

OXFORD

English File

Upper-intermediate

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki
with Anna Lowy

English File

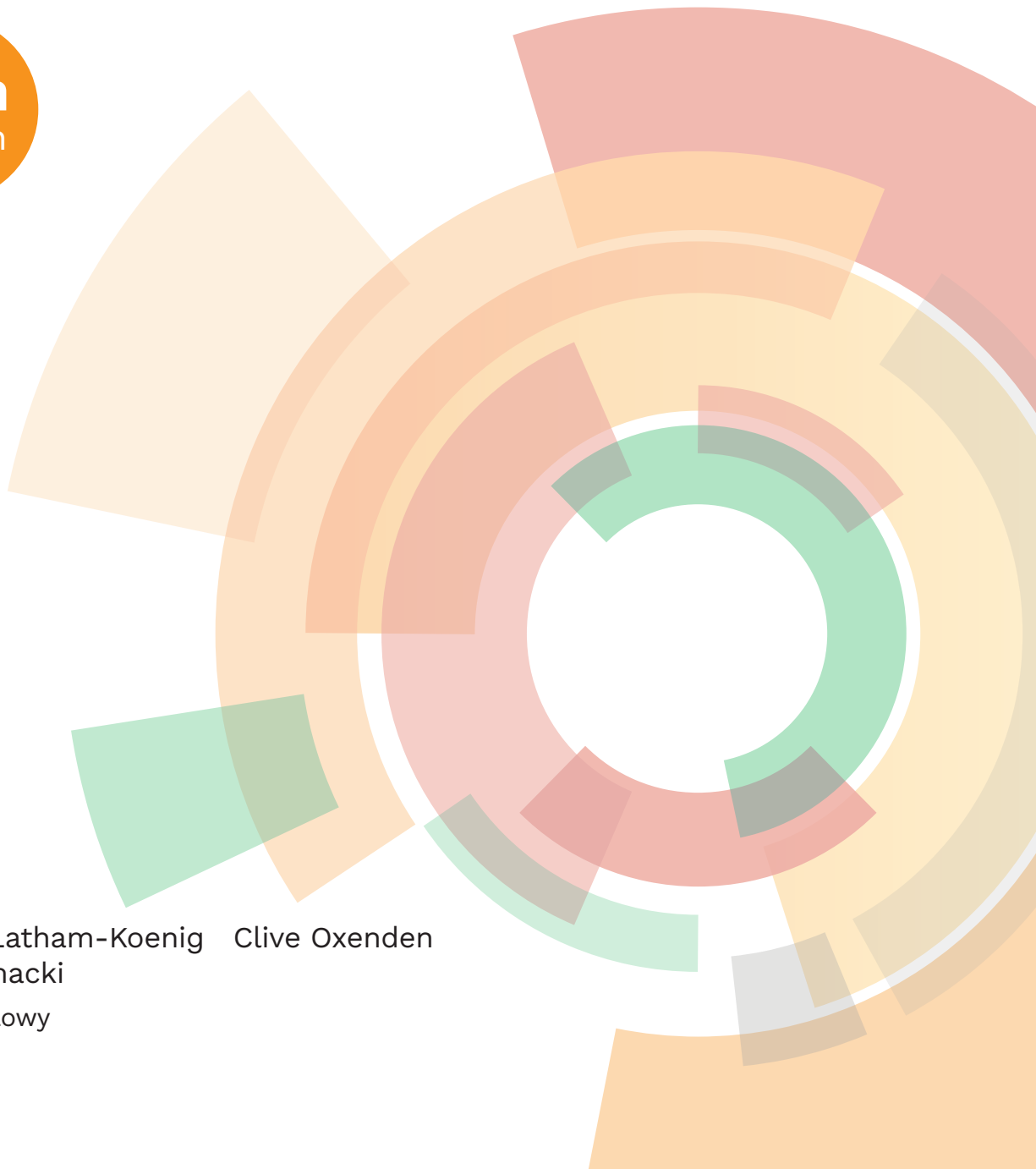
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Contents

p.4 **Student Book contents**

p.8 **Course overview**

- **Introduction**
- **What do Upper-intermediate 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 English File fifth edition***

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

p.22 **Lesson plans**

p.22	File 1 A–B	Colloquial English 1
p.38	File 2 A–B	1&2 Revise and Check
p.53	File 3 A–B	Colloquial English 2
p.70	File 4 A–B	3&4 Revise and Check
p.82	File 5 A–B	Colloquial English 3
p.98	File 6 A–B	5&6 Revise and Check
p.110	File 7 A–B	Colloquial English 4
p.126	File 8 A–B	7&8 Revise and Check
p.139	File 9 A–B	Colloquial English 5
p.155	File 10 A–B	9&10 Revise and Check

p.168 **Photocopiable activities**

p.168	Introduction
p.169	Grammar activity answers
p.171	Grammar activity worksheets
p.193	Communicative activity instructions
p.200	Communicative activity worksheets
p.224	Vocabulary activity instructions
p.228	Vocabulary activity worksheets

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A A tricky question?	question formation	understanding idioms and phrasal verbs	intonation: showing interest 🗣️
12 B We may never know	auxiliary verbs, <i>the...</i> , <i>the...</i> + comparatives	compound adjectives 🗣️	intonation and sentence rhythm
2			
18 A Call the doctor!	present perfect simple and continuous 🗣️	illnesses and injuries 🗣️	/ʃ/, /dʒ/, /tʃ/, and /k/ 🗣️
22 B You're never too old...	adjective order before nouns 🗣️	clothes and fashion	vowel sounds
3			
28 A Flight plan	narrative tenses, past perfect continuous, <i>so / such...that...</i>	air travel 🗣️	irregular past forms, sentence rhythm 🗣️
32 B A twist in the tale	the position of adverbs and adverbial phrases	adverbs and adverbial phrases	word stress and intonation
4			
38 A Riding the storm	future perfect and future continuous 🗣️	weather 🗣️	vowel sounds 🗣️
42 B At your own risk	zero and first conditionals, future time clauses	expressions with <i>take</i>	linked phrases
5			
48 A Get me out of here!	unreal conditionals	feelings	word stress in three- or four-syllable adjectives
52 B I wish...	<i>wish</i> for the present / future, <i>wish</i> for past regrets	expressing feelings with verbs or <i>-ed / -ing</i> adjectives	sentence rhythm and intonation

READING & LISTENING

Reading reading to confirm hypotheses
Listening understanding the stages of an interview

Reading understanding facts vs theories
Listening focusing on important details ; following instructions, taking notes

