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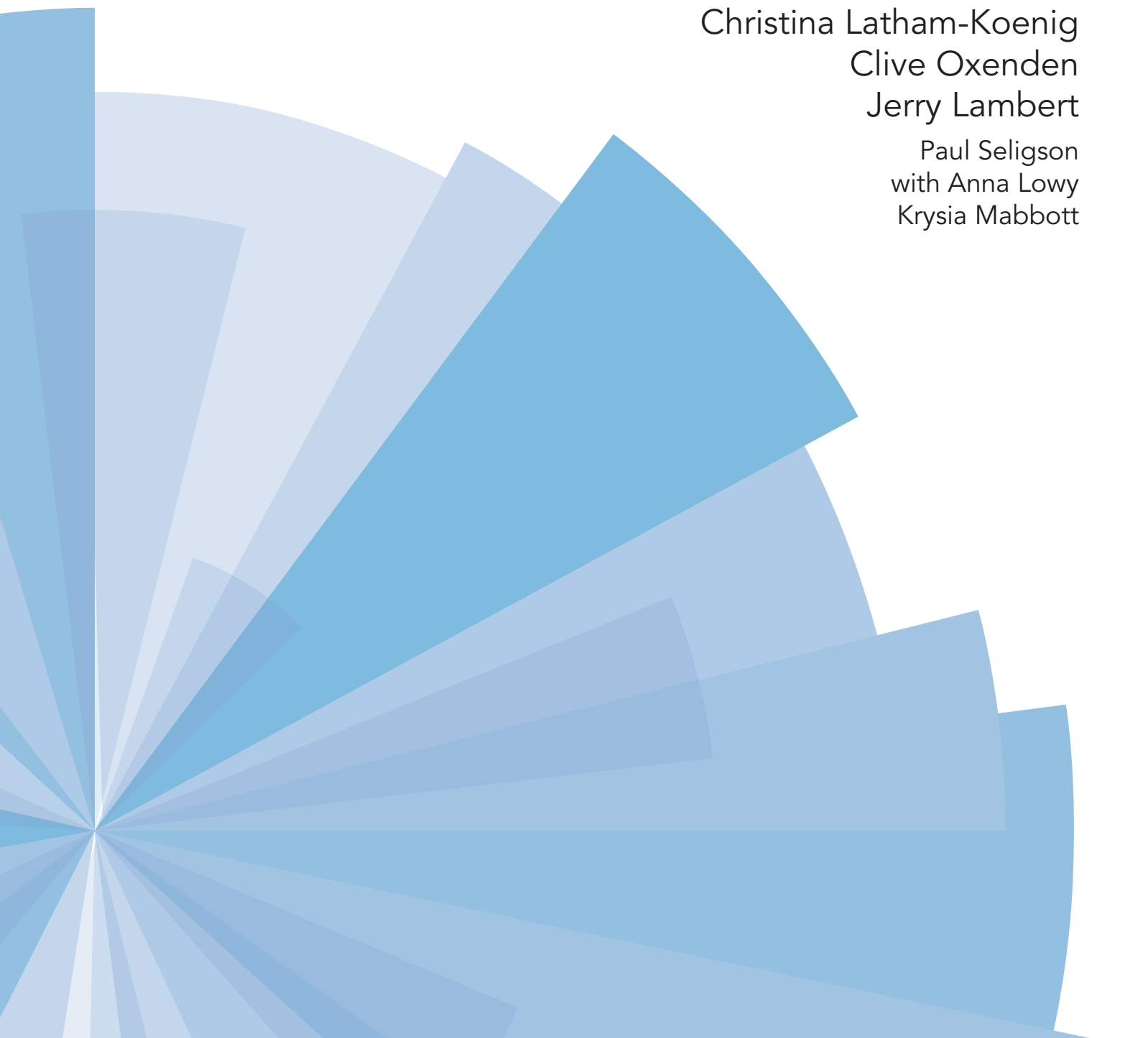
Pre-intermediate

Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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Contents

p.4 Syllabus checklist

p.8 Course overview

- Introduction
- What do Pre-intermediate students need?
- For students

Student's Book

Online Practice

Workbook

- For teachers

Teacher's Guide

Teacher's Resource Centre

Classroom Presentation Tool

Class audio

Video

p.12 Lesson plans

p.12	File 1 A–C	Practical English Episode 1
p.28	File 2 A–C	1&2 Revise and Check
p.41	File 3 A–C	Practical English Episode 2
p.55	File 4 A–C	3&4 Revise and Check
p.66	File 5 A–C	Practical English Episode 3
p.80	File 6 A–C	5&6 Revise and Check
p.92	File 7 A–C	Practical English Episode 4
p.106	File 8 A–C	7&8 Revise and Check
p.119	File 9 A–C	Practical English Episode 5
p.132	File 10 A–C	9&10 Revise and Check
p.143	File 11 A–C	Practical English Episode 6
p.157	File 12 A–C	11&12 Revise and Check

p.167 Photocopiable activities

p.167	Introduction
p.168	Grammar activity answers
p.172	Grammar activity masters
p.208	Communicative activity instructions
p.217	Communicative activity masters
p.253	Vocabulary activity instructions
p.257	Vocabulary activity masters

SPEAKING**LISTENING****READING**

retelling an article

understanding a problem

text coherence / understanding content words

describing feelings

understanding how something works

talking about language learning

understanding the events in a story

using topic sentences

discussing habits and preferences

understanding opinions

understanding opinions

using the right word in conversation

understanding an anecdote

scanning for specific information

reacting to a story

using information to interpret a story

understanding a short story

Would you know what to do?

understanding facts

understanding specific information

How long...?

taking notes

recognizing topic links

talking about life events

understanding biographical information

using textual clues to match information with a person

responding to opinions

understanding opinions

retelling a person's day

understanding reasons

extracting main points from a text

passives quiz

understanding historical information

talking about school days

understanding attitude

finding key information in a text

choices and decisions

identifying the main points in a talk

finding similarities and differences

understanding similarities and differences

understanding similarities and differences

retelling a news story

understanding the order of events

gossip

understanding a conversation

recognizing text type

general knowledge quiz

understanding quiz questions

4 LISTENING & SPEAKING understanding personal information

a **1.9** Focus on the instructions. Make sure Sts understand that they aren't going to listen to six complete conversations. They must listen to six people giving some information and write down the letters and numbers.

Go through the words in 1–6, making sure Sts know what they mean, e.g. *first name, postcode*, etc. Point out that the first one (*Wayne*) has been done.

Play the audio for Sts to listen and write the letters and numbers. Play again if necessary.

Get Sts to compare with a partner, and then check answers by eliciting the information onto the board.

EXTRA SUPPORT Before playing the audio, you might want to check that Sts know how to say an email address, e.g. that @ = *at* and . = *dot*. You might also want to check that Sts understand the term *double*, e.g. *My name's Anna – A-double N-A*.

2 SE21 8GP 3 07700 987782 4 jvine64@kings.co.uk
5 Rathbone 6 16 Russell Street

1.9

- A How do you spell your first name?
B W-A-Y-N-E.
- A What's the postcode?
B It's S-E-twenty-one-eight-G-P.
- B Oh-seven-seven-double oh-nine eight-seven-seven-eight-two.
- A It's J-V-I-N-E-six-four at kings dot co dot U-K.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four at kings dot co dot U-K.
- B Ann Rathbone. R-A-T-H-B-O-N-E.
- A It's sixteen Russell Street. That's R-U-double S-E-double L. Let me show you on the map.

b **1.10** Focus on the instructions and make sure Sts understand what they have to do. Go through situations a–f and point out that the first one (*1b*) has been done for them.

Play the audio, pausing after each conversation to give Sts time to number a–f. Play again if necessary.

Now play the audio again, pausing after each conversation, and check the answer.

2 a 3 c 4 e 5 f 6 d

1.10

(script in Student's Book on p. 120)

- A Good afternoon. How can I help you?
B I have a reservation for five nights.
A What's your name?
B Wayne Roberts.
A How do you spell your first name?
B W-A-Y-N-E.
A Just a moment.
- A So, the sofa is eight hundred and ninety-nine pounds and ninety-nine p in total. What's the address for delivery? Is it a London address?
B Yes, it's in south London.
A What's the postcode?
B It's S-E-twenty-one-eight-G-P.
A And the address is...?
B Fourteen Dangerford Road, flat two. That's in Forest Hill, London.

