

OXFORD

3

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 Anna Lowy



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 Anna Lowy

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

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2026

The moral rights of the author have been asserted

First published in 2026

2030 2029 2028 2027 2026

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by license or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

The manufacturer's authorized representative in the EU for product safety is Oxford University Press España S.A. of El Parque Empresarial San Fernando de Henares, Avenida de Castilla, 2 – 28830 Madrid (www.oup.es/en or product.safety@oup.com). Oxford University Press España S.A. also acts as importer into Spain of products made by the manufacturer.

Photocopying

The Publisher grants permission for the photocopying of those pages marked "photocopiable" according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 418493 9	Teacher's Guide with Digital Pack
ISBN: 978 0 19 418492 2	Teacher's Guide
ISBN: 978 0 19 418489 2	Digital Pack
ISBN: 978 0 19 417044 4	Student Book Classroom Presentation Tool
ISBN: 978 0 19 417084 0	Workbook Classroom Presentation Tool
ISBN: 978 0 19 417022 2	Teacher's Exam Confidence
ISBN: 978 0 19 418491 5	Teacher's Online Resources

Printed in China

FSC logo placed
here by printer

ACKNOWLEDGMENTS

The publisher would like to thank the following for permission to reproduce the following photographs: Alamy Stock Photo (Avpics, Metta image, Nicemonkey, PA Images, Roger Garfield, WENN Rights Ltd); Getty Images (AzmanJaka, Gary Gershoff/Stringer, Getty Images, Harold M. Lambert/Contributor, Jack Vartoogian/Getty Images/Contributor, Onoky, Thomas Barwick); Shutterstock (Aaron Eckhart and Tom Hanks/Moviestore, Africa Studio, antoniodiaz, begalphoto, BlueSkyImage, Brocreative, Clay Enos/Warner Bros/Kobal/Shutterstock, Dmytro Zinkevych, ESB Professional, Fotoluminate LLC, genky, Geoff Pugh/REX/Shutterstock, Ground Picture, Hananeko_Studio, Helen Hotson, JOJOSTUDIO, Kite_rin, Lopolo, mimagephotography, Monkey Business Images, nicolasdecorte, Ollyy, ostill, pajtica, Photographee.eu, Prostock-studio, Rafal Olechowski, Raisa Kanareva, stockfour, Toho/Kobal/REX/Shutterstock, triocean, Warner Bros/Kobal/REX/Shutterstock, wavebreakmedia, WonderfulPixel); WireImage.

Illustrations by: Bess Harding, Colin shelbourn, Dave Smith, Geoff Ward, Jerome Mireault/Colagene, John Haslam, Joy Gosney, Lucy Truman, Mark Duffin, Oxford University Press, Paul Boston/Meiklejohn Illustration, Peter Hudspith, Q2A Media, Sophie Joyce.

Pronunciation chart artwork by: Ellis Nadler



Contents

p.4 **Student Book contents**

p.8 **Course overview**

- Introduction
- What do Level 3 students need?

p.10 **Print components**

- For students
- For teachers

p.11 **Digital components on *Oxford English Hub***

- For students
- For teachers

p.12 **File overview**

p.18 **The role of video in language learning**

p.19 **Video in *American English File fourth edition***

p.20 **How to exploit video in the classroom**

p.22 **Lesson plans**

p.22	File 1 A–B	Practical English Episode 1
p.38	File 2 A–B	1&2 Review and Check
p.51	File 3 A–B	Practical English Episode 2
p.65	File 4 A–B	3&4 Review and Check
p.76	File 5 A–B	Practical English Episode 3
p.90	File 6 A–B	5&6 Review and Check
p.103	File 7 A–B	Practical English Episode 4
p.117	File 8 A–B	7&8 Review and Check
p.131	File 9 A–B	Practical English Episode 5
p.143	File 10 A–B	9&10 Review and Check

p.155 **Photocopiable activities**

p.155	Introduction
p.156	Grammar activity answers
p.159	Grammar activity worksheets
p.181	Communicative activity instructions
p.188	Communicative activity worksheets
p.211	Vocabulary activity instructions
p.215	Vocabulary activity worksheets

