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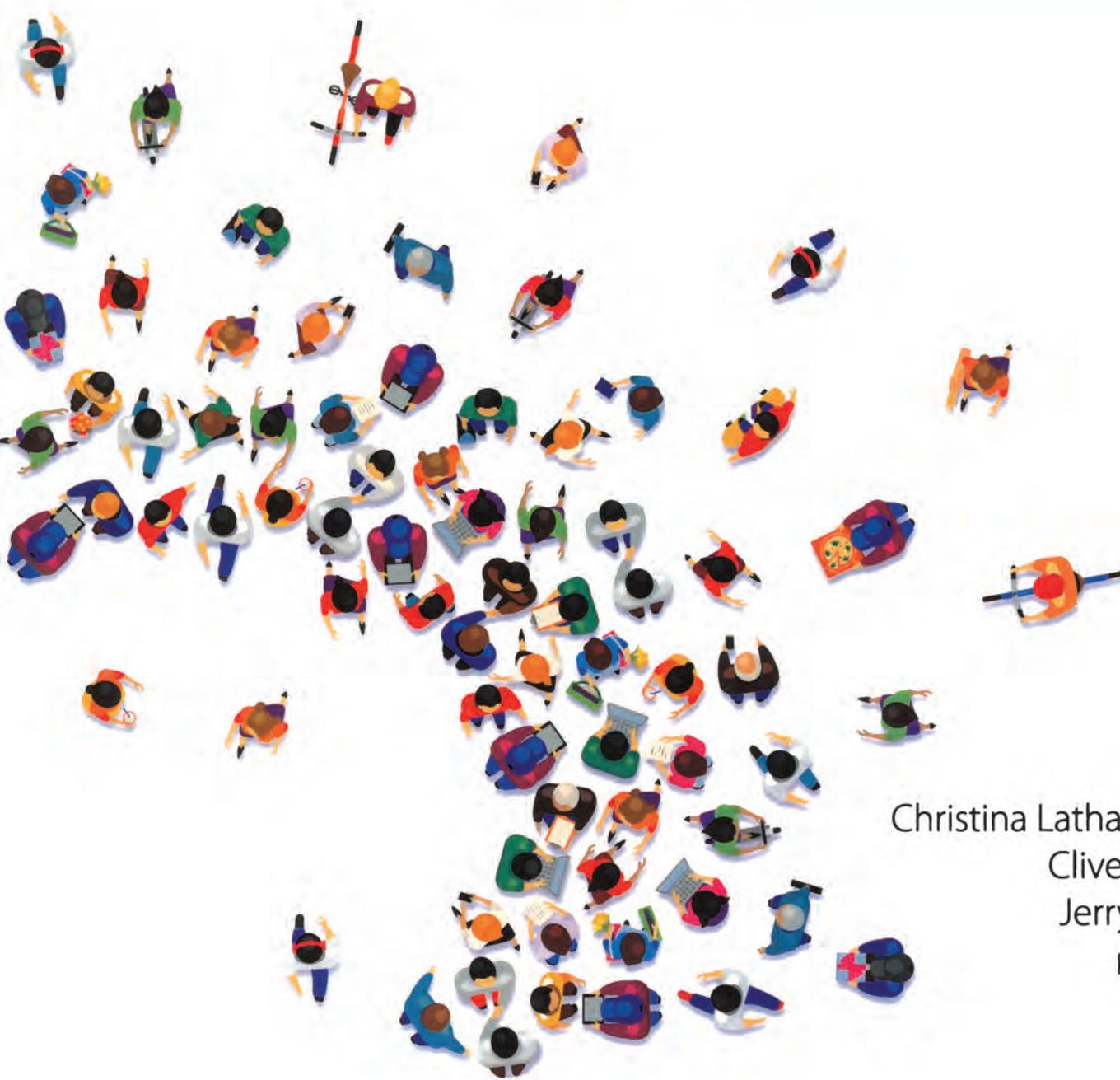


