of the alphabet that is different from American English.

In pairs, Sts practice saying the letters in each section of the chart.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Alphabet quiz, A** on p.104, **B** on p.110.

Tell Sts to take turns asking and answering their questions. Point out that the answers are in italics after each question.

When they have finished, find out if any Sts got all the answers correct.

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

4 LISTENING & SPEAKING recognizing names, places, and numbers; identifying situations from context

- a **1.6** Focus on the instructions. Make sure Sts understand that they aren't going to listen to six complete conversations. They must listen to six people giving some information and write down the letters and numbers.

Go through the words in 1–6, making sure Sts know what they mean, e.g., *first name, zip code*, etc. Point out that the first one (*Wayne*) has been done for them.

Play the audio for Sts to listen and write the letters and numbers. Play again if necessary.

Get Sts to compare with a partner, and then check answers by eliciting the information and writing it on the board.

EXTRA SUPPORT Before playing the audio, you might want to check that Sts know how to say an email address, e.g., that @ = *at* and . = *dot*.

ANSWERS

- 2 80222
3 914-555-7782
4 jvine64.zyx@oup.com
5 Rathbone
6 16 Russell Street

1.6

- 1 A How do you spell your first name?
B W-A-Y-N-E.
2 A What's the zip code?
B It's eight zero two two two.
3 B Nine one four, five five five, seven seven eight two.
4 A It's J-V-I-N-E-six-four dot Z-Y-X at O-U-P dot com.
B Can you repeat that, please?
A Yes, that's J-V-I-N-E-six-four dot Z-Y-X at O-U-P dot com.
5 B Ann Rathbone. R-A-T-H-B-O-N-E.
6 A It's sixteen Russell Street. That's R-U-S-S-E-L-L. Let me show you on your phone.

- b **1.7** Focus on the instructions and make sure Sts understand what they have to do. Go through situations A–F and point out that the first one (*1B*) has been done for them.

Play the audio, pausing after each conversation to give Sts time to number A–F. Play again if necessary.

Now play the audio again, pausing after each conversation, and check the answer.

ANSWERS

- 2 A 3 C 4 E 5 F 6 D

1.7

(script in Student Book on p.127)

- 1 A Good afternoon. How can I help you?
B I have a reservation for five nights.
A What's your name?
B Wayne Roberts.
A How do you spell your first name?
B W-A-Y-N-E.
A Just a moment.
2 A So, the sofa is eight hundred and ninety-nine dollars and ninety-nine cents in total. What's the address for delivery? Is it a Denver address?
B Yes, it's in south Denver.
A What's the zip code?
B It's eight zero two two two.
A And the address is...?
B Two six zero two Leyden Street. That's near the athletic club.
3 A Welcome to our cell phone helpline. Please say the number of the cell phone you have a problem with.
B Nine one four, five five five, seven seven eight two.
4 A Now, every Friday I'm going to give you some writing to do for homework on the weekend. You can either give it to me in class on the following Monday, or you can send it to me by email. I'm going to give you my email address and I'd like you to write it down. OK? It's J-V-I-N-E-six-four dot Z-Y-X at O-U-P dot com.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four dot Z-Y-X at O-U-P dot com. OK, now I'm going to write it on the board for you. Did you get it right?
... Good job. Remember: this symbol is called *at* in English, and this one is *dot*.
5 A Good evening.
B Hi. We have a table booked for seven thirty.
A Yes, madam. What name, please?
B Ann Rathbone. R-A-T-H-B-O-N-E.
A Ah, yes, here we are. Can you come this way, please?
6 A OK, Dan, that's great. Here's your student card. Your classes start on Monday at nine a.m. Now, the classes are not here in the main school, but in a different building.
B Oh?
A But it's nearby, just a five-minute walk from here, on Russell Street.
B Sorry, what's the address?
A It's sixteen Russell Street. That's R-U-S-S-E-L-L. Let me show you on your phone.
B Thank you.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the instructions and the form.

Put Sts in pairs and get them to interview each other. If Sts don't want to give their real address and phone number, tell them to invent one. Remind Sts that when we say phone numbers in English, we say the individual digits, and that *0* can be *oh* or *zero*. Elicit how to say an email address, e.g., that @ = *at* and . = *dot*.

