

**fifth** edition



# English File

**Teacher's Guide**

with Teacher's Resources

Includes photocopiable Grammar,  
Communicative, and Vocabulary activities

## B2.2

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Teacher's Guide

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# Student Book contents

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

## 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

## Can you remember...? 1 p.25

### Revise and Check p.34

Revise and Check 1&2

## Exam Skills 1&2 p.42

## Colloquial English p.52

**English File talks to...**   
 Joseph Coelho, Author

**The Conversation**   
 Books

## Can you remember...? 1-3 p.61

### Revise and Check p.70

Revise and Check 3&4

## Exam Skills 3&4 p.78

## Colloquial English p.88

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

**The Conversation**   
 Taking risks

## Can you remember...? 1-5 p.97

**GRAMMAR**

**VOCABULARY**

**PRONUNCIATION**

**6**

98	<b>A Good night?</b>	<i>used to, be used to, get used to</i>	sleep →	/s/ and /z/ →
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102	<b>B Music and emotion</b>	gerunds and infinitives	music; words from other languages →	words from other languages
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108 **Workbook File 6**

**7**

116	<b>A You be the judge</b>	past modals: <i>must have</i> , etc. →; <i>would rather</i>	verbs often confused	weak form of <i>have</i>
-----	---------------------------	---	----------------------	--------------------------

120	<b>B Only an act</b>	verbs of the senses	the body →	silent consonants
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126 **Workbook File 7**

**8**

134	<b>A Modern crime</b>	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> →
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138	<b>B Faking it</b>	reporting verbs	the media	word stress
-----	--------------------	-----------------	-----------	-------------

144 **Workbook File 8**

**9**

152	<b>A The art of persuasion</b>	clauses of contrast and purpose	advertising →; business	changing stress on nouns and verbs
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156	<b>B Dream cities</b>	uncountable and plural nouns	word building: prefixes and suffixes →	word stress with prefixes and suffixes
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162 **Workbook File 9**

**10**

170	<b>A Eureka!</b>	quantifiers: <i>all, every, both</i> , etc. →	science	stress in word families
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174	<b>B Freedom of speech</b>	articles	collocation: word pairs	pausing and sentence stress
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180 **Workbook File 10**

188	<b>Communication</b>	199 <b>Writing Bank</b>	209 <b>Listening</b>	220 <b>Grammar Bank</b>
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## READING & LISTENING

## SPEAKING & WRITING

### Revise and Check p.106

**Reading** understanding evidence  
**Listening** understanding reasons

**Speaking** discussing sleep habits

Revise and Check 5&6

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

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

### Exam Skills 5&6 p.114

### Colloquial English p.124

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

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

**English File talks to...**   
Benedict Cumberbatch, Actor

**The Conversation**   
Biopics

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

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

### Can you remember...? 1-7 p.133

### Revise and Check p.142

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

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

Revise and Check 7&8

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

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

### Exam Skills 7&8 p.150

### Colloquial English p.160

**Reading** using context to confirm meaning  
**Listening** understanding explanations

**Speaking** discussing advertising; giving accurate statements

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

**The Conversation**   
Advertising campaigns

**Reading** identifying advantages  
**Listening** tuning in to place names

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

### Can you remember...? 1-9 p.169

### Revise and Check p.178

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

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

Revise and Check 9&10

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

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

### Exam Skills 9&10 p.186

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# 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.20 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 exam practice. We very much hope you and your students enjoy using *English File fifth edition*.

## What do B2-level students need?

B2-level 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 B2.2* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

## Grammar

- 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. The **Entry Checker** gives students the opportunity to review the grammar points from the B2.1 level and practise any areas that they aren't confident in.

## 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.254–5 of the combined Student Book and Workbook and a full set of Sound Bank videos in the online resources.

There is more practice of pronunciation in the **Workbook**.

## Speaking

- Up-to-date, stimulating topics to get students 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 B2.2* 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 B2.2* introduces some unscripted authentic listening alongside more controlled material in the main lessons to provide challenge and support appropriate to the level. 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 and dramas
- User-generated videos and street interviews
- 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 **Workbook** provides additional practice of the language from the Colloquial English lessons.

## Exam preparation

- Tips to deal with typical exam tasks
- Regular practice of official exam tasks integrated into lessons
- Access to Exam Confidence

Official certification in English is an objective for many students. To help students attain the grades they need, Exam Skills lessons are included in the **Workbook**, providing tips for dealing with tasks found in a range of different official exams. Typical exam tasks are also integrated into the **Student Book** lessons so that students can put these skills into practice on a regular basis. In addition to this, students have access to **Exam Confidence**, a brand-new tool that lets students develop the skills they need for exams whenever and wherever they want.

## Mediation

- Step-by-step development of mediation skills
- Regular practice of mediation tasks integrated into lessons

In today's world, mediation has become a very important skill. At B2 level, students need to think about more than just understanding and producing language. The **Mediation Bank** helps students develop mediation skills that will enable them become effective communicators. Mediation tasks are also integrated into the **Student Book** lessons, giving students the opportunity to practise these skills in real-world scenarios.

## 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 street 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

### Combined Student Book and Workbook

The Combined Student Book and Workbook 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, Mediation 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.

### Workbook

Workbook pages can be found after each Student Book File.

- All the Grammar, Vocabulary, and Colloquial English
- Pronunciation exercises with audio
- Exam Skills for every File
- *Can you remember...?* exercises for students to check their progress
- Available with or without key

### The back of the Student Book

The lessons contain cross-references to these sections: Communication, Writing Bank, Listening, Grammar Bank, Vocabulary Bank, Mediation Bank, and Sound Bank.

The Combined Student Book and 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.185–208

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

### Communicative

see p.209–239

Extra speaking practice for every A and B lesson

### Vocabulary

see p.240–256

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

There is more information on p.184 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

# Digital components

## FOR STUDENTS

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

### Combined Student Book and Workbook e-Book

- A digital version of the Combined Student Book and Workbook with audio and video

### Course resources

- All course audio and video
- Bilingual wordlists

### Exam Confidence

- Students can develop their skills confidence in English exams with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device to prepare for exam success 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.
- The EOJ Exam Practice Pack contains comprehensive materials to prepare and practise for the EOJ exams across different autonomous communities.

### Teacher resources

- Course audio
- Teaching notes
- Photocopiable materials
- Answer keys, audio scripts, and video scripts
- Downloadable wordlists
- CEFR mapping documents
- Dyslexia-friendly reading texts
- *Programaciones* for Spain

### Professional Development

- Video in ELT
- Multimodality
- Effective feedback

# File overview

Grammar, Vocabulary, and Pronunciation in every lesson

Clear lesson summaries

## 1A

### A tricky question?

Questions are never indiscreet; answers sometimes are.

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

Oscar Wilde, Irish author

#### 1 READING & SPEAKING

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

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

**b** **Exam** 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'.

**M**arie 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.

**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?



Adapted from *The Guardian*

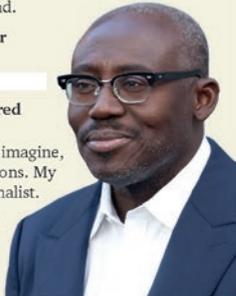
Official exam tasks integrated into lessons

Reading tasks develop students' reading skills.

Personalized speaking tasks throughout each lesson

**E**dward 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.220
- Communication Indirect questions A** p.188  
**B** p.194 Ask and answer indirect questions.

Grammar Banks provide detailed explanations and further practice.

## 3 PRONUNCIATION

intonation: showing interest



- Video** Watch Kat asking questions 1–5. How do you know that she's interested in Jon's answers?
  - Do you have a big family?
  - What don't you like about the place where you live?
  - What sports or games are you good at?
  - Do you think you have a healthy diet?
  - 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.
  - Wow!* That's a huge family.
  - \_\_\_\_\_? What's wrong with them?
  - \_\_\_\_\_! We could have a game one day.
  - \_\_\_\_\_! How long have you been eating like that?
  - \_\_\_\_\_? 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.

**4 VOCABULARY** understanding idioms and phrasal verbs



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

- a Look at the three cartoons. With a partner, explain the jokes. Which one do you like best?
- b 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?
- c 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?
- d 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

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.

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?
1 If you could _____ with _____ from the past, who would you choose and why?		
2 Do you _____ a _____? Are you planning to _____?		
3 Do you still _____?		
4 _____ would you like to be reincarnated as?		

**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?

**Mediation** An English-speaking friend is preparing for a job interview and has asked you for advice. Choose some tricky questions from this lesson and email your friend about them. Suggest how they could be answered. Write about 150 words.

**M** **Mediation Bank 1** p.256 Written mediation: Summarizing

### 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

**W** **Writing Bank 1** p.199 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.

Mediation tasks integrated into lessons

**Mediation Bank** for every File

**Writing Bank** for every File

English File talks to... features exclusive, unscripted interviews with experts in their field.



**1**

## English File talks to...

**Aasmah Mir**  
Journalist



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### 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 herself?

**Part 1**

**a** **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

**b** 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**



**a** Look at a list of things that a good interviewer needs to do during an interview. With a partner, choose your top three.

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

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

**c** **Exam** Watch again. Then mark the sentences T (true) or F (false).

- 1 Aasmah Mir sometimes doesn't follow her interview plan because the interviewee says something interesting she wasn't expecting.
- 2 Some people think that you shouldn't be too nice to an interviewee because then the interview won't be very interesting.
- 3 She sometimes has to ask politicians to use simpler language to make their point.
- 4 If someone doesn't want to answer a question, she either makes a joke and then repeats the question, or she highlights the fact that they don't want to talk about the subject.

**Part 3**

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



**b** Watch again and check. Then complete the sentences.

- 1 In interviews, some politicians only want to talk about...
- 2 Some scientists can be difficult to understand because...
- 3 Aasmah Mir liked her previous job because...
- 4 She loved it when her favourite interviewee said, '...'
- 5 Her advice for helping nervous interviewees is...

**Reading on screen**

In pairs, look at some words and phrases related to a career in journalism and interviewing that you read in the video. Can you explain what they mean?

---

graduate trainee talk sb's language (*idiom*)  
give sb an easy ride (*idiom*) jargon  
stay on your brief (*idiom*) delivery be self-deprecating

Official exam tasks integrated into lessons

Extended video broken into multiple parts

Focus on multimodal features from the interview

Focus on authentic language from the interview

Unscripted Conversation videos

### Looking at language

#### Phrasal verbs

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

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

- 1 These are nice people, and they're not trying to tr                      me up in any way...
- 2 But if they're talking in jargon, also you have to be able to c                      through that...
- 3 I don't quite think our audience are going to understand all those words, so if you could just b                      it down a bit?
- 4 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?
- 5 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.

**b** 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 the 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?

## 2 THE CONVERSATION



When you're applying for a job, do you think it's OK to slightly exaggerate on your CV?

**a**  **Video** Watch the conversation. How do they respond to the question? Write **D**, **S**, and **A** on the line in the appropriate place.

Yes, definitely                      It depends                      Absolutely not

**b** Watch again. Match the sentence halves.

- 1 **Alice** Admitting you can't do something is OK if
  - 2 **Alice** If you say you can speak French on your CV and you can't,
  - 3 **Sarah** It's OK to exaggerate a bit about something if
  - 4 **Sarah** If speaking a language was essential for a job,
  - 5 **Debbie** If you lie and say you can do something,
  - 6 **Debbie** If you don't have many hobbies,
- A  it's not very important for the job.
- B  you will have wasted the interviewer's time and given a bad impression of yourself.
- C  it's a good idea to exaggerate a bit.
- D  you say you are prepared to learn.
- E  it might be expensive for the company when they discover the truth.
- F  I wouldn't say I could do it.

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

**Adding emphasis**

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

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

Focus on authentic language from the conversation

Speaking activity lets students use authentic language in a natural context

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

Official exam tasks integrated into lessons

Skills-based challenges including interviews with real people

Revision of grammar, vocabulary, and pronunciation of previous two Files

## 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.  
a do call b did called c did call
- My parents are both blonde but my sisters \_\_\_\_\_.  
a don'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 \_\_\_\_\_ I  
a I've ever seen b I've never seen  
c I've ever 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

**b Write words for the definitions.**

- bl \_\_\_\_\_ (verb) to lose blood from an injury
- sw \_\_\_\_\_ (adj) bigger than normal, especially because of an injury or infection
- bl \_\_\_\_\_ (noun) a piece of cloth used to tie round a part of the body that has been hurt
- t \_\_\_\_\_ (noun) a pain in one of your teeth
- s \_\_\_\_\_ (noun) an area of red spots caused by an illness or allergy

**c Circle the correct verb or verb phrase.**

- I how / 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 car 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 sleeves 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 \_\_\_\_\_ it 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.**

- ache choke checked matches
- unconscious rash fashion suede
- injury striped silk blister
- allergic burnt wear fur
- cough flu sall lose

### 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?

### READING

**Underline the main stressed syllable.**

1. Intelligibly      4. swim/suit
2. big-headed      5. fashionable
3. 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 Circle 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** **Team** Watch and choose a, b, or c.

Sean Harry Maria Tom

- 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 superhero 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

### READING

**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 time one of them went into space while the other remained on Earth, both men 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 51-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 Well 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 result 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**  
19 pronouns almost 7 billion

The Grammar Banks provide a single, easy-to-access grammar reference section with controlled practice to provide further grammar explanation and practice.

The Vocabulary Bank expands on vocabulary introduced in the lessons and includes activation tasks for students.

## 1A Grammar Bank

### question formation

- How long have you been waiting?  
Should we buy her a present?  
Why didn't you like the film?  
Isn't this a beautiful place?  
Don't you have to be at school today?  
3 What are they talking about?  
Who does this bag belong to?  
4 Who lives in that house?  
How many people follow you on social media?

**1** We make questions with **wh** words where there is an auxiliary verb (be, have, etc.) and with modal verbs (should, must, etc.) by inverting the subject and the auxiliary / modal verb. With the present and past simple, we add the auxiliary verb do / does or did before the subject.

**2** We often use negative questions to show surprise when we expect somebody to agree with us, or to check whether something is true.

**3** If a verb is normally followed by a preposition, e.g. talk about sth, the preposition comes at the end of the question, not at the beginning. **NOT** About what are you asking?

We often just use the question word and the preposition, e.g. **A** I'm thinking @ what about?

**4** When who / what / which, etc., is the subject of questions in the present or past simple, we **don't** use do / did, e.g. Who wrote that? **NOT** Who did write that?

### Indirect questions

Could you tell me (what time the shop next door opens)? **1.4**  
Do you know if (whether) Mark's coming to the meeting?

- We use indirect questions when we want to ask a question in a more polite way. We begin with a phrase such as Can / Could you tell me...? Do you know...? Do you think...? Do you remember...? Would you mind telling me...? Do you have any idea...?
- Compare:  
What time does the post office open? (direct question)  
Could you tell me what time the post office opens? (indirect question)
- In indirect questions, the order is subject + verb. Can you tell me where it is? **NOT** Can you tell me where is it?
- We don't use do / did in the second part of the question. Do you know where he lives? **NOT** Where does he live?
- You can use if / whether in questions without a question word and after: Can you tell me, Do you know, etc.

### Other expressions followed by the word order of indirect questions

The word order of indirect questions is used after:  
I wonder... e.g. I wonder why they didn't come.  
I'm not sure... e.g. I'm not sure what time it starts.  
I can't remember... e.g. I can't remember where I left my phone.  
I'd like to know... e.g. I'd like to know what time you're coming home.

### a Order the words to make questions.

tomorrow can't why come you ?  
Why can't you come tomorrow?

- I should her tell I feel how ?
- friend know long best have How you ?
- tell when you train next leaves the Could me ?
- are What about you thinking ?
- at do weekend you What doing the like ?
- music to does What Jane kind the listening of ?
- you time film know finishes Do what the ?
- class students yesterday to what came How ?
- you remember is where Do the restaurant ?
- housework family in Who your the does ?

