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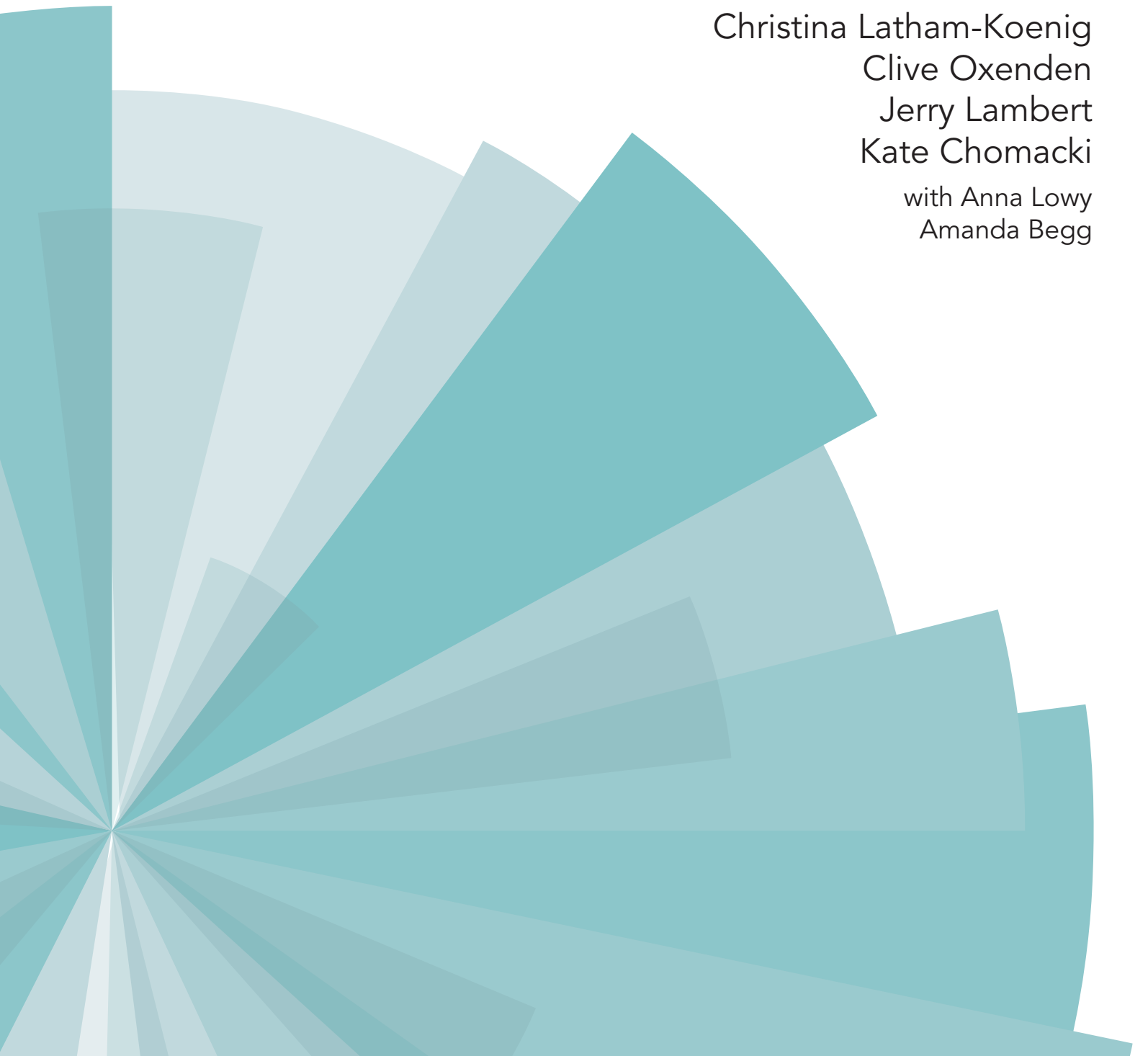
fourth
edition

