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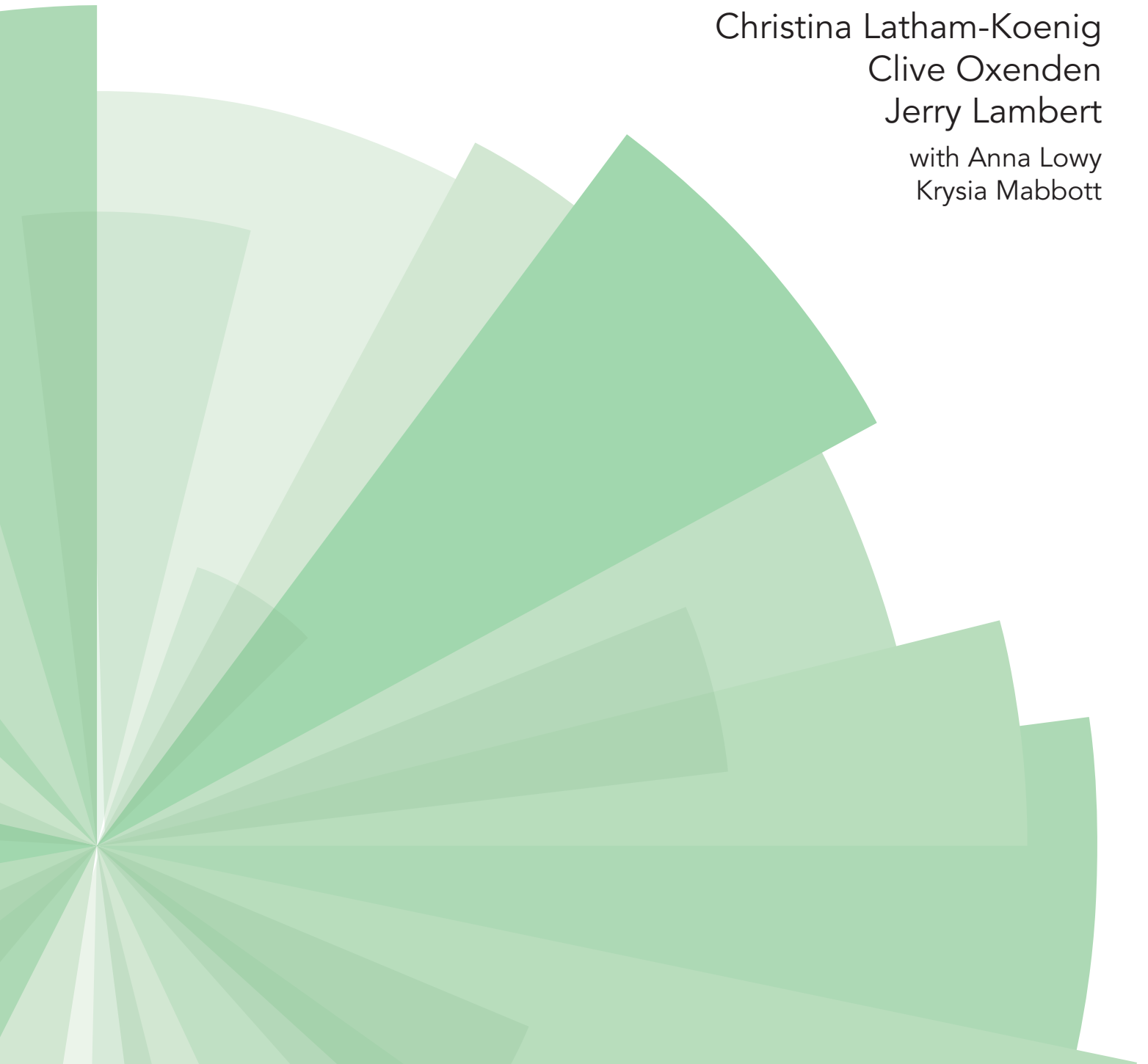
fourth
edition

English File

Intermediate
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert
with Anna Lowy
Krysia Mabbott



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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SPEAKING**LISTENING****READING**

talking about films

listening for content words

understanding the main point in a paragraph

talking about profile pictures, making deductions

checking assumption, understanding the order of events

understanding humour, checking assumptions

talking about school, assessing opinions

listening for numbers

understanding points of view

discussing pros and cons, describing ideal situations

using prediction to understand content

understanding pros and cons

making a presentation

listening and making notes

predicting from evidence

talking about shopping habits

understanding the order of events, understanding attitude and tone

predicting the end of a story

talking about luck

listening to summarize

understanding topic sentences

discussing digital habits

understanding attitude

understanding technical language

talking about people and things that you admire

listening for facts

reading with purpose

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taking notes

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- d Put Sts in pairs and get them to ask and answer the questions in *Your food profile*, giving as much information as possible. They should see if they have anything in common.