### b Complete the questions with the words in brackets.

Where **did you go** on holiday last year? (you / go)

- How often \_\_\_\_\_ exercise? (you / usually do)
- Who \_\_\_\_\_ Oliver Twist? (write)
- Could you tell me how much \_\_\_\_\_? (this book / cost)
- I can't remember where \_\_\_\_\_ my car this morning. (I / park)
- \_\_\_\_\_ your trip to Paris last weekend? (you / enjoy)
- What kind of work \_\_\_\_\_? (your sister / do)
- Who \_\_\_\_\_ the last biscuit? (eat)
- Do you know what time \_\_\_\_\_ on Saturdays? (the swimming pool / open)
- Why \_\_\_\_\_ the present you gave her? (your sister / not like)
- \_\_\_\_\_ play your music so loud? I can't concentrate. (you / have to)

## Illnesses and injuries

### Vocabulary Bank

### 1 Minor illnesses and conditions

**a Match the sentences with the pictures.**

She has / she's got...  
a cough / (a)st  
a headache / (head) / (a)stache, (a)stache, (a)stache, (a)stache  
a rash / (a)st  
a temperature / (temp) / (a)st  
sunburn / (sun) / (a)st  
She's being sick. / She's vomiting / (vom) / (a)st  
She's sneezing / (snee) / (a)st  
Her apple's swollen / (swoll) / (a)st  
Her back hurts / (hur) / (a)st  
Her back aches / (ach) / (a)st  
Her finger's bleeding / (bleed) / (a)st

**b 2.1 Listen and check.**

**a Match the illnesses and conditions with their cause or symptoms.**

- He has a sore throat. / (sore) / (a)st
- He has diarrhoea. / (diarr) / (a)st
- He feels sick. / (fizz) / (a)st
- He's fainted. / (faint) / (a)st
- He has a blister / (blis) / (a)st on his foot.
- He has a cold. / (a)st / (a)st
- He has flu. / (flu) / (a)st
- He feels dizzy. / (diz) / (a)st
- He's cut himself. / (cut) / (a)st
- He has a temperature and he aches all over.
- It hurts when he talks or swallows food.
- It's so hot in the room that he's lost consciousness.
- He's been to the toilet five times this morning.
- He feels that he's going to vomit.
- He's sneezing a lot and he has a cough.
- He feels that everything is spinning round.
- He's been walking in uncomfortable shoes.
- He's bleeding.

**c 2.2 Listen and check.**

**a Match the bold phrasal verbs with their meanings.**

Please lie down on the couch. I'm going to examine you. After two hours queuing in the sun, I passed out, and when I came round I was lying on the floor. It often takes a long time to get over flu. Few minutes after drinking the liquid I had to run to the bathroom to throw up.

- faint
- put your body in a horizontal position
- vomit, be sick
- get better / recover from sth
- become conscious again

**b 2.4 Listen and check.**

Strategies to succeed at **Mediation** tasks

Staged practice activities to develop skills

Useful phrases for communication

Engaging texts about real-world topics

## Mediation Bank

### 1 Written mediation

**a Read the strategy.**

**Written mediation strategy**

**Summarizing**

A good summary helps someone understand the key points of a text without having to read the whole thing. To summarize a text:

- Read the text quickly to get the general idea.
- Read it again, more carefully. Underline the key points in each paragraph.
- Think about the reader. What information is most important for their situation? What style of text should you write – formal or informal?
- Write one or two sentences for each part of the text using your own words.
- Use words and phrases to connect ideas, e.g. *firstly, also, however, in conclusion, etc.*
- Do not include your opinion, examples, or unnecessary information.

**b Read the example exam task and do the activities.**

Your English-speaking friend is applying for a job and is worried because the interview is going to be online. They have asked you for suggestions about how to prepare for it. You recently read an article about carrying out an online interview successfully. Write an email to your friend, summarizing the key points from the article.

**c Read the article quickly. Then match headings 1–6 to paragraphs A–F.**

- Follow up with a polite message
- Be prepared and stay calm
- Check your tech set-up
- Use body language to show engagement
- Appearances are important
- Practice common interview questions

**d Read the article again and underline the key points in each paragraph.**

**e What style of text is most appropriate for this task?**

### How to ace an online job interview

As technology and the internet continue to influence our everyday lives, online job interviews are becoming increasingly common. Many employers now use video calls instead of face-to-face interviews as they save time, reduce travel costs, and help connect with candidates from a wider range of locations and backgrounds.

A few months ago, my friend Adam had his first online interview. He expected it to go smoothly – after all, he was doing it from home. But things didn't go as planned. His internet connection was unstable, his microphone wasn't working properly, and he couldn't hear the interviewer's questions clearly. He suddenly felt stressed and unprepared and, unfortunately for Adam, the interview didn't go well.

Situations like this are actually quite common. Online interviews might seem more relaxed, but they still require good preparation. They can also be difficult for people who don't have reliable internet, a quiet space to work, or the equipment they need.

**A** Before the interview, test your computer, internet, microphone, and camera. Choose a quiet, well-lit space if possible. Test the set-up the day before and again an hour before the interview. If your internet is slow, try sitting near your router or using a wired connection. Make sure your device is charged or plugged in. If you use assistive technology, check compatibility with the interview platform in advance. Practise using the platform with a friend to feel more confident.

**B** Questions like "Can you tell me something about yourself?" "Why do you want this job?" or "What are your strengths and weaknesses?" often come up. Practising with someone else or recording yourself can help you reflect on your communication style. Speak clearly and avoid rushing. Try to give full answers and include real-life examples that demonstrate you have the skills and experience for the role you're applying for. You could also prepare a few thoughtful questions for the interviewer – this shows you're engaged and interested in the role.

**C** Even at home, it's a good idea to wear clothing that reflects the job you're applying for. This can help you feel more confident and make a positive impression. Keep your background simple – a plain wall, bookshelf, or a virtual background can work well. Wear colours that show up clearly on screen. What matters most is feeling comfortable and presentable, rather than following a strict dress code.

**D** Remember to warn your flatmates or family members in advance that you can't be interrupted, and make sure any pets are occupied and won't make an unselcome appearance during the interview. Log in ten minutes early to avoid stress. Silence your phone and close unnecessary programs so you can focus. Having a copy of your CV and the job description on screen can help you answer questions more easily. But if something does go wrong, the important thing is not to panic. Acknowledge the problem and then get back on track as quickly as possible. Most interviewers will understand.

**E** Try to face the camera when speaking so the interviewer can see you clearly. Sit comfortably, listen actively, and respond with interest. Small actions like smiling or nodding can help show you're engaged, if that feels natural for you. If you need to take notes, use screen readers, or other tools during the interview, it's a good idea to let the interviewer know at the start of the interview.

**F** After the interview, consider sending a short thank-you message or email. This is a professional way to show appreciation for their time and the opportunity to speak with them. You can also briefly mention something you found interesting during the interview or confirm your continued interest in the role.

With thoughtful planning and a focus on being genuine and prepared, you can approach online interviews with more confidence – whatever your background or circumstances.

The **Writing Bank** provides guided writing tasks to develop students' writing skills, covering a range of writing genres.

The **Communication** section includes fun speaking activities which ensure students use the target language to complete tasks.

## Writing Bank

### 1 An email job application

**COME AND JOIN US**

High street sports retailer with over 100 stores worldwide is recruiting for the following positions in your area:

- Store managers
- Sales assistants
- Social media assistants

Excellent communication skills are essential. All applicants must have appropriate training and experience.

Applications should be sent to Emma Tan at [recruitment@newspings.com](mailto:recruitment@newspings.com)

**Subject: Application for Store Manager position**

**From: Eric Lim**  
[ericlim@newspings.com](mailto:ericlim@newspings.com)

Dear Ms Tan

I am writing in response to your recent advertisement on The Local website. I would like to apply for the position of Store Manager.

My qualifications include a Diploma in Fashion Retail Management from Raffles College of Higher Education in Singapore. During the course, I learned the fundamental aspects of retail management and developed the professional skills necessary to run a retail business and make a profit.

I believe I am suitable for the role because I have considerable experience of the retail industry. During my studies, I worked part-time in my parent's clothes boutique. After graduating, I worked in a large store in the centre of Singapore. My duties involved ordering stock and managing deliveries, as well as dealing with customers face to face.

I also have a personal interest in sport. In my free time, I play basketball for my local club and I am currently the captain of my team. In this role, I have to use my communication skills to encourage each of the players to do their best. I also coach a junior team, who finished last season at the top of their league.

I am confident that I would be a great asset to your company and I very much hope that you will consider my application.

Thank you for your time.  
 Kind regards,  
 Eric Lim

**a Read the job advertisement and Eric's email. Answer the questions.**

- What three job requirements are mentioned in the advertisement?
- Where in the email does Eric mention each job requirement?

**b Match five formal words in the email to the words and phrases below.**

- job (paragraph 1)
- most important and serious (paragraph 2)
- a great amount, a lot of (paragraph 3)
- at the present time (paragraph 4)
- valuable person or thing (paragraph 5)

**c Look at the Useful language expressions and complete them with a word from the list.**

apply experience consider currently duties forward grateful qualifications response suitable

**Useful language: formal emails**

**opening paragraph**

- I am writing to \_\_\_\_\_ for the position of...
- I am writing in \_\_\_\_\_ to your recent advertisement in...

**main body**

- My \_\_\_\_\_ include a degree in... from...
- I believe I am \_\_\_\_\_ for the role because...
- I have (five) years' \_\_\_\_\_ working as...
- I am \_\_\_\_\_ working as a...
- My \_\_\_\_\_ involve...

**final paragraph**

- I very much hope that you will \_\_\_\_\_ my application.
- I would be \_\_\_\_\_ if...
- I look \_\_\_\_\_ to hearing from you (soon).

## Communication

### 1A Indirect questions Student A

**a Make indirect questions starting with the phrase in brackets and ask them to B.**

- What's the time? (Could you tell me...)
- Where were the last Olympics held? (Can you remember...)
- Is there a good pizza restaurant near here? (Do you know...)
- How many players are there in a baseball team? (Do you have any idea...)
- How old are you? (Would you mind telling me...)

**b Answer B's questions.**

### 1B Unsolved mysteries Student A

**a Read the article and makes notes to answer the questions.**

- When did the incident happen and where?
- Why is it mysterious?
- What explanations have been given about what happened?
- Is there a current explanation that has been accepted?

**b Use your notes to tell B and C about the mystery.**

**c Now listen to B and C tell you about two more unsolved mysteries: the Guomara Bay mystery and The Vignich Manuscript mystery. Between the three of you, decide what you think the most likely explanation might be for each one.**

### The Dyatlov Pass

The **Dyatlov Pass** is a mountainous area in the Ural, in what used to be the Soviet Union. On the night of 1 February 1999, nine experienced ski-hikers set up camp, cooked dinner, and prepared for sleep. But something must have gone catastrophically wrong, because the group never returned home.

On 26th February, searchers found the hikers' abandoned tent. It had been opened from the inside and soon the searchers found footprints left by the group. They continued to the edge of a nearby woods. That's where the first two bodies were found, without shoes and wearing only underwear. The other seven were found soon afterwards. At first, it appeared that the skiers had died of hypothermia, but when medical examiners later examined the bodies, they decided that hypothermia didn't make sense. Not only were some of the bodies badly injured, but some of their clothing was found to be radioactive.

There were many theories at the time as to what happened to them, including KGB interference, a drug overdose, a UFO, gravity anomalies, and the Russian version of the Yeti. Recent studies have concluded that the only possible explanation is an avalanche, but it has never been conclusively proved.

**Glossary**

**hypothermia** (noun) a medical condition in which the body temperature is much lower than normal

**the KGB** the main internal security agency for the Soviet Union from 1954 to 1991

**yeti** (noun) a large creature like a bear or a man covered with hair that some people believe lives in the Himalayan mountains



# 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.

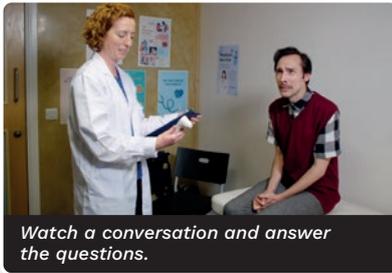
Look out for the Video icons  **Video** in every File.

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.

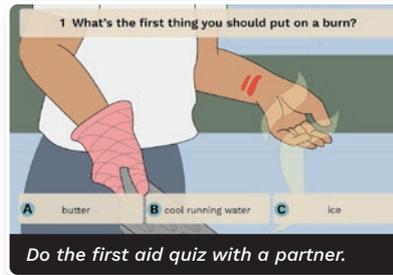
The video content in *English File fifth edition* also develops viewing skills, with tasks that focus on what they can see, body language, and other non-verbal communication.

Types of video in the course include:



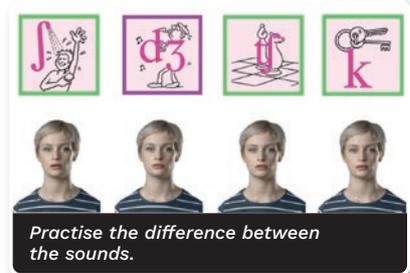
## Grammar videos

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.



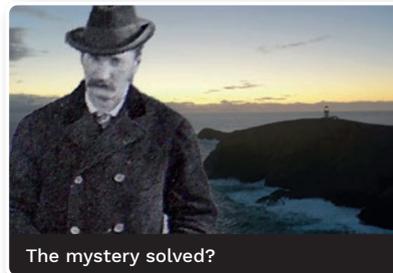
## Pronunciation videos

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 online resources.



## 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.



## Street interviews

Street interviews 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 in 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 the Classroom Presentation Tool.

## 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 in 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 in 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 in 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 in 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 B2 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.187 and p.216–7 (instructions p.209).

There is an Entry Test in the online resources, 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.187

question formation p.188

*Communicative* Tell me about it p.216–7 (instructions p.209)

Ask me a question p.218 (instructions p.209)

#### Course assessment

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** **Exam** 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.209)

**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.220. 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**.

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

- d** Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication Indirect questions, A** on p.188, **B** on p.194.
- Go through the instructions and make sure Sts know what they have to do.
- Monitor and help where necessary.
- Check answers by getting some Sts to ask their questions. Finally, deal with any new vocabulary, and elicit or model the pronunciation.
- Tell Sts to go back to the main lesson **1A**.

### 3 PRONUNCIATION intonation: showing interest

#### Pronunciation notes

Non-native speakers can unintentionally sound uninterested or even unfriendly if they use very flat intonation. The first two exercises focus on encouraging Sts to use a wide voice range when asking questions, and on stressing words.

These exercises do not focus specifically on distinguishing between the different intonation patterns for *yes / no* questions and question-word questions (*yes / no* questions usually have a rising intonation and question-word questions a falling intonation). In practice we think it is very hard for Sts to notice this distinction, and what is more, native speaker intonation, especially among young people, is constantly changing.

In exercises **c**, **d**, and **e**, Sts focus on using interested intonation to respond to what someone says. This is another context in which using flat intonation (e.g. when responding *Really*, as opposed to *Really?*) can unintentionally convey a lack of interest.

- a**  In this video a woman (Kat), asks Jon, a man who we assume she doesn't know well, five questions.
- Focus on the task and the photo, and then play the video once the whole way through for Sts just to watch.
- Elicit answers from different Sts.

#### ANSWER

Because of her friendly intonation and body language, e.g. she leans towards him, smiles, etc.



See questions in Student Book on p.9

- b** Tell Sts they are going to watch again and this time they must repeat the questions in **a**, copying the intonation and her body language as naturally as possible.
- Play the video, pausing after each question for Sts to watch and repeat.
- Now repeat the activity, getting individual Sts to repeat each question.
- c**  In this video the questions in **a** are part of a conversation, and we hear the answers.
- Focus on the **Reacting to what someone says** box and go through it with the class.
- Tell Sts they are going to watch five conversations, each starting with the questions in **a** in the same order, and they must complete the four gapped reactions. Point

out that the first one (*Wow*) has been done for them, and make sure Sts know what *ultra-processed food* is (= food that is produced industrially, with few natural ingredients).

Play the video once the whole way through for Sts just to watch.

Then play the video again, pausing after each conversation for Sts to complete the questions and expressions.

Get Sts to compare with a partner and check answers.