p.230 **Workbook answer key**

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A How we eat	simple present and present continuous, action and nonaction verbs	food and cooking 🎧	vowel sounds 🎧
12 B Happy families?	future forms: present continuous, <i>be going to</i> , <i>will / won't</i>	family 🎧, adjectives of personality	sentence stress, word stress
2			
18 A Spend or save?	present perfect and simple past 🎧	money 🎧	the letters o and or 🎧
22 B Life-changing	present perfect + <i>for / since</i> , present perfect continuous 🎧	strong adjectives: <i>exhausted</i> , <i>amazed</i> , etc.	sentence stress
3			
28 A Who got there first?	choosing between comparatives and superlatives	transportation 🎧	/j/, /dʒ/, and /tʃ/ 🎧; linking
32 B Challenging stereotypes	articles: <i>a / an, the</i> , no article	collocation: verbs / adjectives + prepositions 🎧	/ə/, two pronunciations of <i>the</i> 🎧
4			
38 A Modern manners	obligation and prohibition: <i>have to</i> , <i>must</i> , <i>should</i>	phone language	silent consonants
42 B Yes, we can!	ability and possibility: <i>can</i> , <i>could</i> , <i>be able to</i> 🎧	-ed / -ing adjectives	sentence stress
5			
48 A Good sports	past tenses: simple, continuous, perfect	sports 🎧	/ɔːr/ and /əʊr/ 🎧
52 B Best Friends Forever	past and present habits and states	relationships 🎧	the letter s, <i>used to</i> 🎧

READING & LISTENING

Reading using personal experience to understand a text
Listening understanding key words in questions; predicting content using visual clues 🟢

Reading identifying reasons
Listening understanding a story

Reading understanding paragraph topics; using personal experience to respond to a text
Listening understanding the order of events 🟡

Reading reading for detail
Listening using subtitles and other visual clues to understand the main information 🟡; understanding information in order to express personal opinions 🟡

Reading using detail to make predictions
Listening confirming predictions 🟢; using own knowledge to understand factual information

Reading understanding the difference between two concepts
Listening understanding the evolution of a concept

Reading assessing a point of view
Listening understanding problems and advice

Reading figuring out meaning from context
Listening understanding tips and benefits 🟡; listening for gist 🟡

Reading understanding how examples support main points
Listening understanding an interview

Reading understanding a relationship story
Listening understanding facts and supporting information

SPEAKING & WRITING

Speaking asking for food preferences; agreeing and disagreeing

Speaking talking about family; politely refusing to talk about something; retelling a story
Writing describing a person

Speaking talking about spending habits; asking for more information

Speaking asking about how long (+ present perfect forms); using strong adjectives
Writing a thank-you email

Speaking role-playing being a tourist; giving your opinion
Writing an article for a website

Speaking generalizing; using collocations (verbs / adjectives + prepositions)

Speaking talking about phone use; saying what you think is right
Writing an email of complaint

Speaking talking about ability and possibility; talking about tips for learning English

Speaking talking about sports; telling an anecdote
Writing telling a story

Speaking talking about relationships; talking about past and present habits; presenting an opinion

Practical English p.16

Pictures of you 🟡
Episode 1: *Surprise meetings*

Practical English
reacting to what people say
Social English

Review and Check p.26

Review and Check 1&2 🟢

Practical English p.36

Pictures of you 🟡
Episode 2: *Images of the city*

Practical English
giving opinions
Social English

Review and Check p.46

Review and Check 3&4 🟢

Practical English p.56

Pictures of you 🟡
Episode 3: *The day before the show*

Practical English
permissions and requests
Social English

GRAMMAR


VOCABULARY

PRONUNCIATION


6				
58	A Extra information	passive (all tenses)	movies	regular and irregular past participles
62	B In the picture	modals of deduction: <i>might, can't, must</i>	the body	diphthongs
7				
68	A School time	first conditional and future time clauses + <i>when, until, etc.</i>	education	the letter <i>u</i>
72	B House or home?	second conditional, choosing between conditionals	houses	sentence stress, the letter <i>c</i>
8				
78	A The right job for you	choosing between gerunds and infinitives	work	word stress
82	B Service with a smile?	reported speech: statements and questions	making nouns from verbs	the letters <i>ai</i> and <i>air</i>
9				
88	A I was so lucky!	third conditional	making adjectives and adverbs	sentence rhythm, weak pronunciation of <i>have</i>
92	B Power outage	quantifiers	electronic devices	linking, <i>ough</i> and <i>augh</i>
10				
98	A Idols and icons	relative clauses: defining and nondefining	compound nouns	word stress
102	B And the murderer is...	tag questions	crime	intonation in tag questions

READING & LISTENING


Reading identifying positive and negative connotation
Listening focusing on content words for note-taking

Reading interpreting visual information
Listening checking assumptions; understanding advice 

Reading understanding points of view
Listening checking predictions


Reading understanding pros and cons; understanding biographical information
Listening using visual information to understand biographical information 


Reading predicting from evidence
Listening listening for note-taking

Reading understanding the main point in a short text; predicting the end of a story
Listening understanding the order of events; understanding how to do something better 