English File

Advanced
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6 A We are family	<i>have</i> : lexical and grammatical uses	personality	using a dictionary
10 B A job for life?	discourse markers (1): linkers	work	the rhythm of English
14	Colloquial English 1 talking about...work and family		
2			
16 A Do you remember...?	the past: habitual events and specific incidents	word building: abstract nouns	word stress with suffixes
20 B On the tip of my tongue	pronouns	lexical areas	sound-spelling relationships
24	Revise and Check 1&2		
3			
26 A A love-hate relationship	<i>get</i>	phrases with <i>get</i>	identifying attitudes
30 B Dramatic licence	discourse markers (2): adverbs and adverbial expressions	conflict and warfare	stress in word families
34	Colloquial English 2&3 talking about...history		
4			
36 A An open book	adding emphasis (1): inversion	describing books and films	foreign words
40 B The sound of silence	speculation and deduction	sounds and the human voice	consonant clusters
44	Revise and Check 3&4		
5			
46 A No time for anything	distancing	expressions with <i>time</i>	linking in short phrases
50 B Not for profit?	unreal uses of past tenses	money	silent consonants
54	Colloquial English 4&5 talking about...stress and relaxation		

SPEAKING**LISTENING****READING**

half-agreeing and politely disagreeing

understanding names and dates

interpreting a questionnaire

talking about work

listening for detailed information

identifying attitude and implied meaning

developing a long turn

using existing knowledge to make sense of information

expressing a response to a creative text / literature

conveying the main ideas in a text

understanding accents

reading notes and expanding them into a spoken explanation

expressing ideas with precision

inferring attitudes and emotions

inferring general meaning / skimming

conveying the main ideas in a text

understanding a complex topic

scanning for specific information

giving background details to an experience

understanding opinions and explanations

understanding the plot of a novel / reading for pleasure

contributing to a group discussion

understanding attitudes and finer details

identifying benefits

discussing and interpreting information in a questionnaire

understanding comparisons

understanding reasons and consequences

categorizing information

understanding how a business works

categorizing information

	GRAMMAR	VOCABULARY	PRONUNCIATION	
6				
56	A Help, I need somebody!	verb + object + infinitive or gerund	compound adjectives	main and secondary stress
60	B Can't give it up	conditional sentences	phones and technology, adjectives + prepositions	/æ/ and /ʌ/
64	Revise and Check 5&6			
7				
66	A As a matter of fact...	permission, obligation, and necessity	word formation: prefixes	intonation and linking in exclamations
70	B A masterpiece?	perception and sensation	art, colour idioms	-ure
74	Colloquial English 6&7 talking about...illustration			
8				
76	A The best medicine?	advanced gerunds and infinitives	health and medicine, similes	/ə/
80	B A 'must-see' attraction	expressing future plans and arrangements	travel and tourism	homophones
84	Revise and Check 7&8			
9				
86	A Pet hates	ellipsis	animal matters	auxiliary verbs and to
90	B How to cook, how to eat	nouns: compound and possessive forms	preparing food	words with silent syllables
94	Colloquial English 8&9 talking about...insects and animals			
10				
96	A On your marks, set, go!	relative clauses	word building: adjectives, nouns, and verbs	homographs
100	B No direction home	adding emphasis (2): cleft sentences	words that are often confused	intonation in cleft sentences
104	Revise and Check 9&10			
106	Communication	116 Writing	130 Listening	142 Grammar Bank

SPEAKING	LISTENING	READING
giving a well-structured presentation and taking questions	understanding a lecture or talk	understanding advice
discussing behaviour, showing sensitivity to different perspectives	distinguishing between positive and negative effects	distinguishing between positive and negative effects
using persuasive language	making notes	inferring meaning
exchanging complex information to solve a problem	separating the factual details (names, dates, measurements, etc.) from what the art represents	understanding a complex text
discussing issues showing sensitivity to different viewpoints	understanding the results of research	identifying reasons and understanding explanations
telling an anecdote	understanding an anecdote	identifying negative reactions
discussing contentious issues diplomatically	understanding contrasting points of view, agreement / disagreement / partial agreement	understanding complex language
relaying precise instructions	extracting and understanding the main points of an argument	following instructions / a recipe, reading and explaining, rebuilding instructions from notes
reacting to a speaker and relating your own ideas	listening for detail	scanning for specific information
highlighting key information	inferring attitude	understanding the sequence in a complex text

Course overview

Introduction

Our aim with *English File fourth edition* has been to make every lesson better and to make the package more student- and teacher-friendly. As well as the main A and B Student's 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. Don't forget:

- videos that can be used in class in every File: Colloquial English, Video Listening, and Can you understand these people?
- Quick Tests and File tests for every File, as well as Progress Tests, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course
- photocopiable Grammar and Communicative activities for every A and B lesson, and a Vocabulary activity for every Vocabulary Bank

Online Practice and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

What do Advanced students need?