#### ANSWERS

2 Why not 3 Me too 4 How interesting 5 Oh, really



**K = Kat, J = Jon**

- 1 **K** Do you have a big family?  
**J** Yes, actually. I'm one of seven. I've got five sisters and one brother.  
**K** Wow! That's a huge family.
- 2 **K** What don't you like about the place where you live?  
**J** Well, for one thing, I do not like my neighbours very much.  
**K** Why not? What's wrong with them?
- 3 **K** What sports or games are you good at?  
**J** Well, I'm not really very sporty, but I'm quite good at chess.  
**K** Me too! We could have a game one day.
- 4 **K** Do you think you have a healthy diet?  
**J** Yes, very. I don't eat any ultra-processed foods.  
**K** How interesting! How long have you been eating like that?
- 5 **K** What makes you feel happy?  
**J** Well, lots of things.  
**K** What sort of things?  
**J** Well, I love tidiness – I really enjoy tidying my cupboards.  
**K** Oh, really? I can't think of anything worse!

- d** Focus on the task. Highlight that with these responses, it is also very important to use interested intonation and positive body language. Encourage them to use a wide voice range and to get the correct rhythm.
- Play the video, pausing after each response for Sts to repeat it. You may want to play it again for individual Sts to practise the intonation.

**VIDEO** See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- e** Put Sts in pairs and get them to ask and answer the questions in **a**. Encourage them to use interested intonation and body language. They should also react to their partner's answers. You could get some pairs to practise in front of the class.

### 4 VOCABULARY understanding idioms and phrasal verbs

- a** Focus on the cartoons of job interviews and check that Sts can remember what a CV is (= a written record of your education and the jobs you have done).
- Now put Sts in pairs and get them to explain the jokes to each other and choose their favourite.
- Elicit feedback from the class. You could find out with a show of hands which joke is the class favourite, and you could also tell them which one(s) you find funny.
- b** Focus on the task and give Sts time to read the title and first paragraph.
- Now do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. You could have a class vote with a show of hands to see if there is a clear 'winner' for the least awful question.

- c Focus on the article and give Sts time to read it and answer the questions.  
Get Sts to compare with a partner, and then elicit some feedback.
- d Focus on the **Understanding idioms and phrasal verbs** box and go through it with the class. Many of the texts in *English File B2.2* have glossaries, but obviously there will sometimes be idioms and phrasal verbs whose meaning Sts can't guess and will want to check with a dictionary. Nowadays, many Sts will use online dictionaries via their phones. While these can be very useful, it's worth pointing out to Sts that there are circumstances, e.g. in exams, when they need to try to guess the meaning of words and expressions, and that if they always rely on their phones, they won't develop this skill. It is also sometimes not easy to find phrases or idioms in dictionaries, which is another reason for developing the skill of guessing from context.  
Now tell Sts to look at the highlighted idioms and phrasal verbs in the article and try to guess what they mean.  
In pairs, Sts compare guesses.
- e Now get Sts to match the highlighted idioms and phrasal verbs to definitions 1–6, and decide if they are a phrasal verb or an idiom.  
Check answers. Elicit or model pronunciation. You could point out that *play ball* and *do the trick* are informal idioms.

#### ANSWERS

- 1 print off = phrasal verb
- 2 move on = phrasal verb
- 3 play ball = idiom
- 4 have sth up your sleeve = idiom
- 5 do the trick = idiom
- 6 stick at = phrasal verb

Find out how many of the words Sts guessed correctly and deal with any vocabulary problems.

- f Do this as a whole-class activity. You could tell Sts what you think or if you have been asked any similar questions at interviews.

## 5 LISTENING understanding the stages of an interview

- a Focus on the questions and elicit answers from the class. If you have a class of older adults, all of whom are likely to have had some kind of job interview, you could put Sts in pairs and then get class feedback. Find out if any Sts have ever been asked tough interview questions as in the article in 4.
- b **1.5** Focus on the task and the chart. Give Sts time to look at the four gapped questions, and elicit / teach the meaning of *reincarnated* in 4.  
Play Speaker 1 all the way through and then pause the audio. Get Sts to complete the question.  
Check the answer.  
Now repeat the process for the other three speakers.

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

#### ANSWERS

- 1 have dinner, three people
- 2 have, boyfriend, get pregnant
- 3 practise philosophy
- 4 What animal

### **1.5**

(script in Student Book on p.209)

I = interviewer, D = Dominic, H = Heidi, O = Omar, A = Alice

#### 1 Dominic

- I Have you ever been asked a strange question in an interview?  
D Yes, it was my interview for a place at Sarah Lawrence University in New York – where I'm studying now.  
I What was the question?  
D The question was, 'If you could have dinner with three people from the past, who would you choose and why?'  
I And what did you answer?  
D It was one of the first questions I was asked, and I said, 'I can't answer this right now. Can I answer at the end?' because I couldn't think of anyone. So they said 'OK', and then they asked me the question again later, and I said something ridiculous like John Lennon, um, Picasso, and...er...I can't even remember who the third person was. It was another sort of artist or musician, I think.  
I Do you think it was a good question?  
D Yes, because it made me think – I mean, it wasn't something I was expecting at all, and all the other ones were more *yes / no*, direct questions, so this one made me think a bit more.  
I And you got the place?  
D Yes, I did.

#### 2 Heidi

- I Have you ever been asked a strange question in an interview?  
H Yes, I have. That was many years ago. It was one of my first job interviews, in London, actually, after I moved to London from Germany. It was for a financial department, and the manager who interviewed me – I can't remember, but I believe he, he must have been German – he asked me, 'Do you have a boyfriend?' and 'Are you planning to get pregnant?'  
I That's illegal now, isn't it?  
H Yes, I know, I believe that it was illegal then.  
I And what did you answer?  
H I said no, I didn't have a boyfriend, and I had no plans to get pregnant any time soon, but at that point, it was pretty clear to me that I did not want to work for that company.

#### 3 Omar

- I Have you ever been asked a strange question in an interview?  
O Yeah. I was being interviewed for a job with an advertising agency and the interviewer kept checking information on my CV and then asking me about it, and he saw that I'd studied philosophy at university, and he said, 'Oh, I see that you studied philosophy at university. Do you still practise philosophy?'  
I What did you answer?  
O I said the first thing that came into my head: I said, 'Well, I still think a lot'.  
I Was the interviewer impressed?  
O Well, he obviously liked the answer, because I got the job.

#### 4 Alice

- I Have you ever been asked a strange question in an interview?  
A There's one I can think of, which was when I was being interviewed for a job with a company in Switzerland.  
I What was it?  
A Well, the interviewer asked me, 'What animal would you like to be reincarnated as?'  
I Weird question!  
A Totally.  
I What did you say?  
A So I said a cat, because it was the first thing I thought of and because cats have a good life – well, at least in Britain they do. And then the interviewer immediately looked embarrassed and said that he'd been told to ask me that question to see how I'd react, but that he thought it was a stupid question.  
I What happened in the end?  
A I didn't get the job, so maybe the interviewer wasn't very fond of cats!

c Now tell Sts they will hear the audio again and this time they must make notes on how the people answered the questions and what happened in the end. Give Sts time to see if they can remember any of the answers.

Play the audio, pausing after each speaker to give Sts time to make notes. Play again if necessary.

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

**EXTRA SUPPORT** Check the answers to the first question (*How did they answer?*), then play the audio again and check the answers to the final question.

#### ANSWERS

How did they answer?	What happened in the end?
1 I can't answer this right now. Can I answer this at the end? John Lennon, Picasso, and another artist or musician (he can't remember).	He got the place at university.
2 No, I don't have a boyfriend, and I have no plans to get pregnant.	She decided immediately that she didn't want to work for that company.
3 Well, I still think a lot.	He got the job.
4 A cat	She didn't get the job.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity and elicit opinions.

**Mediation** Give Sts some time to read the mediation task and make sure they understand what they need to do: write an email to a friend who is preparing for a job interview. Highlight that they must choose some tricky questions from the lesson. Ask Sts to look back at the article on p.10 and the notes they took in 5b. They should choose three questions that they want to write about. Highlight that Sts should refer to the answers mentioned in the article or the audio in their emails. Mention that they could mention what NOT to say, e.g. *I don't think you should...*, *It's best not to...*

As a class, check Sts remember that the style of the email should be informal but polite. Elicit suitable ways to start and finish the email, e.g.

Starting:

*Hi / Hey (Name), I know you've got a big interview coming up...*

*Dear (Name), Good luck with your interview!*

Ending:

*I hope this helps.*

*Write back soon and let me know how it goes.*

Sts could do the task in class or for homework. If Sts do the task in class, give them a time limit, e.g. 30 minutes. Remind them to write approximately 150 words.

**EXTRA CHALLENGE** Ask Sts to include an extra piece of advice that does not come directly from the text or audio, e.g. about body language, confidence, or preparation before the interview.

#### SUGGESTED ANSWER

Hi (Name),  
I know you've got a big interview coming up, so I thought I'd share some advice about a few unusual questions that sometimes come up.

One of the hardest is when they ask, *What's the worst mistake you've made at work?* The best way is to choose something small and show what you learned from it, rather than admitting a serious failure. Another question that can feel impossible is, *If you were a piece of fruit, what would you be?* Don't overthink it, just pick something simple, like an apple, and smile, so they see you can stay calm under pressure. A third one is, *Why have you changed jobs so often?* A good reply is to say you like to keep learning new skills and moving forward in your career.

I hope this helps. Let me know how it goes!

Best wishes,  
(Name)

Ask Sts to go to **Mediation Bank 1** on p.256.

**M Mediation Bank 1** Written mediation: Summarizing

- a Explain to Sts that summarizing in a mediation task means taking the essential ideas from a text and presenting them clearly for a specific reader. Emphasize that a summary must be accurate, concise, and in their own words. Give Sts a few minutes to read the information in the strategy box, and check they understand it.
- b Focus on the exam task and check Sts understand what they have to do. Before Sts read the text, put them in pairs and ask them to brainstorm three tips they would give a friend for an online interview, based on their own experience or ideas. Sts then read the text and compare their ideas.
- c Sts match the headings and the paragraphs individually or in pairs. Check answers as a class.

#### ANSWERS

1 F 2 D 3 A 4 E 5 C 6 B

**EXTRA SUPPORT** Before Sts do the task, explain any key words, e.g. *engagement, follow up, set-up*.

- d Sts underline what they think is the key information in the text. Get Sts to compare with a partner and then check ideas as a class.

#### SUGGESTED ANSWERS

- A Before the interview, test your computer, internet, microphone, and camera. Choose a quiet, well-lit space if possible. Test the set-up the day before and again an hour before the interview. If your internet is slow, try sitting near your router or using a wired connection. Make sure your device is charged or plugged in. If you use assistive technology, check compatibility with the interview platform in advance. Practise using the platform with a friend to feel more confident.
- B Questions like: 'Can you tell me something about yourself?', 'Why do you want this job?', or 'What are your strengths and weaknesses?' often come up. Practising with someone else or recording yourself can help you reflect on your communication style. Speak clearly and avoid rushing. Try to give full answers and include real-life examples that demonstrate you have the skills and experience for the role you're applying for. You could also prepare a few thoughtful questions for the interviewer – this shows you're engaged and interested in the role.
- C Even at home, it's a good idea to wear clothing that reflects the job you're applying for. This can help you feel more confident and make a positive impression. Keep your background simple – a plain wall, bookshelf, or a virtual background can work well. Wear colours that show up clearly on screen. What matters the most is feeling comfortable and presentable, rather than following a strict dress code.
- D Remember to warn your flatmates or family members in advance that you can't be interrupted, and make sure any pets are occupied and won't make an unwelcome appearance during the interview. Log in ten minutes early to avoid stress.

Silence your phone and close unnecessary programs so you can focus. Having a copy of your CV and the job description on screen can help you answer questions more easily. But if something does go wrong, the important thing is not to panic. Acknowledge the problem and then get back on track as quickly as possible. Most interviewers will understand.

- E** Try to face the camera when speaking so the interviewer can see you clearly. Sit comfortably, listen actively, and respond with interest. Small actions like smiling or nodding can help show you're engaged, if that feels natural for you. If you need to take notes, use screen readers, or other tools during the interview, it's a good idea to let the interviewer know at the start of the interview.
- F** After the interview, consider sending a short thank-you message or email. This is a professional way to show appreciation for their time and the opportunity to speak with them. You can also briefly mention something you found interesting during the interview or confirm your continued interest in the role.
- With thoughtful planning and a focus on being genuine and prepared, you can approach online interviews with more confidence – whatever your background or circumstances.

- e** Elicit that Sts are writing an email to a friend.

#### ANSWER

Informal but polite, as they are writing to a friend.

- f** Tell Sts that all the examples are summaries of the same paragraph. Ask Sts to read them and identify which paragraph it is (paragraph C), and re-read that paragraph quickly. Sts work in pairs to evaluate the summaries using the tips in the strategy box. Check answers as a class and discuss together which summary is best and why.

#### ANSWER

The best summary is d. It uses the writer's own words, includes all the key points, and keeps a friendly, informal style with no personal opinions or unnecessary examples.

- g** Sts match each summary to the questions. Check answers as a class.

#### ANSWERS

1 b 2 a 3 c

- h** Focus on the Useful phrases box as a class and check that Sts understand the meanings. Explain to Sts that learning and using some specific functional phrases or expressions to include in a mediation task is useful. Sts could do the final task in **h** in class or for homework. Remind them to look back at their answers in **d**, **e**, and **f**, and the Useful phrases box before they write. If Sts do the task in class, give them a time limit, e.g. 25–30 minutes. Remind them to write 150–180 words.

#### SUGGESTED ANSWER

Hi (Name),  
How are things? It was great to hear the news about your interview – congratulations! I understand why you're nervous, but I recently had an online interview myself and found some helpful tips in an article.

Firstly, one of the key things is to check your technology before the interview – make sure your camera, sound, and connection work well. Use a quiet, bright space and test everything the day before and on the day of the interview.

Also, the article says it's useful to practise answering typical questions, like 'Why do you want this job?' Speaking clearly and giving examples helps show confidence.

You should choose clothes that are suitable for the role but are also comfortable to wear. That way you'll feel relaxed and create a good first impression. Think about your background, too – a simple one is usually best.

Log in early, stay calm, and keep your CV nearby. If something goes wrong, don't panic – interviewers usually understand. According to the article, things like nodding or smiling naturally can show you're engaged. Let the interviewer know if you need to take notes or use any assistive technology.

I hope this is useful for you. Let me know if you fancy a chat before the interview.

Good luck!

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

## 6 SPEAKING

- a** Put Sts in pairs, **A** and **B**, preferably face to face.

Go through the instructions and make sure Sts know what they have to do. You may need to explain, for example, *aspect*, *desert island*, *treat*, *superhero*, and *lead role* in questions 1–14.

Give Sts time to read the questions. Tell them as they read to think about how they would answer them.

- !** If your Sts don't work, you could tell them to imagine that it could be an interview for someone to work at their school / college, e.g. a teacher, or receptionist.

- b** Now tell Sts to decide what kind of company they are interviewing for and which eight questions they are going to ask their partner.

- c** Get Sts to tell each other what kind of company they are interviewing for. Remind Sts that they really want the job, so their answers don't have to be true.

Then tell Sts **A** to start by asking their partner the eight interview questions they have chosen. Encourage Sts **B** to try to think quickly and make a good impression with their answers.

Monitor and help Sts, correcting any errors with question formation.

- d** Get Sts to swap roles.

When they have finished, Sts should tell their partner if they have got the job and why, or why not if they didn't succeed.

Get feedback to find out if there were any particularly interesting answers. With a show of hands, you could also find out how many Sts got the jobs.

Finally, deal with any new vocabulary, and elicit or model the pronunciation.

**EXTRA IDEA** Tell Sts to invent a tough interview question of their own, which they think might tell them something interesting about another person.

Get them to ask their question to as many other Sts as possible, and answer theirs.

Find out which questions Sts thought were the most interesting and why.

## 7 WRITING an email job application

This is the first time Sts are sent to the **Writing Bank** at the back of the Student Book. In this section, Sts will find model texts, with exercises and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) in class, but set the actual writing (the last activity) for homework.

In this writing lesson, Sts practise writing a formal email for a job in response to an advertisement. The layout and style applies to both letters and emails.