Reading identifying topic sentences
Listening listening for retelling

Reading understanding technical language
Listening listening for note-taking

Reading understanding biographical facts
Listening understanding biographical facts ; listening for note-taking

Reading reading for detail; understanding characters, places, and events in a short story
Listening understanding evidence and opinion; making biographical notes 


SPEAKING & WRITING

Speaking talking about movies
Writing a movie review

Speaking talking about profile photos

Speaking talking about your education; organizing and presenting your opinions

Speaking discussing pros and cons of living at home; talking about future possibility and imaginary situations (first and second conditionals); describing a dream home
Writing describing a house or an apartment

Speaking asking about somebody's job; explaining what happened; presenting a product 
Writing a cover email

Speaking sharing personal experience; role-playing complaining


Speaking talking about luck

Speaking talking about power outages; discussing digital habits
Writing a "for and against" essay


Speaking asking questions using relative clauses; talking about things, people, and places you like or admire
Writing a biography

Speaking checking information (tag questions)

Review and Check p.66


Review and Check 5&6 

Practical English p.76


Pictures of you 
Episode 4: *Together again?*

Practical English
making suggestions
Social English

Review and Check p.86


Review and Check 7&8 

Practical English p.96

Pictures of you 
Episode 5: *Ben's big show*

Practical English
asking indirect questions
Social English

Review and Check p.106

Review and Check 9&10 



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 and B 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 3 students need?

Level 3 is often a milestone for students: at this point, many students really begin to "take off" in terms of their ability to communicate. Some students, however, may see Level 3 as a "plateau" and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them realize how much they know and to make their passive knowledge active, together with a steady input of new language.

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 3* 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

- Reinforcement and extension of main grammatical points
- Fun and engaging grammar videos to introduce and practice grammar
- Practice in using different tenses together
- 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

- Systematic expansion of topic-based lexical areas
- Building new words by adding prefixes and suffixes
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice 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** that 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

- Practice in pronouncing sounds, words, and connected speech
- Awareness of rules and patterns
- Focus on word and sentence stress
- Pronunciation videos

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. 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

- Motivating and accessible topics
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Time to organize thoughts before speaking

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary language (G + V + P) and designed to help students feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

Listening and viewing

- A reason to listen
- Confidence-building, achievable tasks
- Practice in dealing with authentic spoken language
- Video listening tasks

At Level 3 students need confidence-building tasks that are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks to avoid overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. 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
- Exposure to a wide variety of authentic task types
- Challenging tasks that help students read more skillfully

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 3* 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 for a variety of text types
- An awareness of register, structure, and fixed phrases
- A focus on "micro" writing skills

It is often difficult to motivate students to write at this level. In *American English File fourth edition* each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable chunks.

Practical English

- Reinforcement and extension of functional language
- Knowing what to say in social situations
- Getting used to listening to faster, more colloquial speech

The Practical English lessons give students practice in key language for situations such as reacting to what people say or giving opinions. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with an engaging storyline that follows 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 10 Files. Each File is organized like this:

A and B lessons

Each File contains two four-page lessons that present and practice Grammar, Vocabulary, and Pronunciation as well as develop skills with a balance of reading and listening activities, and offer 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 3*. This lesson teaches functional “survival English” (for example, language for reacting to what people say or making suggestions) and also “Social English” (useful phrases like *That’s a shame, It’s my fault.*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline that runs through Level 1 and Level 2 and continues into Level 3 with *Pictures of you – Season 3*. There’s a Season 1 and 2 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 50 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.156–180

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

Communicative

see pp.181–210

Extra speaking practice for every A and B lesson

Vocabulary

see pp.211–229

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

There is more information on page 155 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

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson


- G simple present and present continuous, action and nonaction verbs
- V food and cooking
- P vowel sounds

1A

How we eat

Do you eat a lot of red meat? Yes, but I'm trying to cut down.

1 VOCABULARY food and cooking



a **Video** Watch the video. How many of the 16 circled food items can you remember?

b **Vocabulary Bank** Food and cooking p.160

c Look at some common adjectives to describe food. What kind of food do we often use them with?

canned /kænd/ fresh /frefʃ/ frozen /'froʊzn/
hot /spɪki/ 'spaisi/ low-fat /lou 'fæt/ raw /rɔ/

d **1.5** Listen to six conversations. Write the food phrase you hear for each adjective in c.

1) raw salmon

3 LISTENING & SPEAKING

a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

1 What's your favorite...?

a snack
b pizza **topping**
c sandwich **filling**

2 Do you ever have...?

a **ready-made meals**
b **take-out food**
c very hot / spicy food
Give examples.