When they have finished, get Sts to show each other their forms to check the information.

Get some feedback.

- G** simple present
V describing people: appearance and personality
P final -s / -es

Lesson plan

In this lesson, the context is describing people. Sts begin by listening to two people describing family members, and then go to the **Vocabulary Bank** where they learn basic language to describe people's appearance and personality. The language is then practiced with a video activity. They then do a jigsaw reading activity, each reading an article about an aspect of appearance that has more advantages than they may previously have thought, which they then tell their partner about. This is followed by the grammar focus on the simple present. After practicing the grammar, Sts have a pronunciation focus where they fine-tune their pronunciation of the final -s and -es endings in verbs and nouns. In Listening, Sts listen to two people, Jemma and Pietro, talking about the blind date they went on (adapted from a feature in *The Guardian* newspaper). The lesson ends with Sts describing a person – a member of their family, or a friend – in detail, and finally they go to the **Writing Bank** and write a personal profile.

Video material

Vocabulary – describing people
 Pronunciation – final -s / -es

More materials

For teachers

Photocopiables

Grammar simple present p.185
Vocabulary Describing people p.269 (instructions p.265)
Communicative Ask me some questions... p.230 (instructions p.220)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

<i>Direct family</i>	<i>mother</i>
<i>Other relatives</i>	<i>grandmother</i>
<i>Husband / wife's family</i>	<i>mother-in-law</i>

Put Sts in pairs. Give them a minute to add more words to each category. Get feedback and write the words on the board. Remind Sts of the pronunciation of difficult words like *daughter*. Then ask a few Sts *Do you have any brothers or sisters?* Elicit a few adjectives of description, like *He's good-looking / tall*, etc. There should be no focus on personality as Sts have not learned any of these adjectives in *American English File Level 1*.


1 VOCABULARY describing people

Vocabulary notes

Sts are often confused by the difference between the questions *What does he look like?* and *What's he like?* *What does he look like?* only refers to appearance, but *What's he like?* can refer to both appearance and personality.

You may want to highlight the following information:

- *thin* and *slim* are both the opposite of *fat*, but *slim* is a positive way to describe someone who is thin.
- *fat* is not very polite. It is more polite to say someone is *big*, *(a little) overweight*, or *well-built*.

- a  **1.8** Books open. Focus on the instructions and the two photos. Explain that the last question *What are Adam and Mel like?* refers not only to appearance, but also to personality.

Tell Sts that the first time they listen they should just try to identify which man (1, 2, or 3) is Adam and which woman (4, 5, or 6) is Mel. Get Sts to write down the words they hear that help identify each person.

Get Sts to compare with a partner. Then play the audio again for them to focus on anything they understood about Adam and Mel's personalities.

Check answers. Elicit words that identified Adam in the photo, and any adjectives of personality they heard. Write them on the board. Do the same for Mel.

Check the meaning and pronunciation of any new words, e.g., *bald*, *serious*, etc.

ANSWERS

Adam is 1. Mel is 5.
 Adam: very tall, well-built, bald, smile; He is very warm and friendly.
 Mel: not very tall, slim, long blond hair, green eyes; She is very quiet and serious, but can be very funny.

1.8

(script in Student Book on p.127)

A Do you have any brothers or sisters?

B I have one sister.

A I have one brother, Adam.

B Oh cool, tell me about him. Is he like you?

A No, he's very different. He's a little bit older than me, he's thirty-one.

B What does he look like?

A Well, he's very tall. He's not overweight, but I'd say he's well-built – he goes to the gym a lot. He had dark curly hair when he was younger, but now he doesn't really have any hair, he's bald. I think he's good-looking. He has big dark eyes, and he's very warm and friendly – he always has a smile on his face. What about your sister? What's her name?

B Her name's Melanie, but we all call her Mel.

A Does she look like you?

B A little. She's not very tall, I guess about five feet five inches, and she's average weight, not thin, but slim. She has very long hair, blond, and she has green eyes.

A What's she like? I mean, as a person?

- B She's very quiet and serious, but when you get to know her, she's actually very funny.
- A Do you think she and Adam would get along?
- B Maybe... Let's all have dinner together one day, you, me, and Adam and Mel.
- A Good idea.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b Tell Sts to go to **Vocabulary Bank Describing people** on p.158. Focus on **1 Appearance**. Focus on the question *What does he / she look like?* and elicit that it refers to a person's physical appearance.

