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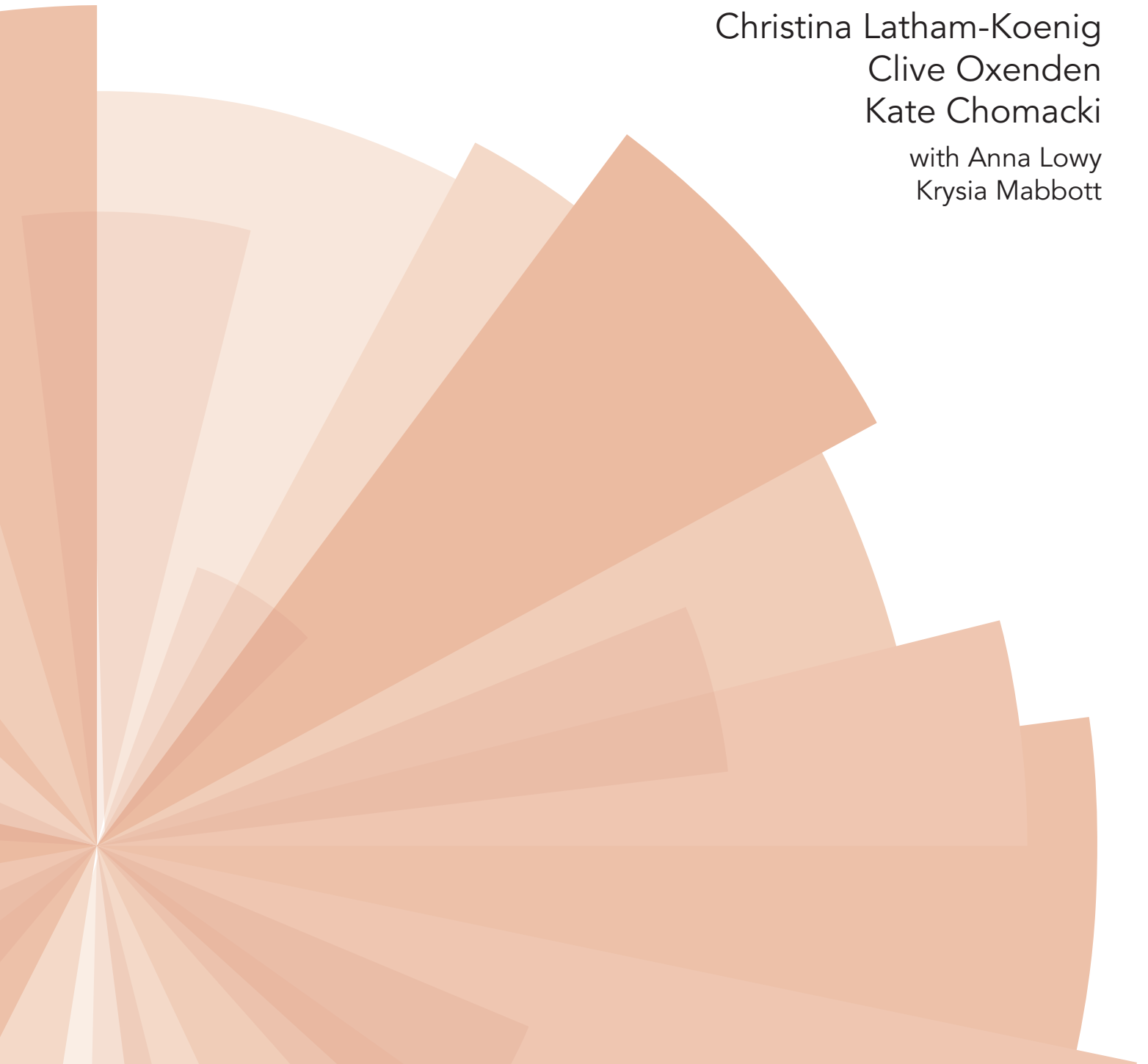
fourth  
edition

# English File

Upper-intermediate  
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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**SPEAKING****LISTENING****READING**

sleep

understanding reasons

using contextual clues

music

understanding a talk

scanning across several texts

role-playing an argument

understanding advice

identifying solutions to problems

Guess what it is, describing photos

understanding instructions

understanding the principle of an experiment

Beat the burglar, crime

using your knowledge of the world to help you understand formal advice

understanding truth and lies

Strange but true, the media

identifying the main events in news stories

using heading to understand the main point of a paragraph

Misleading ads, advertising, business

understanding explanations

dealing with an authentic text

cities

understanding place names

identifying advantages and disadvantages

science, talking about future possibilities

understanding specific explanations

understanding the language of speculation

public speaking

identifying dos and don'ts

understanding context

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Check answers.