Reading summarizing paragraphs
Listening tuning in to key events in an anecdote

Reading understanding factual information
Listening taking notes ; understanding opinions in a discussion

Reading using a diagram to understand a text
Listening understanding travel announcements, listening to check predictions

Reading reading for pleasure
Listening following the events of a story

Reading scanning for examples
Listening using existing knowledge to tune in to advice

Reading identifying the main idea in a paragraph
Listening understanding detail in an interview ; listening to complete a summary

Reading recognizing positive and negative experiences; reacting to the events of a true story
Listening identifying mood and feelings; checking factual information

Reading understanding the results of research
Listening understanding a poem

SPEAKING & WRITING

Speaking politely refusing to answer a question; answering challenging interview questions
Writing an email job application

Speaking relaying a strange event; comparing interpretations

Speaking discussing first aid; giving an opinion with examples
Writing an email to a friend

Speaking politely disagreeing; dealing with interruptions

Speaking describing personal experiences, giving more information; telling an anecdote

Speaking comparing reading habits
Writing a 50-word story; a short story

Speaking comparing values and actions; discussing weather and climate

Speaking assessing attitude
Writing a 'for and against' post

Speaking giving reasons for choices
Writing a 'how to' advice post

Speaking expressing how you feel; giving a personal response to something you've read; sharing wishes and regrets
Writing a 'regrets' poem

Colloquial English p.16

English File talks to...
Aasmah Mir, Journalist

The Conversation
Applying for a job

Revise and Check p.26

Revise and Check 1&2

Colloquial English p.36

English File talks to...
Joseph Coelho, Author

The Conversation
Books

Revise and Check p.46

Revise and Check 3&4

Colloquial English p.56

English File talks to...
Dr Lisa Fenton, Survival expert

The Conversation
Taking risks

GRAMMAR

VOCABULARY

PRONUNCIATION

6				
58	A Good night?	<i>used to, be used to, get used to</i>	sleep →	/s/ and /z/ →
62	B Music and emotion	gerunds and infinitives	music; words from other languages →	words from other languages
7				
68	A You be the judge	past modals: <i>must have</i> , etc. →; <i>would rather</i>	verbs often confused	weak form of <i>have</i>
72	B Only an act	verbs of the senses	the body →	silent consonants
8				
78	A Modern crime	the passive (all forms); <i>have something done</i> ; <i>it is said that...</i> , <i>he is thought to...</i> , etc.	crime and punishment	the letter <i>u</i> →
82	B Faking it	reporting verbs	the media	word stress
9				
88	A The art of persuasion	clauses of contrast and purpose	advertising →; business	changing stress on nouns and verbs
92	B Dream cities	uncountable and plural nouns	word building: prefixes and suffixes →	word stress with prefixes and suffixes
10				
98	A Eureka!	quantifiers: <i>all, every, both</i> , etc. →	science	stress in word families
102	B Freedom of speech	articles	collocation: word pairs	pausing and sentence stress
108	Communication	119 Writing Bank	129 Listening	140 Grammar Bank

READING & LISTENING

Reading understanding evidence
Listening understanding reasons

Reading understanding recommendations
Listening taking notes from a talk; using referencing to understand an interview

Reading understanding opposite sides of an argument; assessing advice in an article
Listening understanding advice

Reading following instructions; understanding the principles of an experiment
Listening following instructions

Reading identifying key information
Listening using existing knowledge to tune in to formal advice

Reading using paragraph headings to understand the main points
Listening identifying the main events in short news stories; using visual clues to understand detail

Reading using context to confirm meaning
Listening understanding explanations

Reading identifying advantages
Listening tuning in to place names

Reading using headings and visuals to engage with content
Listening understanding scientific explanations

Reading understanding historical context
Listening distinguishing between dos and don'ts; understanding detailed advice

SPEAKING & WRITING

Speaking discussing sleep habits

Speaking discussing music habits and preferences; giving opinions and reasons
Writing a review of a music festival

Speaking arguing pros and cons; role-playing an argument
Writing arguing for and against

Speaking asking follow-up questions
Writing a detailed description of a photo

Speaking discussing experiences of crime; giving opinions and reasons
Writing an article expressing your opinion

Speaking retelling a news story; giving reasons and examples to support your opinion

Speaking discussing advertising; giving accurate statements

Speaking discussing experiences of cities; discussing types of city; talking about positives and negatives
Writing a report on a town

Speaking discussing answers to a science quiz; discussing science; expressing future possibilities

Speaking using the correct rhythm in a presentation
Writing a profile of a public figure

Revise and Check p.66

Revise and Check 5&6

Colloquial English p.76

English File talks to...
 Benedict Cumberbatch, Actor

The Conversation
 Biopics

Revise and Check p.86

Revise and Check 7&8

Colloquial English p.96

English File talks to...
 George Tannenbaum,
 Advertising executive

The Conversation
 Advertising campaigns

Revise and Check p.106

Revise and Check 9&10

Course overview

Introduction

Our aim with *English File fifth 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 the students learn and practise Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Colloquial English lessons feature exclusive, unscripted interviews with experts in their field and spontaneous conversations between three people. Please refer to *p.19* for more information on the video offer in *English File fifth 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 very much hope you and your students enjoy using *English File fifth edition*.

What do Upper-intermediate students need?

Upper-intermediate students rightly feel that they are now quite high-level learners of English, and are ready to 'push on' to become very proficient users of the language. To achieve this they need motivating materials and challenging tasks. They need clear objectives to focus on taking their skills to a higher level, as well as dealing with more complex language input. Finally, they need classes to be as fun and dynamic as they were at lower levels: there is no reason why higher-level lessons should become dry and over-serious.

Students still want to enjoy their English classes – videos, role-plays, language games, challenges, and quizzes are still as valuable pedagogically as ever, and can often be exploited more effectively at this level.

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 *English File Upper-intermediate* 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

- Improve their control of main structures
- Learn more complex grammar structures
- Opportunities to use and test their language instinct
- Engaging videos to introduce and practise grammar

There is an emphasis on consolidating and putting into practice known grammar, as well as learning new structures. We provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. Grammar practice videos introduce or practise 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
- Increase the range and variety of students' vocabulary
- Opportunities to put new vocabulary into practice
- Motivating videos to present and practise vocabulary
- Revision and reactivation of previously learned vocabulary

At this level, expanding students' vocabulary is the most visible and motivating measure of their progress. Vocabulary videos present and practise vocabulary in a motivating and fun way.

Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time. Students can find further practice in the **Workbook**.

