

American English File⁵

Third Edition

TEACHER'S GUIDE

WITH TEACHER RESOURCE CENTER

Includes photocopiable Grammar, Communicative, and Vocabulary activities



Christina Latham-Koenig
Clive Oxenden

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American English File

Third
Edition

gets you talking

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everything you need to create flexible lessons that work for
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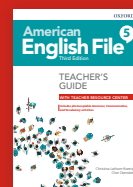
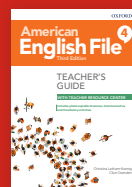
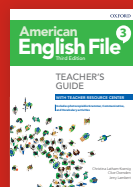
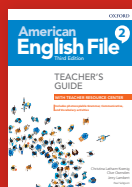
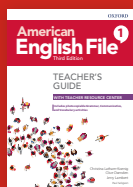
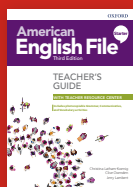
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- A complete Test and a Quick Test for every File, two Progress Tests,
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- A Gradebook to track your students' progress

FOR STUDENTS

- Student Book with Online Practice
- Multi-Packs with Online Practice
- Workbook
- Say It: English Pronunciation app

FOR TEACHERS

- Teacher's Guide with
Teacher Resource Center
- Classroom Presentation Tool
- Class DVD
- Class Audio CDs



English Sounds Pronunciation Chart
based on an original idea and design
by Paul Seligson and Carmen Dolz.



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American English File

Third Edition



TEACHER'S GUIDE

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Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	A Self-portrait	<i>have</i> : auxiliary or main verb?	personality	using a dictionary
10	B Nice work!	discourse markers (1): linkers	work	the rhythm of spoken English
14	Colloquial English 1 Work and family			
2				
16	A Changing language	pronouns	learning languages	sound–spelling relationships; understanding accents
20	B Do you remember...?	the past: habitual events and specific incidents	word building: abstract nouns	word stress with suffixes
24	Review and Check 1&2 Short movie <i>The history of English</i>			
3				
26	A Don't get mad, get even	<i>get</i>	phrases with <i>get</i>	words and phrases of French origin
30	B History in the making	discourse markers (2): adverbs and adverbial expressions	conflict and warfare	stress in word families
34	Colloquial English 2&3 History			
4				
36	A Sounds interesting	speculation and deduction	sounds and the human voice	consonant clusters
40	B From cover to cover?	adding emphasis (1): inversion	describing books and movies	sounds and spelling: /ɔ/
44	Review and Check 3&4 Short movie <i>The comic book writer</i>			
5				
46	A One thing at a time	distancing	expressions with <i>time</i>	linking in short phrases
50	B A material world	unreal uses of past tenses	money	US and UK accents
54	Colloquial English 4&5 Stress and relaxation			

SPEAKING	LISTENING	READING
Discussion about families Agreeing and disagreeing	An audio guide describing a Frida Kahlo painting	What's your personality?
Talking about jobs you would hate / love to do	Interview with Lisa Imlach, a Skyscanner employee	What I'm really thinking
Talking about language and spelling	Interview with a non-native speaker of English	A book review: <i>Spell it out</i>
Talking about childhood and early memories	Three people talking about their earliest memory A radio interview about research into first memories	Roald Dahl: <i>Boy</i>
Roald Dahl: <i>Boy</i>		
Talking about blind dates	A radio program about first dates	Getting through a breakup
Describing a scene from a film or a book; talking about historical films and books	An interview with Adrian Hodges, a screenwriter	The scenes you'll never forget
The scenes you'll never forget		
Talking about unusual pictures Talking about starting conversations with strangers	Five people talking about the noises they don't like Interview with Polly Akhurst, one of the founders of 'Talk to me London'	I have a phobia of sound
Talking about reading habits	An interview with a professional translator	Time to rename the spoiler Translation Diary
Talking about time management and multitasking	The Chocolate Meditation Six people talking about waiting for things	Two extracts about time management: Multitasking; Mindfulness
Talking about the level of importance of money for men and women	Sarita Gupta talking about microfinance and three financial success stories	Do women really want to marry for money?

	GRAMMAR	VOCABULARY	PRONUNCIATION
6			
56 A Change your life!	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 Review and Check 5&6	Short movie <i>Giving presentations</i>		
7			
66 A Quite interesting	permission, obligation, and necessity	word formation: prefixes	intonation and linking in exclamations
70 B A beautiful idea	verbs of the senses	art; color idioms	-ure
74 Colloquial English 6&7	Illustration		
8			
76 A Doctor's orders	gerunds and infinitives	health and medicine; similes	/ə/
80 B Traveler or tourist?	expressing future plans and arrangements	travel and tourism	homophones
84 Review and Check 7&8	Short movie <i>The history of penicillin</i>		
9			
86 A Animal planet	ellipsis	animal matters	auxiliary verbs and to
90 B How to eat out...and in	nouns: compound and possessive forms	preparing food; food adjectives with -y	words with silent syllables
94 Colloquial English 8&9	Insects and animals		
10			
96 A Where do I belong?	adding emphasis (2): cleft sentences	words that are often confused	intonation in cleft sentences
100 B A good sport	relative clauses	word building: adjectives, nouns, and verbs	homographs
104 Review and Check 9&10	Short movie <i>Ellis Island</i>		
106 Communication	114 Writing	128 Listening	142 Grammar Bank

SPEAKING	LISTENING	READING
Giving a presentation	The School of Life: <i>Why small pleasures are a big deal</i>	How to survive living with your parents How to survive exam stress
Talking about obsessions and addictions	A doctor talking about addiction	A beginner's guide to divorcing your phone
Talking about proposed laws	A journalist talks about the TV show QI	It's health and safety gone mad!
Talking about art and piracy	An art expert talking about installation art and four works of art	The Secret of <i>The Forest</i>
Talking about alternative and mainstream medicine	Four people talking about alternative medicine A radio program about healthy living	What doctors won't do...
Talking about what kind of traveler you are	Story of a disastrous journey	Why I'm absolutely sick of the traveler vs. tourist debate
Discussion about animal issues	A radio programme about the pros and cons of being a vegetarian	In defense of NOT liking animals
Discussion about eating out	Extracts from the book: <i>How to Eat Out</i>	Well-known faces reveal their ultimate comfort food
Talking about living in another country	An interview about emigrating to another country	Why I became a US citizen
Discussion about fair play in sports	An interview with a sports journalist	Battle of the workouts

Course overview

Introduction

Our aim with *American English File Third 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 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:

- Colloquial English and Review and Check pages with video
- 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 Book depending on the level of your class. We very much hope you enjoy using *American English File Third 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 for which they can see a purpose. 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. 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. Every lesson in *American English File 5* has a clear lexical aim. Many lessons are linked to the Vocabulary Banks which help present and practice high-frequency, topic-based vocabulary in class and provide a clear reference bank designed to aid memorization. All reading activities and many listening exercises include Lexis in Context, a section that focuses on useful words and expressions that come up in the text or listening script.

