

OXFORD

# American English File

Third Edition

3

WITH ONLINE PRACTICE



Christina Latham-Koenig  
Clive Oxenden  
Jerry Lambert

# American English File<sup>3</sup>

Third Edition

Christina Latham-Koenig  
Clive Oxenden  
Jerry Lambert

Paul Seligson and Clive Oxenden  
are the original co-authors of  
*English File 1* and *English File 2*

**OXFORD**  
UNIVERSITY PRESS

# Contents

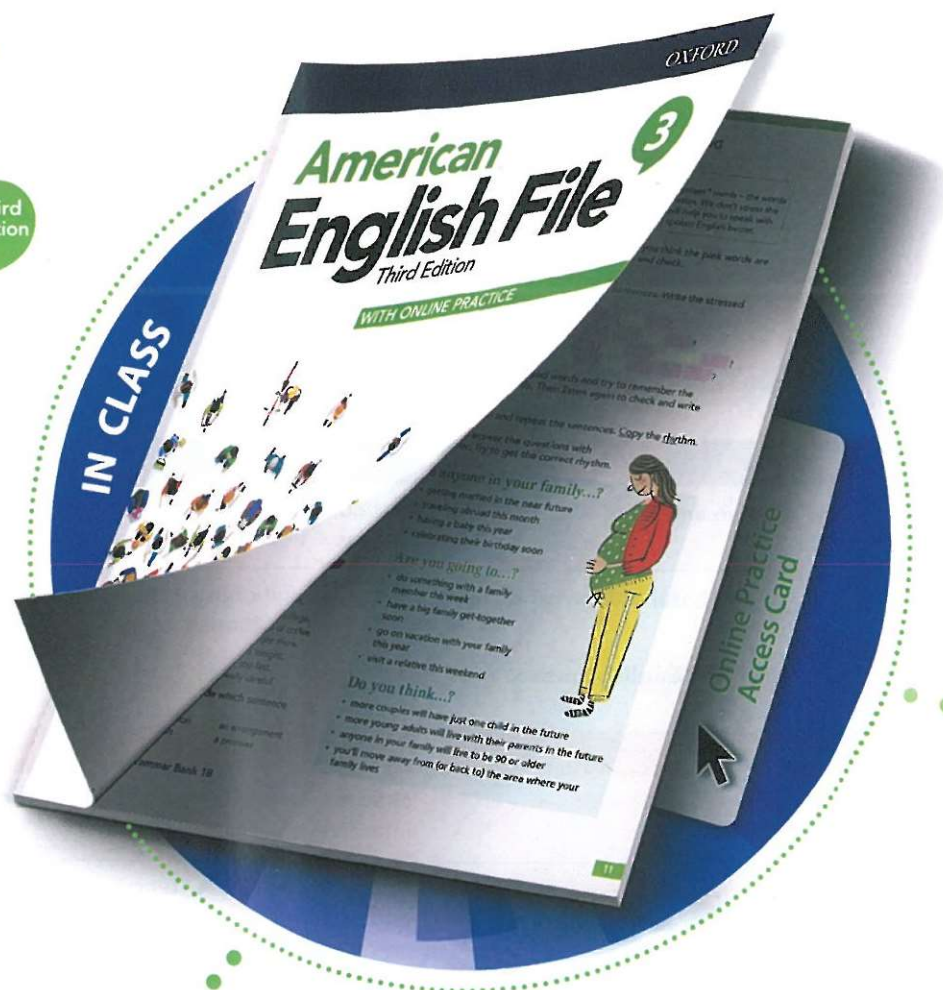
	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>			
6	<b>A Eating in...and out</b>	simple present and continuous, action and nonaction verbs	food and cooking
10	<b>B Modern families</b>	future forms: present continuous, <i>be going to</i> , <i>will / won't</i>	family, adjectives of personality
14	<b>Practical English Episode 1</b>	reacting to what people say	
<b>2</b>			
16	<b>A Spending money</b>	present perfect and simple past	money
20	<b>B Changing lives</b>	present perfect + <i>for / since</i> , present perfect continuous	strong adjectives: <i>exhausted, amazed</i> , etc.
24	<b>Review and Check 1&amp;2</b>		
<b>3</b>			
26	<b>A Survive the drive</b>	choosing between comparatives and superlatives	transportation
30	<b>B Men, women, and children</b>	articles: <i>a / an, the</i> , no article	collocation: verbs / adjectives + prepositions
34	<b>Practical English Episode 2</b>	giving opinions	
<b>4</b>			
36	<b>A Bad manners?</b>	obligation and prohibition: <i>have to, must, should</i>	phone language
40	<b>B Yes, I can!</b>	ability and possibility: <i>can, could, be able to</i>	-ed / -ing adjectives
44	<b>Review and Check 3&amp;4</b>		
<b>5</b>			
46	<b>A Sporting superstitions</b>	past tenses: simple, continuous, perfect	sports
50	<b>B #thewaywemet</b>	past and present habits and states	relationships
54	<b>Practical English Episode 3</b>	permission and requests	