3 Are you **allergic** or **intolerant** to any food? How long have you had the problem?

4 What food do you usually eat...?

a to **cheer yourself up** when you're feeling sad
b when you're tired and don't want to cook

5 When you're away from home, is there any food or drink that you really **miss**?


6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?

b **1.7** Listen to six people, each answering one question from *Your food profile*. Match each speaker to the question they are answering.

Naomi Emilio Austin
Sarah Tran Sean

c Listen again and write their answers.

d Ask and answer the questions in *Your food profile* with a partner. What do you have in common?



2 PRONUNCIATION vowel sounds

a Look at the sound pictures. What are the sound words and vowel sounds?

1	2	3	4
5	6	7	8

b **Video** Watch and check. Watch again and repeat the words and sounds.

c **1.6** Match a phrase to each sound in a. Then listen and check. Practice the sounds and phrases.

<ul style="list-style-type: none"> crab salad a good cook grilled squid hot lobster 	<ul style="list-style-type: none"> a fresh red pepper raw pork steamed green beans tuna with zucchini
---	---

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

Vocabulary Banks help present and practice vocabulary.

Pronunciation videos to model and practice English sounds

Opportunities for personalized speaking throughout the lesson

Tasks develop listening skills.

Reading tasks develop students' reading skills.

4 READING

a You're going to read an article about new rules for eating. Look at the six paragraph headings and try to guess the missing words.

- 1 **Don't start the day with black** _____
- 2 **Fat plain** _____ **before a meal**
- 3 **Fat** _____ **before meat and fish**
- 4 **Fat** _____ **before carbs**
- 5 _____ **your food thoroughly**
- 6 _____ **up to digest a meal**

b Read the article once and check your answers in a. Did you guess any of the words? Complete the article with the headings.

c Read the article again. Match the advice from each paragraph 1–6 to the reason why it's better for you.

- A Eating like this makes you feel fuller.
- B It's more difficult to manage your blood sugar levels.
- C It increases the speed of digestion.
- D You'll probably eat less.
- E It helps you digest a meal more easily and you're less likely to develop heart problems.
- F It helps you digest a meal more easily and you use more energy as you eat.

d Complete five compound nouns from the article. How do you say them in your language?

- 1 blood _____
- 2 _____ disease
- 3 _____ pressure
- 4 _____ science
- 5 stress _____

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g., *coffee machine*. The stress is usually on the first noun.

e With a partner, answer the questions for each piece of advice.

- 1 Do you usually do what the experts recommend? If not, why not?
- 2 Do you believe the information? Why (not)?
- 3 Will you change your habits as a result of the advice?



How you should eat: the new rules

Is it good to start the day with a coffee? Should you eat protein before carbs? These days, it's not just *what* we eat and drink that's important. Now, scientists are coming up with rules about *how* we should consume food and drinks. Here is some of their latest advice.

1

Do you turn on the coffee machine as soon as you wake up? It's a habit you might want to change. Research shows that drinking black coffee in order to wake yourself up can have a negative effect. "Blood sugar control is impaired when the first thing our bodies come into contact with is black coffee," says Professor James Betts. "It's better to eat something first and then drink coffee later if you need it."

2

Yogurt is a great addition to your diet for many health reasons. And the best time to eat it is before a meal, according to food scientists at the University of Wisconsin–Madison. Participants in the research were asked to eat a dish of plain yogurt followed by a large high-fat, high-carb meal. The yogurt improved digestion and also helped reduce the chance of heart disease.

3

From a plate of meat or fish and green or brightly colored vegetables, it is the vegetables that should be eaten first. In one study, children who ate the meat or fish at the start of a meal were more likely to be overweight than children who ate the vegetables first. "Vegetables contain fiber, which fills you up," says nutritionist Ian Marber.

4

Eat the meat, fish, eggs, cheese, or tofu on your plate, that is, the protein, before potatoes, rice, pasta, or bread. Researchers in New York suggest that the worst time to eat carbs is at the beginning of a meal or on an empty stomach. In the study, participants ate ciabatta bread before or after eating a meal of grilled chicken with lettuce, tomatoes, and cucumber. The results showed that eating the carbs after the protein helped reduce appetite.

5

Spending time chewing your food can help with high blood pressure, heart disease, and diabetes. At Waseda University, in Japan, scientists found that when people chewed their food once a second for 30 seconds, it resulted in better digestion and they also used up more calories. According to Professor Naoyuki Hayashi, a researcher in the faculty of sports science, the effect is small for each meal, but over 365 days a year, it makes a big difference.

6

Eating your lunch on the run means you will probably eat faster and enjoy the food less, according to psychologists from the University of South Florida. But once you have finished eating, their research showed that it is best to stand up and move around. In their study, they asked 358 participants to rate their stress levels while eating sitting or standing. Those who ate while seated said they enjoyed their meals more, but scientists found that the people who walked around digested their meal about five minutes faster than the people lying down or sitting.