Pronunciation

- "fine-tuning" of pronunciation of difficult sounds
 - the ability to use rhythm and intonation
 - continue to develop their instinct for rules and patterns
- Every lesson has a pronunciation focus, which often prepares students for a speaking activity, or by analyzing features of authentic speech helps them both to understand and pronounce better. The pronunciation focus is linked to the Sound Bank, the American English File system of learning the phonetic symbols through "sound pictures" which illustrate an example word for each sound. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants.

Speaking

- to learn to adapt their spoken English to a variety of situations and registers.
- practice in recognizing and using discourse markers in speech
- to improve accuracy as well as further developing 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.



Listening

- motivating, integrated listening material
- achievable tasks but with an increasing level of challenge
- exposure to longer listenings and a wide variety of accents
- exposure to authentic and colloquial spoken language

For many students, listening is still the hardest skill. *American English File 5* has motivating listening texts and tasks, which are challenging but hopefully always achievable and which expose students to a wide variety of accents, both native and non-native. Most of the listenings in *American English File 5* are unscripted, and there is often a focus on features of natural speech such as hesitation, or saying the same thing in different ways. The Colloquial English lessons give students further practice in listening to unscripted authentic speech. For students who have time to do further practice, there are extra listening activities available in Online Skills.

Reading

- engaging topics and stimulating material
- exposure to a wide variety of authentic text types
- challenging tasks which help them read more skillfully

Many students need to read in English for their work or academic studies, or may want to read about their personal interests on English websites. Reading also plays an important part in helping to extend students' vocabulary and to consolidate grammar. In *American English File 5* reading texts are taken from a variety of real sources (newspapers, magazines, the Internet) and have been chosen for their intrinsic interest, which we hope will stimulate students to want to read them and will help spark classroom discussion. For students who have time to do further practice, there are extra reading activities available in Online Skills. The opinions expressed in these texts do not necessarily reflect the view of the *American English File* authors or of Oxford University Press.

Writing

- practice in planning, organizing, writing, and checking
- an awareness of register, structure, and fixed phrases
- a focus on 'micro' writing skills

It is often difficult to motivate students to write at this level. In *American English File 5* each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable tasks. Students can use Online Practice to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Colloquial English

- further exposure to authentic colloquial speech
- ability to deal with different speeds and accents
- exposure to high frequency colloquial phrases and idioms

In the five Colloquial English lessons students listen to unscripted and authentic English. The lessons consist first of an interview with a person who is an expert in his / her field (one of the File topics). In the second part of the lesson students hear street interviews where people answer questions related to the lesson topic. There is also a focus on "Useful phrases" where students listen again and complete high-frequency expressions used in spoken English. On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Colloquial English lessons.

Review

- regular review
- motivating reference and practice material
- to feel a sense of progress

The higher the level, the harder it is to see your progress. Advanced students need to feel that they are increasing their knowledge, improving their skills, and using English more fluently and effectively. At the end of every even File there is a Review & Check section, which reviews the grammar and vocabulary of each File. These pages are designed to be used flexibly according to the needs of your students. The photocopiable Grammar, Communicative, and Vocabulary activities also provide many opportunities

for recycling. On **Online Practice**, for each File, there are three **Check your progress** activities. The first is a multiple-choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a dictation related to the topic and the language of the File for students to practise the new language in context. Finally, there is a **Challenge** activity, which involves a mini-research project based on a topic from the File. The **Workbook** provides a cumulative review of language students have covered in the **Student Book**.

The collage shows several pages from the '6 & 7 Colloquial English Illustration' section. The pages are filled with text, images, and exercises. Key sections visible include:

- THE INTERVIEW Part 1**: A listening exercise where students read biographical information about Quentin Blake and answer questions.
- Part 2**: A reading exercise where students watch or listen to Part 2 and mark sentences as True (T) or False (F).
- ON THE STREET**: A listening exercise where students watch or listen to five people talking about illustrations and art, then match the people to the topics they mention.
- LOOKING AT LANGUAGE**: A section focusing on vocabulary and grammar, including exercises like 'Watch or listen to some extracts from the interview and complete the missing words'.
- SPEAKING**: A section for students to answer questions with a partner or in small groups, based on the material they have read or listened to.

Course overview

For students

Student Book

The Student Book has 10 Files. Each File is organized like this:

A and B lessons

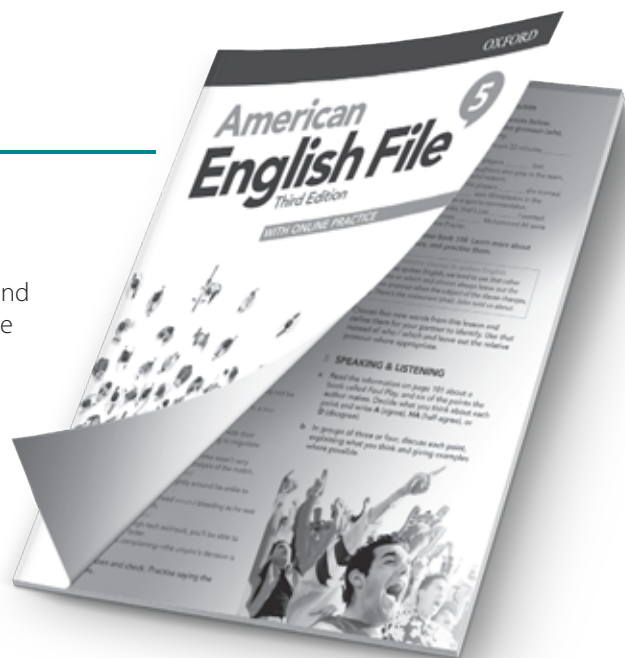
Each File contains two four-page lessons which present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. All lessons have clear references to the **Grammar Bank**, **Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book.