- A Welcome to our mobile phone helpline. Please say the number of the mobile phone you have a problem with.
B Oh-seven-seven-double oh-nine-eight-seven-seven-eight-two.
- A Now, every Friday I'm going to give you some writing to do for homework at the weekend. You can either give it to me in class on the Monday, or you can send it to me by email. I'm going to give you my email address and I'd like you to write it down. OK? It's J-V-I-N-E-six-four at kings dot co dot U-K.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four at kings dot co dot U-K. OK, now I'm going to write it on the board for you. Did you get it right?... Well done. Remember, this symbol is called *at* in English, and this one is *dot*.
- A Good evening.
B Hi. We have a table booked for seven thirty.
A Yes, madam. What name, please?
B Ann Rathbone. R-A-T-H-B-O-N-E.
A Ah, yes, here we are. Can you come this way, please?
- A OK, Susannah, that's great. Here's your student card. Your classes start on Monday at nine a.m. Now, the classes are not here in the main school, but in a different building.
B Oh?
A But it's very near – just five minutes' walk from here, in Russell Street.
B Sorry, what's the address?
A It's sixteen Russell Street. That's R-U-double S-E-double L. Let me show you on the map.
B Thank you.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p. 120, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the instructions and the form.

Put Sts in pairs and get them to interview each other. If Sts don't want to give their real address and phone number, tell them to invent one. Remind Sts that when we say phone numbers in English, we say the individual digits, and that 0 can be *oh* or *zero*. Elicit how to say an email address, e.g. that @ = *at* and . = *dot*.

When they have finished, get Sts to show each other their forms to check the information.

Get some feedback.


3 VOCABULARY & SPEAKING paraphrasing

Vocabulary notes

Native speakers often paraphrase when they can't think of the word they want. This is an essential skill for Sts at any level. Encourage Sts to get into the habit of paraphrasing whenever they need to. You can help them with this by giving definitions when they ask what a word means.

- a** Focus on the question and go through the possible answers a–c, making sure Sts understand them. Elicit answers and try to get a mini discussion going about the relative merits of each one.

You may want to point out to Sts that the word to describe option c is *paraphrasing* (the subheading of this section).

- b**  **3.17** Tell Sts that they are going to learn some useful expressions to help them explain words they don't know. In pairs, Sts complete the eight expressions with the words in the list. Play the audio for Sts to listen and check. Check answers.

1 somebody 2 something 3 somewhere 4 kind
5 opposite 6 like 7 similar 8 example

3.17

- 1 It's somebody who shows you round a city or a museum.
- 2 It's something which we use to pay, instead of cash.
- 3 It's somewhere where people go when they want to send a parcel or a letter.
- 4 It's a kind of fruit. It's long and yellow.
- 5 It's the opposite of *expensive*.
- 6 It's like a sweater, but it has buttons.
- 7 It's similar to a wallet, but it's for a woman.
- 8 It's a verb. For example, you do this to the TV when you've finished watching something.

- c** Play the audio again, pausing after each sentence, and elicit the word being defined. You could point out that after *somewhere*, you can leave out the relative pronoun *where*.

EXTRA SUPPORT Give Sts time, in pairs, to read the expressions again and work out the word being defined.

1 guide
2 credit / debit / bank card
3 post office
4 banana
5 cheap
6 cardigan
7 purse
8 turn off

- d** Focus on the six words and give Sts time in pairs to write definitions.

Elicit some of their answers onto the board.

Possible answers

- 1 It's somebody who plays music on the radio or in a club.
- 2 It's somewhere where you can see paintings.
- 3 It's something which you use to take photos.
- 4 It's a kind of document which you need if you travel abroad / to another country.
- 5 For example, you do this when you are on the beach.
- 6 It's the opposite of *straight*.

- e** Focus on the instructions and make sure Sts only write five definitions – one for each letter from A to E.