Adapted from The Times

Engaging texts and topics updated from the third edition

Vocabulary development in context

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 3.

Part 2 provides the context for the functional English.

The story so far recaps what happened in Seasons 1 & 2.

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.

Surprise meetings

Practical English reacting to what people say

THE STORY SO FAR

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

1 WHERE ARE THEY NOW?

a **Video** Watch *Where are they now?* Then answer the questions.

- 1 How much time has passed since the end of Season 2?
- 2 Who is Izzy calling? What about?
- 3 Where does Pamela meet Ben? What does he show her?

b Watch again. Then complete the sentences with *Ben, Dominic, Izzy, Pamela, or Max*.

- 1 _____ is now _____'s boss.
- 2 _____ hasn't finished the designs for a new magazine feature.
- 3 _____ and _____ are giving a presentation to _____ tomorrow morning.
- 4 _____'s photography show opens on Friday.
- 5 _____ really wants to see Ben's photos.

2 REACTING TO WHAT PEOPLE SAY

a **Video** Watch *Reacting to what people say*. Then answer the questions.

- 1 Why is Izzy happy for Carla?
- 2 Why is Carla happy for Izzy?
- 3 Has Izzy seen Ben recently?

b Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Carla Izzy! Hi! It's been so long!

Izzy Carla! I don't 1 _____ it! Do you still work here?

Carla It's my café now!

Izzy You're kidding! That's 2 _____! Congratulations!

Izzy I got a promotion and I'm Max's boss now.

Carla 3 _____? Wow! That's great 4 _____! Good for you.

Carla So, have you seen Ben recently?

Izzy No. I haven't seen him in more than a year.

Carla Oh, that's a 5 _____.

Izzy How's he doing?

Carla Really good, actually. He's having a big photography show soon.

Izzy 6 _____ fantastic! I'm so happy for him.

Izzy Hello. Oh 7 _____! One moment. Sorry, Carla. I have to go, it's work.

Carla No problem! It was lovely to see you.

c **Video** Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

Focus on the key functional language


Pairwork tasks for students to practice the key language

Reacting to what people say


What you say when you hear...

something surprising	<i>I don't believe it!</i> <i>You're kidding!</i>
something interesting	<i>Really?</i>
some good news	<i>That's amazing!</i> <i>Congratulations!</i> <i>Wow!</i> <i>That's great news.</i> <i>Good for you.</i> <i>How fantastic!</i>
some bad news	<i>That's a shame.</i> <i>That's a pity.</i> <i>Oh no!</i>

d Practice the extracts in **b** with a partner. Then change roles.

e  **Communication** How fantastic! **A** p.108 **B** p.113 Practice reacting to news.

3 FEELING CONFIDENT?

a  **Video** Watch *Feeling confident?* Do you think a) Ben's exhibition and b) Izzy's presentation are going to be a success?




b Watch again. Then answer the questions.

- How does Pamela feel about...?
 - Ben's photos
 - Ben and Izzy breaking up
- How does Ben feel about...?
 - his career and future
 - Izzy's promotion
 - the breakup with Izzy
 - the rent he has to pay for the gallery
- How does Izzy feel about her meeting with Dominic?
- How does Dominic feel about the meeting?

4 SOCIAL ENGLISH

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

A	B
1 Don't worry. I'll finish them, and Dominic will love them.	<input type="checkbox"/> Really? Well, say hi from me.
2 What a surprise! How are you?	<input type="checkbox"/> Oh, that's a shame, Ben.
3 These photographs are fantastic, Ben. Congratulations.	<input type="checkbox"/> Great to see you too, Pamela. Take care.
4 In fact, I'm seeing her later. We're meeting for coffee.	<input type="checkbox"/> Oh, hi, Pamela. Wow! Nice to see you.
5 I haven't seen Izzy since we broke up.	<input type="checkbox"/> I hope so. I'm relying on you.
6 It was good to see you, Ben.	<input type="checkbox"/> Hey, thanks, Pamela.

b  **Video** Watch and check.

c Practice the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy and Ben. Do you think they're happy with their lives? How do you think they feel about each other now?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

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

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.

"On the street" interviews with real people that 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 160–172 of the Student Book to provide further development of lexical sets.

Students can easily review, and test their vocabulary.

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

Photos and illustrations give context to vocabulary items.

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

Common errors are highlighted.

A focus on meaning, form, and use in each Grammar Bank section

Example sentences with audio provide context and focus on pronunciation.

1A Grammar Bank

simple present and present continuous, action and nonaction verbs

simple present: I live, he works, etc.

