

# English File

## Beginner

**Teacher's Guide**

with Digital Pack

Includes photocopiable Grammar,  
Communicative, and Vocabulary activities

**fifth**  
edition

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# Student Book contents

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8 <b>B Music round the world</b>	verb <i>be</i> (singular): <i>he, she, it</i>	countries 🌐	/h/, /əʊ/, /s/, and /ʃ/	
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	GRAMMAR	VOCABULARY	PRONUNCIATION	
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# Course overview

## Introduction

Our aim with *English File fifth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps the students learn and practise Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. Please refer to p.17 for more information on the video offer in *English File fifth edition*.

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.

- Workbook
- Teacher's Guide notes
- Skills Confidence
- Tests

The **Workbook** provides 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.

**Skills Confidence** gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We very much hope you and your students enjoy using *English File fifth edition*.

## What do Beginner students need?

The aim of every level of *English File fifth edition* is to get students talking and Beginner is no exception. To achieve this, beginners need two things above all else: motivation and support.

Beginners' language level is low, but they need interesting topics and texts just as much as Intermediate or Advanced students.

## Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that 'G + V + P = confident speaking', and in *English File Beginner* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

## Grammar

- Clear and memorable presentations of new structures
- Fun and engaging grammar videos to introduce and practise grammar
- Regular and varied practice in useful and natural contexts
- Student-friendly reference material

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. Grammar practice videos introduce or practise grammar in an engaging way. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' L1 can save time and help build good teacher–class rapport. Contrasting how English grammar works with the rules in students' L1 can also help students to assimilate the rules more easily.

## Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practise vocabulary

Every lesson focuses on high-frequency vocabulary and common lexical areas but keeps the amount realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words. Vocabulary practice videos present and practise vocabulary in a motivating and fun way.

Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time. Students can find further practice in the **Workbook**.

## Pronunciation

- Intensive practice of vowel and consonant sounds
- Systematic practice of other aspects of pronunciation, e.g. stress and sentence rhythm
- Awareness of rules and patterns

Beginner learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. There is a pronunciation focus in every lesson, which integrates clear pronunciation into

grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The **Sound Bank** on p.134–5 of the Student Book helps students to see the many clear sound–spelling patterns that do exist in English and gives common examples of them. There is also a full set of Sound Bank videos in the resources section on *Oxford English Hub*. There is more practice of pronunciation in the Workbook.

## Speaking

- Topics that will inspire students' interest and prompt them to describe their experiences and express their ideas
- Achievable, motivating tasks
- Regular opportunities to use new language

*English File* motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts, videos and listenings, and practising grammar and vocabulary orally.

## Listening and viewing

- A reason to listen
- Building confidence by listening to short accessible texts and conversations with achievable tasks
- Exposure to as much aural English as possible
- Video listening tasks

The listenings in *English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. Video listenings provide visual contexts to traditional audio and help develop students' viewing skills.

There is a wide variety of video types in *English File fifth edition*, including:

- Grammar presentation and practice
- Vocabulary presentation and practice
- Sound Bank videos on *Oxford English Hub*
- Documentaries
- Dramas
- Vox pops
- Practical English videos

## Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students to read
- Strategies for dealing with unknown words in a text

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to

encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Beginner* reading texts are staged so that they progress from one-line sentences to short articles adapted from a variety of real sources (the British press, magazines, news websites) and chosen for their intrinsic interest and ability to generate discussion. All reading texts in *Beginner* are available with audio, which helps build reading fluency and confidence.

## Writing

- Clear models
- The 'nuts and bolts' of writing at a word and sentence level

The growth of the internet and email means that people worldwide are writing in English more than ever before, both for business and personal communication. *English File Beginner* provides guided writing tasks covering a range of writing types from a formal email to a social media post.

## Practical English

- Practice in using functional phrases in simple role-plays
- Knowing what to say in common situations, e.g. buying a coffee

The Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering food and drink. To make these everyday situations come alive, the language is presented in a series of videos with two characters, Rob (from London) and Jenny (from New York). The lessons also highlight other useful everyday phrases such as *Can I help you? How much is it? Don't worry. See you there.* The **Workbook** provides practice of all the language from the Practical English lessons.