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>6</b>			
56 <b>A Behind the scenes</b>	passive (all tenses)	movies	regular and irregular past participles
60 <b>B Every picture tells a story</b>	modals of deduction: <i>might, can't, must</i>	the body	diphthongs
64 <b>Review and Check 5&amp;6</b>			
<b>7</b>			
66 <b>A Live and learn</b>	first conditional and future time clauses + <i>when, until, etc.</i>	education	the letter <i>u</i>
70 <b>B The hotel of Mom and Dad</b>	second conditional, choosing between conditionals	houses	sentence stress, the letter <i>c</i>
74 <b>Practical English Episode 4</b>	making suggestions		
<b>8</b>			
76 <b>A The right job for you</b>	choosing between gerunds and infinitives	work	word stress
80 <b>B Have a nice day!</b>	reported speech: sentences and questions	shopping, making nouns from verbs	the letters <i>ai</i>
84 <b>Review and Check 7&amp;8</b>			
<b>9</b>			
86 <b>A Lucky encounters</b>	third conditional	making adjectives and adverbs	sentence rhythm, weak pronunciation of <i>have</i>
90 <b>B Digital detox</b>	quantifiers	electronic devices	linking, <i>ough</i> and <i>augh</i>
94 <b>Practical English Episode 5</b>	indirect questions		
<b>10</b>			
96 <b>A Idols and icons</b>	relative clauses: defining and nondefining	compound nouns	word stress
100 <b>B And the murderer is...</b>	tag questions	crime	intonation in tag questions
104 <b>Review and Check 9&amp;10</b>			
106 <b>Communication</b>	132 <b>Grammar Bank</b>	165 <b>Irregular verbs</b>	
115 <b>Writing</b>	152 <b>Vocabulary Bank</b>	166 <b>Sound Bank</b>	
125 <b>Listening</b>			

## Course overview

# American English File <sup>Third Edition</sup>

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

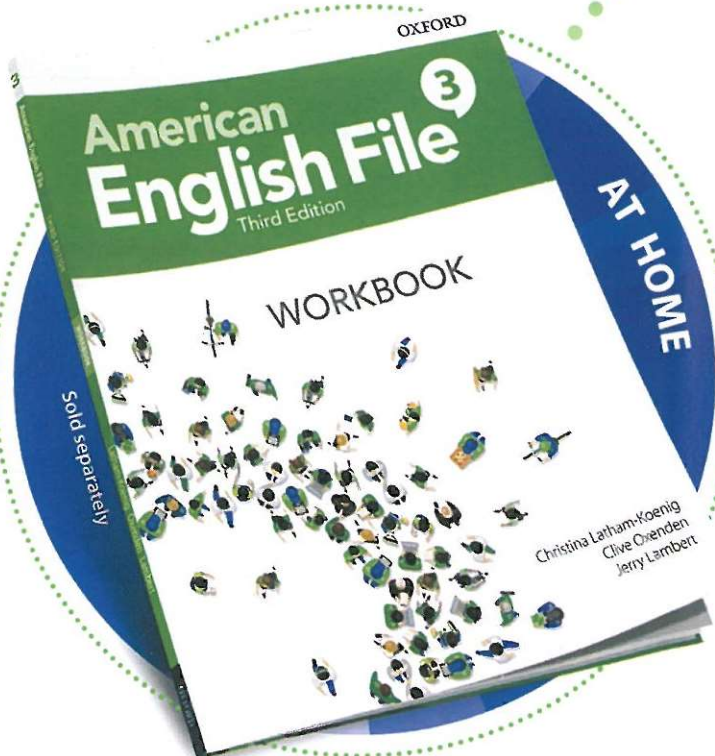
All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.