When students reach an advanced level of English, they are, by definition, successful learners and they typically feel positive about the language and their classes. However, it can be hard to make them feel they are actually making progress and improving.

It is important to challenge students with material that they feel is relevant to their needs and which they can see a purpose to. They want to see and hear material from the real world, which respects their intelligence, but also need support to help them use what they know to overcome new challenges and to set realistic and positive expectations of what they can achieve.

Grammar

- A wide range of structures to express different concepts
- Fluency using more sophisticated grammar structures
- Awareness of the register of different structures

At this level, students will have already studied most of the common grammatical structures. However, students will still need to work with more complex areas such as past modals and they will also meet several new structures, such as inversion and ellipsis. Grammar is often presented functionally, e.g. the structures to use for distancing, or for adding emphasis, which allows students to revise and extend certain structures without feeling that they are retracing their steps. There is often a focus in the **Grammar Banks** on the register of structures to make students aware of the different levels of formality and informality. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- Systematic expansion of their vocabulary
- A focus on idioms, synonyms, phrasal verbs, and collocation
- A focus on register and appropriacy

At this level, expanding students' vocabulary is the most visible and motivating measure of their progress. Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word or phrase, and provide a clear reference so students can revise and test themselves in their own time. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**. Reading and listening exercises include the **Language in Context** feature, which focuses on naturally-occurring advanced words and phrases.

Pronunciation

- 'Fine-tuning' of pronunciation of difficult sounds
- The ability to use appropriate rhythm and intonation
- Continue to develop their instinct for rules and patterns

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates a focus on individual sounds with regular work on word and sentence stress, as well as on areas that students might not have studied before, such as secondary stress, intonation, linking, and features of accents. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

Speaking

- To learn to adapt their spoken English to a variety of situations and registers
- Practice in recognizing and using discourse markers in speech
- 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 has a speaking activity which enables students to contribute their own knowledge, opinions, or experience. Students can use **Online Practice** to develop their writing skills further.



2

In this rather touching photo, showing his softer family side, US President John F Kennedy is greeted by his children, John Junior and Caroline, on his arrival to spend the weekend with them at their summer home in Massachusetts on the twenty-third of August, nineteen sixty-three. His natural joy at seeing them may well have been intensified on this occasion by the fact that, a few weeks previously, his third child, a son named Patrick, had died at just a few days old. Almost exactly three months later, on the twenty-second of November, Kennedy was assassinated in Dallas. His son John Junior, as so many of this ill-fated family, also died young in a plane crash in nineteen ninety-nine, and Caroline is the only surviving member of the family.

3

Spanish artist Pablo Picasso is seen here with Françoise Gilot and their son, Claude, in around nineteen fifty-two. Françoise met Picasso in nineteen forty-three, when she was twenty-one and he was over forty years older. Although they never married, they spent nearly ten years together and had two children, Claude and Paloma. However, Françoise and Picasso's relationship was not a happy one, and in nineteen sixty-four, eleven years after their separation, she wrote a damning description of him in her book called *Life with Picasso*. Picasso tried to stop its publication, but he failed, and it went on to sell over one million copies in dozens of languages. From then on, Picasso refused to see Claude or Paloma ever again.

4

In May eighteen eighty-three, the thirteen-year-old Mohandas Gandhi was married to fourteen-year-old Kasturba, following the arranged marriage custom of their region at the time. This photo was taken in nineteen fifteen, when Gandhi was beginning his thirty-two-year struggle for Indian independence, and it is the earliest known photo of Gandhi and his wife. In the first years of their marriage, Gandhi is said to have been a very controlling husband, but writing many years later, he described the feelings he felt for Kasturba at the time: 'Even at school I used to think of her, and the thought of nightfall and our subsequent meeting was ever haunting me.' Despite frequently being apart, their shared beliefs in national independence and education, not to mention a deep emotional attachment, held them together, and their marriage lasted for over sixty years.

5

The importance of family to the great Russian writer Leo Tolstoy apparently influenced his work, especially his two most famous novels, *War and Peace* and *Anna Karenina*. This photo, taken in nineteen oh nine, shows him telling a story to two of his grandchildren, Ilya and Sonia. Although his relationship with his children and grandchildren was very close, for most of his marriage he and his wife, Sofia, did not get on. She was strongly opposed to many of his views, especially the idea of giving away his private property, and was also jealous of the attention he gave to his many followers. Shortly after this photo was taken, at the age of eighty-two and after nearly fifty years of marriage, Tolstoy finally made up his mind to separate from her. He left home in the middle of winter, in the dead of night. He took a train south, but when he arrived at Astapovo station a day later, he became ill and died of pneumonia. According to some sources, he had spent the last hours of his life preaching love and non-violence to his fellow passengers on the train.