## Revision

- Regular recycling of grammar, vocabulary, and pronunciation
- Motivating reference and practice material
- A sense of progress

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Revise and Check section. Students first revise the Grammar, Vocabulary, and Pronunciation of each File. Then a series of skills-based challenges, including vox pop interviews, help students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.

# Print components

## FOR STUDENTS

### Student Book

The Student Book has 12 Files. Each File is organized like this:

#### A and B lessons

Each File contains two two-page lessons which present and practise Grammar, Vocabulary, and Pronunciation as well as developing skills with a balance of reading and listening activities, and lots of opportunities for speaking. Video content is integrated throughout the lessons. All lessons have clear references to the Grammar Bank, Vocabulary Bank, and where relevant, to the Sound Bank at the back of the book. These banks support and extend the lesson material on the page.

#### Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches high-frequency, everyday English (e.g. language for spelling your name, booking a table, or telling the time) and social English (useful phrases like *That's right* and *I'm really sorry*).

The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

### Revise and Check

Every two Files (starting from File 2), there is a two-page section revising the Grammar, Vocabulary, and Pronunciation of each File and providing additional Reading, Listening, and Speaking. The '*Can you...*?' section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

### The back of the Student Book

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

The Student Book is also available as an e-Book.

### Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio
- Words and Phrases to Learn
- Available with or without key

The Workbook is also available as an e-Book.

## FOR TEACHERS

### Teacher's Guide

#### Step-by-step procedural notes for all the lessons

These notes include 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 for students who need an alternative approach.

**Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

#### Photocopiable materials

There are over 90 pages of Grammar, Communicative, and Vocabulary worksheets, which can be done before, during, or after a lesson by students working individually or together.

### Grammar

*see p.141–166*

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

### Communicative

*see p.167–208*

Extra speaking practice for every A, B, and PE lesson

### Vocabulary

*see p.209–232*

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

There is more information on p.140 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.



# Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

## FOR STUDENTS

### Student e-Book

- A digital version of the Student Book with audio and video

### Workbook e-Book

- A digital version of the Workbook with audio

### Course resources

- All course audio and video

### Skills Confidence

- Students can develop their skills confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device and use it in their own time and at their own pace.



## FOR TEACHERS

### Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.

- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

### Course assessment

- Tests and assessment material, including: Progress Tests; an End-of-Course Test; a Quick Test for every File; and a complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests.

### Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists

### Professional Development

- Video in ELT
- Multimodality
- Effective feedback

# File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

## 9B

## Watching and waiting

What are you doing today?

I usually go to the office, but today I'm watching somebody.

**G** present continuous or present simple?  
**V** clothes  
**P** /z/, other vowel sounds

Reading and listening activities

Opportunities for personalized speaking throughout the lesson

Further practice of the grammar in the Grammar Bank

### 1 READING

- a Look at the two photos in the article. Which photo do you think shows a private investigator on a normal day?
- b **9.9** Read and listen to the article by Matt, a private investigator, and check. Do you think he a) loves, b) likes, c) doesn't like his job?
- c Read the article again. Mark the sentences **T** (true) or **F** (false).
- 1 Matt doesn't usually wear a suit when he goes to his office.
  - 2 He works from 9.00 to 5.00.
  - 3 He meets new clients online.
  - 4 Some of his jobs are for companies.
  - 5 Today Matt is watching a client.
  - 6 He's wearing sunglasses because it's very hot.
  - 7 When he's working in the street it can be more exciting.
  - 8 A private investigator's life is very different from in films.

- d Would you like to be a private investigator?

### 2 GRAMMAR present continuous or present simple?

- a Look at two sentences about Matt. Complete the sentences with the present simple or continuous of work and wear.

He usually <sup>1</sup>works in an office, but today he <sup>2</sup> in the street.  
He usually <sup>3</sup> a shirt and trousers. Today he <sup>4</sup> a jacket and sunglasses, too.

- b **9.10** Listen and check.

- c Complete the rules with every day and today / now.