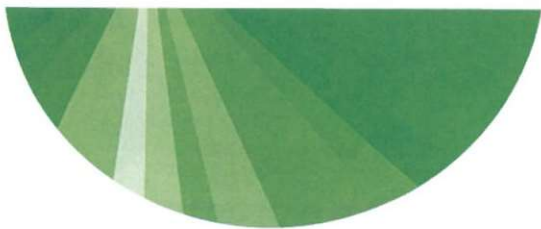
**Use your Student Book in class with your teacher.**

### 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.**

americanenglishfileonline.com

# 1A

## Eating in...and out

Do you eat a lot of red meat?

Yes, but I'm trying to cut down.

G simple present and continuous, action and nonaction verbs

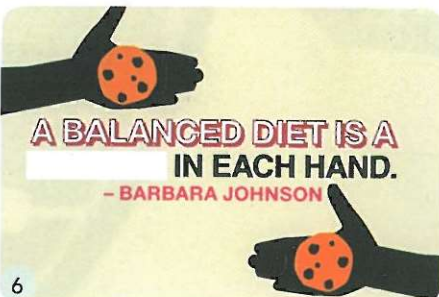
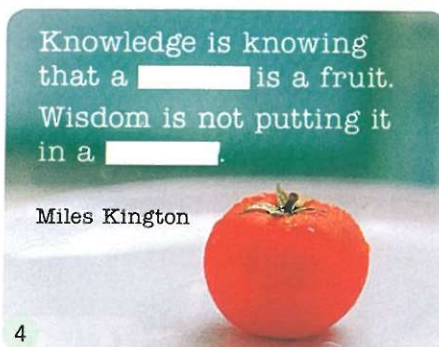
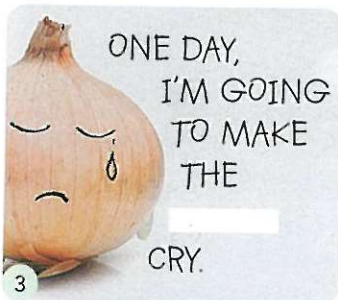
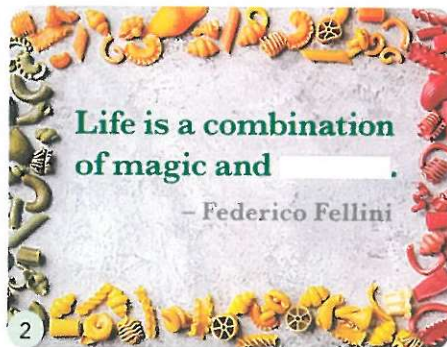
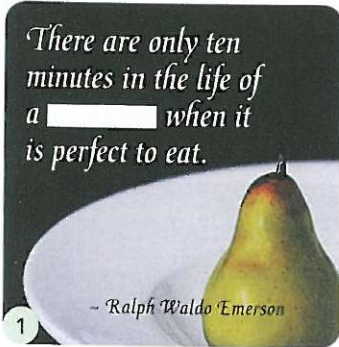
V food and cooking

P vowel sounds

### 1 VOCABULARY food and cooking

- a Look at some quotes about food from Pinterest. Complete the quotes with a word or phrase from the list.

cake cookie fruit salad onions pasta pear tomato



- b Which quote do you like best? Compare with a partner.
- c **V** p.152 Vocabulary Bank Food and cooking
- d Look at some common adjectives to describe food. What kind of food do we often use them with?