Tell Sts to go to **Writing Bank 1** on p.199.

- a Focus on the job advertisement and make sure Sts understand *retailer* (= a person or business that sells goods to the public) and *recruiting* (= looking for new people to join a company, an organization, etc.).
- Now focus on the questions and make sure Sts understand *job requirement* (= something that you must have in order to get the job).
- Give Sts time to read the advertisement and email, and then answer the questions.
- Get Sts to compare with a partner, and then check answers.

#### ANSWERS

- 1 Communication skills, training, experience  
 2 Paragraph 2: training; paragraph 3: experience; paragraph 4: communication skills

**EXTRA SUPPORT** You could remind Sts of some of the key tips for writing a formal email (see **bold** items below) and ask them to find examples in Eric's email for each tip.

**Write a short, clear subject line. No more than nine**

**words is ideal:** *Application for Store Manager position*

**Start with a fairly formal greeting (note that *Dear Sir or Madam* is considered very formal these days):** *Dear Ms Tan.*

If you can't find out the person's name, you can say *Dear [job title]* or *For the attention of the [HR manager]*. *To whom it may concern* is another formal option.

**Get to the point quickly – say why you are writing:** *I am writing in response to your recent advertisement...*

**Include a polite closing statement:** *I am confident that I would be a great asset to your company and I very much hope that you will consider my application.*

- b Tell Sts to read Eric's email again and match 1–5 to the formal words used in the email.
- Get Sts to compare with a partner, and then check answers. Drill pronunciation as necessary.

#### ANSWERS

- 1 position 2 fundamental 3 considerable 4 currently  
 5 asset

- c Focus on the **Useful language: formal emails** box and give Sts time to complete the gaps with the words in the list.
- Get Sts to compare with a partner, and then check answers.

#### ANSWERS

- 1 apply 2 response 3 qualifications 4 suitable  
 5 experience 6 currently 7 duties 8 consider  
 9 grateful 10 forward

- d Tell Sts they are going to apply for one of the jobs in the advertisement, and they need to write a formal email.
- Put Sts in pairs to discuss which position they want to apply for and how they fit the requirements.
- e Sts should make notes, using Eric's email as their model to help them. If Sts have not had any work experience, tell them to invent the details.
- f You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their email, e.g. 15–20 minutes. Remind them that the email is formal and encourage them to use some of the **Useful language** phrases.
- g Sts should check their work for mistakes before giving it in.

- G** auxiliary verbs, *the... , the... + comparatives*  
**V** compound adjectives  
**P** intonation and sentence rhythm

## Lesson plan

The topic of the lesson is understanding and explaining mysterious and unusual events.

The first half of the lesson starts with a speaking activity about unsolved mysteries. Then there is a reading based on a true story of the disappearance of three lighthouse keepers in Scotland. Sts then watch a video documentary about how a superintendent of the Northern Lighthouse Board investigated the mysterious disappearance of the men. This is followed by the grammar focus on auxiliary verbs, which includes both revision of question tags and *So do I / Neither do I*, and the use of auxiliaries for emphasis and in 'reply questions' (to show interest or surprise). Sts then work on intonation and sentence rhythm in questions and sentences using auxiliaries. Finally, the first half of the lesson ends with Sts pretending to be psychics and completing sentences about a partner.

The second half of the lesson focuses on an unusual personality test. Sts listen to a mysterious voice guiding them on a walk through a forest. They listen to some instructions, make notes, and then analyse their answers. Sts then discuss other non-mainstream ways of analysing personality. Grammar in Context, a new feature at this level, focuses on how to use the structure *the... , the... + comparatives*, e.g. *the sooner, the better*. This is followed by Vocabulary, where Sts expand their vocabulary of compound adjectives to describe personality, and use compound adjectives to talk about people they know.

### Video material

Listening – *The mystery solved?*

Vocabulary – compound adjectives

### More materials

#### For teachers

#### Photocopiables

Grammar auxiliary verbs p.189

Communicative Personality quiz p.219 (instructions p.209)

#### For students

Workbook 1B

Exam Skills 1

**OPTIONAL LEAD-IN – THE QUOTE** Write the quote at the top of p.12 on the board and the name of the person who said it, or get Sts to open their books and read it.

Elicit who Sherlock Holmes and Arthur Conan Doyle (1859–1930) are. (Sherlock Holmes, a fictional detective with amazing powers of deduction and logical reasoning, was the most famous creation of writer Sir Arthur Conan Doyle. Doyle trained as a doctor, but his medical career wasn't a success. As well as his Sherlock Holmes stories, Doyle published many novels and short stories.) Get Sts to discuss what they think the quote means, and

whether they agree with it. You may want to tell them that this sentence, or slight variants of it, is something Sherlock Holmes says in many different stories and is one of his main strategies for detecting.

## 1 SPEAKING

- a** Do this as a whole-class activity. Focus on the photos and the task, and elicit any ideas from Sts, but don't tell them if they are right or not.

**EXTRA SUPPORT** If Sts have heard about any of these mysteries, write their ideas on the board to help with **b**.

- b** Focus on the task and then put Sts in groups of three, **A**, **B**, and **C**. Tell them to go to **Communication Unsolved mysteries**, **A** on p.188, **B** on p.194, and **C** on p.198.

Before Sts start, point out that each article has a **Glossary**.

Monitor and help while Sts are reading their mysteries.

Give Sts time in their small groups to tell each other about their mystery.

When Sts have finished, elicit from the class if they can think of an explanation for each mystery.

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

**Mediation** Tell Sts that they are going to do a collaboration task related to the texts about unsolved mysteries that they have just read. Check that they understand the task and allow them to refer to the texts again if they need to.

Elicit and write on the board some useful vocabulary for giving opinions and making group decisions, e.g.

*I think... is the most surprising because...*

*In my opinion,... is more exciting than...*

*We should choose... because it would be educational for viewers.*

Put Sts in groups of three and ask them to discuss the three mysteries. Encourage them to explain their reasons and not just state their choices. Monitor and check they are using English for discussion.

Once groups have reached a decision, ask a spokesperson from each group to briefly explain which mystery they chose and why. Collect feedback as a class and see if there is a consensus.

**EXTRA IDEA** After the group presentations, ask Sts to work individually to write a short blurb (3–4 sentences) for their chosen TV documentary as if it were in a TV guide. This will help consolidate their ideas and practise summarizing.

## 2 READING & LISTENING

understanding facts vs theories; focusing on important details

- a** **1.6** Focus on the article and the photos, and use them to check that Sts know the meaning of *lighthouse* (= a tower or other building that contains a strong light to warn and guide ships near the coast) and *lighthouse keepers*. Highlight that this is a true story, and the photo of the men is one that appeared in newspapers at the time. Now focus on the task. Play the audio for Sts to read and listen at the same time. You might want to tell them that 75 ft (feet) = 23 metres.

## 1.6

See article in Student Book on p.12

Now tell Sts to cover the article. Focus on the two sections and questions 1–5, making sure Sts know the meaning of *facts* and *theories*.

Put Sts in pairs and get them to answer the questions. Focus on **The facts** and check answers to questions 1 and 2. Then focus on **The theories**, eliciting the ones mentioned in the article, and getting Sts to respond to them in questions 4 and 5.

### ANSWERS

- 1 There was nobody at the lighthouse. This was discovered by the three new lighthouse keepers who arrived at the island to relieve the men who had been working there for three months.
  - 2 The lighthouse door was unlocked.  
A chair was knocked over.  
One rain jacket was hanging on its hook, but the other two had disappeared.  
The clocks had stopped.  
The last entry in the log book was 9 a.m. on 15th December.
  - 3 The men had argued about a woman and one had murdered the other two before throwing himself into the sea; they had been kidnapped by German agents; they had been carried away by a sea serpent, a giant bird, or a boat full of ghosts.
- b** Focus on the task and make sure that Sts know what *context* means (= the words that come just before and after a word, phrase, or statement and help you to understand its meaning). Give Sts time to do the task, individually or in pairs. If Sts worked individually, get them to compare with a partner, and then check answers. Elicit or model the pronunciation, and highlight that the first *a* in *extraordinary* is silent /ɪk'strɔːdnri/.

### ANSWERS

**puzzle** = sth that's difficult to understand or explain  
**baffle** = to be too difficult or strange for sb to understand  
**remote** = far away from places where other people live  
**extraordinary** = unexpected, surprising, or strange  
**trace** = an object or sign that shows that sb or sth existed or was present  
**solve** = to find the correct answer or explanation for sth

- c**  This video is a documentary about the investigations which happened after the disappearance of the lighthouse keepers.
- Tell Sts that they are going to watch a video in which they will find out what happened next. Focus on the task and remind Sts that Muirhead /'mjʊəhed/ was the superintendent for the Northern Lighthouse Board.
- Focus on the task. Play the video once the whole way through. Give Sts time to discuss the two questions.
- Check answers. You might also want to tell them that 100 ft (feet) = 30 metres.

### ANSWERS

Muirhead thought that the men had been washed away by an enormous wave.

Yes, his theory is accepted today, because it is now known that small waves can combine to create a huge wave, which is probably what carried the men away.



Robert Muirhead, a Northern Lighthouse Board superintendent who had originally employed the three missing men, was sent to the island to solve the mystery. Muirhead was a hard-working, practical man, and not at all superstitious.

Amongst other clues, he found equipment lying all over the island, and also a huge rock, much too heavy for any men to carry, lying on the steps leading up to the lighthouse.

In the end, the only explanation he could think of was that the men had been carried off by an enormous wave.

Muirhead's explanation was immediately rejected. But almost a hundred years later, in nineteen ninety-five, the ship *Queen Elizabeth the Second* was hit by a thirty-metre wave which, according to her captain, 'came out of the darkness' and 'looked like the White Cliffs of Dover'.

Then a paper recently published in a scientific journal proved that 'the monster wave', which for centuries had been considered a sailors' myth, is a mathematical reality: many smaller waves can suddenly combine in mid-ocean and create a huge wave of devastating force. Most marine scientists now agree that it is a naturally occurring, though rare, event.

So finally, the only explanation that fits the facts is that the three lighthouse men had rushed out to attend to some emergency and had then been swept away by an enormous wave. Inspector Muirhead, it now appears, was almost certainly right. He solved the case back in nineteen oh-one, but he had to wait almost a century for the proof. In twenty eighteen, a film was made of the Flannan Island mystery, called *The Vanishing*, which came to the same conclusion. Today, there is a memorial to the lost men on the Isle of Lewis in the Hebrides. However, science still cannot answer all the questions surrounding the Flannan Islands mystery. Why did one man leave his rain jacket behind? Why were the bodies of the lighthouse keepers never found? Maybe these are things we will never know.

- d** Focus on the task and give Sts time to read items 1–6. Remind Sts that they saw photos of both the ship *Queen Elizabeth II* and the cliffs in the video, and tell them that *Dover* is a town on the English coastline opposite France. Play the video again. Then get Sts in pairs to discuss what they remember about 1–6.
- Check answers.

### ANSWERS

- 1 A huge rock was lying on the steps leading up to the lighthouse, but it would have been too heavy for anyone to carry, so it was one of the reasons why Muirhead thought that the men had been carried away by a huge wave, as presumably he thought that the wave had carried the rock there.
- 2 The ship *Queen Elizabeth II* was hit by a 30-metre wave in 1995, a modern example of the wave in Muirhead's theory. The ship's captain said the wave was so big that it looked like the White Cliffs of Dover.
- 3 An article has recently been published in a scientific journal saying that 'monster waves' really exist.
- 4 *The Vanishing* is a film about the Flannan Islands mystery.
- 5 Today there's a memorial to the lighthouse keepers on the Isle of Lewis.
- 6 One man's jacket was left behind, and the bodies of the lighthouse keepers were never found. Science cannot solve these mysteries.

### EXTRA SUPPORT

- You could pause after each item has been mentioned to give Sts time to make notes.
- If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**VIDEO** See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- e** Do this as a whole-class activity.

### 3 GRAMMAR auxiliary verbs

**a** Tell Sts they are now going to tell each other about some more mysteries or unusual events that are difficult to explain, sharing any experiences they have had or stories they have heard. You could teach the term *paranormal* (= cannot be explained by science or reason and that seems to involve mysterious forces).

Focus on the **Reacting to a story about something strange** box and go through it with the class.

Now focus on the task and make sure Sts understand all the lexis, especially *a psychic* (= a person who claims to be able to predict the future or communicate with dead people), and *a faith healer* (= a person who treats sick people through the power of belief or prayer). Elicit or model pronunciation, especially *psychic* /'saɪkɪk/.

Give Sts a few minutes to think of a story they want to tell.

Put Sts in groups of four or five and get them to tell their stories. The Sts who are speaking should give as many details as possible, and those listening should try to react to the stories.

Monitor and help, if necessary, whilst Sts are talking.

Deal with any general vocabulary problems that arose.

Get some feedback from the class. You could also tell the class how you feel about the paranormal and relate any experiences you have had or stories you have heard.

**b** Focus on the task and give Sts time to complete the gaps with the correct auxiliary verbs. Conversations 1, 2, and 3 should be revision, but Sts may not be familiar with the emphatic use of the auxiliary in conversation 4.

Get them to compare with a partner.

**c**  **1.7** Play the audio for Sts to listen and check. Check answers.

#### ANSWERS

1 Did 2 do 3 have 4 have 5 did

#### 1.7

See conversations in Student Book on p.13 and answer key

Now put Sts in pairs and get them to match auxiliaries 1–5 in **b** to A–E.

Check answers.

#### ANSWERS

A 5 B 4 C 2 D 1 E 3

**d** Tell Sts to go to **Grammar Bank 1B** on p.221.

#### Grammar notes

Auxiliary verbs (*are, is, do, did, will, etc.*) and modal verbs (*can, must, etc.*) have a variety of uses in English, and a good command of them will help Sts become more proficient speakers. Sts will be familiar with the basic uses, i.e. in question formation and short answers.

- Rule 2: to say that someone / something is the same  
Highlight that *neither* can be pronounced /'naɪðə/ or /'ni:ðə/.
- Rule 3: to say that someone / something is different  
Highlight that in these kinds of responses, you must stress the pronoun as well as the auxiliary, e.g.

**A** I loved the film.      **B** Really? I didn't.

- Rule 4: highlight that reply questions have a rising intonation (the voice goes up).
- Rule 5: using auxiliaries to show emphasis will probably be new for many Sts, who may find it strange to see an auxiliary verb used in a positive sentence. This use of auxiliaries is common when we contradict or deny what someone has said, or when we want to give extra emphasis, e.g.

**A** Are you a vegetarian?    **B** No. I do eat meat, but I prefer fish.

**A** You can't swim, can you?    **B** I can swim, but not very well.

Highlight that:

- if the auxiliary verb is part of the tense, e.g. *is, will*, or a modal, the main verb can be left out in a response, i.e. in the second example above, you could also say *I can, but not very well*.
- Sts must stress the auxiliary verb in these sentences.
- Rule 6: question tags probably won't be new to most Sts, but they are not easy to use with fluency because they require quick manipulation of auxiliaries. In many languages, this kind of question is covered by the simpler '... , no?' You may want to demonstrate the two different types and their intonation to Sts.

Focus on the example sentences and play audio  **1.8** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises 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 sentences.

#### ANSWERS

**a** 1 hasn't 2 isn't 3 do 4 would 5 is 6 didn't 7 does  
8 is 9 won't 10 doesn't  
**b** 1 isn't 2 Don't 3 have 4 don't 5 do 6 Do 7 didn't  
8 did 9 am

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

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

### 4 PRONUNCIATION intonation and sentence rhythm

#### Pronunciation notes

##### Reply questions

The auxiliary is stressed and the intonation rises as in a normal question, e.g.

**A** I'm a vegetarian.

**B** Are you?

The important thing is to encourage Sts to use a friendly, interested intonation.

To say that someone / something is different, both the subject and the auxiliary are stressed, e.g.

**A** I've never been to a fortune teller.    **B** I have.

**So (do) I / Neither (do) I:** In these responses, the auxiliary is normally unstressed, with the strong stress falling on the other two words, e.g.