Get Sts to do **a** individually or in pairs. Point out that the first one has been done for them.

1.9 Now do **b**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts understand the individual words in the descriptions.

1.9

Describing people

1 Appearance What does he look like? What does she look like?

- 2 She has curly dark hair.
- 3 She has long straight hair.
- 1 She has big brown eyes.
- 6 She has short blond hair.
- 5 He has a beard and a mustache.
- 4 He's bald.
- 8 He's very tall and slim.
- 7 He's average height and very thin.
- 9 He's short and a little overweight.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce, e.g., *curly, straight, beard*, etc. Highlight the different pronunciations of *height /haɪt/* and *weight /weɪt/*.

Focus on the **Using two or more adjectives together** box and go through it with the class. You might also want to elicit from Sts typical colors for hair, i.e., *fair / blond, red, gray, light / dark brown, black, white*.

Finally, focus on **c**. Get Sts to cover the sentences and use the photos to test themselves or their partner. If they are testing a partner, encourage them to use the question *What does he / she look like?*

Focus on **2 Personality** and get Sts to do **a** individually or in pairs. Point out that the first one (*friendly*) has been done for them.

Check answers to **a** before moving on to **b**.

ANSWERS

- 2 talkative 3 generous 4 warm 5 hardworking
6 funny 7 extroverted

Now Sts do **b** by putting the adjectives from the list into the **Opposite** column in **a**.

1.10 Now do **c**. Play the audio for Sts to listen and check.

Check answers and make sure Sts understand the individual words in the descriptions. Focus on the **Negative adjectives** box and go through it with the class.

1.10

2 Personality What is he like? What is she like?

- | | |
|------------------------|---------------------|
| 1 friendly, unfriendly | 5 hardworking, lazy |
| 2 talkative, quiet | 6 funny, serious |
| 3 generous, cheap | 7 extroverted, shy |
| 4 warm, cold | |

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

You could tell Sts that in British English, people say *mean* instead of *cheap*. In American English, *mean* has a different meaning (= *unkind*). You could also tell Sts that an alternative word for *talkative* is *chatty*.

Focus on the **What does she look like? What is she like?** box and go through it with the class to remind them of the difference between the two questions.

Focus on **d**. Get Sts to cover the adjectives and look at the definitions to test themselves or their partner.

Finally, for **Activation**, put Sts in pairs and get them to ask and answer questions about a member of their family or a good friend. Get some feedback from a few individual Sts.

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

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

EXTRA IDEA Focus again on the photos in **a**. Put Sts in pairs to describe the other two men and two women in the photos. Elicit some descriptions and get other Sts in the class to identify which man or woman it is.

c In this video, Sts see a series of photos of three people and listen to one of them being described. They identify the correct person in each photo.

Focus on the instructions.

Play the video and when you see the pause symbol, pause and give Sts time to agree with a partner which person is being described, and what they are like.

Check answers, eliciting all the adjectives, and then continue with the next photo.

EXTRA SUPPORT You may want to play the video once the whole way through first, and then play it again, pausing after each photo.

ANSWERS

- 1 A She's very shy.
- 2 C He's a really nice guy, very kind.
- 3 C She's very talkative and funny.
- 4 A He's a great colleague – he's really hardworking.
- 5 B She's very extroverted and friendly.
- 6 A He's really warm and open.
- 7 C She's a lovely person, very generous to her friends.
- 8 C He's OK. He's a little bit cheap.

1B

- 1 She has medium-length brown hair, and she's very tall and slim. She's very shy.
- 2 He has very short wavy hair, it's sort of red, and he has a small beard and a mustache. He's a really nice guy, very kind.
- 3 She's very talkative and funny. She has curly gray hair, and she wears glasses.
- 4 He has short blond hair and blue eyes. He's a big man, well-built, and he's very tall. He's a great colleague – he's really hardworking.
- 5 She's very extroverted and friendly. She has very curly hair, not short, but not very long, and she has a beautiful smile.