EXTRA SUPPORT Put Sts in pairs to write their definitions. If they can't think of words, you could give them words to use, e.g.:

actor	apple	armchair	abroad
bag	builder	breakfast	bathroom
charger	cold	cook	cousin
dictionary	dangerous	dirty	drive
empty	easy	extrovert	earrings

Monitor and help Sts, correcting any errors with relative clauses.

When Sts are ready, put them in groups of three or four. If Sts wrote their definitions in pairs, then put two pairs together.

Sts read their definitions for their teammates to guess.

When they have finished, you could get a few Sts to read their definitions to the class.

4 PRONUNCIATION silent e

Pronunciation notes

Learning how a final *e* after a vowel often changes the pronunciation of this vowel will help Sts to predict the pronunciation of new words.

You may want to point out to Sts that a few common words are exceptions, e.g. *have*, *give*, and *live*, and that with two-syllable words the rule is usually true when the syllable with the silent *e* is stressed, e.g. *decide* and *arrive*, but not *practise*.

- a** Focus on the **Silent e** box and go through it with the class.

Now focus on the two definitions and elicit the words.

1 hat 2 hate

Ask the class how the pronunciation of the first word changes when you add the *e*.

It changes from /æ/ to /eɪ/ (from short to a diphthong). With an *e*, it's the same sound as the letter *a*.

- G** superlatives (+ *ever* + present perfect)
V describing a town or city
P sentence stress

Lesson plan

In this lesson Sts move from comparatives to superlatives. Sts who did not use *English File Elementary* may not have studied superlatives before, in which case you will probably need to spend more time on them. The context is a TripAdvisor survey of cities around the world, and an experiment carried out by the *Reader's Digest* to find out how honest 16 cities around the world were. The present perfect is also recycled in expressions like *the most beautiful place I've ever been to*.

The lesson begins with a vocabulary focus on language used to describe a city. Then the grammar presentation through the TripAdvisor survey is followed by a listening on the most honest cities in the world. In Pronunciation and Speaking, Sts look at sentence stress in superlative questions and then ask and answer some superlative questions. Finally, the lesson ends with Sts writing a description of where they live.

More materials

For teachers

Photocopiables

Grammar superlatives (+ *ever* + present perfect) p.185

Vocabulary Describing a town or city p.264
(instructions p.254)

Communicative Superlative questions p.230
(instructions p.211)

For students

Workbook 5B

Online Practice 5B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts *What are the biggest cities in your country?* and write them on the board.

Then get Sts to ask each other in pairs *Have you been to ____? When did you go there? Did you like it? Why (not)?*

1 VOCABULARY

 describing a town or city

Vocabulary notes

Sts are sometimes confused about whether to describe the place where they live as a village, a town, or a city. A city is a large town (in the UK, historically, anywhere with a cathedral is a city); a town is medium-sized; and a village is a very small town located in a country area.

Sts often use the word *monument* to describe any historic building. You may want to point out that a monument is only a building, statue, or column built to remind people of a famous person or event.

You may want to explain the difference between *crowded* and *full* (*crowded* = full of people), and *polluted* and *dirty* (*polluted* = dirty because of contamination).

- a** Books open. Focus on the task and give Sts time to think about their answers.

Put Sts in pairs and get them to compare their answers. If your Sts live in the same town or city, do this as a whole-class activity.

If Sts worked in pairs, get some feedback.

- b** Tell Sts to go to **Vocabulary Bank Describing a town or city** on p.156.

Focus on **1 Where is it? How big is it?** In **a**, tell Sts they are going to read about a city called York. They might remember Anya talking about it in Lesson **2B**. Get Sts to circle the correct words or phrases.

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

Check answers.

🔊 5.9

Describing a town or city 1 Where is it? How big is it?

York is a city in the **north** of England, on **the River Ouse**. It's about twenty-five miles **east** of Leeds. It's a **medium-sized** city and it has a population of about two hundred thousand. It's famous for its cathedral, York Minster, and its historic city centre.

Now do **2 What's it like?** Remind Sts what the question means and then focus on **a**, where Sts match the adjectives and sentences.

EXTRA SUPPORT Check Sts' answers to **a** before they match the opposites in **b**.