**A** I believe in ghosts.

**B** So do I.

## Question tags

Here, equal stress falls on both the auxiliary and the subject. The intonation native speakers give to a question tag depends on whether we are asking a real question or not. If we genuinely don't know the answer, we tend to use the rising intonation of a question, e.g. *You haven't seen my car keys, have you?* (= I don't know if you have seen my car keys). However, if we are not asking a real question, but are just making conversation or asking for confirmation of something we already know to be true, our intonation falls and the question tag sounds like a statement, not a question, e.g. *It's a beautiful day, isn't it?* (= I know you will agree with me).

## Using auxiliaries to show emphasis

In these sentences the auxiliary is stressed strongly.

As there are several issues of stress, rhythm, and intonation with auxiliary verbs, the pronunciation practice has been broken into parts. In **a–b**, Sts practise reply questions and auxiliaries for emphasis. In **d**, they practise *So / Neither do I*. In **e**, they then practise question tags.

- a**  **1.9** Focus on the task and the three conversations. Play the audio once the whole way through for Sts just to listen.

## 1.9

See conversations in Student Book on p.13

Now play the audio again for Sts to listen and underline the highlighted auxiliaries that are stressed.

Check answers.

## ANSWERS

- 1 Did you?
  - 2 I don't believe...; I do.
  - 3 You don't like...?; I do like them.
- b** Give Sts a few minutes, in pairs, to practise the conversations, swapping roles when they get to the end. Monitor and help them with their rhythm and intonation. You could get some pairs to practise in front of the class.

**EXTRA SUPPORT** Play the audio again, pausing after each line, for Sts to listen and repeat, copying the rhythm and intonation.

- c** Focus on the task and give Sts time to complete the eight sentences about themselves. Make sure Sts understand what a *verb phrase* is in sentence 2 (= verb + noun).
- d** Focus on the task, making sure Sts are clear that they should first respond with a reply question and then say if they are the same (*Neither am I*) or different (*I am*). Focus on the examples, or demonstrate the activity first by completing the first two sentences for yourself and getting Sts to respond. Then put Sts in pairs, **A** and **B**, and get them to respond to each other.

**EXTRA SUPPORT** If you think your Sts are going to find the responses difficult, elicit what the 'same' or 'different' alternatives are for the sentences and write them on the board, i.e.

- 1 *aren't you? Neither am I. / I am.*
- 2 *are you? So am I. / I'm not.*
- 3 *do you? So do I. / I don't.*
- 4 *don't you? Neither do I. / I do.*

- 5 *haven't you? Neither have I. / I have.*
- 6 *would you? Neither would I. / I would.*
- 7 *were you? So was I. / I wasn't.*
- 8 *didn't you? Neither did I. / I did.*

- e** Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication You're psychic, aren't you?**, **A** on p.189, **B** on p.194.
- Focus on the title and the instructions for **a**. Elicit / Explain that the word *psychic* is both an adjective and a noun. Remind Sts of its meaning and pronunciation.
- Go through the instructions and make sure Sts know what they have to do. Elicit that when they check their guesses, they should be using rising intonation on the question tags unless they are 100% sure of the information.
- Get feedback to find out who was the better psychic in each pair.
- Finally, deal with any new vocabulary, and elicit or model the pronunciation.
- Tell Sts to go back to the main lesson **1B**.

## 5 LISTENING & SPEAKING following instructions, taking notes

- a** Do the question as a whole-class activity. You could also tell Sts how you would feel.
- b**  **1.10** Focus on 1–6 and elicit what the icons represent. Tell Sts they must imagine themselves in the forest and follow the instructions they hear on the audio. Tell them that you won't pause the audio, so they must write the first answer they think of. There are some natural pauses in the audio (indicated by \*\*\* in the script) after each question. You could also tell Sts that you will play the audio a second time.
- You might want to make sure Sts know what a *fence* is. Play the audio once the whole way through for Sts to listen and complete the task.

## 1.10

(script in Student Book on p.209)

### A walk in the forest

I'm going to describe a situation, and ask you some questions. Answer quickly without thinking about it too much – the first thing that comes into your head. Are you ready?

Imagine that you're walking through a beautiful forest. The sun is out; there's a light breeze. It's a really beautiful day. You're walking with one other person.

Question one: Who are you walking with?

\*\*\*

As you walk through the forest, you come across an animal.

Question two: What kind of animal is it? A big animal or a small one? How do you interact with the animal?

\*\*\*

Now you're walking deeper into the forest, and you come to a clearing, where there are no trees. There's a house in the middle of the clearing.

Question three: How big is the house? Does it have a fence around it or not?

\*\*\*

You walk up to the door of the house and it's open. You go in, and you see a table.

Question four: What is there on the table? Are there any people sitting round it?

\*\*\*

You finish looking around the house and you leave out of the back door. There's a huge garden behind the house. You go into the garden, and in the middle you find a cup.  
Question five: What is the cup made of? Is it a ceramic cup? Metal? Plastic? Paper?

\*\*\*

As you walk to the end of the garden, you come to some water. You must cross this water in order to get home.

Question six: What kind of water is it? A lake? A river? A small pond? How do you cross it? How wet do you get?

c Focus on the task and then play the audio again.

d **1.11** Focus on the task and the chart. Point out that the numbers in the chart correspond to the question numbers in **b**.

Now play the audio for Sts to listen and complete the explanations for 1–6.

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

#### ANSWERS

- 1 the person = an important person in your life
- 2 the animal = problems in your life  
how you interact with it = how you deal with your problems
- 3 the house = your ambitions  
no fence = you are open-minded and welcome new ideas  
a fence = you often think you are right
- 4 the table = how you are feeling at the moment
- 5 the cup = how strong your relationship is with the person you are walking with
- 6 the water = your friends  
how wet you get = how important your friends are to you  
(very wet = very important)

#### **1.11**

(script in Student Book on p.209)

What you have just done is a psychological test which analyses how you interact with other people. Now, I'm going to tell you what your answers mean.

The person you were walking with is an important person in your life. The animal represents problems in your life. The bigger the animal, the more problems you have.

How you interact with the animal represents how you deal with your problems. If you were aggressive or decisive, that means you confront your problems, try to solve them. If the interaction was peaceful, then you're a more passive person and often wait for problems to go away.

The house represents your ambitions. The bigger the house, the more ambitious you are. If there was no fence around the house, it means you're very open-minded, and welcome new ideas. If it had a fence, then you're more convinced that you're right, and tend to surround yourself by people who agree with you.

The table represents how you're feeling at the moment. If there was food or there were flowers on the table, and people sitting round it, this suggests that you're feeling happy in your relationships. No food, flowers, or people suggests that someone in your family, or a friend, is making you unhappy.

The cup represents how strong your relationship is with the person you're walking with, and how long the relationship will last. The harder and more resistant the material of the cup is, the stronger your relationship is.

The water represents your friends. If you saw a large river or lake, you have a big social circle and like to be surrounded by people. If you got very wet when you crossed it, your friends are very important for you. If you hardly got wet at all, it means that you depend less on your friends and are more self-sufficient.

e Focus on the first part of the task and give Sts time to look at their answers in **b** and the interpretation in **d**.

Now put Sts in pairs and tell them to discuss what they agree and disagree with.

You could elicit some feedback from various pairs.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the scripts on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Focus on the task and make sure Sts understand the lexis in the bullet points. Elicit or model the pronunciation of the words in brackets, i.e. *graphology* /græ'fɒlədʒi/, *palmistry* /'pɑ:mɪstri/, and *astrology* /ə'strɒlədʒi/.

Do this as a whole-class activity, or put Sts in pairs or small groups and then get some feedback.

## GRAMMAR IN CONTEXT

g Focus on **Grammar in Context** and tell Sts that this regular feature focuses on extra, smaller language points that come out of a reading or listening. Go through the examples and then the rules.

Highlight that:

- you mustn't separate *the more*, etc. from the adjective / adverb it goes with, e.g. *The more interesting the book is, the more slowly I read.* NOT *The more the book is interesting...*
- occasionally we just use the two comparatives, e.g. *the sooner the better; the more the merrier*, especially when one of them is *better*.

Now focus on sentences 1–4 and elicit the first one from the class (*The more you study, the more you learn.*) and write the answer on the board.

Get Sts to do the other three sentences.

h **1.12** Play the audio for Sts to listen and check.

Check answers. For 3, you could also accept *The more time you have, the more slowly you do things.*

#### **1.12**

- 1 The more you study, the more you learn.
- 2 The more coffee I drink, the worse I sleep.
- 3 The more time you have, the slower you do things.
- 4 The fitter you are, the better you feel.

**EXTRA SUPPORT** Play the audio again, pausing after each sentence for Sts to listen and repeat. Tell them to try to copy the stress and rise–fall intonation.

i Focus on the task and give Sts time to complete each sentence. Monitor and help Sts, correcting any errors with the comparatives.

Get Sts to compare with a partner, and then elicit some ideas.

#### POSSIBLE ANSWERS

- 1 the more I spend. / the more I save.
- 2 the better I feel. / the worse I feel. / the more I do.
- 3 the more difficult they are to understand.
- 4 the thinner I get. / the hungrier I am. / the more bad-tempered I am.
- 5 the more I enjoy it. / the easier it gets.
- 6 the fitter I get. / the more I like it.

**EXTRA IDEA** Ask Sts if there are any common expressions in their language with this structure (like *the sooner the better*) and get them to work out how to say them in English.

## 6 VOCABULARY compound adjectives

a Tell Sts to look at the two extracts from the *A walk in the forest* listening. Give them time to work out what the missing words might be.

**EXTRA CHALLENGE** Elicit some ideas from Sts before playing the audio.

b  **1.13** Play the audio for Sts to listen and check. Check answers.

### ANSWERS

1 minded 2 sufficient

### 1.13

See extracts in Student Book on p.15 and answer key

Now elicit whether the compound adjectives in **a** have a positive or negative meaning.

### ANSWER

They both have a positive meaning.

Finally, focus on the **Compound adjectives** box and go through it with the class.

c  **1.14** Play the audio for Sts to listen and decide which word has the main stress.

Check the answer.

### ANSWER

The second word

### 1.14

See compound adjectives in Student Book on p.15

**EXTRA CHALLENGE** Elicit the answer before playing the audio.

**EXTRA SUPPORT** After checking the answer, play the audio again for Sts to listen and repeat.

d Put Sts in pairs and get them to look at each compound adjective in **c** and then decide what it means and whether it describes a positive or negative characteristic.

Check answers. You may want to point out to Sts that *open-minded* and *narrow-minded* are opposites. *Laid-back* and *easy-going* are very similar in meaning: *laid-back* (informal) = calm and relaxed about everything; *easy-going* = relaxed and happy to accept things without worrying or getting angry.

You may also want to mention that depending on the context, some of the positive ones can be negative, e.g. if you say *He's a bit too laid-back*. Explain that *strong-willed*, though often negative, can also be used in a positive sense, depending on the context.

### ANSWERS

#### Positive

**easy-going** = relaxed and happy to accept things without worrying or getting angry

**good-tempered** = cheerful and not easily made angry

**laid-back** = calm and relaxed

**open-minded** = willing to listen to, think about, or accept different ideas

**well-balanced** = sensible and emotionally in control

**well-behaved** = behaving in a way that other people think is polite or correct

#### Negative

**absent-minded** = tending to forget things, perhaps because you are not thinking about what is around you, but about something else

**bad-tempered** = often angry; in an angry mood

**big-headed** = having a very high opinion of how important and clever you are

**narrow-minded** = not willing to listen to new ideas or to the opinions of others

**self-centred** = tending to think only about yourself and not about the needs or feelings of other people

**tight-fisted** = not willing to spend money

**two-faced** = being insincere, perhaps behaving pleasantly towards somebody and then saying unpleasant things about them to other people

### Could be either

**strong-willed** = determined to do what you want to do, even if other people advise you not to

**EXTRA CHALLENGE** Elicit a sentence to describe each of the adjectives, e.g. *A person who is bad-tempered gets angry easily, often about small things, etc.*

e  In this video two actors act out seven different scenes. In each one they are playing different parts, and one of the people exemplifies a compound adjective from the list Sts have just learned.

Tell Sts they are going to watch seven short scenes with two people and they need to choose a compound adjective from **c** to describe one of the people.

Focus on the photo and ask Sts to guess which adjective the actor might be illustrating. Then play the video once the whole way through.

Put Sts in pairs and get them to compare ideas.

Then play the video again, pausing after each scene and elicit the compound adjective.

### ANSWERS

- 1 He is laid-back.
- 2 She is tight-fisted.
- 3 He is big-headed.
- 4 She is absent-minded.
- 5 He is bad-tempered.
- 6 She is two-faced.
- 7 He is self-centred.



- 1 A Remember, your train is at eight o'clock tomorrow morning. Have you started packing yet?  
B No worries. There's plenty of time. I'll do it this evening.
- 2 B Could you lend me ten pounds? I can pay you back at the weekend.  
A No, sorry. I don't have any cash on me.
- 3 A You know a lot about impressionism. What do you think of this new book that's just come out?  
B Well of course, though I say it myself, it's not in any way as good as...er...mine, which I think everyone agrees is by far the best book on the subject.
- 4 B What are you doing?  
A I'm looking for my glasses.  
B Again?
- 5 B Will you please turn the sound off on your phone?
- 6 A We had a wonderful time, thanks so much, Sarah. Yes, let's meet up again really soon. Bye.  
B Who was that?  
A That annoying woman Jim and I went for dinner with last night. I can't stand her.
- 7 A Oh, I'm so sorry to hear that. OK, well look after yourself. Alright, bye. Poor Sally, she's just called and she said her mother is in hospital and she's really upset—  
B Oh don't bother me with that, I had an awful day at work today, I arrived late and my boss was really horrible to me and then I had a load of meetings and—  
A That's so typical! The only person you're really interested in is yourself. It's all me me me with you!

**VIDEO** See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

**f** Focus on the task and on the example, which shows that Sts need to explain why they have chosen a particular characteristic for someone they know.

Highlight that *pretty* is often used as an alternative to *quite*.

Tell Sts we often use modifiers with adjectives of personality to make them stronger or less strong. Remind Sts of the strong modifiers *really*, *incredibly*, and *extremely*, and that with negative characteristics, we often also use the modifiers *a bit / rather*.

Give Sts a few minutes to think of people with the characteristics listed in **Do you know somebody who is...?** Then put them in pairs and get them to tell each other about the people they have chosen.

Monitor and help if necessary.

Get some feedback from various pairs.

**EXTRA SUPPORT** You could choose one or two characteristics and tell the class about two people you know.

# English File talks to... Aasmah Mir

## Lesson plan

This is the first of five Colloquial English lessons featuring interviews and conversations commissioned and filmed specially for *English File*. In the first section, The Interview, there is an interview related to one or more of the topics in the preceding Files. The interviewees (Aasmah Mir, Joseph Coelho, Dr Lisa Fenton, Benedict Cumberbatch, and George Tannenbaum) all have unique first-hand experience in their field and offer interesting perspectives on what they do, as well as giving Sts an opportunity to engage with authentic, unscripted speech.

Each interview consists of four parts: a lead-in in which Sts read and listen to some biodata about the interviewee, and then the interview itself, which is divided into three parts.

Up to this point Sts may have had little exposure to unscripted English. If you think your Sts will find it very challenging, we suggest that you tell them that the first time they watch, they should just try to tune in to the interviewee and understand the gist of what they are saying, which will be enough to do the first task, and that the second time they watch there will be subtitles. Alternatively, you could have the subtitles on both times they watch. Sts nowadays are very used to watching video with subtitles, so this will increase their confidence in their ability to follow the interview.

After watching the introduction and the three parts of the video, Sts react to the video in three more ways:

### Reading on screen

To develop Sts' multimodal skills, there are occasions where there is text on screen, such as glossaries, key facts, and extra information about things the interviewee mentions. Here Sts are tested on their understanding of information they have read, rather than only listened to.

### Looking at language

Here there is a focus on an area of spoken language that the interviewee uses in their answers.

### Reacting to the interview

Here Sts respond orally to questions, including what they thought of the interviewee and their personal opinions and experiences related to points they raised.