6

This photo, taken around eighteen eighty-six, is of scientist Albert Einstein with his sister, Maja, as small children. They resembled each other physically, and were extremely close – according to Albert, she was his only friend. After Maja's marriage, she and her husband Paul bought a villa in Italy, near Florence, and Albert frequently visited her. In nineteen thirty-nine, at the outbreak of World War Two, she was forced to leave Italy because she was Jewish. She sought refuge with her beloved brother in the USA, but she had to leave behind her husband, who could not get a visa. Tragically, in nineteen forty-six, just after the war had ended, she had a stroke, and was unable to travel. She never saw her husband again, and Albert cared for her until her death in nineteen fifty-one.

c Focus on the task and give Sts time to read questions 1–5. You might want to tell them that there is more than one answer for some of the questions.

Play the audio again the whole way through.

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

- 1 Tolstoy and his wife (Sofia), Picasso and his partner (Françoise Gilot)
- 2 Tolstoy and his grandchildren; Gandhi and his wife (Kasturba); Einstein and his sister (Maja)
- 3 John Kennedy (assassinated); John Junior (plane crash); Anastasia and her sisters (assassinated)
- 4 Caroline Kennedy
- 5 Anastasia

d Focus on the phrases from the listening and make sure Sts know what a *collocation* is (= a combination of words that happens very often and more frequently than would happen by chance).

Give Sts time to discuss who each item refers to and what the **bold** collocations mean.

Check answers.

- 1 Anastasia; **conclusively disproved** = completely and finally proved wrong
- 2 John Junior / the Kennedy family (The *as* refers to John Junior, the *this* refers to the family); **ill-fated family** = unlucky family
- 3 Picasso's partner Françoise Gilot, and Picasso; **a damning description** = a very critical and negative description
- 4 Gandhi and his wife, Kasturba; **shared beliefs** = things that they both believed
- 5 Tolstoy's wife, Sofia; **strongly opposed** = completely disagreed
- 6 Tolstoy; **in the dead of night** = in the middle of the night
- 7 Einstein's sister, Maja; **sought refuge** = she went to the USA to be safe

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Focus on the question and make sure Sts understand *draws you in* (= attracted to).

Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could tell the class which photo draws you in the most and why.

EXTRA IDEA Get Sts to bring in some old family photos to show each other and explain who the people are, with a bit of background detail.

2 SPEAKING

a Put Sts in small groups of three or four and focus on the task. Make sure they understand *framed or displayed* in the first set of questions. Highlight the pronunciation of *close* /kloʊs/ as an adjective in the third set of questions and compare with the pronunciation of *close* /kloʊz/ as a verb. *A close family / friend* suggests intimacy and trust as well as enjoyment in each other's company.

! If you think your Sts might not want to answer who they don't get on with, you could tell them they can politely refuse to answer a question by saying *I'd rather not talk about that*.

Give Sts time to answer the questions.

Monitor and help with any words or phrases Sts need.

Get some feedback for each set of questions.

- b** Focus on the statements and make sure Sts understand them, e.g. that *the only person who should be allowed to criticize your family is you* = it's OK for you to criticize your own family, but other people shouldn't do so in front of you. Remind Sts of the meaning of *dedicated* (= working hard at sth because it is very important to you) and *inevitably* (= is certain to happen).

Give Sts time to think about each statement as well as reasons or examples to back their opinion.

! Don't start the discussion yet – this will be done in **e**.

EXTRA SUPPORT Get Sts to mark each one with either *A* (agree), *HA* (half agree), or *D* (disagree), depending on their opinion. They should also think of reasons and examples to support their opinion.

EXTRA IDEA If you want to expand the activity, or think your Sts might not want to discuss one or more of the statements, you could provide them with some alternatives, e.g.:

It's better to be an only child than to have brothers and sisters.

You should always defend members of your family against the police, even if they have done something wrong.


Mothers and daughters have a more difficult relationship than mothers and sons.

If a couple don't get on, it's better for their children for them to divorce than to stay together but constantly argue.