- live in New York. She works in a restaurant. Jack doesn't wear glasses. Where do you live? Does the supermarket open on Sundays? He never late for work. We only eat out about once a month.
- We use the simple present for things that are always true, or happen regularly.
 - Remember the spelling rules for third person singular, e.g. lives, studies, watches.
 - Remember the word order for questions (question word) auxiliary, subject, base form of verb.
- Do you know David? What time does the movie start?
- We often use the simple present with adverbs of frequency, e.g. usually, never, or expressions of frequency, e.g. every day, once or twice.
 - Adverbs of frequency go before the main verb and after be.
 - Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: he + verb + -ing

- Is your sister still going out with Adam?
- No, they broke up. She isn't going out with anyone now. The phone's ringing. Can you answer it? - Your prices are going up very fast. Right now.

We use the present continuous (NOT the simple present) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are usually temporary, not habitual, actions.

- Remember the spelling rules, e.g. **living, studying, printing.**
- We also use the present continuous for future arrangements (see 1B).

action and nonaction verbs

- What are you looking for?
- My car stops.
- It's help you in a minute.
- But, read them now.
- What are you cooking? I'm eating delicious.
- I'm making pasta.
- Grand! Love pasta.

Verbs that describe actions, e.g. cook, make, can be used in the simple present or present continuous.

Verbs that describe states or feelings (NOT actions), e.g. be, need, love, are, **nonaction verbs**. They are not usually used in the present continuous, even if we mean "now".

- Common nonaction verbs are: agree, be, believe, belong, depend, forget, hate, meet, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose, wait.
- Verbs of the senses are usually also nonaction, e.g. look, smell, taste, and sound.

Verbs that can be both action and nonaction

A few verbs have an action and a nonaction meaning, e.g. have and think.

I can't talk now. I'm looking lunch. = action (have lunch)

I have a car now. = nonaction (possession)

What are you thinking about? = action (think about something)

I think this music's great. = nonaction (opinion)

1B Grammar Bank

future forms: present continuous, be going to, will / won't

be going to + base form

future plans and intentions

My sister's going to adopt a child. Are you going to buy a new car or a used one? We're going to go to New York City tomorrow. The meeting is cancelled.

predictions

The horses are going to win. They're playing really well. Look at those black clouds. I think it's going to rain.

We use **be going to** (NOT **will / won't**) when we have already decided to do something. **NOT** the weather will adopt or what.

We also use **be going to** to make a prediction about the future, especially when we have some evidence (e.g. we can see black clouds).

present continuous: he + verb + -ing

future arrangements

Lina and Sam are getting married in October. We're meeting at 5:00 o'clock tomorrow in Angela's office. We're leaving on Friday and coming back next Sunday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and **be going to** for future plans / arrangements, and often we can use either.
- be going to** shows that you have made a decision. We're going to get married next year.
- The present continuous emphasizes that you have made the arrangements. We're getting married on October 12th. (We've booked the venue!)
- We often use the present continuous with verbs relating to travel arrangements, e.g. go, come, arrive, leave, etc. We're arriving tomorrow and leaving on Thursday.

will + base form

instant decisions, promises, offers, predictions, future facts

I'll have the steak. (instant decision)

I won't be angry when you say goodbye. (promise)

I'll carry that bag for you. (offer)

It'll be New York City! (prediction)

It'll be home all afternoon. (future fact)

We use **will / won't** (NOT the simple present) for instant decisions, promises, offers, and predictions, future facts.

- We can also use **will / won't** for predictions, e.g. I think the horses will win. But to talk about future facts, e.g. the election will be on March 1st.

Circle the correct form, simple present or present continuous.

- Don't believe / I'm not believing that you cooked this meal yourself!
- Come on, let's order. The waiter comes / is coming.
- Kate doesn't want / isn't wanting to have dinner now. She isn't hungry.
- The head chef is sick, so he doesn't work / isn't working today.
- The check seems / is seeming very high to me.
- We've had an argument and we don't speak / aren't speaking to each other right now.
- I think / am thinking my diet is very healthy these days.
- Do we need / Are we needing to go shopping today?
- Can I call you back / I'm not calling you back right now.
- I don't use to like oily fish, but now I like / I'm loving it!
- Your cake is wonderful! It tastes / is tasting like my mother used to make.

Complete with the simple present or present continuous forms of the verbs in parentheses.