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American English File ²

Third Edition



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Contents

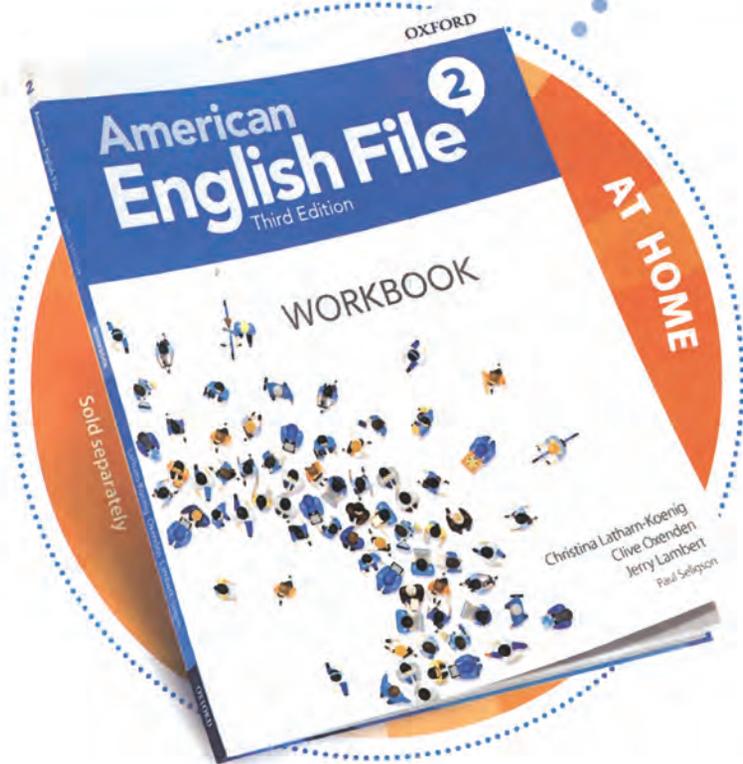
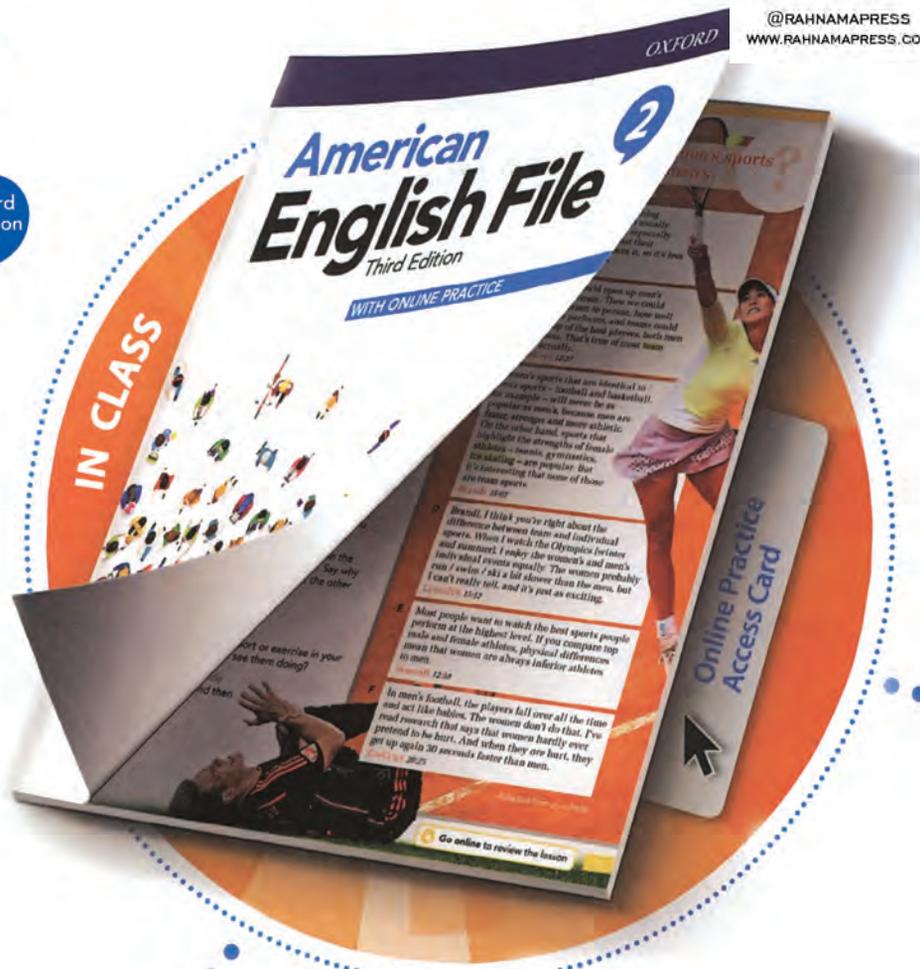
	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6 A Are you? Can you? Do you? Did you?	word order in questions	common verb phrases	the alphabet
8 B The perfect date?	simple present	describing people: appearance and personality	final -s and -es
10 C The Remake Project	present continuous	clothes, prepositions of place	/əl/ and /ət/
12 Practical English Episode 1	calling reception		
2			
14 A OMG! Where's my passport?	simple past: regular and irregular verbs	vacations	regular verbs: -ed endings
16 B That's me in the picture!	past continuous	prepositions of time and place: <i>at, in, on</i>	weak forms: <i>was, were</i>
18 C One dark October evening	time sequencers and connectors	verb phrases	word stress
20 Review and Check 1&2			
3			
22 A TripAside	<i>be going to</i> (plans and predictions)	airports	the letter <i>g</i>
24 B Put it on your calendar!	present continuous (future arrangements)	verbs + prepositions, e.g., <i>arrive in</i>	linking
26 C Word games	defining relative clauses	paraphrasing	silent <i>e</i>
28 Practical English Episode 2	at the restaurant v restaurants		
4			
30 A Who does what?	present perfect + <i>yet</i> and <i>already</i>	housework, <i>make</i> or <i>do</i> ?	the letters <i>y</i> and <i>j</i>
32 B In your cart	present perfect or simple past? (1)	shopping	<i>c</i> and <i>ch</i>
34 C #greatweekend	<i>something, anything, nothing, etc.</i>	adjectives ending - <i>ed</i> and - <i>ing</i>	/əl/, /əʊ/, and /ɪ/
36 Review and Check 3&4			
5			
38 A I want it NOW!	comparative adjectives and adverbs, <i>as...as</i>	types of numbers	/əl/
40 B Twelve lost wallets	superlatives (+ <i>ever</i> + present perfect)	describing a town or city	sentence stress
42 C How much is enough?	quantifiers, <i>too, (not) enough</i>	health and the body	/ɪ/
44 Practical English Episode 3	taking something back to a store	v shopping	
6			
46 A Think positive – or negative?	<i>will / won't</i> (predictions)	opposite verbs	'll, won't
48 B I'll always love you	<i>will / won't</i> (other uses)	verb + <i>back</i>	word stress: two-syllable verbs
50 C The meaning of dreaming	review of verb forms: present, past, and future	modifiers	the letters <i>ea</i>
52 Review and Check 5&6			