If we want to save the planet, no couples should be allowed to have more than two children.

Your 'family' are the people who care about you, not necessarily your blood relatives.

Your parents brought you up, so it's your responsibility to take care of them when they're old.

- c**  **1.3** Focus on the **Half-agreeing and politely disagreeing** box and go through it with the class.

Now focus on the task and tell Sts to concentrate on the polite intonation in the expressions in the box.


Play the audio once the whole way through.

 **1.3**

- 1
A I absolutely don't think that parents should try to be their children's friends. Friends and parents are completely different things.
B I see what you mean, but I think children should have a more friendly relationship with their parents than my generation did.
- 2
A I think people who are very dedicated to their work rarely manage to have a happy family life. I think they can sometimes be quite selfish and they don't have enough time for their family.
B I agree up to a point, but I do think there are exceptions, for example...
- 3
A I think it's true that young children should be looked after by one or other of their parents.
B I agree in theory, but what happens if they can't afford to live on one salary?
- 4
A I think it's true that marrying very young almost inevitably ends badly. I think marrying in your thirties is probably the best age.
B I'm not sure I agree with you. My parents got married when my dad was twenty and my mum was eighteen, and they're still happily married.

5

- A** I think you have to love your family, but you don't have to like them. I love my sister, but she drives me mad most of the time.
B I don't really think that's right. It's impossible to love somebody that you don't like.

- d**  **1.4** Play the audio again, pausing after each expression for Sts to repeat, copying the rhythm and intonation.

 **1.4**

See expressions in the information box in Student's Book on p.7

Finally, you could repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Give Sts time to practise saying the expressions in pairs.

- e** Focus on the task. Sts should work in the same groups as they were in for **a**. You might want to set a time limit for each discussion, e.g. two or three minutes. Sts take turns in their groups to talk about the statements in **b**. The student starting the discussion should give their opinion on the topic and try to give clear reasons and examples to justify their point of view. Then the rest of the group give their opinion and discuss the statement. If you are timing the discussions, say *Next!* when the time limit is up, and another student starts the next discussion in their group, etc. Remind Sts before they start to try to use the expressions for half-agreeing and politely disagreeing during the discussions.

Monitor and help with any words or phrases Sts need.

Get some feedback from various groups. If there's time, you could choose one statement and do it as a whole-class activity.

3 GRAMMAR *have*: lexical and grammatical uses

- a** Focus on the task and highlight that groups 1–4 all contain sentences with different uses of *have*. Make sure Sts understand that they need to answer the two bulleted questions for each group. Elicit / Explain the meaning of *register* (= the level of formality or informality of a word in a piece of writing or speech).

Put Sts in pairs and give them time to discuss the questions.

Check answers.

- 1 Yes, all three options are possible.
There is no difference in meaning or register between *haven't got* and *don't have*, but in *haven't got*, *have* = auxiliary; and in *don't have*, *have* = main verb.
The use of *haven't* on its own, without *got*, is possible, but not very common, except in a few fixed expressions like *I haven't time* and *I haven't a clue*.
- 2 Yes, both options are possible.
There is a difference in meaning. *I've been making* emphasizes the duration of the action, and it may not be completed, i.e. there may still be food being made. *I've made* emphasizes that the action is completed.
In both cases 've = auxiliary verb.
- 3 Yes, both options are possible. There is no difference in meaning; however, *have we got to* is less common in American English.
Have we got to is more informal.
Have we got to = auxiliary verb; *Do we have to* = main verb.

4 Yes, both options are possible. There is a difference in meaning:
I've had some lovely photos taken = a photographer has done it for me
I've taken some lovely photos = I've taken them myself
 In *I've had ... taken*, *I've* = auxiliary and *had* = main verb; and in *I've taken*, *have* is an auxiliary verb.

b Tell Sts to go to **Grammar Bank 1A** on p.142. 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 verb *have*, because of its different meanings and uses, often causes problems, even for advanced Sts. Here the uses and meanings are pulled together and revised.

When explaining that *have* in its meaning of *possess* is a stative verb, you may want to go into the concept of stative and dynamic verbs in more detail. Stative verbs refer to states or conditions which continue over a period of time, not actions, and are not normally used in continuous tenses (e.g. *We have a new car* NOT ~~*We are having a new car*~~). Dynamic verbs refer to actions and are commonly used in continuous tenses.