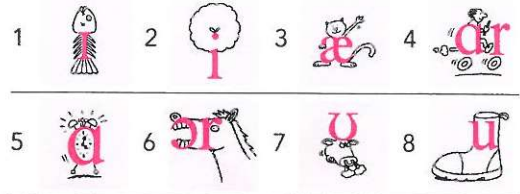
canned /kænd/ fresh /frɛʃ/ frozen /'frouzn/  
hot /spɪki /'spaisi/ low-fat /lou 'fæt/ raw /rɔ:/

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

1 raw salmon

### 2 PRONUNCIATION vowel sounds

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



- b **1.6** Match a phrase to each sound. Then listen and check.

crab salad	a good cook
grilled squid	hot sausages
a large carton of milk	four forks
steamed green beans	tuna with zucchini

### 3 LISTENING & SPEAKING

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

#### Your food profile

- What's your favorite...?  
a snack b pizza **topping**  
c sandwich **filling**
- Do you ever have...?  
a **ready-made** food  
b **take-out** food  
c very hot / spicy food  
Give examples.
- Are you **allergic** or **intolerant** to any food? How long have you had the problem?
- 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
- When you're away from home, is there any food or drink that you really **miss**?
- 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 he or she is answering.

5 Naomi	Tran
Sarah	Austin
Emilio	Sean

- c Listen again and write their answers. Compare with a partner.
- d Ask and answer the questions with a partner. What do you have in common?

#### 4 READING

- a Talk to a partner. What time do you usually...?

get up	have lunch
have breakfast	have dinner
exercise	go to bed
have a coffee	

- b Read the article once. Do you or your partner do any of the things in a at the times the article recommends?

- c Read the article again. Answer the questions with a partner.

- Why is it important to have breakfast every day when you're a teenager?
- What effect does caffeine have on us if we drink it between 2:00 and 5:00 p.m.?
- What's the difference between having steak and French fries for lunch and having it for dinner?
- Why should an early evening meal be "delicious"?
- What's the best physical activity to do a) early in the morning, b) in the afternoon?
- Why does the body produce melatonin?

- d Search the text and find six parts of the body. Which do we a) have one of, b) two of, c) more than two of?

- |            |            |
|------------|------------|
| 1 he _____ | 4 mu _____ |
| 2 st _____ | 5 lu _____ |
| 3 br _____ |            |

- e Answer the questions with a partner.

- Do you believe all the information in this article? Why (not)? Give examples from your own experience.
- Would you consider changing any of your habits based on this information?

# Eat and drink – but at the right time!

In our super-busy 21st-century lives, most of us try to do as much as we can in 24 hours. However, we usually do things whenever it suits us, and experts say that this is disrupting our body's natural cycle, making us feel tired at times when we should feel awake, and vice versa. Science shows that by doing things at the right time, we can be happier and healthier.

### Have breakfast at 8:00 a.m.

In a recent study, researchers found having breakfast at this time is good for our blood sugar levels, so the food you eat now will give you the energy you need. It's also important not to skip breakfast. Another research team, from Sweden, suggested that people who ate a regular breakfast as teenagers were 32% less likely to be at risk of heart disease as adults.

### Don't drink coffee in the morning. Have one at 3:00 p.m.

Most coffee drinkers make a cup as soon as they wake up. However, researchers have suggested that early morning is the worst time to drink coffee because it stops the body from producing the stress hormone cortisol, which we need at this time to help us to wake up. The best time to drink coffee – or caffeine in general – is between 2:00 p.m. and 5:00 p.m., when it can make us more mentally alert, according to a study conducted by the University of Sheffield a few years ago.

### Have lunch between 12:00 and 2:00

This is when our body digests food best because this is when the stomach produces the most acid. So it's the ideal time to have your main meal of the day. An experiment by nutritionists at the University of Surrey found that blood glucose levels after an evening meal were much higher than when people had the same meal earlier in the day, and high levels of glucose can cause diabetes.

### Have dinner at 7:00 p.m.

Have your evening meal early. It should be delicious – our sense of smell and taste are at their best at this time – but light.