- We **don't go** to Chinese restaurants very often. (not go)
- I **love** high cholesterol, so I never **eat** food. (love, eat)
- How **do you** **take** any vitamins right now? (take)
- Don't eat the spinach if you **don't like** it. (not like)
- Do you** **know** your boyfriend **how to cook** fish? (know)
- We **take out** pizzas once a week. (order)
- What **do you** **order** 7? (order)
- What **do you** **think about** (think, smile)
- You look sad. What **do you** **think about** (think)
- I **love** the diet in my country. (love)
- How often **do you** **eat** seafood? (have)
- I **usually** **eat** red meat. (not cook)

Circle the correct form. Check (✓) the sentence if both are possible.

The exam **is on** / **is** being on the last Friday of the semester.

- She **is going to** / **will** invite your parents for Sunday lunch.
- Oh, really? / I'm not going to have dinner with my family tonight.
- Are you going to go / Will you go to Lisa's party next weekend?
- You can't trust me. I'm not telling / I won't tell anyone what you told me.
- What are you doing on Sunday? / We're visiting / We'll visit my grandparents.
- I think the birth rate will go down / is going down in my country in the next few years.
- My grandfather is going to retire / is retiring at the end of the month.
- I'm going to help / I'll help you with the dishes.

Complete B's responses with a correct future form. Use contractions if possible.

- What's your mother going to do about her car? / She **is going to** buy a used one. (buy)
- I promise I **will** be in every day. (call)
- What are Alan's plans for the future? / He **is going to** for a degree in math. (study)
- Can I see your tonight? / No, I **won't** be. (Maybe Saturday?) (work)
- Are you ready to order? / Yes, I **am**. (the shrimp, please. (have)
- There's nothing in the refrigerator. / Oh, I **will** get some take-out. (get)
- I don't have any money, so I can't go out. / No problem. I **will** give you some. (lend)
- Let's have a barbecue tomorrow. / No, the weather forecast says it **will** rain. (rain)
- We land at about 8:00. / I **will** pick you up from the airport. (pick)

Additional grammar practice with at least two practice exercises for each grammar point

A Writing Bank for every File provides guided writing tasks to develop students' writing skills, covering a range of writing genres.

Focus on key language needed for the writing task

A plan / write / review approach in each Writing Bank

Writing Bank

1 Describing a person

Read the two emails. Why has Carrie written to Gustavo? What does Gustavo think of Carrie's suggestion?

Read the emails again. In which paragraph (1-4) does Gustavo answer Carrie's questions about Camila? What's she going to do? What's she like? What does she like doing? What's she like?

Correct five spelling mistakes in Gustavo's email. Give two examples of...

Read Gustavo's reply again. Give two examples of... Para 1: Facts about Camila Para 2: adjectives he uses to describe her Para 3: Camila's interests Para 4: reasons why they'd get along well as roommates

We often use modifiers in a description to change the meaning of adjectives and adverbs. She's **very** responsible... She's **really** good at photography... Camila's **quite** independent... She's **incredibly** friendly... She's **really** good at photography... Camila's **quite** independent...

Read the information box. Then put the modifiers in the correct place in the chart (1 is the most).

Camila is	very	good at photography.
-----------	------	----------------------

* This can't be used with positive personality adjectives.

Imagine you received an email asking for a description of a friend. Plan four paragraphs. Make notes to answer the questions in Carrie's email.

Now write your email. Use your notes in 1 and the language in the information box. Include some of the highlighted phrases, which are typical in a description of this kind.

Check your email for mistakes in spelling, grammar, and punctuation.

Subject: An idea

From: Carrie Spencer

Hi Gustavo,
Great to hear from you!
You asked about accommodations for your friend Camila while she's taking a summer class here in Oakland. Well, I have an idea! You know I share an apartment with Jess and Linda. Linda's going to Australia in July, so Camila could stay with us.
Before you mention it to Camila, Jess and I would like to know a little more about her. What's she going to do? What's the deal? And what does she like doing? Do you think we'd get along well together? As you know, we're very outgoing and we have a long social life - friends often come over to hang out, but we're also a bit of a 'we're very real too, so that's important. Also, Jess has a cat - that might be a problem. Let me know what you think.
Love, Carrie

From: Gustavo Lopez

Hi Carrie,
Thank you so much for your email!
I've known Camila for about eight years. She graduated from college with a degree in economics, and then she did some training. Now she's living at home with her parents. She's looking for a job and trying to improve her English. Camila's a good friend. She's really patient and kind, and she hardly ever gets angry. She's sensible and she's very responsible, so I know she'll look after Linda's room. The only problem is that she's a little shy, but when she gets to know you, she's incredibly friendly.
In her free time, Camila loves going to the movies, especially to see action films. She's really good at photography, and she always has her camera with her. She has a talent for music, and I think she'd like to go to a music festival while she's in the US.
I'm sure you would all get along really well together. Camila's quite independent, and she's happy to do things on her own, so you won't have to show her around. She doesn't mind doing housework, so that won't be a problem. And she's good with animals, so I think she'd be fine with Jess's cat.
I think it's a great idea for Camila to stay with you. And of course, she's happy to pay rent for the room. Let me know if you're OK to go ahead, and I'll tell Camila. Hope it all works out.
Best wishes, Gustavo

A model text provides a clear context for writing.