Colloquial English

Every two Files (starting from File 1) there is a two-page lesson where students develop their ability to listen to authentic English and look at elements of natural language. Integrated into every *Colloquial English* lesson is an interview with an expert in his / her field, a conversation, as well as on the street interview videos which give students exposure to real-life English.

Review & Check

After every even-numbered File, there is a two-page section reviewing **Grammar** and **Vocabulary** of each File and providing **Reading** and **Video Listening** challenges to show students what they can achieve.



The back of the Student Book

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

Online Practice

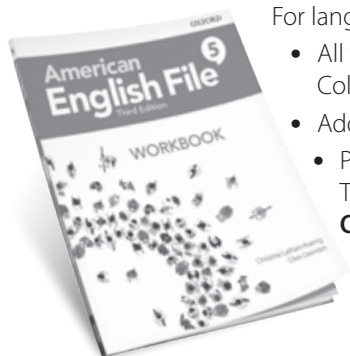
For students to practice and develop their language and skills or catch up on a class they have missed.

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video:** students can practice the language from the Colloquial English lessons.
- **Sound Bank videos:** students can learn and practice pronunciation of English sounds.
- **Resources:** all Student Book audio, video, scripts, wordlists, and CEFR mapping documents.

Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Colloquial English
 - Additional Listening and Reading
 - Pronunciation exercises with audio
- The audio can be accessed on **Online Practice**.



Say It app

For students to learn and practice the sounds of English

- Individual sounds
- Sounds in key words
- Speak and record functionality



For teachers

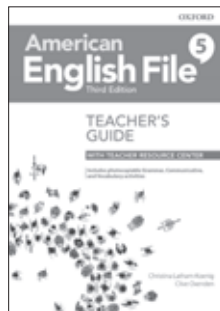
Teacher's Guide

Step-by-step procedural notes for all the lessons including:

- an optional 'books-closed' lead-in for every lesson
- **Extra challenge** suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students
- **Extra ideas** for optional activities

All lesson plans include answer keys and audio scripts.

Over 50 pages of photocopiable activities.



Grammar

see pp.160–181

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

Communicative

see pp.182–208

- Extra speaking practice for every A and B lesson

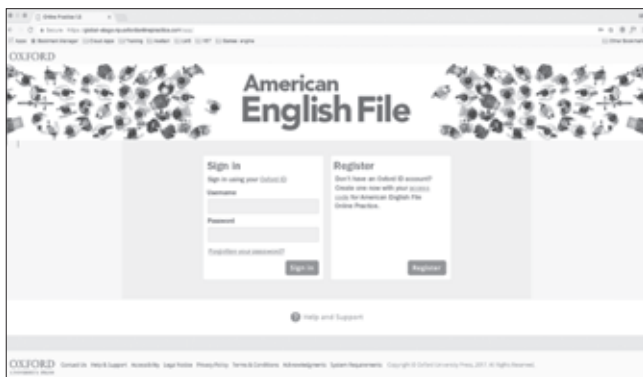
Vocabulary

see pp.209–227

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

There is more information on page 159 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Teacher Resource Center



- All the Student Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customisable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents



Classroom Presentation Tool



- The complete Student Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and photocopiable activities
- Dyslexia-friendly texts



Class audio

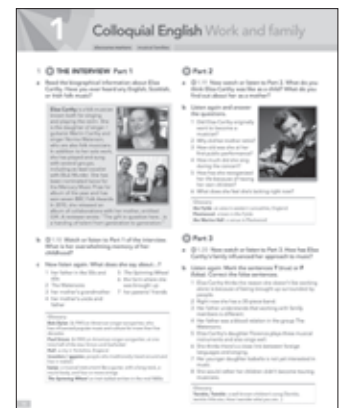
All the listening materials for the Student Book can be found on the **Teacher Resource Center, Classroom Presentation Tool, Online Practice**, and the **Class Audio CDs**.



Video

Colloquial English

- A unique series of videos that goes with the Colloquial English lessons in the Student Book
- Street interviews filmed in New York, London, and Oxford to accompany the Review & Check section



Review & Check video

- Documentary-style videos that expand upon topics and language featured in the files

All the video materials for the Student Book can be found on the **Teacher Resource Center, Classroom Presentation Tool, Online Practice**, and the **Class DVD**.

G have: auxiliary or main verb?

V personality

P using a dictionary

Lesson plan

In the first File the grammar has a strong review element, but it groups and presents key structures again in a challenging way. Each lesson has a substantial input of new vocabulary, which reflects the importance of vocabulary at this level.

This lesson has two main contexts. In the first half of the lesson the focus is family. The context is the story behind a Frida Kahlo painting of her family tree. Sts listen to an audio guide to find out about Frida Kahlo and her family. This leads to Sts talking about aspects of their own family and then discussing family-related issues in general, where they are encouraged to use more sophisticated expressions for agreeing and disagreeing. This is followed by a grammar focus on different uses of *have* as a main and auxiliary verb.

In the second half of the lesson Sts review previously learned words and phrases to describe personality and learn some new ones. This is followed by a pronunciation focus on using a dictionary to check pronunciation, so it would be helpful to make sure Sts have paper or online dictionaries with them. In Reading Sts focus on how to look up phrasal verbs and idioms and then they read and answer a quiz assessing personality based on the well-known Myers-Briggs test.