### More good times for your body

- Ideally, you should get up when the sun rises. When we see daylight, we stop producing the sleep hormone melatonin and start getting ready for the day ahead.
- Do yoga or go for a walk before breakfast.
- Do important tasks at 11:00 a.m., when your brain is working the best.
- Weightlifting sessions are best done at midday – that's when your muscles are the strongest.
- The best time to run or ride a bike is 5:00 p.m., when your lung capacity – important for endurance sports – is at its greatest.
- Go to bed between 9:00 p.m. and 11:00 p.m. This is when your body temperature starts to go down and the brain begins producing melatonin.



## 5 LISTENING

- a Read the text about Marianna. Then look at the five photos and extracts from an interview with her. With a partner, say how you think she finishes each sentence.
- b **1.8** Listen to Part 1 of an interview with Marianna and check your answers to a.
- c Listen again. With a partner, say anything else you can remember about each photo.
- d **1.9** Now listen to Part 2 and answer the questions.
- 1 What three things did Marianna do before becoming a chef in London?
  - 2 What was her first connection with the restaurant Moro? Why did she go back to it later?
  - 3 What happened seven years later?
  - 4 How is her restaurant, Morito, different from Moro?
  - 5 How often does she go back to Crete? What happens when she has lunch with her old friends there?
- e What about you? Answer the questions with a partner.
- 1 What was your favorite food when you were a child?
  - 2 What kinds of things did your mother or father cook? Do you still eat them?
  - 3 Do you have a favorite restaurant? What do you like most about it – the food, the atmosphere, the service, or the price?



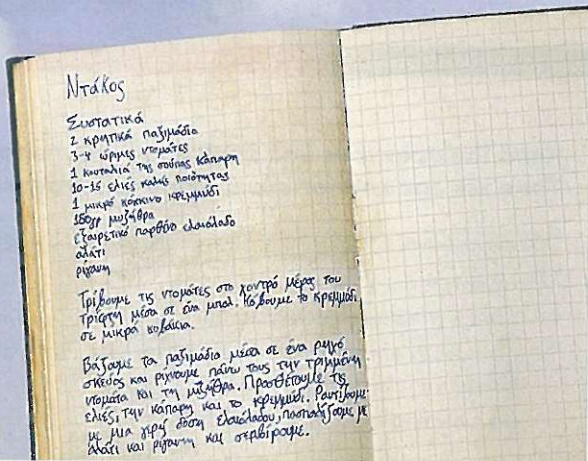
## Marianna Leivaditaki

is the head chef at Morito, a very popular restaurant in London. She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant, which is where Marianna spent most of her childhood.

## 6 GRAMMAR simple present and continuous, action and nonaction verbs

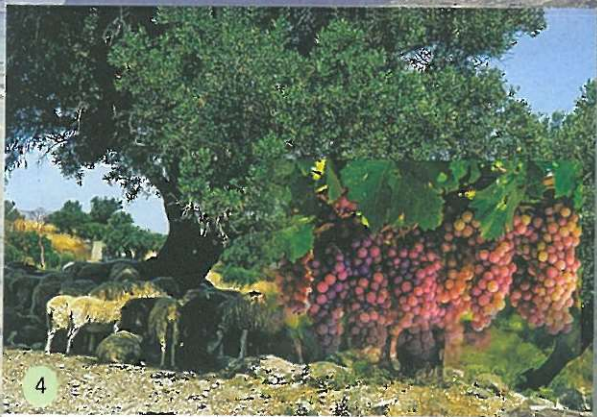
- a Look at three sentences from the interview. **Circle** the correct verb form.
- 1 You *don't need* / *aren't needing* anything except lemon and olive oil when fish and seafood is really fresh.
  - 2 This week, for example, I *make* / *I'm making* "ntakos," a Cretan salad...
  - 3 I *go* / *I'm going* to Crete maybe four or five times a year.
- b **1.10** Listen and check. With a partner, say why you think she uses each form.
- c **G** p.132 Grammar Bank 1A





3

“I wrote down recipes which I wanted to cook for the family in \_\_\_\_\_.”



4

“My aunt, Thia Koula, had \_\_\_\_\_.”



5

“Occasionally, my mum used to buy me and my brother souvlaki for lunch, a sort of \_\_\_\_\_.”

🗨 American and British English  
 mom = American English    mum = British English

d Make questions to ask your partner with the simple present or continuous. Ask for more information.