Pronunciation

- 'Fine-tuning' of pronunciation of difficult sounds
- Continue to develop their instinct for rules and patterns
- The ability to use appropriate rhythm and intonation
- 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 focus on contrasting sounds and intonation. There is also a **Sound Bank** section on *p.174–5* 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

- Up-to-date, stimulating topics to get them talking and exchanging opinions
- The key words and phrases necessary to discuss a topic
- Practice in more extended speaking
- Improvement in accuracy as well as further development of their fluency

We believe that a good topic or text is very important in motivating students to speak in class. Every lesson in *English File Upper-intermediate* has a speaking activity which enables students to contribute their own knowledge, opinions, or experience.

Listening and viewing

- Motivating, integrated listening material
- Achievable tasks but with an increasing level of challenge
- Exposure to longer listenings, authentic language, and a wide variety of accents
- Video listening tasks

For most students, listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *English File Upper-intermediate* introduces some unscripted authentic listening alongside more controlled material in the main lessons to provide challenge and support appropriate to the level. These expose students to a wider variety of language, accent, and speed of speech with achievable but challenging tasks. The Colloquial English lessons give students practice in listening to unscripted authentic speech. 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 *English File fifth edition*, including:

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- User-generated videos
- Vox pops
- Colloquial English interviews and conversations

Reading

- Engaging topics and stimulating texts
- Exposure to a wide variety of authentic text types
- Challenging tasks which help students read more skillfully

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to provide material where they feel there is a reason to read and tasks which help them to get the most out of a text. This level contains a variety

of readings from real sources (the British press, magazines, websites, forums, infographics) that have been chosen for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the views of the *English File* authors or of Oxford University Press.

Writing

- Practice in planning, organizing, writing, and checking
- 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 *English File fifth 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.

Colloquial English

- Get used to listening to authentic colloquial speech
- The ability to deal with different speeds and accents
- Exposure to high-frequency colloquial phrases and idioms
- Techniques and strategies for participating in a conversation

The Colloquial English lessons are titled *English File talks to...* and focus on an unscripted interview with a person who is an expert in their field and a spontaneous conversation between three people answering a question related to the lesson topic. The video interviews contain multimodal features and the lessons focus students on what they see, hear, and read in the videos. There is also a 'Looking at Language' focus, which looks at a particular aspect of functional language as used by the speaker. The **Workbook** provides additional practice of the language from the Colloquial English lessons.

Revision

- 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 Revise and Check section. The left-hand page revises the Grammar, Vocabulary, and Pronunciation of each File. The right-hand page provides a series of skills-based challenges, including vox pop interviews, and helps students to 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 which present and practise Grammar, Vocabulary, and Pronunciation as well as developing skills with a balance of reading and listening activities, and lots of opportunities for speaking. Video content is integrated throughout the lessons. All lessons have clear references to the **Grammar Bank**, **Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book. These banks support and extend the lesson material on the page.

Colloquial English

Every two Files (starting from File 1) there is a two-page lesson titled *English File talks to...* where students develop their ability to listen to authentic English and look at elements of natural language. Integrated into every *Colloquial English* lesson is an exclusive, unscripted interview with an expert in their field, followed by a conversation between three people discussing the topic.

Revise and Check

Every two Files (starting from File 2) there is a two-page section revising 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 Colloquial English
- Pronunciation exercises with audio
- *Can you remember...?* exercises for students to check their progress
- Available with or without key

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 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 p.169–192

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

Communicative

see p.193–223

Extra speaking practice for every A and B lesson

Vocabulary

see p.224–240

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

There is more information on p.168 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](https://www.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. There are also dyslexia-friendly tests available.

Teacher resources

- Course audio and video (including subtitled versions)
- Teaching notes
- Photocopiable materials
- Answer keys, audio scripts, and video scripts
- Downloadable wordlists
- CEFR mapping documents
- Dyslexia-friendly reading texts

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Grammar, Vocabulary, and Pronunciation in every lesson

Clear lesson summaries

- G question formation
- V understanding idioms and phrasal verbs
- P intonation: showing interest

1A

A tricky question?

Questions are never indiscreet; answers sometimes are.

Oscar Wilde, Irish author

1 READING & SPEAKING

a Look at the photos of Marie Kondo and Edward Enninfu and read their biodata. What kind of people do you think they are?

She must be organized because her book is about tidying...

b Now read the interviews. Then match the questions to answers A–H. Use the information in their biodata to help you.

- A It's possible to find happiness somewhere in the middle.
- B Impatience. Though sometimes it helps!
- C Welcoming my younger sister into the family, around the age of three.
- D 'Kawaii', which means 'cute' in Japanese.
- E Keep only the items that give you joy.
- F Of course. I work in fashion!
- G That I might lose my eyesight.
- H In elementary school, one day I opened my lunchbox and it was empty. I was devastated.

c Read the interviews again. Do their answers in any way confirm or contradict what you thought in **a**? In what way?

d Which of the questions in the interviews do you think are...?

- the most interesting
- the least interesting
- too personal to ask a person if you don't know them well

e Choose six questions from Q&A to ask your partner.

Politely refusing to answer a question

If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, *I'd prefer not to answer that or I'd rather not answer that, if you don't mind.*

Q&A

Every week the British newspaper *The Guardian* chooses people who have been in the news and publishes a short interview with them called 'Q&A'.

Marie Kondo was born in Tokyo. She was 19 and studying sociology at university when she launched a consulting business to help people organize their homes. In 2014, she published her first book, *The Life-Changing Magic of Tidying Up*; it has been translated into 44 languages and has sold more than 13 million copies worldwide. She is married with three children and lives in Los Angeles.



Adapted from *The Guardian*

1 What is your earliest memory?

C

2 What would your superpower be?
Helping people to find joy in their lives.

3 Which words or phrases do you most overuse?

4 What do you owe your parents?
The many items I threw out without them knowing.

5 If not yourself, who would you most like to be?

A farmer. I love growing organic vegetables, especially carrots.

6 What is the most important lesson life has taught you?

7 What do you consider your greatest achievement?

It's still a work in progress, but I would have to say organizing the world. With all the KonMari consultants around the world, and those that read my books or watched the Netflix shows, we are definitely making a difference.

8 What has been your biggest disappointment?

Reading tasks develop students' reading skills.

Personalized speaking tasks throughout each lesson

Edward Enninful was born in Ghana, and came to the UK as a refugee. After working as a model, he became fashion director of *i-D* magazine at just 18, and went on to work for *W* magazine and *US Vogue*. In 2016, he was awarded an OBE for services to diversity in the fashion industry, and the following year he became editor-in-chief of *British Vogue*. In 2020, he was also made European editorial director of *Vogue*. He lives in London with his husband.