More materials

For teachers

Photocopiables

Grammar have: auxiliary or main verb? p.162

Communicative Families p.188 (instructions p.182)

Vocabulary Personality p.213 (instructions p.209)

Teacher Resource Center

Entry Test

Quick Test 1

File Test 1

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN—THE QUOTE

Write the quote at the top of p.6 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

- Point out that Douglas Coupland (1961–) is a Canadian writer and artist. His most famous work is probably *Generation X: Tales for an Accelerated Culture*.
- Make sure Sts understand the meaning of *pretty* here.
- Ask Sts whether they identify with Coupland's opinion or disagree, and say why.

1 LISTENING

EXTRA IDEA Before beginning this exercise you may want to focus on the lesson title and elicit that a self-portrait is a work of art that shows the artist himself / herself.


- a** Frida Kahlo (1907–1954) was a Mexican painter who has achieved great international popularity. She painted using vibrant colors. Many of her works are self-portraits that symbolically express her own pain and struggles. She started painting this work in 1949, and never completely finished it. She never gave it a title, but it is sometimes referred to as *Family tree* or *My family*. The painting can be seen in the Frida Kahlo House in Mexico City.

Focus on the painting and the task. Give Sts, in pairs, time to discuss the questions. Make sure Sts understand *blank* in question 5.

Elicit some opinions, but don't tell Sts if they are right or not.

EXTRA IDEA If you are using an interactive whiteboard, you could show Sts the painting and zoom in on the people as you focus on them.

EXTRA SUPPORT Before playing the audio in **b**, you could briefly review family vocabulary, making sure you include the following: *niece, nephew, maternal, paternal, and great as in great-granddaughter*.

- b**  **1.2** Tell Sts that they should imagine that they are at the Frida Kahlo House looking at the painting and listening on headphones to the audio guide, in English, giving information about the painting.

Play the audio once the whole way through for Sts to check their answers to **a**.

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

EXTRA SUPPORT You could pause the audio after each person is mentioned to give Sts a little more time to assimilate the information they are hearing.

- Frida Kahlo is the third woman from the left in the bottom row.
- It is unfinished because you can see some bare canvas at the back and some of the faces are blank or have been painted over.
- The people are her father's parents, her mother's parents, her parents, her sisters, her niece and nephew. They are arranged like a family tree.
Sts' own answers
- The unborn child might represent Frida.
- Two of the blank faces represent her sister Cristina and Cristina's son Antonio. The last blank face is unclear.

Now play the audio again if necessary for Sts, in pairs, to match the people and numbers. Point out that the first one has been done for them.

Check answers.

- 2 her maternal grandparents Antonio and Isabel
- 3 her parents Matilde and Guillermo
- 4 her sister Matilde
- 5 her sister Adriana
- 6 Frida
- 7 her niece Isolda
- 8 her sister Cristina
- 9 her nephew Antonio

1.2

(script in the Student Book on p.128)

Frida Kahlo is Latin America's best-known 20th-century painter, and a key figure in Mexican art. She has also become a kind of cultural legend. She was born in Mexico in 1907, the third of four daughters, and when she was six, she caught polio, a disease which left her with one leg shorter than the other. Her second tragedy came when she was 18: she was riding in a bus when it collided with a tram. She suffered serious injuries, which affected her ability to have children. Although she recovered, she was in pain for much of her life and had three miscarriages. But it was this accident and the long periods of recuperation that changed Frida's career plans: she had wanted to study medicine, but instead she started to paint. This work is an unfinished one—you can see patches of bare canvas behind the row of women at the bottom of the picture and some of the faces have been painted over, suggesting she may have wanted to repaint them. Frida started it in 1949, five years before the end of her short life—she died in 1954 at the age of 47. She actually carried on trying to finish it on her deathbed, which suggests that it had a strong meaning for her.

As with many of her other works, the image contains at least one self-portrait: she is the third woman from the left in the bottom row, but the unborn child next to her may also be a representation of her—it is placed below her father, to whom she was very close. The painting is a kind of visual family tree: at the top are both sets of grandparents. On the left are her father's parents, whose ancestors were German–Hungarian. On the right are her maternal grandparents: her grandfather Antonio had American Indian origins, while her grandmother Isabel was the great-granddaughter of a Spanish general. Her parents Matilde and Guillermo, who were dead by the time this picture was painted, are in the middle of the picture. Their portraits are based on photographs and it is interesting that they are shown turning away from each other—their marriage was an unhappy one. They appear with their dead parents in a kind of cloud above their four daughters. From left to right the daughters are Matilde, the eldest, then Adriana, followed by Frida herself (with her niece Isolda) and then, with a blanked-out face, her sister, Cristina. Frida was very close to Cristina, but also jealous of her, especially because she had an affair with Frida's husband, the painter Diego Rivera. The next figure is Cristina's son Antonio, but it is not clear who the last, unfinished face in the very bottom right-hand corner might be.

c 1.3 Sts now listen again to the first half of the audio guide to focus on details of Frida's life. Go through the instructions and give Sts time to read Frida's biography.

Play the audio once the whole way through.

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

- | | | |
|----------|------------|-------------|
| 1 Mexico | 6 18 | 11 1949 |
| 2 1907 | 7 bus | 12 finished |
| 3 third | 8 tram | 13 1954 |
| 4 four | 9 medicine | 14 47 |
| 5 polio | 10 paint | |

1.3

See the first half of script 1.2

d 1.4 Sts now listen again to the second half of the audio guide for more details. Focus on the task and give Sts time to read the five questions.

Play the audio once the whole way through for Sts to listen and answer the questions.

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

- 1 The unborn child is below her father, to whom she was very close.
- 2 Her father's family was from Germany and Hungary.
- 3 Her mother's family was from Spain and her grandfather had American Indian origins.
- 4 It was unhappy.
- 5 They were very close, but Frida was jealous of Cristina.

1.4

See the second half of script 1.2

EXTRA SUPPORT If there's time, get Sts to listen again with script 1.2 on p.128, focusing on any new vocabulary that Sts didn't understand.

e Focus on the task and then give Sts time to think of their answers to 1 and 2. For 3 they should draw a simple sketch or family tree.

Put Sts in pairs to discuss the questions and then take turns showing the diagram to their partner and talk about who each person is, saying a little bit about them.