EXTRA SUPPORT Demonstrate the activity by answering one or two of the questions yourself before putting Sts in pairs.

Monitor and help with any food vocabulary.

EXTRA CHALLENGE Before Sts give feedback, you may want to teach them the phrases *Both of us...* and *Neither of us...*, which they can use to show what they have in common. Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

Get feedback from different pairs to find out if they have anything in common.

4 READING using your own experience to understand a text

- a Put Sts in pairs and get them to tell each other at what time they usually do each activity.

EXTRA SUPPORT Quickly revise telling the time by drawing different clocks on the board and eliciting the times. Remind Sts that we can tell the time in two ways, e.g. *six thirty* or *half past six*.

Get some feedback from various pairs.

- b Give Sts time to read the article and answer the question. Get feedback from various pairs.

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

- c Give Sts time to read the article again. Then in pairs, get Sts to answer questions 1–6. Check answers.

- 1 Because you're less likely to be at risk of heart disease as an adult.
- 2 It can make us more mentally alert.
- 3 Having steak and chips for lunch means we digest it better. Having it for dinner makes our blood glucose levels higher.
- 4 Because our sense of smell and taste are at their best at this time.
- 5 a yoga or going for a walk b running or cycling
- 6 Because it helps us to go to sleep.

Deal with any other new vocabulary, but not the words in d. Model and drill the pronunciation of any tricky words.

- d Focus on the instructions and make sure Sts know what they have to do.

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

- 1 heart 2 stomach 3 liver 4 brain 5 muscles 6 lung
- a We have one heart, stomach, liver, and brain.
- b We have two lungs.
- c We have more than two muscles.


- e Put Sts in pairs and get them to discuss the two questions. Get some feedback from various pairs. You could tell Sts what you think about the information in the article.

5 LISTENING predicting content using visual clues

- a Focus on the introduction and read it as a class. You may want to elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g. *Where is Marianna's mother from?* (Scotland), *Who owned a seafood restaurant?* (Marianna's parents), *Where does Marianna work now?* (Morito / London), etc.

Put Sts in pairs and get them to look at the photos and then tell each other how they think each extract finishes. Get some ideas from the class, but don't tell Sts if they are correct.

- b  1.8 Tell Sts they are going to listen to **Part 1** of an interview with Marianna, and they must check their answers to a.

Play the audio once the whole way through.

Get Sts to compare with their partner, and then play again if necessary.

Check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen.

- 1 my dad caught 2 lemon and olive oil 3 a small blue notebook 4 animals, a garden, olive trees, and grapes 5 Greek sandwich with pitta bread

1.8

(script in Student's Book on p. 125)

I = interviewer, M = Marianna Leivaditaki

Part 1

- I With me today I have Marianna Leivaditaki, head chef of the Morito restaurant in Hackney. Marianna, what was your favourite food when you were a child?
- M At home we ate a funny mixture because of my parents. Fresh fish, bacon and eggs for breakfast on Sundays, and traditional apple pies. But my favourite was fish. We ate fish every day, which my dad caught. In fact, my dad still goes fishing every night!
- I Wow!
- M Yes, we were very lucky because not all families could do that – could eat fish every day. Even on an island, fish is expensive, unfortunately.
- I Did your dad catch fish for the family or for the restaurant?
- M For both. Except for lobsters. When he caught a lobster, he never sold it; it was always for us. We boiled it and ate it with lemon and olive oil. You don't need anything except lemon and olive oil when fish and seafood is really fresh. That's how I cook lobsters nowadays in the restaurant, in Morito.
- I Were you interested in cooking when you were a child?
- M Oh yes. I spent every evening in our restaurant, and instead of playing with the other children, I usually helped in the kitchen. I wrote down recipes which I wanted to cook for the family in a small blue notebook.
- I So your love of food and cooking came from your parents?
- M From my parents and also from my aunt, and from many inspiring ladies who surrounded me when I was growing up. My aunt, Thia Koula, had animals, a garden, olive trees, and grapes. In the summer, I often spent all day with her. She knew everything about wild food in Crete. She only ate what she had grown or found or made herself. It's such a beautiful way to eat.
- I Did you ever eat out as a child?
- M Never in the evening, because our restaurant was open for dinner seven days a week, but occasionally my mum used to buy me and my brother souvlaki for lunch, a sort of Greek sandwich with pitta bread. Inside it has pork, tomato, red onion, and lots of thick yogurt.