**On a typical day**

- What / usually have for breakfast?
- / drink soda, e.g., Coke? How many glasses / drink a day?
- Where / usually have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

**Right now / Nowadays**

- / take vitamins or food supplements right now?
- / try to cut down on anything right now?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

**7 SPEAKING**

a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

**Do you agree?**

- 1 Good service is more important than good food.
- 2 The best chefs are usually men.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 Italian food is the best in the world.

b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the **Agreeing and disagreeing** box.

🗨 **Agreeing and disagreeing**

I agree	with that.
I don't agree	with you.
I disagree	
I think	that's true.
I don't think	you're right.
I think it depends.	

# 1B

## Modern families

Are you seeing your grandparents this weekend?  
No, but I'll probably see them next week.

**G** future forms: present continuous, be going to, will / won't    **V** family, adjectives of personality    **P** sentence stress, word stress

### 1 VOCABULARY & SPEAKING family

- a Talk to a partner. What's the difference between...?
- 1 a father and a parent
  - 2 a mother and a stepmother
  - 3 a brother and a brother-in-law
  - 4 a stepsister and a half-sister
  - 5 a grandfather and a great-grandfather
  - 6 an adopted child and an only child
  - 7 brothers and sisters and siblings
  - 8 your immediate family and your extended family

- b Read *The modern family* and try to guess what the missing numbers are. Choose from the list.

4% 6 5% 10% 21% 27 29 41%

- c **1.14** Listen and check. Are there any statistics in the article that you think would be very different in your country? Why?

- d Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with?  
How often do you...?

- have a meal with your family
- go out for a meal or to the movies, etc., with a family member
- go on vacation with your family

Do you spend more of your free time with family or friends? Why?

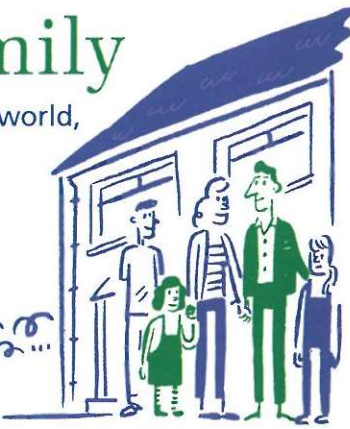
Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about? Do you ever argue about cleaning or food?

**Politely refusing to talk about something**  
Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

## The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. The results of several recent American surveys showed some surprising statistics.



### Family structure

69% of families have married parents.



23% are single-parent families. Only 1 \_\_\_\_\_ of the single parents are men.



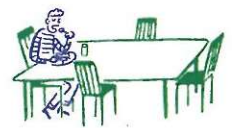
2 \_\_\_\_\_ of families have **one** child, 3 \_\_\_\_\_ have **two**, and **38%** have three or more.

40% of families have stepchildren.

On average **women** get married at 4 \_\_\_\_\_ and **men** at 5 \_\_\_\_\_.



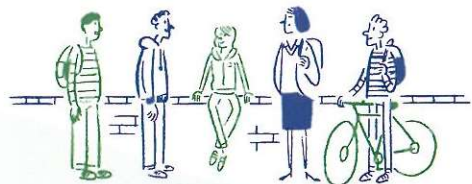
### Family habits



40% of families eat together fewer than three times a week, and 6 \_\_\_\_\_ never eat at the same time.

They go on vacation together as a family **seven** days a year.

An estimated 7 \_\_\_\_\_ % of people have brothers or sisters who they **never speak to** or contact.



60% of parents say chores, discipline, and family activities are shared equally in homes with two full-time working parents.

The average family has 8 \_\_\_\_\_ **arguments** each day, and the most common cause is children refusing to clean their messy bedrooms or complaining about food.





#### 4 VOCABULARY adjectives of personality

- a Complete the opposite adjectives in sentences 1–5.

Opposites attract



- 1 She's extroverted, but he's sh .
- 2 She's generous, but he's c .
- 3 She's hardworking, but he's l .
- 4 She's talkative, but he's q .
- 5 She's funny, but he's se .

- b **V** p.153 **Vocabulary Bank** Personality

#### 5 PRONUNCIATION word stress

- a Underline the stressed syllable in the multisyllable adjectives.

