

English File

Pre-intermediate

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

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Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A All about you	word order in questions	common verb phrases ➡	the alphabet ➡
10 B Looking good	present simple	describing people: appearance and personality ➡	final -s / -es ➡
12 C Remakes	present continuous	clothes ➡, prepositions of place	/ə/ and /ɜ:/ ➡
2			
16 A Lost...and found?	past simple: regular and irregular verbs	holidays ➡	regular verbs: -ed endings ➡
18 B On top of the world	past continuous ➡	prepositions of time and place: <i>at, in, on</i>	weak forms: <i>was, were</i>
20 C One dark October evening	time sequencers and connectors	verb phrases	word stress
3			
24 A The waiting game	<i>be going to</i> (plans and predictions) ➡	airports	the letter <i>g</i> ➡
26 B Can we meet?	present continuous (future arrangements)	verbs + prepositions, e.g. <i>arrive in</i>	linking
28 C Word games	defining relative clauses	paraphrasing	silent <i>e</i>
4			
32 A Have you finished yet?	present perfect + <i>yet, just, already</i> ➡	housework, <i>make</i> or <i>do</i> ?	the letters <i>y</i> and <i>j</i> ➡
34 B How we shop	present perfect or past simple? (1)	shopping ➡	<i>c</i> and <i>ch</i>
36 C Weekendvy	<i>something, anything, nothing</i> , etc.	adjectives ending -ed and -ing	/e/, /æ/, and /ʌ/ ➡
5			
40 A Fast forward	comparative adjectives and adverbs, <i>as...as</i>	types of numbers ➡	/ə/
42 B Superlative cities?	superlatives (+ <i>ever</i> + present perfect) ➡	describing a town or city ➡	sentence stress
44 C Too much or not enough?	quantifiers, <i>too, (not) enough</i> ➡	health and the body	/ʌ/
6			
48 A Optimist or pessimist?	<i>will / won't</i> (predictions)	opposite verbs ➡	'll / won't
50 B Love will find a way	<i>will / won't / shall</i> (other uses)	verb + <i>back</i>	word stress: two-syllable verbs
52 C Sweet dreams?	review of verb forms: present, past, and future	modifiers	the letters <i>ea</i> and <i>ear</i>

READING & LISTENING

Listening recognizing names, places, and numbers, identifying situations from context

Reading using visual clues to identify main topic
Listening focusing on descriptive adjectives

Listening tuning in using existing knowledge

Reading understanding details
Listening listening for key points

Reading using visual clues to understand events and feelings
Listening understanding the order of events

Listening using evidence to predict the ending of a story 🎧

Reading using context to complete information
Listening understanding context

Reading making a personal response
Listening inferring mood, understanding relationships between people 🎧

Reading understanding the rules of a game
Listening understanding definitions

Listening understanding advice

Reading identifying the main idea in a paragraph
Listening using visual clues to understand key points

Reading inferring from captions and visual clues
Listening understanding historical facts 🎧

Reading scanning for information
Listening tuning into an interview using topic-related vocabulary

Listening understanding the main points in a podcast

Reading responding to and assessing information according to personal opinion
Listening understanding numbers and quantities

Reading understanding a definition and examples
Listening taking notes

Reading understanding the events in a story
Listening understanding the events in a story

Listening interpreting from visual clues 🎧; using visual clues to understand key topics 🎧

SPEAKING & WRITING

Speaking exchanging personal information, returning questions; asking for personal information

Speaking summarizing main points in an article; describing a personal profile
Writing a personal profile

Speaking describing a painting 🎨

Speaking showing interest

Speaking giving more information in a conversation
Writing describing a photo

Speaking retelling the ending of a story

Speaking assessing and comparing tips; proposing a tourist itinerary

Speaking comparing the results of a questionnaire; making arrangements
Writing an informal email

Speaking paraphrasing; defining words

Speaking comparing information (*yet* and *already*); talking about housework

Speaking asking follow-up questions
Writing an opinion essay

Speaking talking about the weekend; answering promptly

Speaking responding to ideas in an article; talking about changes, giving reasons

Speaking asking for more information
Writing describing your town or city

Speaking talking about habits; asking questions and giving reasons (*enough* and *too much/many*)

Speaking responding to predictions

Speaking asking and answering (verb + *back*)
Writing social media messages

Speaking giving additional information (past, present, future)