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

### 1.7

W = woman, M = man

- 1  
W Do you have a big family?  
M Yes, actually, I'm one of seven. I've got five sisters and a brother.  
W Wow! That's a huge family.
- 2  
M What don't you like about the place where you live?  
W Well, for one thing, I don't like my neighbours very much.  
M Why not? What's wrong with them?
- 3  
W What sports or games are you good at?  
M Well, I'm not really very sporty, but I'm quite good at chess.  
W Me too! We could have a game one day.
- 4  
W Do you think you have a healthy diet?  
M Yes, very. In fact, I'm a vegan, so I only eat fruit and vegetables, and grains, and no meat or fish.  
W How interesting! How long have you been a vegan?
- 5  
M What makes you feel happy?  
W Lots of things. Er...like buying new shoes.  
M Oh really? I can't think of anything worse!

- d **1.8** Tell Sts that this time they are just going to hear the responses and they must repeat them. Highlight that with these responses, it is also very important to use interested intonation. Encourage them to use a wide voice range and to get the correct rhythm.  
Play the audio, pausing after each response for Sts to listen and repeat.

### 1.8

- 1 Wow! That's a huge family.
- 2 Why not? What's wrong with them?
- 3 Me too! We could have a game one day.
- 4 How interesting! How long have you been a vegan?
- 5 Oh really? I can't think of anything worse!

Now repeat the activity, eliciting responses from individual Sts.

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

## 4 READING & VOCABULARY

 working out meaning from context

- a** Focus on the cartoon and do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.
- b** Focus on the task and give Sts time to read the title and first paragraph.  
Now focus on questions A–G and make sure Sts understand all the lexis, especially a CV (= a written record of your education and the jobs you have done).  
Put Sts in pairs and get them to answer the questions.  
Get some feedback and elicit which question Sts would least like to answer. You could tell Sts which question you would least like to be asked.

**EXTRA SUPPORT** Read out the title and first paragraph, and do the task as a whole class, asking the questions to individual Sts.

- c Focus on the article and give Sts time to read it and complete it with questions A–G, and find out how the questions should be answered.

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

**EXTRA IDEA** You may want to tell Sts what kind of companies the ones mentioned in the article are:

The Phoenix Partnership, Palantir Technologies, and Clearwater Analytics are software companies.

Condé Nast is a mass media company which publishes magazines.

Page Group and Switch Consulting are recruitment companies.

Badoo is a dating-focused social network.

**EXTRA SUPPORT** Before Sts read the article the first time, check whether you need to pre-teach any vocabulary, but not the highlighted words and phrases.

1 G 2 C 3 E 4 B 5 D 6 A 7 F

Finally, ask Sts if they would now feel more confident answering the questions.

- d Focus on the **Guessing the meaning of new words and phrases** box and go through it with the class. Many of the texts in *English File* Upper-intermediate have glossaries, but obviously there will sometimes be other words 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 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 read the article again, trying to guess what the highlighted words and phrases mean.

In pairs, Sts compare guesses.

- e Now get Sts to match the highlighted words and phrases to definitions 1–8.

Check answers. Elicit or model pronunciation.

1 gut feeling 2 foolproof 3 light-hearted response 4 geek  
5 work-life balance 6 the point of 7 good-natured rivalry  
8 job-seekers

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

- f Focus on the task and make sure Sts understand *genuine* /'dʒenjuɪn/ (= real). Elicit or model its pronunciation.  
Quickly go through the questions, making sure Sts understand all the lexis. If Sts ask about the companies mentioned in brackets, you could tell them that Airbnb allows people to let accommodation, Banana Republic and Next are clothing companies, Redbox software is a computing company, TES Global helps teachers and schools worldwide, and General Electrics is a multinational company dealing in transport, renewable energy, healthcare, etc.

- G** the position of adverbs and adverbial phrases
- V** adverbs and adverbial phrases
- P** word stress and intonation

## Lesson plan

The topic of this lesson is stories and reading.