If there's time, you could get a few individual Sts to draw their sketch or family tree on the board and tell the class about it.

2 SPEAKING

a Put Sts in small groups of three or four and focus on the task. Make sure they understand *ancestors* in the first set of questions. You could explain / elicit the difference between *ancestors* (= a person in your family who lived a long time ago) and *descendants* (= a person's children, their children's children, and all the people who live after them who are related to them). Highlight the pronunciation of *close* /kloʊs/ as an adjective in the second 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.

Give Sts time to choose which set of questions they want to talk about and think about their answers.

Monitor and help with any words or phrases Sts need.

Get some feedback for each question.

b Focus on the statements and make sure Sts understand them. Remind Sts of the meaning of *an only child* (= a child who has no brothers or sisters) and *raise* (= to care for a child and teach him / her how to behave). Compare with *educate* (= teach somebody at school, university, etc.).

Give Sts time to mark each one with either A, HA, or D depending on their opinion. They should also think of reasons and examples to support their opinion. Don't start the discussion yet—this will be stage **d**.

- c 1.5 Focus on the **Expressions for agreeing and disagreeing** box. Point out the three categories, and the information on the way American people tend to disagree.

Play the audio once the whole way through for Sts to underline the words that carry extra emphasis.

Check answers.

- 1 I totally agree.
- 2 That's what I think, too.
- 3 Absolutely!
- 4 I see your point, but...
- 5 I see what you mean, but...
- 6 I agree up to a point, but...
- 7 I completely disagree.
- 8 I don't agree at all.
- 9 I don't think you're right.

1.5

See the expressions in the Student Book on p.7

Now play the audio again, pausing after each expression for Sts to repeat, copying the rhythm and intonation.

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

- d 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., three minutes. Sts take turns in their groups talking about the topics 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 gives their opinion and discusses 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 agreeing, half-agreeing, and disagreeing in c 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 topic and do it as an open-class activity.

3 GRAMMAR *have*: auxiliary or main verb?

- 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 look at all the sentences in groups 1–4 and answer the three 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, both 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 a portrait painted = an artist has done it for me
I've painted a portrait = I've painted it myself
In "I've had...painted" *I've* = auxiliary and *had* = main verb and in "I've painted" *have* is an auxiliary verb.

- b Tell Sts to go to **Grammar Bank 1A** on p.142. If your Sts have not used the *American English File* series before, explain that all the grammar rules and exercises are in this part of the book. Also point out that Sts can listen to the example sentences on the Online Practice.
Go through each example and its corresponding rule with the class, or give Sts time to read the examples and rules on their own, and answer any queries.

Additional 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 reviewed.

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

Focus on the exercises and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

- a**
- 1 ✓
 - 2 ✓
 - 3 ✗ Does your husband have to...
 - 4 ✓
 - 5 ✗ How long have you had...
 - 6 ✓
 - 7 ✗ ...had a lot of problems...
 - 8 ✗ I haven't had a vacation...
 - 9 ✓
- b**
- 1 ...doesn't have / hasn't got any brothers or sisters.
 - 2 ...to have a family photograph taken every year.
 - 3 ...drivers have to buy car insurance.
 - 4 ...hasn't seen his father since 2017.
 - 5 ...doesn't have / hasn't got the right qualifications for this job.
 - 6 ...don't have to do it now. / ...haven't got to do it now.
 - 7 ...had a good time.
 - 8 ...have you been having problems
 - 9 ...to have the heater fixed.

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 or leave it for later as consolidation or review.

- 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 saying 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** Put Sts in pairs and focus on the task. Tell them to decide if they think the adjectives describe positive or negative qualities and to give reasons. Set a time limit. Check answers by eliciting the meaning and pronunciation of the adjectives one by one, and whether the class think they are usually positive or negative qualities.

affectionate /ə'fɛkʃənət/ = showing caring feelings and love for somebody. Positive.

assertive = expressing opinions or desires strongly and with confidence, so that people take notice. Usually positive, though can sometimes imply bossy.

bossy = always telling people what to do. Usually negative.

curious /'kyʊəriəs/ = having a strong desire to know about things and people, interested in things. Usually positive. Compare with *nosy* = being too interested in other people's affairs.

easygoing = relaxed and happy to accept things without getting angry or worried. Usually positive, though can sometimes imply lazy.

loyal = remaining faithful to somebody or to a company or cause and supporting them / it. Positive.

moody = having moods that change quickly and often. Usually negative.

outgoing = liking to meet other people, enjoying their company and being friendly towards them. Positive.

rebellious = unwilling to obey rules or accept normal standards of behavior, dress, etc. Usually negative, but can be positive, e.g., *Many people think teenagers should be a bit rebellious.*

reliable = that can be trusted to do something well; that you can rely on. Usually positive, though can sometimes imply boring.

sensible = able to make good judgements based on reason and experience rather than emotion; practical. Usually positive.

sensitive = aware of and able to understand other people's feelings or easily offended or hurt. The first meaning is positive, but the second is negative.

stubborn /'stʌbərən/ = determined not to change your opinion or attitude. Usually negative.

Now get Sts to tell each other if they would use any of the adjectives to describe themselves.

If there's time, get individual Sts to tell the class which adjectives, if any, they would use to describe themselves.

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

Focus on **1 Adjectives** 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. Then use the audio to model and drill the pronunciation, especially of any words that are tricky for your Sts.

See script 1.6

1.6 Personality Adjectives

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

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 that are false friends, e.g., *sensible* for Spanish and French speakers.

Focus on **2 Phrases** and give Sts time to complete each phrase in **a** with a verb from the list in the right form.

1.7 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. You may want to model and drill the pronunciation of some of these words, e.g., *surface*.

See the verbs in **bold** in script 1.7

1.7

Phrases

- 1 My father **tends** to avoid conflict. He never argues with my mother—he just leaves the room.
- 2 I don't really like **taking** risks, especially with money.
- 3 She makes life hard for herself because she **refuses** to compromise. Everything has to be perfect.
- 4 She's quite stubborn. She rarely **changes** her mind even when she knows she's probably wrong.
- 5 I worry about my grandmother. She's so trusting that it would be easy for people to **take** advantage of her.
- 6 On the surface he **seems** self-confident, but deep down he's really insecure.