- 1 What makes you unhappy?
I'm a positive person, but I get twitchy when the clothes aren't perfect in a shot.
- 2 What is the quality you most dislike about yourself?
- 3 What is your guiltiest pleasure?
Reality TV. I adore it. *Love Island*, *Real Housewives*, *Drag Race*...
- 4 What scares you about getting older?
- 5 What did you want to be when you were growing up?
In my family, you can be one of three things: a doctor, a lawyer, or a failure. I wanted to be an Egyptologist, but things worked out in the end.
- 6 Would you choose fame or anonymity?
- 7 What is your most treasured possession?
Despite what people might imagine, I'm not that big on possessions. My London home is very minimalist.
- 8 Have you ever said 'I love you' without meaning it?



2 GRAMMAR question formation

- 1.2 Listen to some journalists interviewing a famous actor who has just arrived in London. Write down the four questions they ask.
- Answer the questions below with a partner.
Which of the questions in a is an example of...?
 - a question which ends with a preposition
 - a subject question, where there is no auxiliary verb
 - a question which uses a negative auxiliary verb
 - an indirect question
- Grammar Bank 1A p.140
- Communication Indirect questions A p.108
B p.114 Ask and answer indirect questions.

3 PRONUNCIATION

intonation: showing interest



- Video Watch Kat asking questions 1–5. How do you know that she's interested in Jon's answers?
 - 1 Do you have a big family?
 - 2 What don't you like about the place where you live?
 - 3 What sports or games are you good at?
 - 4 Do you think you have a healthy diet?
 - 5 What makes you feel happy?
- Watch again and repeat Kat's questions with interested intonation. Try to copy the body language.

Reacting to what someone says

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- exclamations such as *Wow! Me too! How interesting!*
- expressions such as *Oh, really? I'm so sorry. What a shame!*
- follow-up questions such as *Why (not)? Why is that? Why do you say that?*

- Video Now watch the five conversations. Complete the expressions or questions that Kat uses to react to Jon's answers.
 - 1 *Wow!* That's a huge family.
 - 2 _____? What's wrong with them?
 - 3 _____! We could have a game one day.
 - 4 _____! How long have you been eating like that?
 - 5 _____? I can't think of anything worse!
- Watch again and repeat the responses. Copy the intonation.
- Ask and answer the questions in a with a partner. Use interested intonation and body language. React to your partner's answers.

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

Information boxes focus on how language is used.

Communication activities provide even more speaking practice.

Grammar Banks provide detailed explanations and further practice.

4 VOCABULARY understanding idioms and phrasal verbs



'So...where do you see yourself in four million years?'



Engaging, fun lead-in activities

Engaging texts and topics updated from the fourth edition

Vocabulary Banks at the back of the Student Book provide further vocabulary practice.

- Look at the three cartoons. With a partner, explain the jokes. Which one do you like best?
- Read the title of the article and the introductory paragraph. Then look at the four questions. Which one do you think is the least awful?
- Read the article. Although the tone is humorous, do you think any of the advice is also serious? Would you use any of it in an interview?
- Read the information box. Then look at the **highlighted** idioms and phrasal verbs in the article. With a partner, decide what you think they mean.

Understanding idioms and phrasal verbs

Idioms and phrasal verbs in a text can often be the hardest lexis to understand, because even though you understand the individual words, the literal meaning of the phrase doesn't make sense.

First, look at the context (the other words around it) and think about what the meaning could be.

If it's a phrasal verb, the separate parts of the verb can sometimes help you to guess the meaning, e.g. *turn down*.

If it's an idiom, think about whether there is a similar expression in your language. Work out what the key word in the idiom probably is, as this is where you will find it in a dictionary, e.g. the key word in the idiom *play ball* is *ball*.

'What kind of fruit are you?'

How to answer four of the worst job interview questions

'How do you feel your life has worked out for you so far?' Salem Pierce, a 30-year-old graphic designer from Ohio, was actually asked this question in an online job interview. Worse, the question invited her to post a two- to five-minute video response. What other awful questions could you get asked, and how might you answer them?



'If you were a piece of fruit, what would you be?'

There is nothing worse than job interviewers who think that they are funny and creative. These sorts of random questions are of course a challenge, meant to unsettle you, and are designed to entertain the interviewers rather than find out anything useful about the candidate. Take a deep (but silent) breath, smile gently, and say, 'An apple.'

'What is the worst mistake you have ever made at work?'

Again, more entertainment for the interviewer. But you have to **play ball**. It's a good idea to **have something up your sleeve** for moments like this: for example, a couple of anecdotes, true or false. (The same is true for another interview favourite: 'What is the most embarrassing thing that has ever happened to you at work?') So how about, 'We had a big pitch to prepare and, in my hurry, I thought I had to produce 100 copies of it instead of 10, so I decided to stay late and **print off** all 100 of them, bound them and got them ready for the morning. What a waste of paper!' - etc., etc. That should **do the trick**.

'You've got a rather varied CV. Why have you never managed to stick at anything?'

How to deal with this? Calmly reply, 'I am committed to learning new skills and having new experiences. I have high standards, and when I am no longer learning, I **move on**.'

'What do you see yourself doing in five years' time?'

Are people still asking that one? I don't even know what I'll be having for dinner. Do you watch the news? Where will we all be tomorrow, in a week, next month? And you want to know about five years' time? The best (and only) answer? 'Well, with any luck, I'll still be here doing a good job for you!'

Adapted from The Guardian



Grammar and Vocabulary is presented in meaningful contexts.


e Now match the highlighted phrases in **d** to their meanings 1–6. Which are phrasal verbs and which are idioms?


- 1 _____ produce a physical document from a computer
- 2 _____ start doing sth new
- 3 _____ be prepared to work with someone in a helpful way, or do what someone wants
- 4 _____ keep a plan or an idea secret until you need to use it
- 5 _____ solve the problem
- 6 _____ continue to work hard at sth

f Do you think it's possible to prepare for unusual interview questions? Do you think they really tell the interviewer something about a candidate?

5 LISTENING

a Have you ever had an interview for a job or a place on a course? What kinds of questions did they ask you? Did you get the job or place?

b  **1.5** Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

What strange question were they asked?	How did they answer?	What happened in the end?
 <p>1 If you could _____ with _____ from the past, who would you choose and why?</p>		
 <p>2 Do you _____ a _____? Are you planning to _____?</p>		
 <p>3 Do you still _____?</p>		
 <p>4 _____ would you like to be reincarnated as?</p>		

c Listen again. Then complete the information in the chart.

d Which of the questions do you think were acceptable to ask at an interview?