Practical English p.14

Pictures of you 🎨

Episode 1: *A visit from the USA*

Practical English calling Reception
Social English

Revise and Check p.22

Revise and Check 1&2 🎧

Practical English p.30

Pictures of you 🎨

Episode 2: *A work dinner*

Practical English problems at a restaurant
Social English

Revise and Check p.38

Revise and Check 3&4 🎧

Practical English p.46

Pictures of you 🎨

Episode 3: *Working on a Saturday*

Practical English taking something back
Social English

Revise and Check p.54

Revise and Check 5&6 🎧

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A I will survive	uses of the infinitive with <i>to</i>	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.	weak form of <i>to</i> , linking
58 B Happy days	uses of the gerund (verb + <i>-ing</i>)	verbs + gerund	/tj/, /tj/ + /k/ ➡
60 C Could you pass the test?	<i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>mustn't</i>	adjectives + prepositions: <i>afraid of</i> , etc.	stress on prepositions
8			
64 A Should I or shouldn't I?	<i>should</i>	<i>get</i> ➡	/ʊ/ and /u:/ ➡
66 B Absolutely typical!	<i>if</i> + present, <i>will</i> + infinitive (first conditional) ➡	confusing verbs	homophones
68 C Who is Vivienne?	possessive pronouns	adverbs of manner	reading aloud
9			
72 A Watch out!	<i>if</i> + past, <i>would</i> + infinitive (second conditional)	animals and insects ➡	word stress
74 B Don't panic!	present perfect + <i>for</i> and <i>since</i> ➡	words related to fear	sentence stress
76 C Born to be stars	present perfect or past simple? (2)	biographies	word stress, /b:/ ➡
10			
80 A Winners and losers	expressing movement ➡	sports, expressing movement ➡	word stress
82 B Larks and owls	word order of phrasal verbs	phrasal verbs	linking
84 C Inventions that changed the world	the passive	people from different countries	/tʃ/, /tʃ/, and /dʒ/ ➡
11			
88 A Live and learn	<i>used to</i>	school subjects	<i>used to</i> / <i>didn't use to</i>
90 B Make up your mind!	<i>might</i> ➡	word building: noun formation	diphthongs ➡
92 C Find your 'twin'	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences	/ð/ and /v/ ➡
12			
96 A Strange but true!	past perfect	time expressions	the letter <i>i</i>
98 B Don't tell anybody!	reported speech	<i>say</i> or <i>tell</i> ?	double consonants
100 C The English File quiz	questions without auxiliaries	revision of question words	/w/ and /h/ ➡
104 Communication	115 Writing Bank	127 Listening	134 Grammar Bank

READING & LISTENING

Reading reading on screen
Listening using visual clues and text to understand advice 🔄

Listening understanding official advice and supporting detail

Reading identifying topic sentences
Listening listening to check hypotheses

Reading assessing advice
Listening understanding a problem, assessing advice

Reading identifying examples of behaviour
Listening tuning in to a story using key words and phrases

Reading understanding a short story
Listening using visual clues to understand a story ➕

Reading understanding reasons
Listening using visual clues to rank information ➡

Reading understanding social media posts
Listening listening for key information

Reading understanding the order of life events
Listening using visual clues to understand biographical information ➡

Reading reading and retelling key events

Reading taking notes for retelling
Listening categorizing information; identifying reasons ➡

Listening using visual clues to understand specific information ➡

Reading understanding and comparing specific information in short texts
Listening understanding attitude

Listening identifying the main points in a talk

Listening using visual clues to understand a human-interest story 🔄

Reading understanding the order of events in a story

Reading identifying text type, understanding the moral of a story
Listening using visual clues to understand a conversation ➕

Listening understanding topic-based questions ➕

SPEAKING & WRITING

Speaking asking and answering fluently
Writing an article giving tips

Speaking responding to tips; talking about behaviours and preferences

Speaking asking follow-up questions

Speaking assessing advice; asking and answering (phrases with *get*)

Speaking exchanging information and opinions (confusing verbs)

Writing a short story

Speaking relaying factual information

Speaking asking follow-up questions (present perfect)

Speaking talking about somebody's life
Writing a biography

Speaking talking about sport, giving extra information; retelling from memory
Writing an article

Speaking asking questions (phrasal verbs)

Speaking exchanging information (passives)

Speaking expressing an opinion, giving examples, returning questions
Writing a formal email

Speaking giving an opinion; asking and answering (noun forms)

Speaking saying how you are similar and different

Speaking retelling a news story

Speaking reporting what somebody said; supporting opinions with examples
Writing a review

Speaking asking factual questions (past simple)

Practical English p.62

Pictures of you 🔄
 Episode 4: *Running into trouble*

Practical English at the pharmacy
Social English

Revise and Check p.70

Revise and Check 7&8 🔄

Practical English p.78

Pictures of you 🔄
 Episode 5: *What's going on with Max?*

Practical English following directions
Social English

Revise and Check p.86

Revise and Check 9&10 🔄

Practical English p.94

Pictures of you 🔄
 Episode 6: *Is this the end?*

Practical English phoning and leaving a message
Social English

Revise and Check p.102

Revise and Check 11&12 🔄



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. In addition, the Practical English lessons include a brand-new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *English File fifth edition*.