In the second part of each Colloquial English lesson, The Conversation, there is an authentic unedited conversation between three people about an aspect of the same topic. The focus in this part is to encourage Sts to become more confident about following a conversation at natural speed. It is often hard for Sts to follow a conversation on audio when three (or more) people are speaking amongst themselves, so having these conversations on video will enable Sts to follow more easily who is saying what, and to focus on aspects of language related to such conversations, e.g. common expressions, common collocations, etc. Again you may want to use subtitles with the second viewing.

This part ends with Sts discussing the same question in small groups. We suggest that Sts watch the video a final time with the script or subtitles, either in class after each

section or at home. This will let them see what they did / didn't understand, and help them to further develop their awareness of features of spoken English such as elision, false starts, discourse markers, hesitation devices, etc.

In this lesson, the person interviewed is Aasmah Mir, a Scottish television and radio presenter and journalist, and the focus is on phrasal verbs. Then, in The Conversation, Sts watch three people discussing whether it is OK to slightly exaggerate on your CV when applying for a job.

You can find the videos on the *Classroom Presentation Tool*, where there are separate subtitled versions available. Sts can find the videos and extra activities on *Oxford English Hub*.

### Video material

*Colloquial English* An interview with Aasmah Mir  
*Colloquial English* The Conversation

### More materials

#### For teachers

#### Course assessment

Quick Test 1  
File 1 Test

#### For students

Workbook Colloquial English 1  
Can you remember...? 1

**OPTIONAL LEAD-IN (BOOKS CLOSED)** Ask Sts to brainstorm what qualities they think are important for a journalist and presenter, and to give examples of people they think are good at these things.

Elicit ideas and write them on the board. You could leave them on the board, and when Sts react to the interview at the end, ask if they think Aasmah Mir has these qualities.

## 1 THE INTERVIEW

### Lead-in

▶ Books open. Focus on the task and photo. Tell Sts they are going to find out about Aasmah Mir.

Play the video.

Elicit as much information as possible from Sts.

### ANSWERS

See video script



Aasmah Mir is a Scottish television and radio presenter and journalist, and a highly experienced professional interviewer. She was born and brought up in Glasgow. After studying law at the University of Bristol, she joined Scottish Television, first as a newsreader and then as a presenter. Later she moved to London, and worked on BBC Radio Five Live and the BBC Asian Network. From twenty twelve to twenty twenty, she co-presented BBC Radio Four's popular weekend programme *Saturday Live*. She currently works as a presenter for Times Radio.

Then ask the class the second question and elicit ideas.

**EXTRA SUPPORT** If Sts need more time to read, you could pause at the end of each screen of text.

## Part 1

- a**  Focus on the task and give Sts time to read the four topics.

Play the video (**Part 1**) once the whole way through for Sts to number the topics.

Get Sts to compare with a partner.

Check answers.

### ANSWERS

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



I = interviewer, A = Aasmah Mir

I Were you a child who was always asking questions? A 'why, why, why' child?

A I think I was very much a 'Why not?' child. Because although my parents were very liberal and they weren't particularly religious, but they identified very much as Pakistani, Muslim, and it was the seventies and the eighties. And there were things that I wanted to do, and they would just be like, 'Well, you can't do that.' And I'd be like, 'But why not? Why? Why does my brother not pick up the dishes after the meal?'

I At what point did you decide that you wanted to be a journalist?

A I... This is going to sound mad, and I don't mean it to sound ungrateful, but I have never... I never made a decision that I wanted to be a journalist. I fell into it, and I just kind of found myself floating during the summer holidays after I graduated and thinking, 'What am I going to do? I need to do something.' They used to advertise for jobs in the paper, in the media sections for a graduate trainee at lots of different places. And I thought, 'Well, I'm a graduate, and I'd like to work in... er... what should I do? My sister works in TV.' I had no ideas. I thought, 'Oh, I'll just do that. It sounds fun.' So I applied for a job as a production graduate trainee at Scottish Television, and I got it.

I When you applied for the job with Scottish Television, did you have a job interview?

A I did have a job interview for my first job, although I don't remember it because it was such a long time ago. [...] But yes, I did have a job interview, and I remember thinking, this is nice. I like this. These are nice people, and they're not trying to trip me up in any way because it's a traineeship.

I A lot of companies now tend to ask unusual questions in interviews, for example, 'If you were an animal, what kind of animal would you be?' What do you think about questions like that?

A Obviously, times have changed since I was last interviewed, and I think two things about those questions. Number one, I think they can seem a bit silly, but also, they might be useful when someone is not responding well to orthodox questions and is getting quite nervous. Then suddenly you just say, 'Oh, if you were a football team, which football team would you be?' They might be like, 'Oh, now you're talking my language. Now I can talk to you. I can communicate, it's just that I'm a bit nervous.' So, I suppose they have a dual function, but if someone said to me... if someone asked me that I would just be like, 'What? Is this a serious place or what?'

- b** Tell Sts they are going to watch the video to focus on what Aasmah says about each topic.

First, give Sts time, in pairs, to see if they can remember any information about the topics.

Now play the video again (with subtitles if you think necessary).

Get Sts to compare with their partner, then check answers, and elicit as much information from the class as possible.

### SUGGESTED ANSWERS

- 1 She was a 'Why not' child, as she always said this when her parents said she couldn't do something.
- 2 At first she didn't know what she wanted to do, but then she applied for a job with Scottish Television because she saw an advert, and her sister works in TV.
- 3 The interviewers were nice to her and didn't try to trip her up (= make things difficult for her by e.g. asking her difficult questions).
- 4 They might be useful if someone is not responding well to normal questions and is getting nervous.

**EXTRA SUPPORT** Pause after she has answered each question and get Sts to discuss what they understood.

## Part 2

- a** Focus on the task and make sure Sts know the difference between *interviewer* and *interviewee*.

Put Sts in pairs and get them to choose the top three things they think a good interviewer needs to do. Tell them that they don't have to agree with each other.

Elicit some ideas from various pairs.

- b**  Tell Sts they are now going to watch Aasmah Mir saying what she thinks makes a good interviewer. You might want to tell Sts that Aasmah Mir chooses more than three things from the list.

Play the video (**Part 2**) once the whole way through for Sts to watch and tick the items in **a** that Aasmah mentions. Get Sts to compare with a partner and check answers.

### ANSWERS

Sts should tick: 2, 4, 5, 6, 7, and 8.



I What do you think makes a good interviewer?

A The most obvious thing is someone who listens to what's being said. You will go into an interview with an idea, either in your head or on paper, or on screen, of the questions you want to ask. But it's rare that you'll go one, two, three, four, five, because the interviewee will say something, a small thing, and you'll be like, 'Oh, that's interesting. You use that word. That's an interesting word. Why did you use that word?' And obviously, you also then have to be aware of the time, because you only have a specific amount of time.

I Do you think you should always be nice?

A Some people believe that if you are nice to an interviewee, you are giving them an easy ride. You're soft-soaping them. You are... you know... under their influence or whatever. But I don't think, personally, I don't think anything good comes of being aggressive with an interviewee, even if you don't like them, even if you don't agree with them, even if they're not answering the question. I think there must always be a way to... I don't know, to kind of disarm them a little bit.

I Presumably it depends on who you are interviewing?

A I'm talking about politicians, but that's not the only kind of people I interview. I'll also interview, you know, people who are... people who want to talk about a particular product, or a particular piece of research, or whatever it might be. But if they're talking in jargon, also you have to be able to cut through that and say, 'I don't quite think our audience are going to understand all those words, so if you could just boil it down a bit?' So there's lots of different things that you need to be able to do. You need to be quite flexible, I think, as well and say, 'You know what? I was going to ask you about this, but actually throughout the interview, it's become aware this is much more interesting and you're more comfortable talking about this as well.'

I What do you do if somebody absolutely refuses to answer the question?

A This has happened many times, actually, with me and a lot of my colleagues as well, which is that, if someone's not answering your question, there's no point getting angry because then you sound silly, and they already sound silly because they're not answering the question. I think what you do have to do at that point is, you have to either make a joke of it, but then go back to it, or draw attention to it and say, 'You really don't want to talk about this, do you, which is a bit weird because this is the thing you've come on to talk to me about?'

c **Exam** Focus on the task and give Sts time to read 1–4. Play the video again (with subtitles if necessary). Get them to compare with a partner, and then check answers. Elicit why the F sentences are false.

#### ANSWERS

- 1 T
- 2 F (Some people believe that if you are nice to an interviewee, you are giving them an easy ride.)
- 3 F (She sometimes has to ask people from the scientific or research community to use simpler language.)
- 4 T

**EXTRA SUPPORT** Pause the video after she gives the answer to each statement 1–4 and get Sts to discuss if they think it is true or false, and if false, why.

### Part 3

a **▶** Focus on the task and then play the video (Part 3) once the whole way through. Then get Sts to answer the questions with a partner.



I Are there any people that you've found particularly difficult to interview?

A So not by name, but obviously by category, I would say there are certain politicians who...they don't really want to answer the question. They want to talk, they want to stay on their brief. They just want to talk about X. They don't want to talk about Y or Z, even though really they should be able to talk about things generally. The other group is people, sometimes from the scientific community, or the research community. And again, they are, you know, they're so clever, they spend so much time doing really important things. But sometimes the communication of it, the delivery of it is a bit difficult, and they talk in a lot of jargon terms. And...and then you have to try to break it down, but sometimes it doesn't work.

I What about people that you've really enjoyed interviewing?

A So, the job I do now I've done for four years. But before that, I worked on a longer programme, which was an hour and a half at the time, and I did it for six years. So you would have like a big name in for, you know, about an hour. And that was great because within an hour, they were really relaxed. So on that programme, there were just a lot of fantastic and really illuminating guests, and also people who you'd never think you're going to sit opposite. [...] I would say the interview that I most enjoyed, it was a live interview in front of a theatre audience at the BBC years ago, and it was Kim Cattrall, the actor from *Sex and the City*. And she was amazing. And before, she said, 'Ask me anything.' I was like, 'What, really?' But I love interviews like that where you can see from their body language that they're really, really relaxed, and they really are 'ask me anything'.

I Do you have particular questions that you think help to relax people?

A Often we're told the interviewee is nervous. 'We've just spoken to them, they sound really nervous. Please, you know, be nice.' And so you will always try and be like, 'Hi, how are you doing?' You know, don't overdo it. You don't want to be over-familiar. Make a joke. Be

self-deprecating, obviously, about oneself. Just those kind of things, really. I think start with a smile. That's no bad thing.

b Focus on the task and give Sts time to read sentence stems 1–5. Play the video again (with subtitles if you think necessary). Check answers to a.

#### ANSWERS

Difficult people: certain politicians; scientists / researchers  
She enjoyed interviewing Kim Cattrall from *Sex and the City*.

Now give Sts time to complete sentences 1–5. They could do this individually or in pairs.

Check answers.

#### ANSWERS

- 1 certain things that they have prepared.
- 2 they use a lot of jargon.
- 3 she could do longer interviews, e.g. have someone on the programme for an hour.
- 4 'Ask me anything.'
- 5 be nice (but don't overdo it), make a joke, be self-deprecating, start with a smile.

### Reading on screen

Put Sts in pairs and tell them to explain the meaning of the words and phrases which they saw in the interview. Now elicit from various pairs what each item means.

#### ANSWERS

**graduate trainee** = sb who has a degree and is being taught how to do a job

**talk sb's language** = make a connection with sb

**give sb an easy ride** = make things easy for sb

**jargon** = words or expressions used by a particular profession or group which are difficult for others to understand, e.g. medical jargon

**stay on your brief** = follow your original instructions

**delivery** = the way sb speaks in public

**be self-deprecating** = express your own achievements or abilities in a way that makes them seem unimportant

### Looking at language

a **▶** Focus on the **Phrasal verbs** box and go through it with the class.

Then focus on the task and give Sts time to read extracts 1–5 and guess the missing verbs.

Play the video, pausing after each extract to give Sts time to check.

Check answers.

**EXTRA CHALLENGE** Ask Sts if they can remember any of the missing verbs before they listen to the extracts.

#### ANSWERS

- 1 trip
- 2 cut
- 3 boil
- 4 come
- 5 break



See extracts in Student Book on p. 17 and answer key

b Now tell Sts to read the extracts again and to match the highlighted phrasal verbs in 1–5 to their meaning A–E. Get Sts to compare with a partner, and then check answers.

#### ANSWERS

- 1 C
- 2 A
- 3 E
- 4 D
- 5 B

## Reacting to the interview

Put Sts in pairs. Then set a time limit for them to discuss the questions. Monitor and help.

Get feedback from various pairs. You could also tell the class what you think.

## 2 THE CONVERSATION

**a**  Focus on the photo and tell Sts they are going to watch these three people discuss the question. Make sure Sts understand *to exaggerate* (= to make sth seem larger, better, worse, or more important than it really is). Here it means to make your qualifications or experience on your CV sound better than it really is.

**!** Don't ask Sts their opinion yet, as they will be discussing this later in **d**.

Focus on the task. Now play the video once the whole way through. Then give Sts time to write the speakers' initials in the appropriate place on the line.

Check answers by drawing the line on the board and writing the initials in the correct place.

### ANSWERS

Yes, definitely: S

It depends: D

Absolutely not: A



**I = interviewer, A = Alice, S = Sarah, D = Debbie**

**I** When you're applying for a job, do you think it's OK to slightly exaggerate on your CV?

**A** I think it's a terrible, terrible idea to even slightly exaggerate because I think it will always come back to hurt you. I think being as honest as you can – I think it doesn't matter if you, if you can't do something, if you say, 'I'm willing to learn. I'm a good learner. I, like, I have these skills, I'm really open to learning some new ones.' But to go into an interview or, or write on your CV, um, 'I can speak, you know, a very average amount of French' when you don't know anything, that...you might find yourself in a situation where you've wasted their time and you've just made yourself look really, really silly. I think it's a terrible idea and I would feel really uncomfortable. I'd say I'm quite an honest person so, if I can't do something, I'll just say it.

**S** I've definitely exaggerated on a CV! I think you have to be... I mean, I would still consider myself an honest person and I'm not going to say I speak fluent Chinese when I don't – but I think...I've done, I've done it when it wouldn't be an essential skill for the job, maybe just to pad – well, not even pad things out because I'm talking very small exaggerations here, but, where it's more for the optional side of things – just to make it look a bit more...like, I might put a language on there that, yeah I can read a postcard or I can understand an airport announcement, but if you asked me to actually speak it...but I wouldn't do that if I knew the job was going to require me speaking that language because, like you say, you're going to be potentially in a very awkward situation if that ever comes up, um, and I've had, I have had job interviews where they suddenly start speaking to you in another language to check, to check whether you speak the language or not, so...but I think, I think white lies are OK, personally.

**D** I swing between both. Um, you shouldn't outright lie because you will get caught out and if its...a lot of the times it could cost a company a lot of money if they employ you to do a job and then when you turn up, you cannot do it or to the ability that you have told them you could, and there's a lot of people to be affected. So, you shouldn't lie because you will be asked to use it. But...the question didn't say where on the CV, so I agree with you because when you're talking about hobbies, that is to see what sort of person

you are, whether they would like you to work with them, so if you're quite a boring person and you don't have many hobbies, I think you should exaggerate a few to make yourself look a little bit more interesting. So, I cook every single night, but that doesn't mean I enjoy cooking, but I'm happy to put down that I love cooking.

**b** Focus on the task and give Sts time to read sentence beginnings 1–6 and endings A–F.

Play the video again (with subtitles if you think necessary).

Give Sts time to match the sentence halves. Then get them to compare with a partner.

Check answers.

### ANSWERS

1 D 2 B 3 A 4 F 5 E 6 C

**EXTRA SUPPORT** Pause after each speaker to give Sts time to match their two sentence halves.

**c**  Focus on the task and give Sts time to read extracts 1–4. Make sure they understand the meaning of *emphatic* (= making it very clear what you mean by speaking with force).

Play the video.

Do the question as a whole-class activity.

### ANSWER

In 4, Debbie stresses *will* to be emphatic.



See extracts in Student Book on p.17

Highlight that we often repeat an adjective or adverb to be more emphatic. We can also use *definitely* to stress that we are sure about something.