Use the present simple to talk about \_\_\_\_\_.

Use the present continuous to talk about \_\_\_\_\_.

- d **Grammar Bank 9B** p.108

## A day in the life of... a private investigator

People think a private investigator's job is exciting, but is it really true? See what you think.

On a typical day, I get up early and I go to my office. I don't need to wear a suit. I usually wear a shirt and trousers. I start work at about 9.00. I sit at my desk and work at my computer. I answer phone calls. I speak to colleagues. Then at about 6.00, I finish work and go home.

The calls are usually from clients – new clients or current clients. With a new client, first I usually meet them in person in our office. Some clients are private individuals. Perhaps they want us to find a missing person. Other clients are companies. Perhaps they want us to check out if an employee is really ill or not. Then we need to investigate the problem. We usually do this online. Clients pay for each day we work, and they don't want to pay a lot of money, so we try to work fast.

But sometimes our work is different, and today is one of those days. I'm not working in the office, I'm working in the street. I'm sitting in my car with my camera. I'm watching and waiting. I'm hoping to see a woman. She lives in the building opposite, and my client wants me to follow her. I'm wearing a jacket, and I'm wearing sunglasses because I don't want the woman to see my face. Is this more exciting than being in the office? Sometimes. But waiting in a car is often boring, and it's a long day, not just 9.00 till 6.00. Sometimes it's difficult to stay awake!

The life of a private investigator is not like in films and on TV. But each case is different, and solving a case is very satisfying.



**Glossary**  
my colleague a person I work with  
my client a person who pays me to do a job  
my employee a person who works for me

Vocabulary development in context

### 3 VOCABULARY & PRONUNCIATION

clothes; /ɜː/, other vowel sounds

- a Look at some clothes words from the article in 1. Match them to the photos.

☐ a jacket ☐ trousers ☐ a suit ☐ a shirt



- b **Vocabulary Bank Clothes** p.129

- c 9.13 Listen and repeat the sound and words.



- d Put the clothes words in the correct column.

cap coat dress hat jacket jeans  
shoes suit sweater trousers



- e 9.14 Listen and check.

- f Practise saying the sentences.

I'm wearing...

a shirt and a skirt      a black jacket  
a red sweater      blue shoes  
a new suit      clean jeans  
an old coat      brown trousers

- g **Video** Watch the video. You are a private investigator and you are watching people. What are they wearing?  
*She's wearing an orange...*



Pronunciation integrated into each lesson

Vocabulary and Grammar videos bring language learning to life.

### 4 LISTENING & SPEAKING



- a Look at the photos and read about Sandra. Do secondary school students do work experience in your country?

In secondary schools in the UK, students aged 16–17 do two weeks' work experience. Sandra is working as a shop assistant at a clothes shop called FatFace in London.

- b 9.15 Listen to an interview with Sandra. Is she positive or negative about her work experience?

- c Listen again and answer the questions.

- What kinds of clothes does FatFace have?
- What does Sandra do in the shop?
- What does Sandra like about the job?
- What doesn't she like?
- What can Sandra do when she finishes her work experience?
- Where are the clothes she is wearing today from?

- d Talk to a partner.

- What are you wearing today?
- What colours do you like wearing?
- What clothes do you usually wear...?
  - in the summer
  - in the winter
  - to work / school
  - for a party

Vocabulary Bank extends students' vocabulary

A range of reading and listening activities develop students' skills.

Speaking activities at the end of the lesson allow students to communicate using the grammar and vocabulary they have learned in the lesson.



Practical English lessons teach functional English.

Each video has two video tasks. The first is a viewing task, and the second a comprehension task to check understanding or to focus on language.

The language is presented in the form of drama videos.

# Would you like to come?

Practical English 5 inviting and offering P sentence rhythm

## 1 INVITING AND OFFERING

**a** **Video** Watch *Inviting and offering*. Number the photos 1–3.

**A**

**B**

**C**

**58**

**b** Watch again. Complete the conversations with a word or time from the lists.

birthday 4.00 lunch match Sunday 3.30

1 Rob Hey, Alan. **Would you like** to come to the <sup>1</sup> \_\_\_\_\_ with me on <sup>2</sup> \_\_\_\_\_? It's Norwich against Chelsea, and I have two tickets.