6 SPEAKING

a Work in pairs, **A** and **B**. You're going to interview each other for a job as a manager in your company. Look at questions 1–14 and think about how you might answer them.


b Now each choose eight that you think would help you to decide whether your partner would be a good fit for the job.

- 1 Which one aspect of your personality would you change if you could, and why?
- 2 If you could have dinner with anyone from the past or present, who would you choose?
- 3 If you were an animal, which animal would you be?
- 4 What kinds of things make you angry?
- 5 If you had to spend the rest of your life on a desert island (with plenty of food and water), what two things would you want to have with you?
- 6 Which TV or film character would you most like to be?
- 7 What's the best (or worst) decision you've ever made?
- 8 If I came to your house for dinner, what would you cook for me?
- 9 Which three adjectives describe you best?
- 10 Who do you admire most, and why?
- 11 If you could be a superhero, what would your superpowers be?
- 12 Tell me about something in your life that you're really proud of.
- 13 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
- 14 If you could have six months with no obligations or financial limitations, what would you do with the time?

c **A** interview **B** with your eight questions. **B** be imaginative and try to give good reasons for your answers.

d Swap roles. Then say if you would give each other the jobs and why (not).

7 WRITING an email job application

 **Writing Bank 1** p.119 Write an email applying for a job in sports retail.

Speaking activities build on the topic and language input from the lesson.

Listening tasks develop students' listening skills.

Writing Bank for every File

English File talks to...

features exclusive, unscripted interviews with experts in their field.

Focus on multimodal features from the interview

1 THE INTERVIEW

Lead-in

Video Watch the lead-in to an interview with Aasmah Mir. What information did you find out about her? Given her job and experience, do you think she will be a good interviewee here?

Part 1

Video Watch Part 1 of the interview. Then number the topics 1-4 in the order Aasmah Mir talks about them.

- her interview with Scottish TV
- what she thinks about 'unusual' questions in job interviews
- what she did after university
- the kind of child she was

Watch again. Then, with a partner, try to remember as much as you can about what she said about each topic in a.

Part 2

Video Watch Part 2. Tick (✓) the things that Aasmah Mir believes make a good interviewer.

- have done a lot of research in advance
- listen to what an interviewee says
- not interrupt an interviewee too often
- be able to change direction during an interview if necessary
- be aware of how long you have to do the interview
- be nice to your interviewee
- make sure that interviewees use language that the audience can understand
- repeat a question or go back to a subject if the interviewee doesn't want to answer a question

Part 3

Video Watch Part 3. Which two types of people does Aasmah Mir find difficult to interview? Who did she really enjoy interviewing?

Watch again and check. Then complete the sentences.

- In interviews, some politicians only want to talk about...
- Some scientists can be difficult to understand because...
- Aasmah Mir liked her previous job because...
- She loved it when her favourite interviewee said, 'I give sb an easy ride (idiom) jargon stay on your brief (idiom) delivery be self-deprecating

2 THE CONVERSATION

Phrasal verbs

Aasmah Mir uses a lot of phrasal verbs, some of which are quite unusual.

Video Look at some extracts from the interview and guess the missing verbs. Then watch and check.

- These are nice people, and they're not trying to fr... me up in any way...
- But if they're talking in jargon, also you have to be able to c... through that...
- I don't quite think our audience are going to understand all those words, so if you could just b... it down a bit?
- You really don't want to talk about this, do you, which is a bit weird because this is the thing you've c... on to talk to me about?
- But sometimes the communication of it, the delivery of it is a bit difficult, and they talk in a lot of jargon terms. And then you have to try to br... it down.

Read the extracts again and match the phrasal verbs to their meanings.

A get past sth that's in the way in order to get to the point

B divide sth into parts to make it easier to understand

C deliberately make sb make a mistake

D appear as a guest on a TV or radio programme

E make sth shorter by leaving out the parts that are less important

Reacting to an interview

Talk to a partner.

- How would you describe Aasmah Mir? Is there any one thing she talked about that you particularly remember?
- Do you think nowadays most people know what they want to do when they finish university? Do they tend to choose a subject to study because it will help them to get a specific job?
- Would you be attracted to a job like Aasmah Mir's?
- If you could interview a famous person, who would you choose and why?

Video Watch four extracts and notice how the speakers emphasize things. Which extract only uses stress to be emphatic?

Adding emphasis

- Alice I think it's a terrible, terrible idea to even slightly exaggerate...
- Alice ...you've just made yourself look really, really silly.
- Sarah I've definitely exaggerated on a CV!
- Debbie ...you shouldn't outright lie because you will get caught out.

Now, in groups of three, have a conversation about the question in a.

Focus on authentic language from the interview

Unscripted Conversation videos

Focus on authentic language from the conversation

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

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

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

1&2 Revise and Check

GRAMMAR

a Complete the sentences with one word.

- What were you and Sarah talking _____?
- You didn't like her latest novel, _____ you?
- My father loves opera and so _____ my mother.
- I've been to India twice, _____ you? I'd love to go.
- What have you _____ doing since last week?

b Circle a, b, or c.

- Could you tell me what time _____?
a the bus leaves b leaves the bus c does the bus leave
- How many people _____ this computer?
a do use b use c does use
- You're not eating much, _____ like the food?
a You don't b Don't you c Aren't you
- Why didn't you call me?
a I _____ but your phone was switched off.
b I did call c did call
- My parents are both blonde but my sisters _____ don't.
a aren't b aren't c are
- _____ three cups of coffee already this morning.
a I've been having b I've had c I have
- That was probably the worst film _____.
a I've ever seen b I've never seen c I've ever been seeing
- There's a _____ documentary on Netflix at the moment.
a new fascinating nature b fascinating new nature c new nature fascinating
- My mum brought me back a _____ plate from Valencia.
a large fabulous flowery b fabulous flowery large c fabulous large flowery
- I got a _____ bag for my birthday.
a beautiful leather Italian b Italian leather beautiful c beautiful Italian leather

VOCABULARY

a Complete the compound adjectives.

- My boss is very bad-_____. When things go wrong, he starts shouting at everyone.
- I'm very _____-minded. I tend to forget things.
- I think Paul is a bit tight-_____. He never pays.
- Sylvia isn't shy - she's very self-_____.
- That dress is very old-_____ - is it your mother's?

b Write words for the definitions.

- I love / feel a bit dizzy. I need to sit down.
- She burnt / sprained her ankle when she was jogging.
- It was so hot in the room that I nearly fainted / choked.
- This cardigan doesn't fit / suit me. It's a bit too big.
- r _____ (noun) an area of red spots caused by an illness or allergy

c Circle the correct verb or verb phrase.