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
54	A First day nerves	uses of the infinitive	verbs + infinitive: <i>try to, forget to, etc.</i>
56	B Happiness is...	uses of the gerund (verb + -ing)	verbs + gerund
58	C Could you pass the test?	<i>have to, don't have to, must, must not, can't</i>	adjectives + prepositions: <i>afraid of, etc.</i>
60	Practical English Episode 4	going to a pharmacy v feeling sick	weak form of <i>to</i> , linking
8			
62	A Should I stay or should I go?	<i>should</i>	<i>get</i>
64	B Murphy's Law	<i>if + present, will + base form (first conditional)</i>	confusing verbs
66	C Who is Vivienne?	possessive pronouns	adverbs of manner
68	Review and Check 7&8		reading aloud
9			
70	A Beware of the dog	<i>if + past, would + base form (second conditional)</i>	animals and insects
72	B Fearof.net	present perfect + <i>for</i> and <i>since</i>	words related to fear, phrases with <i>for</i> and <i>since</i>
74	C Scream queens	present perfect or simple past? (2)	biographies
76	Practical English Episode 5	asking how to get there v directions	word stress
10			
78	A Into the net	expressing movement	sports, expressing movement
80	B Early birds	word order of phrasal verbs	phrasal verbs
82	C International inventions	the passive	people from different countries
84	Review and Check 9&10		word stress
11			
86	A Ask the teacher	<i>used to</i>	school subjects
88	B Help! I can't decide!	<i>might</i>	word building: noun formation
90	C Twinstrangers.net	<i>so, neither + auxiliaries</i>	similarities and differences
92	Practical English Episode 6	on the phone	diphthongs
12			
94	A Unbelievable!	past perfect	time expressions
96	B Think before you speak	reported speech	<i>say</i> or <i>tell</i> ?
98	C The American English File quiz	questions without auxiliaries	review of question words
100	Review and Check 11&12		the letter <i>i</i>
102	Communication	126 Grammar Bank	164 Irregular verbs
113	Writing	150 Vocabulary Bank	165 Appendix
120	Listening		166 Sound Bank