**EXTRA SUPPORT** Play the extracts in **c** again and get Sts to try to copy each speaker's stress and intonation.

**d** Put Sts in groups of three if possible. Then set a time limit for Sts to discuss the question in **a**.

Monitor and help, and encourage them to use the different strategies focused on in **c** to emphasize what they think.

Get feedback from various groups. You could also tell the class what you think.

# Photocopiable activities

## Introduction



- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.
- There are also introductory Grammar and Communicative worksheets, and Revision worksheets for Grammar, Communicative, and Vocabulary.

All the photocopiable materials are also available in the online resources and also in the Student Book and Workbook Classroom Presentation Tool.

## Using extra activities in mixed-ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

## Tips for using Grammar activities

- Use the Grammar Introduction worksheet as a diagnostic test for your class.
- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice, or you could set them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you set them

for homework, encourage Sts to use this stage to test themselves. Alternatively, you could set the main activity for homework and then get Sts to do the **Activation** at the start of the next class.

- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

## Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face to face. This will encourage them to really talk to each other and also means they can't see each other's worksheets.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

## Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to set some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

# Grammar activity answers

## Introduction What do you remember?

- 2 decided to move 3 is five / five years old 4 who are  
5 the oldest / eldest child 6 He used to be 7 in charge of  
8 to meet / in order to meet 9 I've been learning 10 went to  
11 as a waitress 12 very hard work / a very hard job  
13 had improved 14 to be able to speak 15 good at reading  
16 is good enough 17 have very little 18 I'd learn

## 1A question formation

- a 1 paid for 2 who that woman is 3 did, did she leave  
4 are they going, long are they...for 5 Have you seen,  
who made, What happened  
b 2 it's going to rain this afternoon 3 if / whether Thomas has  
arrived yet 4 how much it'll cost to repair the roof  
5 if / whether I have to pay to park here 6 why you left your  
last job 7 what time the library closes 8 if / whether Zuzana's  
flight took off on time

## 1B auxiliary verbs

- a 2 do 3 isn't 4 Have 5 aren't 6 do 7 Is 8 will  
b 2 am 3 are 4 do / did 5 Did 6 did 7 Couldn't  
8 do 9 can't

## 2A present perfect simple and continuous

- a 2 've been 3 haven't I seen 4 've come  
5 Have you forgotten 6 've been drinking  
7 haven't been talking 8 has your throat been hurting  
9 's been 10 haven't been able 11 've had  
12 've been taking 13 haven't made 14 've just bought  
b 2 Have...been injured 3 have...been coming  
4 have...missed 5 have...been living / have...lived  
6 Have...studied

## 2B adjective order before nouns

- a 2 It was a beautiful sunny autumn day.  
3 ✓  
4 I love your brown leather winter shoes.  
5 They live in a sleepy small Czech village.  
6 I think Dad is too old to wear tight black denim jeans.  
7 ✓  
8 It's an expensive-looking black German sports car.  
9 ✓  
10 Nish rides an old steel British mountain bike.  
b 2 blue denim 3 awful loud 4 big dark 5 long black silk  
6 beautiful old wooden 7 small black leather  
8 delicious Thai 9 short curly brown 10 new striped

## 3A narrative tenses, past perfect continuous

- a 1 hadn't noticed, had stopped 2 had been (carefully) saving,  
had been concentrating, had been watching, had (only) been  
looking 3 was leaving, was happening, were looking  
b 2 asked 3 mentioned 4 had been looking  
5 had accused / accused 6 had searched / searched 7 made  
8 had said 9 jumped up 10 made 11 had never seen  
12 drove 13 parked 14 had taken place 15 came  
16 started 17 had never stolen 18 made 19 found  
20 had stopped 21 were watching

## 3B the position of adverbs and adverbial phrases

- a 2 do you **really** mean that; were **absolutely** awful  
3 England played **well**

- 4 **Unfortunately**, England **never** play **well**  
5 were **incredibly** lucky  
6 do you **ever** have  
7 **To be honest**, they were **quite** lucky  
8 were **extremely** lucky  
9 **Personally**, I thought both teams played **badly**; England were  
**a bit** better, **especially** in the second half  
10 in Munich **next**, so let's see how they do **there**  
b 2 slowly 3 quickly 4 earlier that day 5 obviously  
6 actually 7 angrily 8 a little 9 badly 10 incredibly  
11 here 12 always 13 well 14 naturally  
15 in a quarter of an hour

## 4A future perfect and future continuous

- 1 won't be thinking  
2 'll...be working; 'll have been promoted  
3 will have left  
4 won't be using  
5 won't have gone; 'll...be watching  
6 'll have graduated; 'll be looking for  
7 won't have had  
8 Will...be coming  
9 Will...be picking me up  
10 will...have visited  
11 'll have finished; 'll be celebrating  
12 won't have saved

## 4B zero and first conditionals, future time clauses

- 2 a and b 3 a 4 b 5 b and c 6 c 7 a and c 8 a and b  
9 a 10 c 11 b 12 a and c 13 b and c 14 a and b 15 c

## 5A unreal conditionals

- 2 'd put; would have tasted / would taste  
3 found; be  
4 wouldn't have got; 'd taken  
5 were; wouldn't swim  
6 wouldn't have left; hadn't fallen  
7 hadn't used; wouldn't have found  
8 'd buy; could  
9 would have gone; hadn't been  
10 didn't spend; could  
11 would have bought; 'd known  
12 wouldn't be; practised

## 5B wish for present / future, wish for past regrets

- a 2 was / were 3 could 4 didn't have to 5 wouldn't sing  
6 would stop 7 wouldn't make 8 could play  
b 2 They wish they'd put on 3 He wishes he hadn't broken up  
4 We wish we'd bought 5 I wish I hadn't eaten  
6 She wishes she hadn't dyed 7 We wish we hadn't thrown away  
8 I wish I hadn't had

## 6A used to, be used to, get used to

- a 2 get used to 3 usually 4 was used to being able  
5 used to be 6 usually go  
b 2 'm used to 3 get used to 4 used to 5 usually  
6 get used to 7 'm used to 8 get used to 9 get used to  
10 used to  
c 2 being 3 seeing 4 get up 5 eating

# INTRODUCTION GRAMMAR What do you remember?

● Read about Beata. Then correct the **bold** phrases 1–18.

**M**y name's Beata and I'm from Poznań in Poland. I was born there and **1 I have lived there** until I was 14. Then my family **2 decided move** to Warsaw, and that's where I live now.

I'm divorced and I have a son called Filip, who **3 is five years**. He spends weekdays with me and weekends with his father. I have two brothers, **4 which are** both studying at university. I am **5 the older child** in the family. My mother works in a bank and my father is retired. **6 He use to be** a business consultant.

I work for a big clothing company. I am **7 on charge of** foreign suppliers, which means that I have to use English when I talk to them on the phone, and sometimes I travel to other countries such as Morocco and Türkiye **8 for to meet** suppliers.

**9 I am learning** English for about nine years. I studied it at school, and then after I left school, I spent eight weeks in Ireland. During the day I **10 was going to** English classes, and in the evening I worked **11 like a waitress** in a restaurant. It was **12 a very hard work**. When I came home, my English **13 has improved** a lot, but that was a few years ago and I've forgotten a lot since then. My main aim this year is **14 to be able speak** more fluently and to improve my writing. I think I'm quite **15 good at read** in English. As soon as my level of English **16 will be good enough**, I'll take the IELTS exam.

I **17 have very few** free time, but when I can, I go horse riding. If I had more time, **18 I'll learn** another language, maybe French or German.



1 I lived there

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

16 \_\_\_\_\_

17 \_\_\_\_\_

18 \_\_\_\_\_

## ACTIVATION

Write a similar text about yourself, in five paragraphs. Include the following information:

- where you live
- your family
- what you do
- how long you've been learning English and why
- what you do in your free time

# 1A GRAMMAR question formation

**a** Complete the questions.



- 1 A** I don't like her dress.  
**B** What *don't you like* about it?  
**A** The style. I think it's awful.  
**B** It must have cost a fortune though.  
**A** Yes. Who \_\_\_\_\_ it?  
**B** Her grandparents paid for it. It was a wedding present.
- 2 A** Do you know \_\_\_\_\_ over there?  
**B** That woman there? I think she's Claire's cousin.  
**A** Her hairstyle is very old-fashioned!
- 3 A** Who \_\_\_\_\_ Tony come with?  
**B** Nobody. He came on his own. His girlfriend left him last month.  
**A** Why \_\_\_\_\_ him?  
**B** I think she met someone else.
- 4 A** Where \_\_\_\_\_ on their honeymoon?  
**B** On an African safari, I think.  
**A** How \_\_\_\_\_ going \_\_\_\_\_?  
**B** Three weeks!
- 5 A** \_\_\_\_\_ the wedding cake yet?  
**B** Yes, I have. It looks fantastic! Do you know \_\_\_\_\_ it?  
**A** Matt's aunt. Apparently, that's the second cake she made.  
**B** Oh, really? \_\_\_\_\_ to the first one?  
**A** She dropped it!  
**B** Oh, no! What a shame!

**b** Change the direct questions to indirect questions.

- 1** 'What's the wi-fi password?'  
 'Do you remember *what the wi-fi password is*'
- 2** 'Is it going to rain this afternoon?'  
 'Do you think \_\_\_\_\_?'
- 3** 'Has Thomas arrived yet?'  
 'Do you know \_\_\_\_\_?'
- 4** 'How much will it cost to repair the roof?'  
 'Can you tell me \_\_\_\_\_?'
- 5** 'Do I have to pay to park here?'  
 'Could you tell me \_\_\_\_\_?'
- 6** 'Why did you leave your last job?'  
 'Would you mind telling me \_\_\_\_\_?'
- 7** 'What time does the library close?'  
 'Do you know \_\_\_\_\_?'
- 8** 'Did Zuza's flight take off on time?'  
 'Do you have any idea \_\_\_\_\_?'

## ACTIVATION

Work with a partner. Write two direct and two indirect questions to find out something you don't know about your partner. Ask for more information.

## 1B GRAMMAR auxiliary verbs

a Circle the correct answer.

**Andreas** Hello.

**Beatriz** Good morning. Are you here for an interview, too?

**Andreas** Yes. They say it's a good company to work for, <sup>1</sup>**don't** / **doesn't** / **do** they?

**Beatriz** Yes, they <sup>2</sup>**do** / **are** / **don't** say that.

**Andreas** By the way, I'm Andreas Kourkoulos.

**Beatriz** That's a Greek name, <sup>3</sup>**is** / **does** / **isn't** it?

**Andreas** Yes. I'm from Athens, but I've been living in New York for the past two years.

**Beatriz** <sup>4</sup>**Do** / **Are** / **Have** you? I've got a friend who lives there. Anyway, I'm Beatriz Flores, from Buenos Aires, in Argentina.

**Andreas** Nice to meet you.

**Beatriz** You're a bit nervous, <sup>5</sup>**are** / **don't** / **aren't** you?

**Andreas** A little. Don't you get nervous before interviews?

**Beatriz** Not really. I <sup>6</sup>**am** / **will** / **do** get nervous before exams, but not before interviews. What's the time now?

**Andreas** 2.15. My interview's at 3.00.

**Beatriz** <sup>7</sup>**Is** / **Has** / **Does** it? Mine's at 2.30. We won't have to wait much longer, <sup>8</sup>**have** / **will** / **do** we?



b Complete the next part of the conversation with auxiliary verbs.

**Andreas** So, do you live here in Boston?

**Beatriz** No, I actually live in Dallas. I flew here yesterday afternoon.

**Andreas** <sup>1</sup>Did you? I arrived yesterday, too.

**Beatriz** Oh, right. Where are you staying?

**Andreas** At the Hotel Europe.

**Beatriz** Ah, so <sup>2</sup>\_\_\_\_\_ I. The rooms aren't very nice, <sup>3</sup>\_\_\_\_\_ they?

**Andreas** No, they aren't. But I <sup>4</sup>\_\_\_\_\_ like the restaurant. I had a good meal there last night.

**Beatriz** <sup>5</sup>\_\_\_\_\_ you? Are you working at the moment?

**Andreas** No, I resigned last week.

**Beatriz** Why? Didn't you like your job?

**Andreas** Well, I <sup>6</sup>\_\_\_\_\_ like the job, but to be honest, I couldn't stand my boss!

**Beatriz** <sup>7</sup>\_\_\_\_\_ you? I get on with my boss, but I think I need a new challenge.

**Andreas** So <sup>8</sup>\_\_\_\_\_ I. Ah, it's your turn now. Good luck, Beatriz.

**Beatriz** Thanks. Shall we meet at the coffee bar later?

**Andreas** OK. And we can compare notes, <sup>9</sup>\_\_\_\_\_ we?

### ACTIVATION

Practise the conversations in **a** and **b** with a partner. Try to use the correct rhythm and intonation.

# Communicative activity instructions

## Tell me about it

### A pairwork activity

Sts write information about themselves in a chart. They then swap charts with a partner and ask each other to explain the information. **This is a two-page activity.** Copy one page (**A** or **B**) per student.

#### LANGUAGE

General revision of B1-level grammar and vocabulary

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on the instructions for **a** and give Sts five minutes to write their answers in the correct spaces. Point out that they each have different instructions for what to write. When Sts have finished, tell them to fold the worksheet in half (or tear off the instructions).
- Now get Sts to swap worksheets with their partner. Demonstrate the activity by taking a worksheet from a student, looking at the answers in the chart, and asking them *Why did you write...?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in their pairs. Tell them they had different instructions in **a**, and encourage them ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

## 1A Ask me a question

### A semi-controlled speaking activity

Sts practise question formation. Copy one worksheet per student.

#### LANGUAGE

Question formation

- Give out the worksheets and focus on **a**. Tell Sts they have five minutes, in pairs, to decide what the missing words are for each question. They must not write anything.
- Check answers.

#### ANSWERS

##### Your home

1 do you 2 have you 3 do you, with 4 do you  
5 there, don't

##### Getting around

1 do you, to 2 does it 3 Do you, What, do you drive / have  
4 How, do, use 5 What's, to, around

##### Free time

1 do you 2 What kind / type, do you, to  
3 often do you 4 What, do you 5 How much

##### Lifestyle

1 much, do you, a 2 How many, do you 3 do you, to  
4 you, to 5 was, to

##### Travel

1 the most, 've / have ever 2 are, to go 3 Do you, to, or  
4 Do you, in 5 you ever, to

#### Family

1 How many, are 2 Who, do you, to  
3 Who do you, with, or 4 do you, about 5 was the, your

#### Childhood and school

1 were you 2 did / do you, to 3 was / is your  
4 Have you, Did you 5 did you, to

#### A relative

1 What's his / her 2 is he / she 3 What does he / she  
4 What does he / she, like 5 What's he / she

- Now focus on **b**. Tell Sts to choose a topic and ask and answer the questions in their pairs.
- When you feel the activity has gone on for long enough, get feedback from a few pairs.
- If a pair finishes early, get them to try another topic.

## 1B Personality quiz

### A pairwork activity

Sts complete statements about personality and discuss whether the statements are true for them. Copy one worksheet per student.

#### LANGUAGE

Compound adjectives

- Give out the worksheets and focus on **a**. Tell Sts that they need to complete the statements with the second part of the compound adjectives.
- Check answers.

#### ANSWERS

1 tempered 2 fisted 3 balanced 4 going 5 minded  
6 back 7 minded 8 centred 9 behaved 10 headed  
11 faced 12 tempered 13 willed 14 minded

- Remind Sts that the second word in these compound adjectives has the stress.
- Now focus on **b**. Give Sts time to reread the statements and tick the correct box for each statement, depending on whether it is true or false for them.
- Put Sts in pairs to do discussion tasks **c** and **d**.
- Monitor while students are talking, helping if necessary.
- Get some feedback. Find out what interesting information Sts found out about their partner.

**EXTRA IDEA** Sts swap partners and tell each other what they have in common with their previous partner. Encourage use of *so*, *neither*, and auxiliary verbs, e.g. *Lina is never big-headed about her personal achievements, and neither am I., Ahmed generally has a laid-back attitude towards taking exams, and so do I.*

# COMMUNICATIVE Tell me about it

## Student A instructions

- a Read the instructions and write your answers in the correct place in the chart.

In number 1, write your first name.