Alan Wow! What time's the match?

Rob It's at <sup>3</sup> \_\_\_\_\_.

Alan Yeah, I'd love to. Thanks.

Rob **Would you like** to meet for <sup>4</sup> \_\_\_\_\_ first?

Alan Sorry, I can't. It's my mum's <sup>5</sup> \_\_\_\_\_, and I need to have lunch with her. But I can meet you there.

Rob Great. Let's meet at <sup>6</sup> \_\_\_\_\_ at the entrance to the Tube station.

Alan Fine. See you there.

burger coffee hungry know milk water

2 Alan They are playing really badly. I hope the second half is better.

Rob Me too. I <sup>7</sup> \_\_\_\_\_ they can win. **Would you like** a <sup>8</sup> \_\_\_\_\_?

Alan No, thanks. I'm not very <sup>9</sup> \_\_\_\_\_.

Rob How about a <sup>10</sup> \_\_\_\_\_?

Alan Yeah, great.

Rob A burger and a <sup>11</sup> \_\_\_\_\_, please.

Alan And **I'd like** a coffee.

Barman <sup>12</sup> \_\_\_\_\_ and sugar?

Alan Yes, please.

**Glossary**

**the entrance** the door where you go into a place

**the Tube** the underground train in London

**c** Look at the **highlighted** phrases in the conversations. What do you think **Would you like?** and **I'd like** mean?

**Would you like...?**

**Would you like + noun**

*Would you like a burger?*

*Yes, please. / No, thanks.*

**I'd like (= I would like) + noun**

*I'd like a burger, please.*

*I'd like a coffee, please.*

**Would you like to + verb**

*Would you like to come to the match?*

*Yes, I'd love to. / Sorry, I can't.*

**! Compare**

*Do you like dancing?* = in general

*Would you like to dance?* = invitation

Information boxes focus on the functional language.

## 2 PRONUNCIATION sentence rhythm

a 9.16 Listen and repeat.

- a *pizza*?  
 → *like a pizza*?  
 → *Would you like a pizza*?  
 see a *film*?  
 → *to see a film*?  
 → *Would you like to see a film*?

b Work in pairs. Use the photos. Ask a partner.

Would you like a...?



Would you like to go to a...?



c In pairs, practise the conversations in 1b. Change roles.

## 3 MEETING AN OLD FRIEND

a **Video** Watch *Meeting an old friend*. Jenny meets her ex-boyfriend Steve, a journalist, in the street. What three things does Steve invite Jenny to do?



b Watch again. Then circle the correct answer.

- Jenny is looking *well* / *tired*.
- It's *raining* / *starting to rain* in the street.
- Jenny's meeting is in *half an hour* / *an hour*.
- Jenny *can* / *can't* go to the exhibition.
- Jenny thinks it *is* / *isn't* a good idea to meet Steve one evening.

## 4 USEFUL PHRASES

**Video** Watch and repeat the useful phrases.

Would you like to come to the match with me on Sunday?  
 Yeah, I'd love to.  
 Let's meet at half past three.  
 See you there.  
 Would you like a burger?  
 How about a coffee?  
 I'd like to ask you something.  
 I don't think it's a good idea.

## 5 SPEAKING & WRITING an email

a 9.17 Listen and repeat the conversations. Then practise them with a partner.

- A Would you like to come to a party at my house?  
 B Yes, I'd love to. Thanks! When is it?  
 A It's on Friday at 8.00.  
 B Great! See you there.
- A Would you like to come to a party on Saturday?  
 B Sorry, I can't. I'm busy on Saturday night.

b Imagine it's your party. Choose a day and time. Invite your partner. Can he or she come?

c Invite the other students in your class. How many people can come?

d **Writing Bank** 4 p.87 Write an email to invite someone to do something.

Focus on key phrases from the episode

Speaking activities allow students to put into practice what they have learned in the lesson.

Pairwork for students to practise the key language