3 crowded 6 dangerous 4 modern 1 noisy 2 polluted

Now do **b** and get Sts to match the adjectives in the list to their opposites in **a**.

- 🔊 **5.10** Then do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

🔊 5.10

2 What's it like?

- 5 boring, exciting, interesting
 3 crowded, empty
 6 dangerous, safe
 4 modern, historic
 1 noisy, quiet
 2 polluted, clean

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.

Finally, do **d** and get Sts to cover the words and look at sentences 1–6. They can test themselves or each other.

Now do **3 What is there to see?** and tell Sts to look at the photos, and ask them what they can see.

Tell Sts to do **a** individually or in pairs. Point out that each column already has one answer in it.

6 VIDEO LISTENING

- a Tell Sts that they're going to watch a film about common dreams and what they mean.

Play the video once the whole way through.

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

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

The dreams with a good meaning are:

- Dream 4, your life is successful (this dream can also have a bad meaning).
- Dream 5, you're in love.
- Dream 7, you're having an exciting time in your life.

What do our dreams really mean?

Meet Tom. Like everyone, Tom likes to get a good night's sleep. And like us all, Tom has about five separate dreams every night. These dreams can last between fifteen and forty minutes. According to experts, our dreams tell us who we are, what we need, and what we believe in, so, for Tom and for everyone else, here is a guide to the most common dreams and their meanings.

Dream one: someone is running after you.

If you have this dream, it means something is worrying you in real life. Something like a difficult decision or a difficult situation with a friend or a colleague. People often have this dream again and again until they make the decision or deal with the situation that is worrying them.

Dream two: you can't find something you need.

Dreaming about losing something and trying to find it again is surprisingly common. It usually means that you're worried about something stressful that you need to do soon, like going on a long journey or giving a talk in public. In these situations, people sometimes dream about losing their passport or tickets, or losing their notes or memory stick.

Dream three: you're unprepared for an exam.

This one is common for young adults or children who are under stress, and it can feel very real – sometimes you can wake up sure that you've just failed an important exam or test. If you're not doing any exams in real life, this dream could mean that you don't have enough confidence in your ability to do something.

Dream four: you're flying or falling.

Another very common dream is the flying dream. Sometimes people dream that they are in control. If you feel in control, it means that your life is successful – perhaps you've just passed an important exam, or your boss has given you a promotion.

But usually, people dream that they're out of control, and falling. This means the opposite – your life isn't going well, and you're worried about what's going to happen in the future.

Dream five: you're underwater.

If you dream that you're underwater, but you're feeling happy and comfortable and you can still breathe, it could mean you have very strong feelings for someone. You're probably in love!

Dream six: you're in an out of control vehicle.

A dream about cars is a dream about your direction in life. If you dream that you're driving, and you lose control of your car, you probably feel that your life is out of control.

If somebody you know is driving, then perhaps you feel that they have problems in their life, and need your help.

Dream seven: you find a new room in your house.

This dream means that you're having an exciting time in your life, and you're discovering new possibilities. If the room is white, it means you want to make a new beginning in your life.

Dream eight: You're late for a meeting or appointment.

Dreaming that you're late for a meeting represents your worry about taking a different direction in your life. Perhaps you're not one hundred per cent confident about making a change. This dream can also mean that you feel like you don't have enough time to get something done.

Sometimes, dreams come true, but more often, they don't.

Sweet dreams!

- b Give Sts time to read the sentences, making sure they understand them.

Then play the video again for Sts to complete the sentences. You could pause after each dream to check answers.

EXTRA CHALLENGE First put Sts in pairs and ask them to try to complete the meanings of the dreams from memory. Then play the video again. Ask students to check their answers and make a note of any extra information about each dream.

Get some feedback from various pairs.

Dream 1 decision, friend
Dream 2 journey, talk
Dream 3 confidence, ability
Dream 4 successful, future
Dream 5 strong, love
Dream 6 life, help
Dream 7 exciting, possibilities
Dream 8 direction, time

EXTRA SUPPORT 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.

- c Ask Sts to discuss the questions in groups or as a class.

Get some feedback from various Sts.