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 multisensory 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 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 them 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 essential 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.

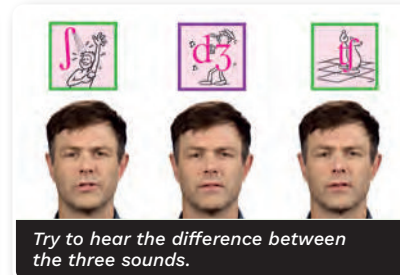
Look out for the Video icons  **Video** in every File.

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

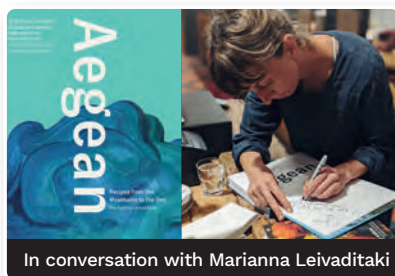
The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts that are used to present or practice target language through dramatized conversations, games, and quizzes.

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

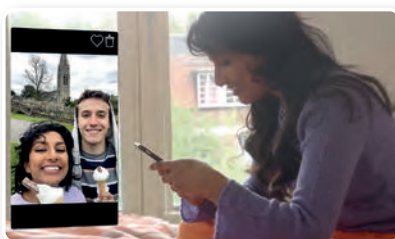
Short dramas, dramatized conversations, and comedy shorts, present or practice grammar and vocabulary and develop listening and viewing skills.

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 the 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 the 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** simple present and present continuous, action and nonaction verbs
V food and cooking
P vowel sounds

Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with a video reviewing food items, which leads into the **Vocabulary Bank**, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *American English File* sound–picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. After this Sts read an article regarding new rules about how to eat that will help with both health and enjoyment.

In the second half of the lesson, Sts watch an interview with Marianna Leivaditaki, a food writer and chef from Greece now based in London. Extracts from the interview lead to the grammar focus, which is on the simple present and present continuous, and Sts are introduced to the concept of action and nonaction verbs. The lesson ends with a speaking activity where Sts discuss statements related to food, cooking, and restaurants.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you* activity on pp.188–189 (instructions p.181), two photocopiable review Grammar activities on pp.159–160 (key p.156), and one Vocabulary photocopiable *Classroom language* activity on p.215 (instructions p.211).

There is an Entry Test on *Oxford English Hub* that you can give Sts before starting the course.

Video material

Vocabulary – food and cooking

Pronunciation – vowel sounds

Listening – *In conversation with Marianna Leivaditaki* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar Introduction What do you remember? p.159

Introduction Don't make these mistakes! p.160

simple present and present continuous, action and nonaction verbs p.161

Communicative Getting to know you pp.188–189 (instructions p.181)

Describing a photo p.190 (instructions p.181)

Vocabulary Classroom language p.215 (instructions p.211) Food and cooking p.216 (instructions p.211)

Oxford English Hub

Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Put Sts in pairs or small groups. Write this activity on the board, or read the categories out one by one, and get pairs / small groups to write down their answers:

one red fruit, **one** yellow fruit, **one** green fruit

two kinds of food that some people are allergic to

three kinds of food that come from milk


four vegetables that you can put in a salad

five containers that you can buy food in

six things that people sometimes have for breakfast

Elicit answers and write them on the board (eliciting the spelling from Sts if you want to review the alphabet).

1 VOCABULARY food and cooking

a  Books open. In this video, Sts will see ten clips of different market stalls or stores where some of the food items are circled.

Now tell Sts that they are going to watch ten short clips showing food items and they must try to remember the ones that are circled.

Play the video once.

Then tell Sts that 16 items were circled. Give them time to write down as many food items as they remember.

Get them to compare with a partner, and find out if any pair have 16 items.

Then play the video again.

Check answers.

ANSWERS

oranges, apples, potatoes, bananas, pasta, onions, carrots, tomatoes, red peppers, chicken, eggs, bread, herbs, spices, fish, cheese

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

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

b Tell Sts to go to **Vocabulary Bank Food and cooking** on p.160.

Vocabulary notes

Food

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

Cooking

Sts may ask what the difference is between *baked* and *roasted*, as both mean cooked in the oven: *baked* is used for bread, cakes, and most sweet things, and also fruit or whole potatoes. *Roasted* is used especially for meat, cut potatoes, and vegetables.