As well as the main A, B, C 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
- Exam 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.

Exam 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 Pre-intermediate students need?

Pre-intermediate students are at a crucial stage in their learning. Students at this level need material that maintains their enthusiasm and confidence. They need to know how much they are learning and what they can now achieve. At the same time they need encouragement to push themselves to use the new language they are learning.

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 Pre-intermediate* 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.

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practise vocabulary
- Tasks which encourage students to use new vocabulary
- Revision and reactivation of previously learnt 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

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns
- Pronunciation videos

Pre-intermediate 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 Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a Sound Bank section on pages 174–175 of the Student Book and 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
- 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
- Confidence-building tasks
- Help with connected speech
- 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. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

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

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- Teacher-generated videos
- Vox pops
- Practical English drama *Pictures of you*

Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students to read

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 Pre-intermediate* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

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 Pre-intermediate fifth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The Practical English lessons give students practice in key language for situations such as calling Reception or taking something back. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with a storyline set in London and following the story of the two main characters, Ben and Izzy, and how their lives, careers, and relationships develop. There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key 'Social English' phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Revision

- Regular review
- 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. The left-hand page revises the Grammar, Vocabulary, and Pronunciation of each File. The right-hand page provides a series of skills-based challenges, including vox pop interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. Every two Files, the Workbook contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the Student Book.

Print components

FOR STUDENTS

Student Book

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

A, B, and C lessons

Each File contains three 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 based on a new drama series for the fifth edition, *Pictures of you – Season 2*. This lesson teaches functional 'survival English' (for example, following directions or calling Reception) and also 'Social English' (useful phrases like *It's nice to meet you*, *That sounds really nice*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline which started in the Elementary level, runs through the Pre-intermediate level, and continues into Intermediate with *Pictures of you – Season 3*. There is a Season 1 recap at the beginning of the first lesson.

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
- *Can you remember...?* exercises for students to check their progress
- 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 80 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 pp.181–219

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

Communicative

see pp.220–264

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.265–283

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

There is more information on page 174 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

Exam 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: an Entry Test; 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

Vocabulary Banks help present and practise vocabulary.

A range of Vocabulary and Grammar videos to bring language learning to life

Reading tasks develop students' reading skills and provide the context for the language of the lesson.

Engaging texts and topics updated from the fourth edition

1B

Looking good

What does she look like? → She has grey hair and green eyes.

G present simple
V describing people: appearance and personality
P final -s / -es

1 VOCABULARY describing people

a **1.8** Listen to two people describe a family member. Which man is Adam? Which woman is Mel? What words did you hear that helped you to identify them? What are Adam and Mel like?




b **Vocabulary Bank Describing people** p 158

c **Video** Watch and say which person in the photo is described, A, B, or C. What are they like?

2 READING & SPEAKING

a Look at the photos of Sarah Harris and Bruno Mars. Then complete the headings with two of the adjectives from the list.

generous gold grey short shy slim

b Work in pairs, A and B. Each read your article. Find the answers to the questions.

A

- What did many older women do when their hair went grey?
- What are the two reasons why grey hair is more popular now?
- Why are young people dyeing their hair grey?
- What have *Vogue* journalists noticed?
- What are the advantages of stopping dyeing your hair?

B

- In which sport is it an advantage to be tall? Why?
- In which sports is it an advantage to be short? Why?
- What examples does the article give of a disadvantage of being tall?
- What are the health advantages of being short?
- What does the article say is what really matters?

c Tell your partner about your article. Use the answers to your questions to help you.

d Did either of the articles surprise you? Describe someone you know who you think looks good.

A **G** **is great!**

In the past, some people, especially women, felt bad when their hair started to go grey, and even today some people continue to dye their hair until their 80s or even 90s. But in fact, now grey hair is in fashion for men and women, young and old. One reason for this is film. Some film stars, for example, Meryl Streep and Salma Hayek, look fantastic with grey hair. Another reason is that during the Covid-19 pandemic, hairdressers were closed, so older people went back to their natural colour, and then realized that it looked good. And now, younger people are also dyeing their hair grey. For them, it's a way of saying that they are independent people who want to look different. Fashion magazine *Vogue* reports that all over the world they are seeing more and more young men and women at fashion shows who are silver-grey. For people who are naturally grey, there are other advantages of not dyeing your hair. You don't need to go to the hairdresser every two or three months, and you save a lot of money!