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).

Look at **a** and give Sts time to match idioms 1–6 to meanings A–F. Point out that the first one has been done for them.

1.8 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. You may want to model and drill the pronunciation of some of these idioms.

See script 1.8

1.8

Idioms

- 1 **F** My brother-in-law is very down to earth. He's very sensible and practical.
- 2 **B** My mom has a heart of gold. She's incredibly kind to everyone she meets.
- 3 **A** My boss is kind of a cold fish. He's unfriendly and he never shows his emotions.
- 4 **C** My brother's a real pain in the neck. He's so annoying—he's always taking my things.
- 5 **D** Dad's a soft touch. I can always persuade him to lend me his car on the weekend.
- 6 **E** My uncle has a very short temper. He gets angry very easily.

Now focus on the **Being negative about people** box and go through it with the class.

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

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

If there's time, you could get some feedback from the class.

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 Vocabulary photocopyable activity at this point or leave it for later as consolidation or review.

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 that 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 *American 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 *American 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 will also help them to predict pronunciation from spelling. It will also help them to “fine-tune” their own pronunciation. There is also an interactive Sounds chart on the Teacher Resource Center and on the *American English File* Student website.

- a** Focus on the task and point out how the six adjectives have been divided into syllables.
Give Sts time to underline the stressed syllable in each adjective. Don't check answers at this stage.
- b** Now tell Sts to look at the pink letters in the adjectives in **a** and match them to the sounds.
Get Sts to compare answers to both exercises **a** and **b** with a partner.
- c** **1.9** Play the audio for Sts to listen and check their answers to **a** and **b**.
Check answers by eliciting the pronunciation of the adjectives one by one and making sure Sts remember what they mean.

1 conscientious /f/	4 easygoing /z/
2 determined /ɪ/	5 steady /ɛ/
3 thorough /oʊ/	6 spontaneous /eɪ/

1.9

See the words in the Student Book on p.8

- d Focus on the task and the **Checking pronunciation in a dictionary** box and go through it with the class.

Put Sts in pairs and get them to complete the task.

Check answers and model and drill pronunciation. You could remind Sts of the adjectives *curious* and *outgoing*, which they saw in **4a**, as they are similar to *nosy* and *sociable*.

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

- e Do this as an open-class activity.

6 READING

- a You could do this as an open-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 Sts that it is Salvador Dalí (1904–1989)—a surrealist painter.

Give Sts exactly 30 seconds to make notes.

LEXIS 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.

- 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.

Highlight that if it is an idiom involving a very common verb, e.g., *get*, then you will 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 somebody* 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.

put 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 something by fitting or collecting parts or information together
catches your eye = attracts your attention
go around = 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 somebody

Help with any other vocabulary problems that arose when Sts were reading the personality test.

- 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.

EXTRA IDEA As a final light-hearted activity, tell Sts they are going to do a psychological test. Tell them to close their books. Then tell them to write down the first three adjectives of personality that come to their minds.

Then tell them that the first adjective they have written is how they see themselves, the second is how others see them, and the third is how they really are.

- G** Discourse markers (1): linkers
V Work
P The rhythm of spoken English

Lesson plan

The topic of this lesson is work.

In the first half of the lesson Sts read three articles taken from a weekly series in the *Guardian* newspaper, where ordinary people write a short paragraph showing how they really feel about their jobs. The context provides an opportunity for Sts to discuss how they would feel about doing all the different jobs mentioned. Sts then expand their vocabulary related to the world of work.

In the second half of the lesson the focus moves to what motivates people to feel happy at work and Sts look at the criteria used in the annual *Sunday Times* survey to look for the 100 best companies to work for. They then listen to an interview with a woman who works for *Skyscanner*, a global travel comparison website, whose main office is in Edinburgh, and whose employees are among the happiest according to a recent survey. Examples from the listening provide a lead-in to the grammar focus, which is on linkers expressing reason, result, purpose, and contrast. Pronunciation focuses on the rhythm of spoken English. Sts then write a job application. The lesson ends with a writing assignment to write a cover email to apply for a job.

More materials

For teachers

Photocopiables

Grammar discourse markers (1): linkers p.163
 Communicative Did I get the job? p.189
 (instructions p.182)
Vocabulary Work p.214 (instructions p.209)

Teacher Resource Center

Entry Test
 Quick Test 1
 File Test 1

For students

Workbook 1B
 Online Practice 1B

OPTIONAL LEAD-IN—THE QUOTE

- Write the quote at the top of p.10 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Point out that Theodore Roosevelt (1858–1919) was the President of the United States from 1901 to 1909. He is often ranked among the top five US Presidents, and many people consider him to have established America's place in the modern world.
- Get Sts to discuss with a partner whether they agree with the quote or not and why.
- Open the discussion to the whole class and elicit ideas and opinions.

1 READING & SPEAKING

- a** Focus on the task and put Sts in pairs or small groups to discuss the questions.

Get feedback from individual Sts.

EXTRA IDEA You could do this as an open-class activity, especially if you have a small group.

- b** Focus on the three articles and point out that this is a regular feature in the *Guardian* newspaper (a well-known daily paper in the UK). Point out to Sts that these articles are written by members of the public and not journalists. Make sure Sts know the three jobs—a female boxing coach, a university lecturer, and an emergency operator (someone who answers emergency calls for ambulance, police, and fire services).

Focus on the three quotes and make sure Sts understand them.

Put Sts in pairs to discuss who they think said what.

Elicit some ideas, but don't tell Sts if they are right or not.

- c** Focus on the task and the expression *reading between the lines*. Elicit / explain that in some texts there are things that are implied rather than directly stated. To understand them you need to “read between the lines,” that is, look for clues to help you to understand what is really being said.

EXTRA IDEA You may want to tell Sts that the expression “reading between the lines” probably comes from the world of spying, when secret messages were written in invisible ink between the lines of a text.

Give Sts time to read the articles to check their answers to **b**.

Put Sts in pairs and get them to discuss how they think the people feel about their jobs.