The lesson starts with a grammar focus on adverbs and adverbial phrases, and their position in sentences, which is presented through four 50-word stories with a twist. This is followed by a vocabulary focus on certain pairs of adverbs which are often confused, and in Pronunciation the focus is on word stress and emphatic intonation on certain adverbs. Sts then write their own 50-word stories.

In the second half of the lesson, Sts begin by talking about their reading habits, or about why they don't read for pleasure. They then read and listen to a short story by the French author Guy de Maupassant. The ending of the story is on the audio, in order to create more suspense. Finally, Sts go to the Writing Bank to prepare for writing longer stories.

### More materials

#### For teachers

##### Photocopiables

*Grammar* the position of adverbs and adverbial phrases p.167

*Communicative* Tell the story p.197 (instructions p.185)

*Vocabulary* Adverbs and adverbial phrases p.221 (instructions p.214)

#### For students

Workbook 3B

Online Practice 3B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.30 on the board and the name of the person who said it, or get Sts to open their books and read it.

You could elicit / tell Sts that Chuck Palahniuk is most famous for his novel *Fight Club*, which also was made into a popular film of the same name.

Ask Sts if they agree with the quote.

## 1 GRAMMAR the position of adverbs and adverbial phrases

- a** Focus on the title of the lesson and on the name of the website. Explain that the stories submitted to the website have to tell a story in exactly 50 words.

Now focus on the task and put Sts in pairs.

Set a time limit for Sts to read the stories, and tell them to use the pictures to help them. Tell them not to worry about the highlighted words or the number of words. You may want to remind them of the use of the present tense for dramatic storytelling even when the actions took place in the past.

Elicit some predictions from various pairs for each story.

- b** Now tell Sts that sentences A–D are the final sentences of each story. They must read the stories again and this time match the correct ending to each one.

Check answers.

1 D 2 A 3 B 4 C

Get Sts to say what they think each story is about. Do story 1 with the whole class. Elicit / Explain the meaning of *chat-up lines* (= sth you say in a friendly way to sb you are attracted to). Then elicit the story from Sts by asking, e.g. *Where does the story take place?* (on a train) *Who are the characters?* (a man and a woman) *What does the man always do to chat women up?* (He asks them a simple question and pays them a compliment.) *Why didn't it work this time?* (Because the woman is reading her divorce papers.)

Then get Sts to explain the other three stories in pairs.

Get feedback, encouraging Sts to use their own words to explain each story. Find out which story they think has the best ending.

You might want to explain that although the stories deal with potentially 'dark' themes, such as male predatory behaviour, death, loneliness, and anger, the authors make their stories end in an unexpected and humorous way.

- c** Focus on the instructions and go through the five categories of adverbs. Make sure Sts understand the categories by focusing on the examples.

Get Sts to write the adverbs in the chart individually or in pairs.

If Sts worked alone, get them to compare with a partner, and then check answers.

**Time:** at once, at last

**Manner:** carefully, silently, angrily

**Degree:** much, absolutely

**Comment:** unfortunately

**Frequency:** always

- d** Explain that one of the problems with adverbs is where to put them in a sentence, and elicit / explain that there are three possible positions: at the beginning or end of the phrase / sentence, or in the middle (usually before the main verb). Tell Sts that although the rules may seem a bit complicated, they will probably have a good instinct for where adverbs should go, and to try to see which position sounds best.

In pairs, Sts put the adverbs in the sentences.

Check answers.

1 He speaks French and Spanish **fluently**.

2 I **hardly ever** use public transport.

3 I thought I'd lost my phone, but **fortunately** it was in my bag.

4 It's **extremely** important that you arrive on time.

5 When I find out, I'll tell you **immediately**.

- e** Tell Sts to go to **Grammar Bank 3B** on p.137.

Check the answer.

Surfing helped her to relax and get her mind off her problems.

Tell Sts to go back to the main lesson **4B**.