Sts sometimes try to manipulate *have got* in the same way as *have*. It may help to point out that although the meaning of *have got* is present, the form is present perfect, which is why it is *Have you got...?* NOT ~~*Do you have got...?*~~

Have to and *must* for obligation are gone into in more detail in **7A**, and *get* as an alternative to *have* in *have sth done* is studied in **3A**.

Focus on the example sentences for **different uses of have as a main verb** and go through the rules with the class.

Repeat for **different uses of have as an auxiliary verb** and **have or have got in idioms and expressions**.

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.

- a
- ✓
 - ✓
 - ✗ Does your husband have to work tomorrow? / Has your husband got to work tomorrow?
 - ✓
 - ✗ How long have you had your flat in London?
 - ✓
 - ✗ My parents had a lot of problems with my sister when she was a teenager.
 - ✗ I haven't had a holiday for 18 months.
 - ✓
- b
- She **doesn't have / hasn't got** brothers or sisters.
 - We used **to have a family photograph taken** every year.
 - All **drivers have to have** car insurance.
 - He **hasn't seen him for** two years.
 - He **doesn't have / hasn't got the right qualifications** for this job.
 - We **don't have to / haven't got to do it now**; we can do it later.

- The sea was amazingly clear and warm – we **had a swim** every morning.
 - How long **have you been getting on** badly?
 - I need **to have the central heating fixed**.
- c
- him
 - laugh
 - on
 - got
 - had

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

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

c This is an oral grammar activation exercise. Demonstrate the activity by telling Sts if the first sentence is true for you and why (not).

Now put Sts in pairs and get them to go through each statement one by one and take turns to say if they are true for them or not, and why.

Monitor and help.

Get some feedback by asking some Sts whether a sentence was true for them or not.

4 VOCABULARY

personality

a Focus on the task and make sure Sts know what all the adjectives mean and what they have to do. You might want to check that Sts know what a *partner* is in this context (= the person that you are married to or having a sexual relationship with).

EXTRA SUPPORT Go through the list of adjectives as a whole class and elicit / explain their meaning and whether they are positive or negative traits. Also elicit or model their pronunciation.

b Put Sts in pairs to compare what they underlined and circled in a. Tell them to also discuss the question, reminding them that the word *partner* here means romantic partner and not class partner.
 Elicit some answers from the class for a. If you have any parents in the class, ask them their opinion. You could also tell the class what you think.

Finally, ask Sts which adjectives they thought might make someone a difficult parent or partner, and why. Again, if you have any parents in the class, you could ask them if they agree.

c Tell Sts to go to **Vocabulary Bank Personality** on p.162.

Vocabulary notes

Sts at this level may think they have 'done' adjectives of personality before. This is almost certainly true, in that they will have learned one or two groups; however, there are a huge number of adjectives and idioms used in English to describe personality, and here Sts will expand their vocabulary, enabling them to use a wider range of words and expressions, and improve their ability to describe people.

Useful phrases when describing personality

You might want to tell Sts that we often use *a bit / a bit of a* before negative adjectives or idioms to 'soften' them, e.g. *She can be a bit sarcastic. He's a bit of a pain in the neck.* We also often use *not very + positive adjectives*, rather than using negative ones, e.g. *He's not very bright* rather than *He's stupid*.

Focus on **1 Adjectives** and get Sts to do **a** individually or in pairs.

🔊 **1.5** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 **1.5**

Personality

1 Adjectives

- 1 resourceful
- 2 thorough
- 3 bright
- 4 straightforward
- 5 determined
- 6 self-sufficient
- 7 sympathetic
- 8 conscientious
- 9 gentle
- 10 steady
- 11 spontaneous
- 12 sarcastic

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Now focus on the **False friends** box and go through it with the class. You may want to ask Sts if they know any other adjectives of personality which are false friends, e.g. *sensible* for Spanish and French speakers.

Focus on **2 Useful phrases when describing personality** and get Sts to do **a** individually or in pairs.

🔊 **1.6** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers. You could get Sts to read the full sentence and explain the meaning of the phrase.

🔊 **1.6**

2 Useful phrases when describing personality

- 1 My father tends to avoid conflict – he never argues with my mother, he just leaves the room.
- 2 **On the surface** he seems self-confident, but **deep down** he's quite insecure.
- 3 I worry about my grandmother. She's **a bit too** trusting, so it's easy for people to take advantage of her.
- 4 **On the whole** he's pretty laid-back, though he can sometimes get very stressed about work.
- 5 She's **a bit of a** control freak – she always needs to organize everything and everybody.
- 6 He **comes across** as quite sarcastic, but in fact he's really friendly.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *surface* /'sɜːfɪs/.