Check answers to **b** and elicit opinions about whether they like or dislike their jobs.

- C (the emergency operator)
- A (the female boxing coach)
- B (the university lecturer)

Possible opinions

The female boxing coach on the whole seems to like her job, but recognizes she could get injured.

The university lecturer on the whole probably likes his / her job though he does also complain about students' indifference.

The emergency operator seems on the whole to like his / her job, but sometimes finds it very stressful and upsetting.

- d Focus on the task and the nine questions. Make sure Sts understand *empathize* in the last question (= to understand another person's feelings and experiences, especially because you have been in a similar situation). Give Sts time to read the articles again and answer the questions.
- Check answers.

1 A	4 C	7 B
2 B	5 B	8 A
3 A	6 C	9 C

LEXIS IN CONTEXT

- e Focus of the task, emphasizing the importance of trying to guess the meaning of words and phrases from the context.

Get Sts, in pairs, to look at each highlighted phrasal verb and idiom in turn and try to guess its meaning. Set a time limit for this.

When the time limit is up, focus on the second part of the exercise where Sts write their guesses by matching the highlighted phrasal verbs and idioms to definitions 1–7.

Give Sts time to complete the exercise and compare in pairs before checking answers.

1 hold my own	5 missed the point
2 breaks my heart	6 life or death
3 keep up with	7 go blank
4 fair enough	

You may want to point out / elicit that:

– *fair enough* is an informal expression.

– *keep up* (with somebody / something) has many meanings and the one here is “to move, make progress or increase at the same rate as something.”

Remind Sts that they saw the adjective *blank* in Lesson 1A (*blank faces*).

Finally, help with any other vocabulary problems that arose from the articles.

- f Focus on the instructions and make sure Sts understand what they have to do. Before Sts start, you might want to check they know the meaning of all the jobs.

Give Sts time to match the jobs to the extracts.

When Sts have finished, put them in pairs, get them to compare their answers and discuss with their partner what each extract implies about how the speaker feels about his / her job.

Check answers.

dentist	1: They know that they are hurting the patient, but they have to do it. They don't enjoy inflicting pain.
taxi driver	2: Sometimes they hear too many personal stories.
driving instructor	3: They prefer teaching women how to drive.
pizza delivery person	4: They don't like it when people ignore them or slow them down.
IT support worker	5: Some people ask for help before trying to work things out themselves.
beauty counter manager	6: She dislikes her job because she is lying to women.

- g Put Sts in pairs or small groups and get them to discuss the questions.

Get some feedback for each question from the class.

EXTRA SUPPORT Demonstrate the activity by answering the questions yourself first.

2 VOCABULARY work

- a Focus on the task and give Sts time to complete each sentence.

Check answers and elicit the meaning of the words.

1 challenge
2 authoritative
3 quit

- b Tell Sts to go to **Vocabulary Bank Work** on p.163.

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

1.10 Now focus on b. Play the audio for Sts to listen and check.

Check answers and make sure Sts understand the explanations in A–F. You may want to model and drill the pronunciation of some of these words, e.g., *rewarding*.

See script 1.10

1.10

Work

Adjectives describing a job

- C** My boss has a deep, authoritative voice. When he speaks, we all stop what we're doing and listen to him carefully.
- A** I'm a cashier at a supermarket. I really enjoy my job, but it can be a bit monotonous and repetitive. I have to do exactly the same thing every day.
- B** I'm an elementary school teacher. I find working with young children very rewarding. It makes me happy because it's useful and important.
- F** I work in a small graphic design company and my job's really motivating. The kind of work I do and the people I work with make me want to work harder.
- D** Being a surgeon is very demanding. It's very high pressure and you have to work long hours.
- E** I work at an accounting firm. My job is incredibly tedious. It's really boring and it makes me feel impatient all the time.

Highlight:

- the difference between a *challenging* job, which tests your abilities and energies in a positive way, and a *demanding* job, which has more negative connotations.
- that *rewarding* is a synonym of *satisfying*, but with an even more positive meaning. It suggests the work is hard, but worth it. Point out that the adjective comes from the noun *reward* (= something you are given for doing something good, working hard, etc.).
- that *monotonous* and *repetitive* are very similar in meaning, but *monotonous* stresses that a job is both repetitive and boring.
- that *tedious* and *boring* have the same meaning.

Focus on **Activation** and give Sts time to think of their answers.

Put Sts in pairs and get them to tell their partner the jobs they have thought of for each adjective.

Elicit a few jobs for each adjective.

EXTRA SUPPORT Do the **Activation** exercise as an open-class activity.

Focus on **2 Collocations** and remind Sts that collocations are words that often go together. You could remind them of the collocation *rough itinerary*, which they saw in the personality quiz in the previous lesson. Explain that these two words combine to provide natural sounding speech and writing—we wouldn't say *approximate itinerary*.

Look at **a** and tell Sts that all the collocations in this section are work-related. Look at the title, *The intern*, and elicit / explain what it is (a student or new graduate who is getting practical experience in a job). Get Sts to do the exercise individually or in pairs.

1.11 Now focus on b. Play the audio for Sts to listen and check.

Check answers by getting Sts to read the full sentences. You may want to model and drill the pronunciation of some of these phrases.

2 qualifications	8 full
3 experience	9 challenge
4 career	10 clocking
5 management	11 positions
6 permanent	12 for
7 job	

1.11

Collocations

What I'm really thinking—the intern

I've just started my third internship. At the end of it, I will have been an unpaid worker for over a year. It feels as though I'm not in control of my own life, that I'm helpless. Academic qualifications and work experience are almost irrelevant when you're competing against people who have years of experience, many of whom are taking a step down the career ladder. I'm not picky—I've spent time in a children's charity, events management, a press office—but they haven't gotten me a permanent job. It's demoralizing. And exhausting—job-hunting is a full-time occupation. I challenge anyone who disagrees with me about this. After clocking out, most people can be free for the night. For the intern, it's time to go home and look for work. I have no idea how many positions I've applied for since graduating, but it's more than a hundred.