- 6 My grandad looks just like my dad. He's very short, and he has short white hair and a little bit of a beard – he doesn't shave very often. He's really warm and open and has lots of friends.
- 7 She's really attractive, and she's a lovely person, very generous to her friends. She's medium height. She has fantastic hair, long and dark and braided.
- 8 He isn't very tall – in fact, he's very short – and he has a beard and a mustache and wavy brown hair. He's OK, but to be honest, I think he's a little bit cheap. He never pays when we go out!

VIDEO See pp.20–21 for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 READING & SPEAKING

using visual clues to identify main topic

- a Focus on the instructions, and on the photos and the two headings. Point out that the photos illustrate the headings and that the first letter of each heading is given. Give Sts a minute to do the task. Get them to compare with a partner and then check answers.

ANSWERS

A Gray B Short

- b Elicit / Teach the meaning of *advantage* (= a quality of something that makes it better or more useful) and elicit the meaning of *disadvantage*. Model and drill the pronunciation /əd'væntɪdʒ/ and /,dɪsəd'væntɪdʒ/. Put Sts in pairs **A** and **B**. Tell **A** to read text A and answer the questions, and **B** text B. They only need to read and answer the questions for that article.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

ANSWERS

- A** 1 They felt bad and they dyed their hair.
 2 Movies, Covid-19 pandemic
 3 It's a way of saying they're independent and want to look different.
 4 More and more young men and women are silver-gray.
 5 You don't need to go to the hair salon and you save money.
B 1 Basketball, because you can run faster and stretch further.
 2 Martial arts and gymnastics, because short people have quicker reactions and are more agile.
 3 Tall people often have more accidents and are more likely to get injured if they fall.
 4 Short people live longer.
 5 How you live your life

- c Make sure Sts have had time to answer their questions. Then tell the **As** to tell the **Bs** about their article. Encourage them to cover the articles so that they only use their answers to the questions to tell each other what they read. Monitor to make sure Sts are not simply repeating what is in the text.

When they have both finished, deal with any new vocabulary in the two texts, and model and drill the pronunciation of any tricky words.

- d Do the question as a whole-class activity. You may want to tell Sts that on the positive side, research suggests that tall people earn more money and enjoy life more! Then elicit descriptions from individual Sts of either someone they know or a celebrity who they think looks good.

3 GRAMMAR

simple present

- a Focus on the instructions. Give Sts a few minutes to complete the chart. Check answers.

ANSWERS

	I / you / we / they	he / she / it
+		has
-		doesn't mind
?	Do	Does

- b Tell Sts to read the four sentences and check the ones that are correct. Highlight that the correct answer depends on the position of the adverbs of frequency *often* and *always*. Check answers.

ANSWERS

1 a 2 b

EXTRA CHALLENGE Ask Sts why the other sentences are wrong and elicit the rules for word order.

ANSWER

Adverbs of frequency go before main verbs, but after the verb *be*.

- c Tell Sts to go to **Grammar Bank 1B** on p.134.

Grammar notes

Simple present

Remind Sts:

- of the difference in pronunciation between *do* /du/, *don't* /dəʊnt/, and *does* /dʌz/
- of the pronunciation of *goes* /gəʊz/ and *has* /hæz/
- that the contracted forms *don't* and *doesn't* are always used in conversation

Adverbs and expressions of frequency

You may want to point out that *usually* / *normally* and *sometimes* can also be used at the beginning of a simple present sentence, e.g., *Sometimes I get up late on Saturday*, but they are much more common in mid-position, before the main verb or after *be*.

Other common expressions of frequency using *every* are *every week*, *every month*, and *every year*.

In expressions like *once a month*, *twice a day*, etc., remind Sts that *once* and *twice* are irregular (NOT *one time*, *two times*); *times* is used with all other numbers, e.g., *ten times*, *thirty times* (a year).

Focus on the example sentences and play both audio 1.11 and 1.12 for Sts to listen and repeat.

Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **1B** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Does Anna like music?
 2 My sister has a lot of hobbies.
 3 I don't get along very well with my parents.
 4 My nephew studies English in school.
 5 My neighbors don't have any children.
 6 What time does the movie start?
 7 He goes out twice a week.
 8 We don't often talk about politics.
 9 How often do you see your brother?
 10 Sally doesn't go on social media very much.