Now focus on **3 Idioms** and make sure Sts know what an *idiom* is (= a group of words whose meaning is different from the meanings of the individual words).

Get Sts to do **a** individually or in pairs.

🔊 **1.7** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers and make sure Sts are clear about the meaning of the idioms.

🔊 **1.7**

3 Idioms

1 B

My dad's got a heart of gold. He's incredibly kind to everyone he meets.

2 I

My brother-in-law is very down to earth. He's very sensible and practical.

3 A

My boss is a bit of a cold fish. She's unfriendly and she never shows her emotions.

4 C

My brother's a real pain in the neck. He's so annoying – he's always taking my things.

5 E

My mum's a soft touch. I can always persuade her to give me extra pocket money.

6 H

My uncle has a very quick temper. He gets angry very easily.

7 J

I know I shouldn't criticize your family, but your sister is really full of herself. She thinks she's the most important member of the family.

8 G

He comes across as aggressive, but in fact he wouldn't hurt a fly. He's the gentlest person I know.

9 F

My brother never lifts a finger around the house. He expects the rest of us to do everything.

10 D

My cousin's always the life and soul of the party. She's great at telling jokes and making people laugh.

Finally, focus on **Activation** and give Sts time to think of their answers.

EXTRA SUPPORT Demonstrate the activity to show Sts what they need to do.

Put Sts in pairs and get them to tell their partner about the people they have thought of.

Get some feedback from the class.

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

EXTRA IDEA Get Sts to play *The Describing Game* with words and phrases from the **Vocabulary Bank**.

Put Sts in pairs, **A** and **B**, and tell Sts **B** to turn their chairs round or cover their eyes so that they can't see the board. Write six adjectives or idioms on the board. Then tell Sts **A** they have one minute to define the words to **B**, without using any part of the word or phrase itself.

When one minute is up, see how many pairs managed to communicate all six items.

Now get Sts to swap roles and repeat with six more adjectives or idioms.


EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

5 PRONUNCIATION using a dictionary

Pronunciation notes

At this level, Sts usually have a well-developed ability to predict the pronunciation of new words from their spelling, and it is important to encourage them to do this every time they learn a new word. However, it is also important for Sts to be able to use a dictionary to check pronunciation in the case of words which have a very irregular sound–spelling relationship. Even if Sts are using an online dictionary or app and can hear the pronunciation, the phonetics will help them to distinguish between individual sounds.

Sts who have previously used *English File* will be familiar with the 'sound pictures' used throughout the course to provide them with a clear model of all the sounds of English and to familiarize them with the phonetic symbol for that sound. If your Sts have not used *English File* before, this would be a good moment to introduce them to the **Sound Bank** on pp.174–175, which provides common sound–spelling rules. Highlight that this resource will help them to check the pronunciation of new words in the dictionary, by using the phonetic transcription, and predict pronunciation from spelling. It will also help them to 'fine-tune' their own pronunciation. There are also Sound Bank videos on *Online Practice*.

- a  **1.8** Do this as a whole-class activity, or put Sts in pairs and then elicit answers. You might want to explain that *NAmE* means *North American English*.
Play the audio for Sts to listen and check.
Check answers.

determined
In American English the *r* is pronounced.

1.8

British English: determined
American English: determined

- b Focus on the task, and if your Sts haven't used *English File* before, point out how the eight adjectives have been divided into syllables.
Give Sts time to underline the stressed syllable in each adjective. Remind them that this kind of exercise is easier if they say the words aloud to themselves. Don't check answers at this stage.

EXTRA SUPPORT Get Sts to do **b** and **c** in pairs. You could check answers to **b** first to help Sts with **c**. Alternatively, you could get Sts to work individually and use dictionaries to look up each adjective and find out which syllable is stressed.

- c Now tell Sts to look at the syllables they underlined in the adjectives in **b** and match the vowels to the sound pictures.
Get Sts to compare answers to both **b** and **c** with a partner.

EXTRA SUPPORT Focus on each sound picture and elicit the word and sound.

- d  **1.9** Play the audio for Sts to listen and check their answers to **b** and **c**.

Check answers by eliciting the pronunciation of the adjectives one by one and making sure Sts remember what they mean.