5 VOCABULARY

collocation: verbs / adjectives + prepositions

- a Focus on the instructions and remind Sts that they have to remember which prepositions to use after certain verbs and adjectives, e.g. *you talk to somebody about something*. Get Sts to complete 1–3, and then check answers.

1 about 2 between 3 in

- b Tell Sts to go to **Vocabulary Bank Dependent prepositions** on p.156.

Vocabulary notes

You may want to point out that some adjectives can be used with more than one preposition, depending on the meaning, e.g. we use *good at* for something you are an expert at, but *good for* when something is beneficial.

Some people say *fed up of (sth)* in informal British English, but this is not considered correct in standard English.

Focus on **1 After verbs** and get Sts to do **a** individually or in pairs. Remind them to write the prepositions in the column on the right, not in the sentence.

🔊 **3.25** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 3.25

Dependent prepositions

1 After verbs

- 1 He apologized to the police officer for driving fast.
- 2 I never argue **with** my husband **about** money.
- 3 We're arriving **in** Milan on Sunday.
- 4 We're arriving **at** Malpensa airport at three forty-five.
- 5 Could you ask the waiter **for** the bill?
- 6 Do you believe **in** stereotypes?
- 7 Who does this book belong **to**?
- 8 I can't choose **between** these two bags.
- 9 We might go out. It depends **on** the weather.
- 10 I dreamed **about** my childhood last night.
- 11 Don't laugh **at** me! I'm doing my best!
- 12 I'm really looking forward **to** the party.
- 13 If I pay **for** the meal, can you get the drinks?
- 14 This music reminds me **of** our honeymoon in Italy.
- 15 I don't spend a lot of money **on** clothes.
- 16 We need to talk **to** Anita **about** her school report.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Now focus on **2 After adjectives** and get Sts to do **a** individually or in pairs.

🔊 **3.26** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 3.26

2 After adjectives

- 1 My brother is afraid of bats.
- 2 She's really angry **with** her boyfriend **about** last night.
- 3 I'm very close to my elder sister.
- 4 This exercise isn't very different **from** the last one.
- 5 We're really excited **about** going to Brazil.

- 6 Krakow is famous **for** its main square.
- 7 I'm fed up **with** sitting in this traffic jam.
- 8 I'm very fond **of** my little nephew. He's adorable.
- 9 I've never been good **at** sport.
- 10 Eat your vegetables. They're good **for** you.
- 11 My sister is very interested **in** astrology.
- 12 She's very keen **on** cycling. She does about fifty kilometres every weekend.
- 13 I don't like people who aren't kind **to** animals.
- 14 She used to be married **to** a pop star.
- 15 I'm really pleased **with** my new scooter.
- 16 My dad was very proud **of** learning to ski.
- 17 Why are you always rude **to** waiters and shop assistants?
- 18 Rachel is worried **about** losing her job.
- 19 I'm tired **of** walking. Let's stop and have a rest.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on the **Gerunds after prepositions** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Tell Sts to go back to the main lesson **3B**.

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

- c Tell Sts to complete questions 1–12 with a preposition.

- d 🔊 **3.27** Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the questions.

1 about 2 at 3 to 4 to 5 on 6 of 7 for 8 in
9 of 10 with, about 11 with 12 on

🔊 3.27

- 1 When you're with friends of the same sex, what do you usually talk about?
- 2 Are there any sports or games that you're good at?
- 3 Is there anything you're really looking forward to?
- 4 Who in your family are you closest to?
- 5 What kind of films are you keen on?
- 6 Are there any animals or insects that you're afraid of?
- 7 What's your town or region famous for?
- 8 Are there any superstitions that you believe in?
- 9 Is there a story in the news at the moment that you're really tired of?
- 10 Who's the last person you were really angry with? What about?
- 11 Have you bought anything recently that you're very pleased with?
- 12 What do you think success in an exam depends on?

Tell Sts that the preposition is normally unstressed, but that at the end of a question, both parts of the phrase are stressed (e.g. ...*tired of* – here *of* isn't weak /əv/).

EXTRA SUPPORT Play the audio again for Sts to listen and repeat the questions, making sure they stress the final preposition.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you first.