- I have / feel a bit dizzy. I need to sit down.
- She burnt / sprained her ankle when she was jogging.
- It was so hot in the room that I nearly fainted / choked.
- This cardigan doesn't fit / suit me. It's a bit too big.
- Can I go in jeans? I don't feel like getting dressed / changed.

d Circle the word that is different.

- striped spotted loose patterned
- silk cotton fur smart
- collar sleeveless hooded long-sleeved
- lycra scarf vest cardigan
- fashionable scruffy stylish trendy

e Complete the sentences with one word.

- My mother had very bad flu last week, but she's beginning to get _____ now.
- Please lie _____ on the couch over there.
- I'm feeling sick. I think I'm going to _____ up.
- Do we really need to dress _____ for the party tonight?
- Please _____ up your clothes in the wardrobe.

PRONUNCIATION

a Circle the word with a different sound.

- skike choke checked matches
- unconscious rash fashion suede
- injury striped silk blinder
- allergic burnt wear fur
- cough flu suit loose

b Underline the main stressed syllable.

- incredibly 4 swim/suit
- big-headed 5 fashionable
- antibiotics

Can you understand this text?

a Read the article once. Do the scientists who have studied Scott Kelly agree about the effect of space travel on the human body?

b Read the article again and choose a, b, or c.

- Scientists expected that, after spending a year in space, Scott Kelly would be...
a more intelligent.
b taller and lighter.
c younger.
- Telomeres prevent...
a ageing.
b radiation.
c damage to our chromosomes.
- Scientists are afraid that astronauts...
a will not want to do long space flights.
b will have a lot of long-term health problems.
c won't be able to travel further than Mars.
- In space, astronauts...
a are made to use the gym twice a week.
b exercise more than when they are in training.
c are not allowed to eat whatever they like.

Can you understand these people?

Video Watch and choose a, b, or c.

- One of the questions Sean was asked at a job interview was...
a whether he liked working in restaurants
b which his favourite team was
c who his favourite superheroes was
- In the house where Harry grew up, there is a ghost which...
a all of her family have seen
b all of her family have heard
c all of her family are afraid of
- Maria gave her little brother first aid when...
a her mother was not at home
b his older brother had hit him on the head
c he fell off the sofa and cut himself
- Tom's friend...
a is 16 years older than him
b works as an actor
c makes him laugh a lot

Astronaut returns from space younger than his twin

American astronaut Scott Kelly, and his identical twin Mark, also a retired astronaut, may be the most studied siblings in the history of science. Each member of the crew would carry out dozens of experiments, including cognitive exercises, genetic sequencing, and testing for bacteria on their bodies. When Scott landed in Kazakhstan, after 340 days in space, he came back two inches taller, fifteen pounds lighter, and with a strong desire to jump into a swimming pool. Changes like these were predictable and temporary. Now, however, scientists have found the first signs of a change that no one expected - during his year on board the International Space Station, Scott's body had become younger.

One of the genetic indicators of human ageing is the length of our telomeres. Telomeres are the caps at the end of each strand of DNA that protect our chromosomes, like the plastic tips at the end of shoelaces. Normally, telomeres get shorter as we age; they are about 11,000 molecules long when we are born and only about 4,000 long in old age, and this means that our DNA is increasingly vulnerable to damage as we get older. However, an analysis of Scott Kelly's cells, led by Susan Bailey, professor of radiation cancer biology at Colorado State University, showed that the 52-year-old astronaut's telomeres got longer while he was in space, before shrinking back again after returning to Earth.

In theory, expanding telomeres indicate the reversal of part of the ageing process. However, they are also strongly linked to cancer. NASA is aiming to send humans to Mars and beyond, but many scientists worry that long-haul trips into space could cause astronauts to suffer from chronic and severe health problems. So this is definitely not good news, and it could have serious implications for the future of space travel.

Christopher Mason, assistant professor of physiology and biophysics at Cornell West Medicine in New York, takes a different view. Professor Mason's team also found changes in Scott Kelly's genes while he was in space. But he thinks this may be less a sign of simply being in space, and more due to the intense NASA fitness regime. 'On Earth, you might go to the gym on Tuesday and then decide you can't be bothered on Thursday and go to the pub, but on the space station, the astronauts exercise extremely regularly, and all food and exercise are very controlled.'

Glossary
15 pounds almost 7 kilos

Exam-type tasks

Vox pop interviews with real people expose students to a range of accents.



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 whilst they are watching the video, which checks their comprehension of what they have heard. While comprehension is still very important, the visual and viewing aspects of video in the classroom have not always been fully exploited.

The approach to video in the classroom nowadays is changing as we understand that students can benefit from engaging actively with it. It should be an integral part of teaching where students can participate in a multi-sensory way with a variety of information, have greater interaction with the content, and thus facilitate their language acquisition and confidence to communicate.

The benefits of using video in the classroom

Motivation and engagement

Most students respond well to video and can find it more engaging than text or audio as a medium of instruction, so video can help to keep students motivated and focused.

Providing a context for language input

Video helps to 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 modelling non-verbal communication. Video can give us the opportunity to observe non-verbal 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 term 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 multimodal video in the classroom helps learners to 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 *English File fifth edition*, the concept of integrating a range of videos into each lesson enhances the learning experience for students. When teachers incorporate viewing into their classroom practices, it is of vital importance that viewing does not seem radically different to their current teaching practices and that both teachers and learners are aware that understanding the viewing process is as important as understanding the listening and reading processes.

To encourage learners to become effective active viewers, teachers could use the following procedure:

- **Before Viewing:** learners prepare to view by activating the prior knowledge they bring to the study of a topic or theme (their schemata), anticipating a message, predicting, speculating, asking questions, and setting a purpose for viewing.
- **During Viewing:** learners view the multimodal text to understand the message by seeking and checking their understanding by making connections, confirming predictions and inferences, interpreting and summarizing, pausing and reviewing, and analysing 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, analysing, evaluating, and creating.

Video in *English File fifth edition*

English File fifth 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.

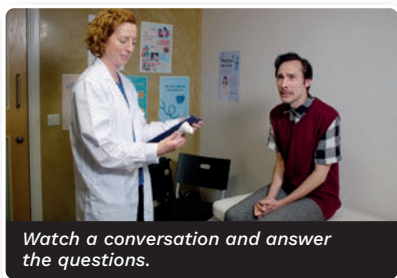
Look out for the Video icons  **Video** in every File.

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 on to 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 practise these elements as well as developing their listening and speaking skills.