### Riding the waves

N = narrator, G = Grace

- N *Tramore is a small town on the south coast of Ireland. Its long and unspoilt stretch of coastline makes it very popular with tourists, and the sea plays an important role in life here. Just ask local resident Grace Doyle. Grace is a qualified maths teacher, but she decided to take a career break to pursue her lifelong love of surfing.*
- G So, I started surfing at maybe eleven or twelve years old. But I always used to be in the ocean and playing on a bodyboard and I used to always know what surfing was and wanted to do it. My oldest brother got a surfboard lesson for his twenty-first birthday. And that eventually just got passed down to me as I grew up because my other brother started doing it. And then I wanted to do it naturally.
- N *Each day Grace checks the weather conditions online. If the waves are good, she packs her boards, and drives to one of her favourite spots. Luckily, the Irish coastline offers plenty of places to surf due to its position in the Atlantic Ocean, attracting surfers from all over the world. Surfing as a sport is growing rapidly in Ireland, and reflects a global trend. Grace's success in competitive surfing has led to several sponsorship deals, allowing her to chase waves all over the world.*
- G I've been to a lot of places around the world – Central America, Indonesia, Europe. The best wave I've ever surfed is probably in Indonesia. So, the water's warm, the waves are crystal clear and super clean. Part of it is because they're bigger so I enjoy the bigger waves.
- N *Today, there are an estimated thirty-five million surfers around the world and the industry has annual revenues of around one hundred billion dollars. How does Grace account for this growth in popularity?*
- G There's a lot of media coverage lately, a lot more than there used to be. So you've got like Facebook, and Instagram and YouTube and everything is just being put out there now, whereas years ago it would be quite hard, you'd have to wait for the magazines to come out to see the footage. People are seeing how healthy surfing is as a lifestyle. So if you surf, you're out with nature, you're exercising, you're having fun, you're getting everything in one go. So I think people are drawn to that because it's something healthy and fun at the same time.
- N *But surfing can be dangerous too.*
- G I guess the scariest thing that's happened to me as a surfer is being held down for quite a long time under the water. So you might fall off a wave and it's quite a big wave. So it just holds you down for quite a long time. Once it happened to me in Indonesia, and I just thought that maybe it was the end, but then you always just come up. I've learned to relax. So when it happens, you know it's going to be a long hold down. So you just have to rely on holding your breath and relax because if you panic, then you're going to run out of breath faster.
- N *Does Grace enjoy the element of danger?*
- G To a point, like, it's part of the adrenaline rush. So I would enjoy the element of danger in the sense of, like, I'm out in big waves and I know if I wipe out there's a high risk, I'm going to get injured. But there's also a high risk I'm going to get the best wave of my life. So I, I like that adrenaline rush.
- N *And Grace knows that this can go too far.*
- G I have seen people that are out in waves that they shouldn't be out in. And you can see before it even happens, that stuff is going to happen to them. It's a fine line in that sense that they're putting everything and everything around them at risk, like, in terms of losing them, if they die. Because that's...at that level of big wave surfing, if you wipe out, like, in those kind of waves it's like, are you going to die or not? It's not like, are you going to hurt yourself? It's more like, are you going to come up?
- N *As with all extreme sports, this element of danger is part of the attraction and it can be extremely addictive. Does Grace consider herself an adrenaline junkie?*

- G Yeah, definitely because when you're addicted to surfing, you're addicted to that adrenaline rush. It's just something you want to keep going back for more and more of. So you have a really, really good surf and you think you're satisfied for like a week. But no, the next day, you're like, 'I want to do the same again.' It's definitely something that you're drawn to time and time again. And I don't think it's just the adrenaline. It's being out in nature and water. Like several times surfing has gotten me over difficult times in my life. So I lost my dad when I was sixteen. And surfing is what got me through that, surfing with my friends and people around here. There's something about being in nature that sort of relaxes you and just gets your mind off everything else.
- N *Grace has managed to organize her life around surfing. For her, and many others like her, it isn't just an extreme sport, it's a way of life.*

- b Focus on the task and give Sts time to read 1–10.  
Play the video again, pausing if necessary for Sts to complete the gaps.

**EXTRA CHALLENGE** First, put Sts in pairs and tell them to try to remember any of the answers. Then play the video again.

Check answers.

- 1 Ireland
- 2 maths teacher
- 3 older brother
- 4 Europe, Indonesia
- 5 hundred, dollars
- 6 more popular
- 7 healthy, fun
- 8 breath, relax
- 9 best wave
- 10 hurt, killed

**EXTRA SUPPORT** You could get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the questions and make sure Sts know the meaning of an *adrenaline rush* (= an increase in the substance produced in the body when you are excited, afraid, or angry. It makes the heart beat faster and increases your energy and ability to move quickly).  
Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell Sts what you think and what you do that is both healthy and fun.