In number 2, write the name of a café or bar you often go to.

In number 3, write the name of the last film you really enjoyed.

In number 4, write the place you went to on your last holiday.

In number 5, write the name of an app you use a lot.

In number 6, write the number of years you've been living in this town / city.

In number 7, write your favourite day of the week.

In number 8, write a date that is important for you.

In number 9, write the name of the person in your family you get on with best.

In number 10, write two things you like doing in your free time.

- b Swap charts with B. Ask B to explain their answers. Ask for more information.

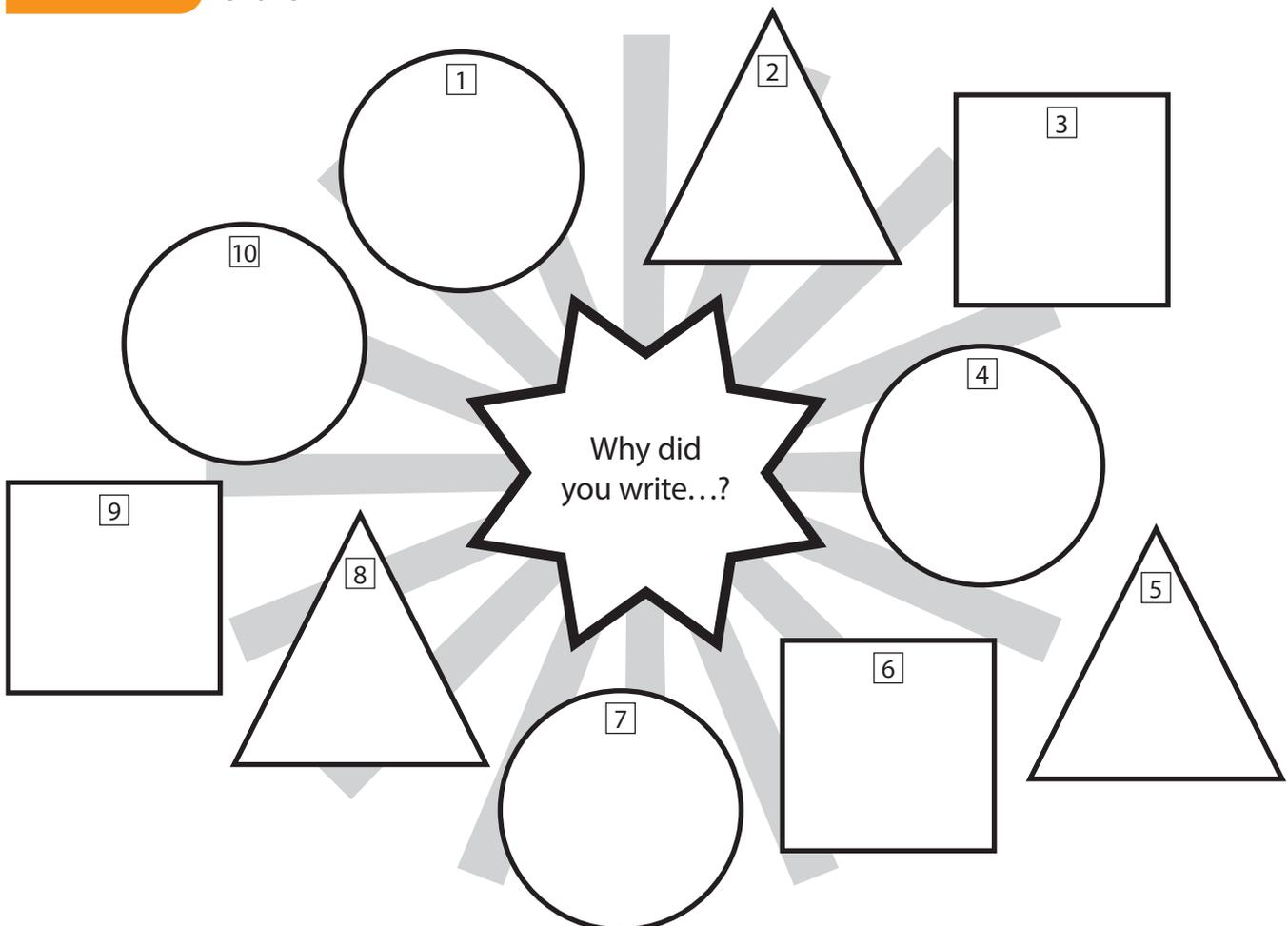
Why did you write '4'?

Because I've been learning English for four years.

Why did you decide to learn it?

- c Now answer B's questions.

## Student A chart



## COMMUNICATIVE Tell me about it

### Student B instructions

- a** Read the instructions and write your answers in the correct place in the chart.

In number 1, write your first name.

In number 2, write the number of years you've been learning English.

In number 3, write your favourite food or drink.

In number 4, write the name of a website you've used to improve your English.

In number 5, write the last gadget you bought.

In number 6, write the name of a TV series you've been watching recently.

In number 7, write the name of a game you play a lot, e.g. on your phone.

In number 8, write a number that is important to you in some way.

In number 9, write the name of a sport you like watching or doing.

In number 10, write the name of your oldest friend.

- b** Swap charts with **A**. Answer **A**'s questions.

- c** Ask **A** to explain their answers. Ask for more information.

Why did you write 'Starbucks'?

Because I often go there for coffee.

Do you go there every week?

### Student B chart

Why did you write...?

1

2

3

4

5

6

7

8

9

10

## 1A COMMUNICATIVE Ask me a question

- a In pairs, read the questions and think about what the missing words are. Don't write them in.

### Your home

- 1 Where [ ] [ ] live?
- 2 How long [ ] [ ] lived there?
- 3 Who [ ] [ ] live [ ]?
- 4 What [ ] [ ] like most about your home?
- 5 Is [ ] anything you [ ] like about your neighbourhood? Why not?

### Getting around

- 1 How [ ] [ ] usually get [ ] work (or school / university)?
- 2 How long [ ] [ ] take?
- 3 [ ] [ ] drive? [ ] car [ ] [ ] [ ]?
- 4 [ ] often [ ] you [ ] public transport?
- 5 [ ] the best way [ ] get [ ] your town / city?

### Free time

- 1 What [ ] [ ] enjoy doing in your free time?
- 2 [ ] [ ] of music [ ] [ ] listen [ ]?
- 3 How [ ] [ ] [ ] go out during the week?
- 4 [ ] sport(s) [ ] [ ] like doing?
- 5 [ ] [ ] time do you spend on social media every day?

### Lifestyle

- 1 How [ ] tea or coffee [ ] [ ] drink [ ] day?
- 2 [ ] [ ] hours [ ] [ ] sleep at night?
- 3 What [ ] [ ] do [ ] relax?
- 4 What do [ ] do [ ] keep healthy?
- 5 What [ ] the last live event you went [ ]?

### Travel

- 1 What's [ ] [ ] beautiful place you [ ] [ ] been to?
- 2 Where [ ] you going [ ] [ ] for your next holiday?
- 3 [ ] [ ] think it's better [ ] travel alone [ ] with other people?
- 4 [ ] [ ] prefer having holidays [ ] your country or abroad?
- 5 Have [ ] [ ] been [ ] an English-speaking country?

### Family

- 1 [ ] [ ] people [ ] there in your immediate family?
- 2 [ ] in your family [ ] [ ] most like talking [ ]?
- 3 [ ] [ ] prefer spending time [ ] , family [ ] friends?
- 4 How much [ ] [ ] know [ ] your family tree?
- 5 When [ ] [ ] last time all [ ] family did something together?

### Childhood and school

- 1 Where [ ] [ ] born?
- 2 Which secondary school [ ] [ ] go [ ]?
- 3 What [ ] [ ] best / worst subject?
- 4 [ ] [ ] ever cheated in an exam? [ ] [ ] get caught?
- 5 When you were a child, what [ ] [ ] want [ ] be when you grew up?

### A relative (e.g. brother, nephew, aunt, grandmother)

- 1 [ ] [ ] name?
- 2 How old [ ] [ ]?
- 3 [ ] [ ] [ ] do?
- 4 [ ] [ ] [ ] look [ ]? (appearance)
- 5 [ ] [ ] like? (personality)

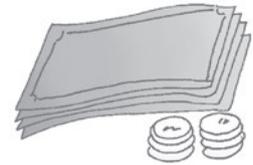
- b Choose a topic. Interview your partner. Ask for more information.

## 1B COMMUNICATIVE Personality quiz

**a** Complete the statements with the words in the list.

back balanced behaved centred faced fisted going headed  
minded (x3) tempered (x2) willd

- 1 I often get bad-\_\_\_\_\_ when things don't go my way.
- 2 When it comes to buying gifts, I tend to be a bit tight-\_\_\_\_\_.
- 3 I usually manage to stay well-\_\_\_\_\_ in stressful situations.
- 4 I am easy-\_\_\_\_\_ and don't get upset if plans change at the last minute.
- 5 The older I'm getting, the more absent-\_\_\_\_\_ I'm becoming.
- 6 I generally have a laid-\_\_\_\_\_ attitude to taking exams.
- 7 I can be narrow-\_\_\_\_\_ when it comes to trying new foods.
- 8 I have a tendency to be self-\_\_\_\_\_ when working on group projects.
- 9 As a young child, I was always well-\_\_\_\_\_ at school and never got into trouble.
- 10 I am never big-\_\_\_\_\_ about my personal achievements.
- 11 I can at times be two-\_\_\_\_\_ when I want to please different people.
- 12 When playing games, I always remain good-\_\_\_\_\_ even when I lose.
- 13 As a teenager, I was strong-\_\_\_\_\_ and didn't like taking advice.
- 14 The more travel experiences I have, the more open-\_\_\_\_\_ I become.



**b** Decide if the statements in **a** are true or false for you. For each statement, write *T* (true) or *F* (false) in the box.

**c** Work with a partner.

**Student A:** Ask **B** about statements 1–7.

**Student B:** Give reasons and examples.

*Do you often get bad-tempered when things don't go your way?*

*Yes, I often get angry, especially when...*

**d** Swap roles.

**Student B:** Ask **A** about statements 8–14.

**Student A:** Give reasons and examples.

# Vocabulary activity instructions

## 2A Illnesses and injuries

### A pairwork vocabulary race

Sts race to think of answers to questions. Copy one worksheet per pair.

#### LANGUAGE

Illnesses and injuries

- Put Sts in pairs and give out the worksheets. Tell Sts that they have to read the questions or definitions and write down as many answers as they can in three minutes. You could give Sts more time if you see that they need it.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

#### ANSWERS

2 blood pressure 3 sunburn 4 painkillers 5 get over  
6 sniff / sneeze, cough 7 allergic reaction 8 lie down  
9 faint, pass out, come round 10 flu 11 bleed  
12 sprained 13 burn 14 plaster 15 food poisoning  
16 choke 17 swollen 18 vomit, throw up

- Now focus on **Activation**. Put Sts in pairs and get them to discuss the questions.
- Get feedback.

## 2B Clothes and fashion

### A crossword puzzle activity

Sts read clues and complete the crossword. Copy one worksheet per student or one worksheet per pair.

#### LANGUAGE

Clothes and fashion

- Explain to Sts that they are going to complete a crossword. Make sure they understand the difference between *across* and *down*.
- Either give each student a worksheet or put Sts in pairs and give each pair a worksheet. Tell Sts to write the words in the crossword. Set a time limit, e.g. five minutes.
- If Sts worked individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

#### ANSWERS

##### ACROSS

8 scruffy 9 sleeveless 10 loose 13 classic 15 go with  
16 denim 17 get changed 18 fit

##### DOWN

1 old-fashioned 2 checked 3 spotted 5 hooded  
6 dress up 7 casual 11 suede 12 plain 14 smart

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read a clue from the worksheet and Sts **B** (not looking at the worksheet) guess the word. Make sure they swap roles.

## 3A Air travel

### An alphabet race

Sts race to complete sentences with the correct word. Copy one worksheet per student or one worksheet per pair.

#### LANGUAGE

Air travel

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. Point out that not all letters of the alphabet are used here. You may want to give Sts a bit longer than five minutes, or stop the activity when one pair has finished.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

#### ANSWERS

B boarding pass C check-in desk D domestic E excess  
F fill in G gate H hand I illegal J jet lag L long-haul  
M metal N noisy / naughty O online P pick up  
Q queue R runway S security T turbulence U unpack  
V visa W wait

- Now focus on **Activation**. Put Sts in pairs and tell them to turn the worksheet over. Sts test themselves by trying to go through the alphabet in order and remembering the words. They should add extra ones for as many letters as they can, e.g. *B – boarding pass, baggage reclaim*, etc.

## 3B Adverbs and adverbial phrases

### A vocabulary completion and discrimination activity

Sts complete the sentences with the correct adverb / adverbial phrase. Copy one worksheet per student or one worksheet per pair.

#### LANGUAGE

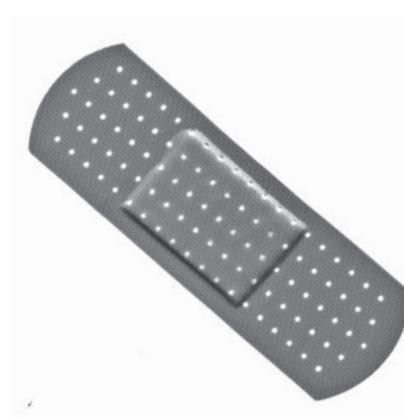
Adverbs and adverbial phrases

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Tell Sts to circle the correct adverbs / adverbial phrases. Set Sts a time limit, e.g. five minutes.
- If Sts worked individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

## 2A VOCABULARY Illnesses and injuries

Work with a partner. Complete the words as quickly as you can.

- 1 Three parts of the body that we use with 'ache'.  
**e**arache, **s**tomach ache, **t**oothache
- 2 Something that can be high, often because of stress or bad diet.  
**bl**\_\_\_\_\_ **pr**\_\_\_\_\_
- 3 Something you could get on the beach if you're not careful.  
**s**\_\_\_\_\_
- 4 What you should take if you have a headache, e.g. aspirin or paracetamol.  
**p**\_\_\_\_\_ **s**\_\_\_\_\_
- 5 A phrasal verb that means to recover from an illness.  
**g**\_\_\_\_\_ **o**\_\_\_\_\_ an illness
- 6 When you have a cold, you  
**sn**\_\_\_\_\_ and **c**\_\_\_\_\_.
- 7 A condition when something you eat can make you feel ill. You should take antihistamine tablets. an **a**\_\_\_\_\_ **r**\_\_\_\_\_
- 8 You should do this when you feel unwell or tired.  
**l**\_\_\_\_\_ **d**\_\_\_\_\_ (on a sofa or bed)
- 9 A verb and a phrasal verb that mean to become unconscious, and a phrasal verb that means to become conscious again.  
**f**\_\_\_\_\_, **p**\_\_\_\_\_ **o**\_\_\_\_\_, **c**\_\_\_\_\_ **r**\_\_\_\_\_
- 10 An infectious illness like a very bad cold that causes fever, pain, and weakness. **fl**\_\_\_\_\_
- 11 If you cut your finger with a sharp object, it will **bl**\_\_\_\_\_.
- 12 An injury which means you can't walk.  
a **spr**\_\_\_\_\_ ankle
- 13 This can happen if you drop very hot liquid on yourself.  
**b**\_\_\_\_\_ yourself
- 14 Something you should put on a small cut.  
a **pl**\_\_\_\_\_
- 15 You might get this if you eat food which is past its sell-by date.  
**f**\_\_\_\_\_ **p**\_\_\_\_\_
- 16 This can happen to you if a piece of food gets stuck in your throat. You might **ch**\_\_\_\_\_.
- 17 Adjective to describe a part of your body that has got bigger because of an injury. (a) **sw**\_\_\_\_\_ (finger)
- 18 A verb and a phrasal verb that mean to be sick.  
**v**\_\_\_\_\_, **thr**\_\_\_\_\_ **u**\_\_\_\_\_



### ACTIVATION

Work with a partner. Have you had any of the following illnesses or injuries recently? How long were you unwell for? Did you have any treatment?

- a temperature
- a rash
- sunburn
- a sore throat
- a blister on your foot
- an allergic reaction