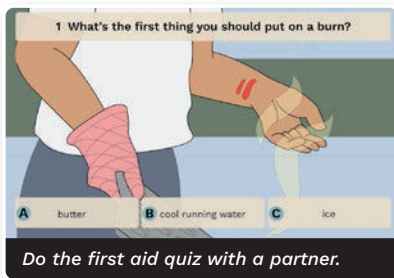
The video content in *English File fifth edition* also develops viewing skills, with tasks that focus on what they can see, body language, and other non-verbal communication.

Types of video in the course include:



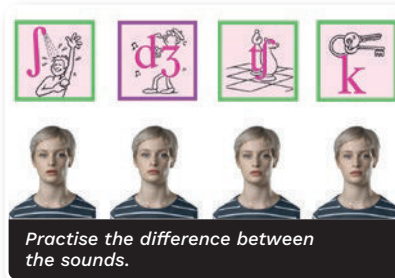
Grammar videos

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



Vocabulary videos

Video helps to contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.



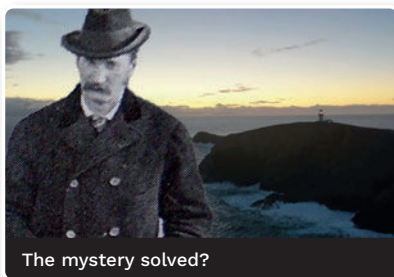
Pronunciation videos

These videos focus on contrasting sounds and intonation. Pronunciation videos are embedded within many 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 practise 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.



Vox pops

Vox pop videos expose students to authentic content and accents from real people around the world and provide stimulating examples of language they can relate and aspire to.



Colloquial English videos

Each Colloquial English lesson features an exclusive interview with an expert in their field and a group conversation. These videos expose students to authentic, unscripted English with a focus on elements of natural language.



How to exploit video in the classroom

English File fifth 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 get the most out of the video material in *English File fifth 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 towards 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 where you may want to have them on for the second listen. Where the aim is improving their listening skills, listening again with subtitles is a way of allowing Sts to confirm what they understood, and also for dealing with new vocabulary or pronunciation.

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 to enjoy what they are watching, and to show them how watching with subtitles makes video that might otherwise be above level more accessible.

Subtitled videos are all available to view on **Oxford English Hub**.

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 to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos.

Create your own voiceover

- 1 Ask Sts to work in pairs or small groups.
- 2 Explain that they are going to write their own voiceover for a video (or part of a video).
- 3 Play the video with the sound off and ask the Sts to write the voiceover for what they see on screen. (You could ask them to focus on sentence stress and intonation.)
- 4 The Sts then become the narrator. Play the video with the sound off but with a student narrating the video.

Watching with the sound off

- 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.

Order the events

- 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. For documentaries, you could use the screenshots to ask Sts what aspect of a topic the documentary is going to cover.
- 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 Student Book exercises, ask Sts to use the pictures to summarize the video in their own words.

Predicting interview questions

- 1 Choose an interview video. For the Colloquial English interviews, watch the lead-in as a class; for other videos without a lead-in stage, tell the Sts a bit about the person they are going to see interviewed.
- 2 Put Sts into pairs or small groups. They work together to come up with some questions they would like to ask the interviewee.
- 3 Watch the interview and check to see if their questions came up. If so, discuss how their questions were answered. Did the answers surprise them? Were there any particularly interesting answers?
- 4 If their questions weren't asked or answered, ask Sts to research the answers and bring to the next class.

Write your own questions

- 1 Explain to Sts that they are going to write the comprehension questions for a video. This works well for documentaries but also can be used for other video types.
- 2 Put Sts into pairs or small groups. They need a pen and paper.
- 3 Play the video once. (You can pause at various points in the video if necessary.)
- 4 After the video ends, allow five minutes for the Sts to write their questions.
- 5 Then swap questions with another pair / group and try to answer them. Play the video again to check answers.

Character descriptions

- 1 Choose a video with more than one character. This could also be one scene or an image from a video with people in it.
- 2 Ask Sts to choose one character and to write down as much information to try to describe their character as possible (e.g. their age, family background, personality, how they are feeling, etc.).
- 3 Put Sts into pairs or small groups. They read their descriptions and discuss if they agree or not.

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 tick or cross their suggestions. See if any pairs predicted five correct images.

Describe and guess

- 1 Ask Sts to work in pairs or teams.
- 2 Student A watches the video whilst Student B (or the rest of Student A's team) face away from the screen.
- 3 Student A has to describe what they see on the screen without saying the word (e.g. *the sky has dark clouds and there's a flash*). Their partner / team has to guess the word (*lightning*).
- 4 Award a point to the first pair / team to guess the word.
- 5 Change roles so guessers become describers.
This game works well with the many vocabulary videos in *English File fifth edition*. The teacher can also indicate which word the describers are not allowed to say.

Memory / Observation

- 1 Play the video.
- 2 Tell the Sts they have to remember as much detail as possible.
- 3 Turn off the video and ask Sts to write down what they can remember.
- 4 Put the Sts in pairs and ask them to compare lists.
- 5 Elicit feedback from the class.
- 6 Show the video again and ask Sts how many of their observations were right. Did they miss anything?

Write a summary

- 1 Tell Sts to write a one-paragraph summary 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 Student Book activities 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 colour was the man's shirt? What was the woman drinking?*, etc. Or get the Sts to write the questions themselves.
- 3 Sts should discuss the answers with their partner and write them down.
- 4 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** question formation
V understanding idioms and phrasal verbs
P intonation: showing interest

Lesson plan

The topic and the grammar focus of this first lesson is questions. Even at Upper-intermediate level, many Sts still have problems forming questions correctly. This lesson revises all aspects of question formation, including indirect questions, negative questions, and questions which end with a preposition. By the end of the lesson, Sts should be forming questions more accurately and more confidently, and we suggest that from then onwards you insist on questions always being formed correctly.

The lesson has two distinct halves. In the first half, Sts read two interviews from Q&A, a regular feature in *The Guardian* newspaper, with the tidying expert and author Marie Kondo and the fashion director Edward Enninful. They then focus on the grammar of question formation. This is followed by Pronunciation, which revises how to use intonation in questions to show interest.

In the second half of the lesson, the topic is job interviews and the kind of 'extreme' questions which some companies now use. Sts read an article with tips on how to answer these questions, with a vocabulary focus on understanding idioms and phrasal verbs. This is followed by a listening where Sts hear four speakers talk about strange questions they have been asked in interviews. In Speaking, Sts role-play extreme interviews and write a question of their own. The lesson ends with Sts writing an email applying for a job in sports retail.