- 1 conscientious /e/ egg
- 2 resourceful /ɔː/ horse
- 3 sarcastic /æ/ cat
- 4 thorough /ʌ/ up
- 5 spontaneous /eɪ/ train
- 6 straightforward /ɔː/ horse
- 7 steady /e/ egg
- 8 self-sufficient /ɪ/ fish

1.9

See words in Student's Book on p.8

Now play the audio again, pausing after each item for Sts to listen and repeat the adjective and sound.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE Ask Sts which words have an extra *r* sound in American English (*resourceful*, *straightforward*).

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher's Resource Centre*.

- e Focus on the task and then put Sts in pairs and get them to complete the task.
Check answers, getting Sts to spell each adjective. Elicit or model their pronunciation.

- 1 anxious = feeling worried or nervous
- 2 lively = full of life and energy
- 3 nosy = too interested in things that don't concern you, especially other people's affairs
- 4 sociable = enjoying spending time with other people
- 5 stingy = not generous, especially with money

- f Do this as a whole-class activity.

6 READING & SPEAKING interpreting a questionnaire

- a You could do this as a whole-class activity, or put Sts in pairs or small groups.
If Sts worked in pairs or small groups, get some feedback for each way of predicting personality types. You could also ask Sts if they know any other ways of predicting personality types.
- b Focus on the task and make sure Sts understand what they have to do. You could ask Sts if they know the artist, and elicit / tell them that it is Salvador Dalí (1904–1989) – a surrealist painter.
Give Sts exactly 30 seconds to write what they see.

LANGUAGE IN CONTEXT

- c This is the first of a regular exercise type focusing on useful lexical items that occur in reading and listening texts. Focus on the instructions.
Put Sts in pairs and get them to read the *What's your personality?* questionnaire. As they go through it, they should try to work out the meaning of the highlighted phrasal verbs and idioms.

! Make sure Sts don't actually do the questionnaire (i.e. answer the questions) or use dictionaries.

EXTRA SUPPORT Before Sts read the questionnaire the first time, check whether you need to pre-teach any other vocabulary, but not the highlighted phrasal verbs and idioms.

d Focus on the **Looking up phrasal verbs and idioms in a dictionary** box and go through it with the class. Phrasal verbs are always shown after the main verb, e.g. *get off* and *get over* would be under *get*. The rule of thumb regarding looking up idioms in the dictionary is to look under the first 'full' word (e.g. verb, noun, adverb, adjective, etc.) and if it isn't there, then try under the other word(s). Phrasal verbs and idioms are not listed under prepositions and articles in a dictionary. You might want to point out to Sts that *English File* mentions phrasal verbs with an object, but their dictionary might call these *transitive phrasal verbs*. Highlight that if it is an idiom involving a very common verb, e.g. *get*, then you may need to look under the next 'full' word, e.g. *get into trouble* would be under *trouble*. However, a phrasal verb like *get on with sb* would be under *get*.

Highlight also that when Sts look up an idiom, it is a good idea to copy down, as well as the definition, a clear example if one is given.

This would be a good moment to make sure that your Sts have a good monolingual Advanced dictionary, such as the *Oxford Advanced Learner's Dictionary*, as well as a good bilingual dictionary.

Now give Sts time to look up the highlighted phrasal verbs and idioms, and check whether they worked them out correctly in **c**.

Check answers.

puts things off = delays things until a later time or date
to the letter = paying attention to every detail
get stuck = be unable to continue
put together = to make or prepare sth by fitting or collecting parts or information together
catches your eye = attracts your attention
go round = follow a route
head-on = in a direct way
your gut feeling = your natural feelings that make you react in a particular way
a white lie = a harmless or small lie, especially one that you tell to avoid hurting sb
carry on = continue

Deal with any vocabulary problems that arose.

e Now get Sts to do the personality test individually.

EXTRA IDEA You could get Sts to compare answers and give reasons or examples to support their choices.

f Focus on the task and the eight types (*planner*, *spontaneous*, etc.).

Now give Sts time to work out which type they are for each section of the questionnaire.

g Tell Sts to go to **Communication What's your personality?** on *p.106*. Here they follow the instructions to identify their overall personality (*Realist*, *Supervisor*, etc.). Finally, they read the description of their personality.

Get Sts to ask their partner for his / her personality and read their description, too. Sts then tell each other how accurate they think the description is.

Get some feedback from the class. With a show of hands, you could find out how many Sts think their description is accurate.