- 1 an|xious am|bitious ge|ne|rous re|bell|ious
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|si|ble sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive sen|si|tive
- 5 un|fri|end|ly in|se|cure im|pa|tient im|ma|ture

- b **1.24** Listen and check. Then listen again and repeat. Are prefixes (e.g., *un-*, *in-*) and suffixes (e.g., *-ous*, *-ble*, *-tive*) stressed?

#### 6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g., the oldest)?
- 1 outgoing, charming, and disorganized
  - 2 responsible, ambitious, and anxious
  - 3 self-confident, independent, and spoiled
  - 4 sociable, sensitive, and unambitious
- c Read the article and check your answers.



## How **birth order** influences your personality

Nowadays, it is an accepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

### The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because <sup>1</sup> H.

### The middle child

Middle children are more relaxed than the oldest children, probably because <sup>2</sup> . They're usually very sociable – the kind of people who get along with everybody. They are also usually sensitive to what other people need because <sup>3</sup> . For the same reason, they're often good at dealing with arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

### The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because <sup>4</sup> . They can also be immature and disorganized, and they often depend too much on other people, because <sup>5</sup> .

### The only child

Only children usually do very well at school because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent because they spend so much time by themselves. And because <sup>6</sup> , they're often very organized. Only children can sometimes be spoiled because <sup>7</sup> by their parents. They can also be very selfish and get impatient, especially when things go wrong. This is because <sup>8</sup> .

d Read the article again and complete it with reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to deal with problems with other brothers and sisters
- H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected

e Re-read the paragraph that applies to you. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g., your brothers and sisters, or friends?

## 7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when they or one of their siblings behaved badly. Look at some words from each story. With a partner, try to predict what happened.

Dan's story

brother teenagers fighting stabbed  
finger pen accident  
horrified blood mom angry hospital

Marilyn's story

sister parrot cage let out fly  
bedroom looked everywhere cried window  
hidden cupboard frightened horrible

b 1.25 Listen to the stories. Were your predictions correct?

c Listen again and answer the questions for Dan and Marilyn. Who do you think behaved worse, Dan or Marilyn's sister?

- 1 How old were they?
- 2 Where were they?
- 3 What bad thing did they or their sibling do?
- 4 What happened in the end?
- 5 How do Dan's brother and Marilyn show that they've never forgotten what happened?

d Work in pairs. **A**, you are Dan's brother. **B**, you are Marilyn's sister. Retell the two stories from your point of view.

*I have a twin brother named Dan, and we used to fight a lot when we were teenagers. One day...*



e Can you remember a time when you were young and you behaved very badly toward a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

## 8 WRITING

a Read Alice's "self-portrait" poem. Then write your own poem using the instructions below.

1 *Alice*  
2 *affectionate, honest, imaginative, moody*  
3 *oldest daughter of Richard and Billie*  
4 *likes music, chai lattes, and sunny days*  
5 *afraid of elevators and other small spaces*  
6 *would like to see elephants in the wild*  
7 *Williams*

Instructions

- line 1 – your first name
- line 2 – four adjectives that describe you
- line 3 – where you are in your family, and your parents' names
- line 4 – three things you like
- line 5 – something you are afraid of
- line 6 – something you would like to do
- line 7 – your last name

b p.115 **Writing** A description of a person Write an email describing a friend.