Course overview

American English File ^{Third Edition}

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



Student Book

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

Use your Student Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

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

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



ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



LOOK AGAIN

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

PRACTICE

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

CHECK YOUR PROGRESS

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

SOUND BANK

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

Online Practice

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

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

G word order in questions **V** common verb phrases **P** the alphabet

1 VOCABULARY & SPEAKING common verb phrases

- a Complete the questions in *Getting to know you* with a verb.
- b **1.2** Listen and check.
- c **1.3** Listen and repeat questions 1–6. Copy the rhythm and intonation.
- d Have a conversation with your partner. Ask and answer the questions in the questionnaire. After you have answered a question, "return" it to your partner.

Where are you from?) (*I'm from Poznań, in Poland. And you?*

🔍 "Returning" a question

When you're having a conversation, you often "return" questions, which means: ask somebody the same question that they asked you. You can do this by:

- 1 saying *And you?* or *What about you?*
- 2 repeating the question, but stressing *you*, e.g.,
A *Where are you from?*
B *I'm from Rome. Where are **you** from?*

GETTING TO KNOW YOU

- | | | |
|---|---|--|
| <p>1 Where <u>are</u> _____ you from?</p> <p>2 Where <u>were</u> _____ you born?</p> <p>3 Where do you _____?</p> <p>4 Do you _____ in a house or an apartment?</p> <p>5 Do you _____ any brothers and sisters?</p> <p>6 Do you _____ any pets?</p> | <p>7 What do you _____?</p> <p>8 What time do you _____ up during the week?</p> <p>9 Where do you usually _____ lunch?</p> <p>10 What time do you usually _____ to bed?</p> <p>11 Where did you _____ English before?</p> <p>12 Can you _____ any other languages? Which?</p> | <p>13 What kind of music do you _____ to?</p> <p>14 What TV shows or series do you _____?</p> <p>15 Do you exercise or _____ any sports? What?</p> <p>16 What kinds of books or magazines do you _____?</p> <p>17 How often do you _____ to the movies?</p> <p>18 What did you _____ last weekend?</p> |
|---|---|--|



2 GRAMMAR

word order in questions

- a Look at the **highlighted** phrases in questions 1–6. Check (✓) the three correct questions. Rewrite the incorrect questions.

- Can you play a musical instrument? ✓
- Where works your father?
- Were you at this school last year?
- Is there a supermarket near here?
- Have you cereal for breakfast?
- Where went you for your last vacation?

- b **G** p.126 Grammar Bank 1A

- c Look at the two groups of questions. What are the missing words in the second questions?

PRESENT

Do you...

- drink a lot of tea or coffee?
How many cups do you drink _____ a day?
- go to a gym? What gym _____ to?
- sleep well? How many hours _____?
- play games on your phone?
What games _____?
- like watching sport on TV?
What sports _____?