If you would like to begin the first lesson without the book, there are two photocopiable 'first day' activities on p.171 and p.200–1 (instructions p.193).

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

Video material

Pronunciation – intonation: showing interest (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar introduction p.171

question formation p.172

Communicative Tell me about it p.200–1 (instructions p.193)

Ask me a question p.202 (instructions p.193)

Oxford English Hub

Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of p.8 on the board and the name of the person who said it, or get Sts to open their books and read it. You could point out / elicit that Oscar Wilde (1854–1900), a playwright and poet, is famous in particular for his novel

The Picture of Dorian Gray and play *The Importance of Being Earnest*. Elicit / Explain what *indiscreet* means.

Get Sts to discuss what they think the quote means, and whether they agree with it.

1 READING & SPEAKING

reading to confirm hypotheses

- a** Focus on the photos and ask Sts if they have heard of the two people, and if they know anything about them. Elicit any information Sts have, but if they don't know them at all, don't worry about it.

Now focus on the task and elicit what *biodata* means.

Give Sts time to read the first paragraph in each article to find out a bit about each person.

Put Sts in pairs to discuss the question.

Elicit answers from various pairs.

- b** Focus on the two interviews and ask Sts what Q&A means in the title (= Questions and Answers).

Give Sts time to read the interviews and match the answers A–H to the questions. Point out that the first one (C) has been done for them. You may want to elicit / explain the meaning of *joy*.

Get Sts to compare with a partner, and then check answers.

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

ANSWERS

Marie Kondo

3 D 6 E 8 H


Edward Enninful

2 B 4 G 6 A 8 F

- c** Tell Sts to now read the completed interviews to check their assumptions in **a**.
 Get Sts to compare with a partner, and then elicit ideas. Deal with any other new vocabulary. Elicit or model the pronunciation of any tricky words.
- d** Put Sts in pairs to decide which question is the most and least interesting, or too personal to ask a person whom you don't know well. You might want to tell Sts that they don't have to agree with each other.
 Get feedback from various pairs.
- e** Focus on the task and put Sts in pairs. Give them time to choose their six questions.
 Now focus on the **Politely refusing to answer a question** box and go through it with the class. Elicit / Explain that these answers should be said very politely, as normally, whoever asked you the question didn't mean to be rude or intrusive.
 Get Sts to ask and answer their questions. Encourage 'questioners' to ask for more information where possible. Get feedback by asking Sts for any interesting / funny answers, and deal with any vocabulary problems that arose.

EXTRA SUPPORT Demonstrate the activity by getting Sts to choose questions to ask you. Give full answers and encourage Sts to ask follow-up questions.

2 GRAMMAR question formation

a  **1.2** Focus on the instructions and make sure Sts understand the situation.

Play the audio once the whole way through for Sts just to listen.

Now play the audio again for Sts to write the four questions. If necessary, give Sts the first word of each question: *What, How, Don't, Can*.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers, eliciting each question onto the board.

ANSWERS

- 1 What brings you to London?
- 2 How long are you going to be in London for?
- 3 Don't you like London?
- 4 Can you tell us if there's any truth in that?

1.2

(script in Student Book on p.129)

J = journalist, C = Cindy

J5 Excuse me..., Excuse me..., Cindy..., Cindy...

J1 Just a few questions...

C OK, OK, but you have just one minute.

J1 What brings you to London?

C I'm here to accept an award and do some interviews.

J2 How long are you going to be in London for?

C Just forty-eight hours, then I'm flying back to the States.

J3 That's a very short stay. Don't you like London?

C I love London, but unfortunately my new movie starts shooting on Monday.

J4 There've been rumours that you and your husband are having relationship problems. Can you tell us if there's any truth in that?

C No, no, no, no. No comment. No, no more questions.

b Focus on the task and go through the questions. Make sure Sts remember what, for example, an auxiliary verb is (*do, have, etc.*).

Do the task as a whole-class activity, or put Sts in pairs and then check answers.

ANSWERS

- a question which ends with a preposition = 2
- a subject question, where there is no auxiliary verb = 1
- a question which uses a negative auxiliary verb = 3
- an indirect question = 4

c Tell Sts to go to **Grammar Bank 1A** on p.140. If your Sts have not used the *English File* series before, explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

The **Grammar notes** in this Teacher's Guide aim to add more information to the notes and rules on the **Grammar Bank** pages in the Student Book. There is a direct link between the number of each rule in the Teacher's Guide and the Student Book. If there is no extra information about a rule in the Teacher's Guide, this is either because we assume that Sts at this level already know it, or because all the information needed is on the Student Book page.

Question formation


- Rule 1: basic word order in questions
Sts at this level should be familiar with basic rules regarding question formation, though they may still be making mistakes, especially when they speak.
- Rule 2: word order in negative questions
The word order is the same as in normal questions, i.e. just add *n't* to the auxiliary verb, e.g. *Aren't you going to come? Why didn't you tell me?*
You may want to point out that when full forms are used, you have to put *not* between the subject and verb, e.g. *Are you not going to come? Why did you not tell me?*
Point out to Sts that it is much more common to use the contracted negative, especially in spoken English.

Indirect questions

You may want to highlight that in this kind of question, the question is formed in the first part (*Can you tell me...?*, etc.) and the main question becomes a normal clause.

Other expressions followed by the word order of indirect questions

Highlight that we only use a question mark when the introductory phrase is a question, e.g. *Could you tell me...?*, *Do you have any idea...?* Where the introductory phrase is not a question, e.g. *I'm not sure...*, *I wonder...*, the sentence ends with a full stop.

Focus on the example sentences for question formation and play audio  **1.3** for Sts to listen and repeat.

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

Repeat for indirect questions  **1.4**.

Then go through the **Other expressions followed by the word order of indirect questions** box with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

If they do them individually, get them to compare with a partner. Check answers, getting Sts to read the full questions.

ANSWERS

- a**
- 1 Should I tell her how I feel?
 - 2 How long have you known your best friend?
 - 3 Could you tell me when the next train leaves?
 - 4 What are you thinking about?
 - 5 What do you like doing at the weekend?
 - 6 What kind of music does Jane like listening to?
 - 7 Do you know what time the film finishes?
 - 8 How many students came to class yesterday?
 - 9 Do you remember where the restaurant is?
 - 10 Who does the housework in your family?
- b**
- 1 do you usually do
 - 2 wrote
 - 3 this book costs
 - 4 I parked
 - 5 Did you enjoy
 - 6 does your sister do
 - 7 ate / has eaten
 - 8 the swimming pool opens
 - 9 didn't / doesn't your sister like
 - 10 Do you have to

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