# Practical English Meeting the parents

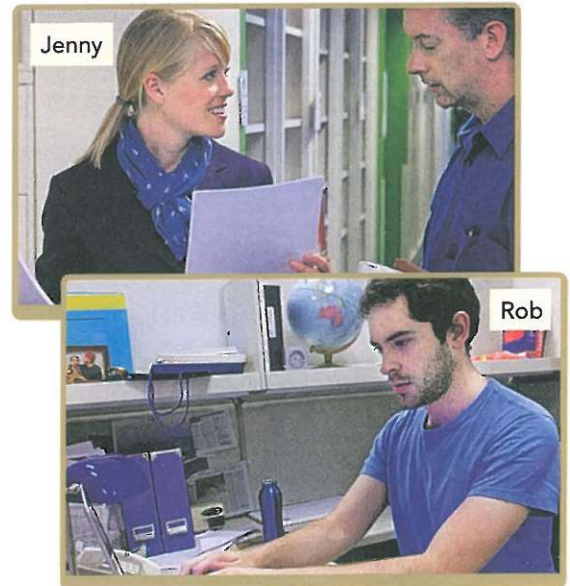
reacting to what people say

## 1 INTRODUCTION

- a Look at the photos. Describe Jenny and Rob.
- b 1.26 Watch or listen to Jenny and Rob talking. Fill in the blanks.

Jenny Zielinski and Rob Walker work for a <sup>1</sup> \_\_\_\_\_ called NewYork 24seven. She's American, and he's <sup>2</sup> \_\_\_\_\_. Rob came to New York a few <sup>3</sup> \_\_\_\_\_ ago. He had met Jenny when she went to <sup>4</sup> \_\_\_\_\_ on a work trip. They got along very well, and he was offered a job for a month in <sup>5</sup> \_\_\_\_\_. Later he was offered a <sup>6</sup> \_\_\_\_\_ job. Jenny helped Rob <sup>7</sup> \_\_\_\_\_ an apartment, and they are enjoying life in the US, although Rob misses his friends and <sup>8</sup> \_\_\_\_\_.

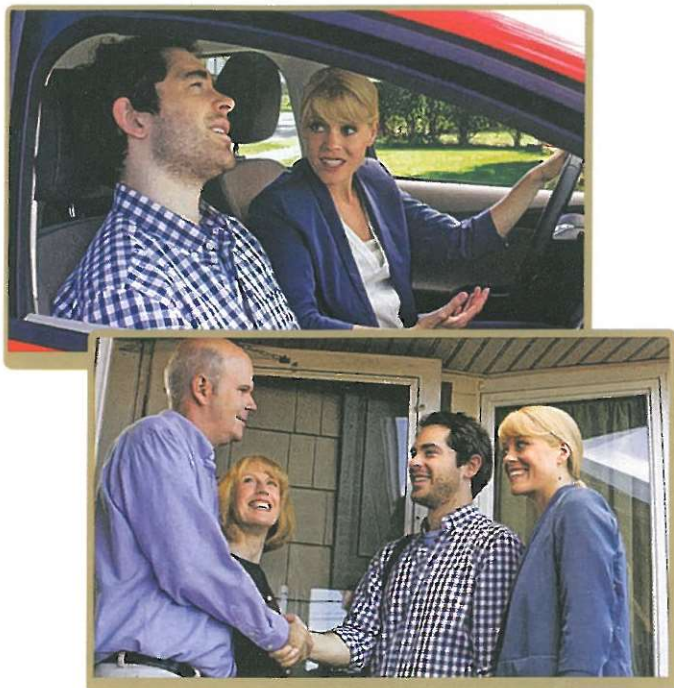
**American and British English**  
*apartment* = American English    *flat* = British English



## 2 REACTING TO WHAT PEOPLE SAY

- a 1.27 Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

**American and British English**  
*mom* = American English    *mum* = British English



- b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.
- Rob left the chocolates at the office.
  - Rob's desk is usually very neat.
  - It's the second time that Rob has met Jenny's parents.
  - Sally has prepared a big dinner.
  - Jenny's new job is managing director.
  - Jenny is going to be Rob's manager.
- c 1.28 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- Jenny** Don't forget the chocolates.  
**Rob** OK. Oh, \_\_\_\_\_!  
**Jenny** I don't \_\_\_\_\_ it. Don't tell me you forgot them?  
**Rob** I think they're still on my desk.  
**Jenny** \_\_\_\_\_ kidding.
- Jenny** Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.  
**Sally** What a \_\_\_\_\_ mind.
- Jenny** But I also have some good news.  
**Sally** \_\_\_\_\_? What's that?
- Sally** So you've got a promotion? \_\_\_\_\_ fantastic!  
**Harry** That's great \_\_\_\_\_!
- Sally** Let's go and have dinner.  
**Jenny** What a \_\_\_\_\_ idea!