- a
- 1 had trained 2 was cycling 3 wanted
 - 4 had already started 5 hadn't scored 6 was playing
 - 7 stopped 8 hadn't lost 9 was raining
- b
- 1 The accident **happened** when they **were driving** home.
 - 2 The crowd **cheered** when the referee **blew** the final whistle.
 - 3 I **didn't recognize** Jane at first because she **had changed** so much.
 - 4 The police **stopped** my sister on the motorway because she **wasn't wearing** a seat belt.
 - 5 Some of the players **weren't listening** while the coach **was talking** to them.
 - 6 We **couldn't** use the ski slope because it **hadn't snowed** enough.
 - 7 They **weren't able to** play tennis because they **hadn't booked** a court.
 - 8 The player **got** a yellow card because he **had taken off / took off** his shirt after scoring a goal.

Tell Sts to go back to the main lesson **5A**.

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

- d Tell Sts they are going to read an article about a skier, Anton Gafarov. Tell Sts they must complete the gaps with the verbs in the correct form. Point out that the first one (*was competing*) has been done for them.
- Give Sts time to read the article and complete the gaps. Get Sts to compare with a partner, and then check answers.

- 2 was doing 3 fell 4 damaged 5 fell 6 had broken
7 tried / was trying 8 ran 9 replaced 10 had brought
11 finished

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Good sportsmanship, A** on p.107, **B** on p.112.
- Tell Sts **A** to read about Kenyan runner Abel Mutai, and Sts **B** to read about Canadian sailor Lawrence Lemieux. When they have finished reading, Sts should underline all the verbs in the past continuous or past perfect.
- Sts **A** then cover the story and tell it to their partner, using the prompts in the list.
- Sts then swap roles.
- Tell Sts to go back to the main lesson **5A**.
- f Do this as a whole-class activity, making sure Sts know the meaning of *heroic* (= very brave). You could also tell Sts what you think.

7 SPEAKING

- a Focus on the instructions and make sure Sts understand what an *anecdote* is (= an informal true story about something that happened to you). Model and drill its pronunciation.
- Give Sts time to choose which two topics they are going to talk about, and to plan the stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

EXTRA IDEA Tell Sts that one anecdote should be true and the other invented. Sts **A** then tell both their anecdotes, one after the other, and Sts **B** must decide which one is true. They then swap roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

- b Focus on the **Telling an anecdote** box and go through it with the class.

Put Sts in pairs, **A** and **B**. Sts **A** should start by telling their first anecdote, giving as much information as possible, and Sts **B** should ask questions. Sts **B** then tell their first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much, as the aim here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

EXTRA IDEA Tell Sts to look back at the language for reacting to what people say in **Practical English** Episode 1 on p.15. Encourage them to use this language when they listen to the anecdotes.

If Sts are enjoying the activity (and you have time), you could get them to change partners and tell their stories again.

8 WRITING telling a story

Tell Sts to go to **Writing Telling a story** on p.118.

- a Focus on the instructions and give Sts time to read the story and answer the questions. Tell them not to worry about the gaps in the story.
- Check answers.

They got lost because her husband followed the instructions given by the satnav, which sent them in the wrong direction. They also left their dog under the table in the café on the motorway.

- b Focus on the instructions and the connecting words or phrases in the list.
- Give Sts time to read the story again and complete each gap.
- Get Sts to compare with a partner, and then check answers.

- 2 when 3 However 4 instead of 5 but 6 So
7 because 8 as soon as 9 although

- c Focus on the **A bad journey** box and go through it with the class.

Now tell Sts they are going to write about a journey when they had a problem. If Sts can't think of a journey, they can invent one.

Focus on the plan and go through it with Sts.

Sts should write three paragraphs, as in the model, and use the **A bad journey** box to help them.

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 story, e.g. 15–20 minutes.

- d Sts should check their work for mistakes before giving it in.

Part 2

N So what are Elin's golden rules?

E I would say my golden rules would be to look at your own wardrobe to begin with before even going shopping because without knowing what you've got, you can't go out and buy the right things.

OK, fantastic!

I think a lot of the mistakes that people make are, they're not staying true to themselves when they actually go out shopping. So perhaps they've seen kind of a lot of different things in magazines and online. And sometimes that can be really confusing. I truly believe that it doesn't matter how much money you've got you can look good. It's about where you shop and how you put things together.

N Is there one item that Elin thinks everyone should have?

E I do think that everyone should have a good pair of jeans in their wardrobe that fits them perfectly, that makes them feel good about themselves.

Did you enjoy today?

S I did. It was absolutely brilliant. It exceeded my expectations. It was really great fun.

N Although not everyone needs Elin's help, for Sam the day with a personal stylist has clearly changed his wardrobe and his attitude to it.

E No problem.

S Bye.

E Bye!

EXTRA SUPPORT If there's time, you could get Sts to watch Parts 1 and 2 of the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Discuss Elin's rules together as a class and ask Sts if they would like to have a session with her, or with another personal stylist.