PAST

Did you...

- go to bed late last night?
What time _____?
- cook lunch or dinner yesterday?
What _____?
- go for a walk at the weekend?
Where _____?
- see a good film last week?
What film _____?
- buy any clothes last month?
What _____?

- d Stand up and ask different students the first question until somebody says Yes. Then ask the second question. Continue with the other questions, asking different students.

Do you drink a lot of tea or coffee?

(Yes, I drink a lot of coffee.)

How many cups do you drink a day?

(Three or four.)

3 PRONUNCIATION the alphabet

- a **1.6** With a partner, say the groups of letters. Then listen and check.

ABCD EFGH IJKL MNOP QRST UVW XYZ

The alphabet

The letters of the alphabet are pronounced with different vowel sounds, e.g., S = /es/, like egg, but C = /si/, like tree.

- b **1.7** Look at the sound pictures. What are the words and vowel sounds? Listen and write the words.

						
1 train	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____
A	B	F	I	U		
H	C	L		W		
J	D	T				
—	—	V				
	Z	N				

- c Add these letters to the correct column.

E G J K M O R Q X Y

- d **1.8** Listen and check. Practice saying the letters in each column.

- e **G** Communication Alphabet quiz A p.102 B p.108

Ask and answer the questions.

(Which country's security service is called the FBI?)

4 LISTENING & SPEAKING

- a **1.9** Listen to extracts from six conversations. Write the letters and numbers you hear.

- first name: Wayne
- zip code: _____
- phone number: _____
- email: _____
- last name: _____
- address: _____

- b **1.10** Now listen to the conversations. Match 1–6 to situations a–f.

- | | | |
|---|-------------------------|-----------------------------------|
| 1 | a buying something | d giving a student directions |
| 2 | b checking into a hotel | e giving a class some information |
| 3 | c trying to get help | f arriving at a restaurant |

- c Interview another student and complete the form.

STUDENT INFORMATION	
FIRST NAME	LAST NAME
ADDRESS	ZIP CODE
PHONE NUMBER	EMAIL ADDRESS

(What's your first name?)

Go online to review the lesson

G simple present

V describing people: appearance and personality

P final -s and -es

1 VOCABULARY & READING

describing people

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

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

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

Please date my dad!



“So, how was the date?”

You probably think this is a parent asking the question to their child. But many children are now helping their single parents find love, too.

Clint Bouchez, a 52-year-old businessman was divorced ten years ago. His daughter, 26-year-old Charlotte, doesn't want her dad to end up alone – her mom remarried five years ago, and Charlotte has a boyfriend.

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

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

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

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



2 GRAMMAR simple present

a Complete the chart.

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

b Check (✓) the correct sentences.

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

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

3 PRONUNCIATION & SPEAKING

final -s and -es

a  1.17 Listen and repeat.

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

Pronunciation of final -s and -es

The final -s is pronounced /s/ or /z/.

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

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

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

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

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

4 LISTENING

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

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

Glossary

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



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

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

- | | |
|---|---|
| 1 <input type="checkbox"/> He's tall, dark, and handsome. | 4 <input type="checkbox"/> He's from Argentina, but he lives in the US. |
| 2 <input type="checkbox"/> He's very tall. | 5 <input type="checkbox"/> There isn't a spark. |
| 3 <input type="checkbox"/> He's a teacher. | 6 <input type="checkbox"/> He's a real gentleman. |

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

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

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

5 SPEAKING & WRITING

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

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

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

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

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

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

G present continuous **V** clothes, prepositions of place **P** /ə/ and /ər/

1 VOCABULARY clothes

a Look at the painting and photo on the right, and read about the Remake Project. Do you think the photo is a good remake? Why (not)?

b What are the people in the painting and photo wearing? Write **W** for the woman and **M** for the man.