**EXTRA SUPPORT** Do these as open-class questions.

- f This exercise recycles the grammar orally. Put Sts in pairs and get them to discuss 1–3, encouraging them to give as much information as possible.  
Get some feedback.

**EXTRA SUPPORT** Demonstrate the activity by answering some of the questions yourself.

## 2 PRONUNCIATION /s/ and /z/

### Pronunciation notes

At lower levels, Sts will have been exposed to the sounds /s/ and /z/, especially in plural noun endings and third person verb endings; however, the focus will have been more on recognizing when *es* = /ɪz/, as in *pieces*, or just /z/, as in *lives*.

Although the difference between these two sounds is small, there are pairs of words where the only difference is whether there is a /s/ or /z/ sound, and this section raises awareness of the comprehension problems that might occur if Sts don't discriminate successfully between the sounds when they hear them, or if they don't produce them precisely.

Sts start by focusing on the difference in meaning between *used to* with /s/, e.g. *We used to live in the country*, and *used to* with /z/, e.g. *It's used to make furniture*. They then practise final /s/ or final /z/ sounds in pairs of words with very different meanings, and finally they have a go at pronouncing specific words accurately.

- a **6.5** Focus on the task.  
Play the audio once the whole way through for Sts just to listen.

### **6.5**

See sentences in Student's Book on p.56

Now ask Sts to identify the sentence in which *used* is pronounced differently, and then to explain the difference in meaning.

3 is pronounced /ju:zd tu:/ (= this is what we use it for), but 1 and 2 are pronounced /ju:stu:/ (1 = past habit, 2 = get accustomed to).

- b **6.6** Focus on the list of words and make sure Sts know the different meanings in each pair.  
Play the audio once the whole way through for Sts to listen and repeat.

### **6.6**

See words in Student's Book on p.56

**EXTRA CHALLENGE** You might want to point out that there are a few words where the difference in pronunciation between /s/ and /z/ marks the difference between the noun and the verb, e.g. *use* /s/ = noun, *use* /z/ = verb. Other examples are *abuse*, *excuse*, and *advice* / *advise*.

**EXTRA SUPPORT** Put Sts in pairs and get them to practise saying all the words.

- c **6.7** Focus on the instructions and make sure Sts understand that in sentences 1–4, the extra information will help them work out which word they are hearing, but that in 5–8 both meanings would fit the context, so they have to really concentrate on the sounds.  
Play the audio for Sts to listen to the sentences and choose which word from **b** they hear.  
Get Sts to compare with a partner, and then check answers.

1 a 2 b 3 a 4 b 5 a 6 a 7 b 8 b

### **6.7**

- 1 Pyjamas should always be **loose**, never tight.
- 2 There was a real **buzz** when she arrived.
- 3 Who's doing this **course**?
- 4 She has nice **eyes**.
- 5 Are we going to have a **race**?
- 6 They made **peace**.
- 7 The **prize** was a hundred pounds.
- 8 We saw the **plays** last week.

- d Put Sts in pairs, **A** and **B**. For each pair of words, Sts **A** say one of the words, and Sts **B** have to say if they heard word *a* or word *b*. Then Sts swap roles.

**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*.

## 3 READING using contextual clues

- a Focus on the task and either read the title and first paragraph as a class, or give Sts time to do it alone.  
Elicit what *segmented sleep* is.

It is a sleep pattern when you go to bed, then wake up for a few hours during the night, then go back to sleep again.

- b Tell Sts to read the whole article and to answer questions 1–3.  
Get Sts to compare with a partner, and then check answers.

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

- 1 Meditate, think about vivid dreams, visit sick family, do housework, steal from the neighbours
- 2 Yes, doctors thought it had medical benefits. And people thought it was a good thing, as it was a time when they could do whatever they wanted, undisturbed.
- 3 Because of artificial light

Deal with any vocabulary problems that arose.

- c Focus on the task and give Sts time to read Brennan's text and to answer the two questions. Tell them not to worry about the gaps. Point out to Sts that the text is in American English, but their answers should be in British English.  
Get Sts to compare with a partner, and then check answers.