Highlight that:

- *career* refers to the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes, e.g., *a career in journalism*. It can also refer to the period of your life that you spend working, e.g., *He had a long career as a tennis player*. A *career ladder* is a series of stages by which you can make progress in your career. Other collocations with *ladder* include *social ladder* and *property ladder*.
- *clock out* means to record the time at which you leave work, especially by putting a card into a machine.
- *position* is normally used when talking about having or applying for a specific job in a large organization.
- some collocations have dependent prepositions, e.g., *apply for a job*, etc.

Tell Sts that noticing and recording words that go together will improve the accuracy and fluency of their speaking and writing.

Focus on the instructions for **c** and get Sts to do it individually or in pairs.

Check answers and elicit the meaning of each collocation.

1 leave

2 job

Highlight the meaning of:

- *maternity leave* (= period of time when a woman temporarily leaves her job to have a baby—*paternity leave* is for a father).
- *sick leave* (= time that you are allowed to be away from work because you are sick for more than a couple of days).
- *freelance* (= earning money by selling your work or services to several different organizations rather than being employed by one particular organization).
- *a temporary job* (= a job you may do only for a few months) and *a part-time job* (= a job where you only work some hours a day, or some days a week).
- *fixed-term* (= a fixed-term job is one that only lasts for an agreed period of time).

Focus on **3 The same or different?** and get Sts to do **a** individually or in pairs.

1.12 Now focus on b. Play the audio for Sts to listen and check.

Check answers and get Sts to explain the ones that are different. You may want to model and drill the pronunciation of some of these words, e.g., *resign*.

- 1 *Colleagues* and *co-workers* mean the same thing, but *co-workers* is American English.
- 2 *Quit* and *resign* mean the same thing, but *quit* is more informal.
- 3 *Staff* and *workforce* mean the same thing.
- 4 *Be laid off* and *be downsized* mean the same thing, but *be laid off* can be temporary and *be downsized* can't.

- 5 *Be out of work* and *be on leave* are different. *Be out of work* means you don't have a job or have lost the one you had and *be on leave* means a temporary absence because of a medical problem or if you are having a baby.
- 6 *Be fired* and *be sacked* mean the same thing but *be sacked* is more common in British English.
- 7 *Get promoted* and *get a raise* are different. *Get promoted* means get a better job in the same company. *Get a raise* means get an increase in salary.
- 8 *Skills* and *qualifications* are different. *Skills* are particular abilities, *qualifications* are exams you have passed or studies you have completed.
- 9 *Hire somebody* and *employ somebody* mean the same thing.
- 10 *Perks* and *benefits* mean the same thing, but *perks* is more informal.

1.12

The same or different?

- 1 "Colleagues" and "co-workers" mean the same thing.
- 2 "Quit" and "resign" mean the same thing.
- 3 "Staff" and "workforce" mean the same thing.
- 4 "Be laid off" and "be downsized" mean the same thing.
- 5 "Be out of work" and "be on leave" are different. "Be out of work" means be unemployed. "Be on leave" means be away from work because of illness or another reason.
- 6 "Be fired" and "be sacked" mean the same thing.
- 7 "Get promoted" and "get a raise" are different. "Get promoted" means get a better job in the same company. "Get a raise" means get an increase in salary.
- 8 "Skills" and "qualifications" are different. "Skills" are particular abilities, for example, IT skills. "Qualifications" are exams you have passed or studies you have completed.
- 9 "Hire somebody" and "employ somebody" mean the same thing.
- 10 "Perks" and "benefits" mean the same thing.

Highlight that although some words have the same meaning, their register is different:

– *quit* is more informal than *resign*.

– *be sacked* is more common in British English.

– *perks* is more informal than *benefits*. You might also want to point out that *perks* is generally used in the plural.

Tell Sts when they read a formal text they will find words and phrases that the dictionary will list as *formal*. When they record them, they should make a note of the neutral / informal alternative, e.g., *resign* (neutral), *quit* (informal).

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

Put Sts in pairs and get them to tell their partner what they can remember.

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

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or review.

- c This is a quick review exercise on the vocabulary Sts have just studied in the **Vocabulary Bank**. Give Sts time to complete sentences 1–5 with the words in the list.

Check answers.

- | | | |
|-------------|---------------|----------|
| 1 clock out | 3 be laid off | 5 unpaid |
| 2 rewarding | 4 skills | |

Now get Sts to write five sentences of their own with the remaining words.

Monitor and help, making sure Sts are leaving blanks in their own sentences for their partner to guess the words.

Put Sts in pairs and get them to exchange the five fill-in-the-blank sentences they wrote with the remaining words or phrases. Monitor and help.

Get Sts to check their answers with their partner.

Get some Sts to read their new sentences to the class.

3 SPEAKING & LISTENING

- a Focus on the task and make sure Sts know what *annual survey* and *criteria* mean.

Then go through the eight headings making sure Sts understand the vocabulary, especially *fair deal*, *personal growth*, and *well-being*.

Set a time limit for Sts in pairs to complete the seven criteria.

Check answers.

- | | |
|-------------------------|--------------|
| 2 Well-being | 6 Leadership |
| 3 Giving something back | 7 My team |
| 4 Personal growth | 8 Fair deal |
| 5 My manager | |

- b Give Sts a few minutes to decide which three criteria in a are the most important when deciding where to work.

Put Sts in pairs or small groups and get them to discuss their ideas.

Then get some feedback from pairs / groups and see if there is any kind of consensus.

EXTRA IDEA If you have a class where some Sts work (or have worked) and others are studying, you could divide the class into these two groups before sub-dividing into pairs or small groups. Then you could later contrast the possibly different perspectives of the two groups.

- c Focus on the instructions and make sure Sts know what a *travel comparison website* is (= a website where you can find the cheapest flights, hotels, etc. from a wide variety).

Give Sts time to look at the photos and read about Skyscanner.

Ask the class whether or not they would like to work for Skyscanner, and why (not).

Help with any vocabulary problems that might have arisen in the text.

- d **1.13** Focus on the instructions.

Play the audio once the whole way through for Sts to listen for the employee's position at Skyscanner and how she feels about the company and her job.