- 1 a blue apron
- 2 blue pants
- 3 a brown skirt
- 4 a yellow and green blouse
- 5 a yellow T-shirt
- 6 a white cap

c **V** p.151 Vocabulary Bank Things you wear

2 PRONUNCIATION /ə/ and /ər/

a **1.24** Listen to these words and sounds. Practice saying them. Which sound is only in unstressed syllables?

1  computer	brace <u>l</u> et cardig <u>a</u> n j <u>a</u> cket neck <u>l</u> ace
2  bird	sh <u>i</u> rt sk <u>i</u> rt T- <u>l</u> shirt

b Underline the stressed syllable in the multi-syllable words below. Which sound from a do the pink letters have, 1 or 2?

painter 2 her first photograph
 picture prefer curly attractive
 occasion work university

c **1.25** Listen and check.

d Ask and answer the questions with a partner.

What clothes do you usually wear...?

- for work / college / school
- when you go out at night
- when you want to relax on the weekend
- for a special occasion

3 GRAMMAR present continuous

a Look at some sentences about the painting and photo. Complete them with *He's*, *She's*, or *They're*.

- 1 _____ wearing yellow and blue clothes.
- 2 _____ wearing a cap.
- 3 _____ pouring milk from a bottle.
- 4 _____ pouring milk from a jug.
- 5 _____ looking at the milk.
- 6 _____ standing near a window.

b **Circle** the correct form of the verb, present continuous or simple present.

- 1 In the photo the man *isn't wearing* / *doesn't wear* a cap.
- 2 People often *wear* / *are wearing* aprons in the kitchen.

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

The **REMAKE PROJECT** was the idea of Canadian artist Jeff Hamada. He asked readers of his website to remake a famous work of art as a photo. Hundreds of people sent photos to the project and the photos appeared in blogs, in newspapers, and in a book.



4 LISTENING

- a You're going to listen to an art expert talking about Vermeer and *The Milkmaid*. Look at the painting again. With a partner, try to answer the questions.
- What century did Vermeer live in?
a 15th b 17th c 19th
 - Where was he from?
a Holland b Germany c Russia
 - What kind of things did he usually paint?
a everyday scenes b portraits of rich people
c trees and flowers
 - What is the milkmaid probably making?
a butter b bread c a pudding
 - How many of Vermeer's paintings exist today?
a 4 b 34 c 304
 - Why was the painting expensive to make?
a Because it's very big.
b Because some of the paints were very expensive.
c Because he rented an expensive studio.
- b **1.28** Listen and check your answers.
- c Look at 1–6. What can you remember about them from the expert's talk? Listen again and make notes.
- Delft *It's a city in Holland. Vermeer was from there.*
 - light coming through windows
 - his wife, his daughter, and his servant
 - Girl with a Pearl Earring*
 - the milkmaid's apron
 - 175 Dutch guilders



5 VOCABULARY prepositions of place

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

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

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

Where's the man?

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

6 SPEAKING

1 Describing a picture (a painting or photo)

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

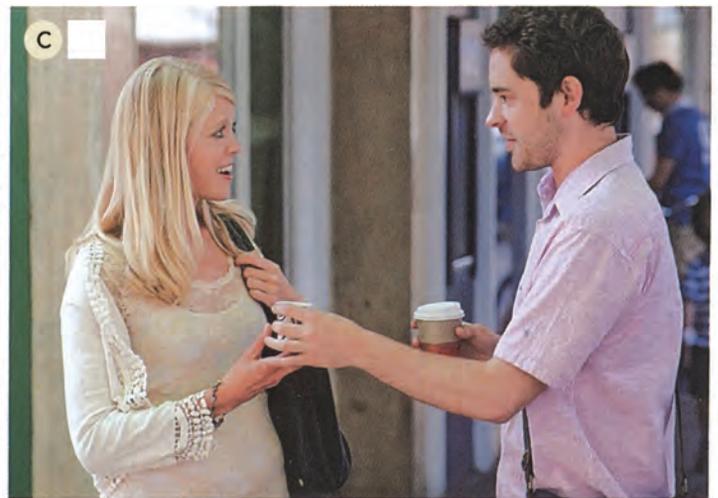
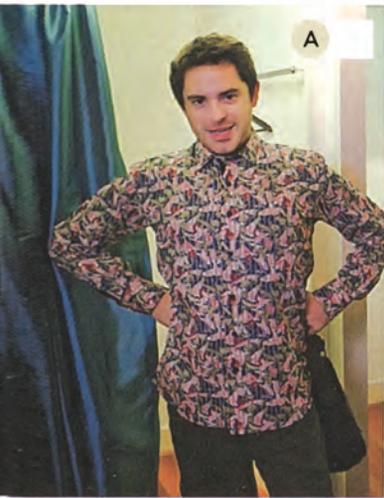
- a **C Communication** Remakes A p.102 B p.108
Describe your paintings and remakes.

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

- b In small groups, ask and answer the questions.

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

calling reception



1 INTRODUCTION

- a **1.30** Watch or listen to Jenny. Number the pictures 1–6 in the order she mentions them.
- b Watch or listen again and answer the questions.
- 1 What does Jenny do?
 - 2 Where did she go a few months ago?
 - 3 Who's Rob Walker?
 - 4 What did they do together?
 - 5 What does she think of Rob?
 - 6 What's Rob's one negative quality?
 - 7 How long is Rob going to be in New York?

2 CALLING RECEPTION



- a **1.31** Cover the conversation on p.13 and watch or listen. Who does Rob call? Why?

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

You hear	You say
Hello, reception.	Hello. This is room 613.
How can I ¹ _____ you?	There's a problem with the air-conditioning. It isn't working, and it's very hot in my room.
I'm sorry, sir. I'll somebody up to look at it right now.	Thank you.
Good ³ _____, reception.	Hello. I'm sorry to bother you again. This is room 613.
How can I help you?	I have a problem with the wi-fi. I can't get a signal.
I'm sorry, sir. I'll ⁴ _____ you through to IT.	Thanks.

c **1.32** Watch or listen and repeat the **You say** phrases. Copy the rhythm.

I'll

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

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

d Practice the conversation with a partner.

e  In pairs, role-play the conversation.

- A (book open) You are the receptionist.
B (book closed) You are a guest. You have two problems with your room (think about what they are).
A Offer to do something about B's problems. You begin with *Hello, reception.*

f Change roles.

3 JENNY AND ROB MEET AGAIN



a **1.33** That evening Jenny goes to the hotel to meet Rob and they go out to a café. Watch or listen and mark the sentences **T** (true) or **F** (false).

- Rob says he doesn't like the hotel.
- Jenny is going to show him around the city tomorrow.
- Barbara is Jenny's boss.
- Rob is hungry.
- It's four in the morning for Rob.
- They're going to meet at eleven.
- Jenny thinks that Rob is going to get lost.

b Watch or listen again. Say why the **F** sentences are false.

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- Rob** It's _____ to be here.
- Jenny** Do you have a _____ view?
- Jenny** You _____ be really tired.
- Rob** I guess you're _____.
- Rob** By the _____...
- Jenny** It's great to see you, _____.

d **1.34** Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

e Complete conversations A–E with **Social English** phrases 1–6. Practice with a partner.

A You had a very long flight. <input type="checkbox"/>	No, I'm fine. <input type="checkbox"/>
B What's your room like? <input type="checkbox"/>	Yes, I can see the mountains. <input type="checkbox"/>
C It's so good to see you again. <input type="checkbox"/>	<input type="checkbox"/>
D We need to get up early tomorrow. <input type="checkbox"/>	Yes, <input type="checkbox"/>
E That was a great meal. <input type="checkbox"/>	Yes, delicious. <input type="checkbox"/> what time's the meeting tomorrow? <input type="checkbox"/>

CAN YOU...?

- tell somebody about a problem (e.g., in a hotel)
- offer to do something
- greet a friend who you haven't seen for a long time

American English File

gets you talking

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English Sounds Pronunciation Chart based on an original idea and design by Paul Seligson and Carmen Dolz.