Sarah Harris, deputy editor of British Vogue

B **S** **is super!**

Your height is a biological fact that you can't really change. Many people think it's an advantage to be tall. But is it really? Of course, in some sports like basketball, you need to be tall. If you have long legs you can run faster, and with long arms you can stretch further. But in some sports, being short can be a bonus. Short people often have quicker reactions and are more agile, which is important in, for example, martial arts and gymnastics. Tall people also often have more accidents and are more likely to get injured if they fall. And several studies also show that short people live longer; in one village in Sardinia, the very tall people live for about two years less than their shorter neighbours. Of course, there are always exceptions, but in the end, it's not how tall or short you are that matters, it's how you live your life.



Bruno Mars, American singer

Adapted from the BBC website

Further practice
of the grammar in
the Grammar Bank

3 GRAMMAR present simple

a Complete the chart.

I / you / we / they	he / she / it
I have grey hair.	My mother grey hair.
I don't mind being bald.	My brother being bald.
like being tall?	your sister like being tall?

b Tick (✓) the correct sentences. Then check in article B.

- a Short people often have quicker reactions.




b Short people have often quicker reactions.
- a There always are exceptions.

b There are always exceptions.

c Grammar Bank 1B p.134

4 PRONUNCIATION final -s / -es

a Video Watch and repeat the sounds and sentences.

 snake	She look <u>s</u> quite serious. He like <u>s</u> all sport <u>s</u> .
 zebra	He ha <u>s</u> long arm <u>s</u> and leg <u>s</u> . She' <u>s</u> tall, with blue eye <u>s</u> .
 /z/	She use <u>s</u> reading glass <u>es</u> . He watch <u>es</u> a lot of football match <u>es</u> .

Pronunciation of final -s / -es: verbs and nouns

The final -s is pronounced /s/ or /z/. The difference is quite small.
The final -es is pronounced /ɪz/ after ch, c, g, sh, s, z, and x.

b 1.13 How do you say the he / she / it form of these verbs and the plural of these nouns? Listen and check.

verbs	choose cook go live stop teach
nouns	book boy class friend language shop

5 LISTENING



In *The Guardian* newspaper 'Blind Date' feature, two strangers who are looking for a relationship meet at a restaurant. Then they report how it went, and give a score out of 10. Jemma, 31, a gardener, met Pietro, 25, a PhD student.

- Look at the photo and describe the people.
- Read about Jemma and Pietro. What is a blind date? Do you think they are going to get on?
- 1.14 Listen to them describe the date. What score do you think they gave?
Jemma /10 Pietro /10
- Listen again and circle the adjectives that Jemma uses to describe Pietro, and that Pietro uses to describe Jemma.

Jemma about Pietro

clever extrovert funny hard-working
interesting kind polite talkative well-dressed

Pietro about Jemma

adventurous friendly generous interesting polite
serious shy talkative young

- 1.15 Now listen and check your answer to c. Have you ever been on a blind date? Would you like to?

6 SPEAKING

- Think of somebody you know well who would like to meet new people. Look at the list and make notes about him / her.
name age job appearance
personality ☐ / ☐ likes / doesn't like
- Work in pairs. A describe your person to B. B listen and ask for more information. Do you know anybody who would be a good friend for A's person? Then change roles.

His name's Mario, and he's about 30 years old.

7 WRITING a personal profile

Writing Bank 1 p.115 Write your personal profile.

Tasks develop
listening skills.

Opportunities
for personalized
speaking
throughout the
lesson

Guided writing
tasks in the Writing
Bank cover a range
of writing types.

Pronunciation videos to
model and practise English
sounds

You hear/You say phrases focus on the key functional English phrases.

Part 3 continues the story and ends with a cliffhanger before the next episode.

b Watch again. Complete the **You hear** phrases.

You hear	You say
Conversation 1	
Hello, Reception.	Hello, this is room 13.
How can I ¹ _____ you?	There's a problem with the air conditioning. It isn't working and it's very hot in my room.
I'm sorry. I'll ² _____ somebody up to ³ _____ at it right now.	
Conversation 2	
Good ⁴ _____, Reception.	Hello. I'm sorry to bother you again. This is room 13.
How can I help?	I have another problem. I can't connect to the wi-fi.
I'm sorry. I'll ⁵ _____ you through to my colleague. She can help you.	Thank you very much.

c **Video** Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversations with a partner.

Offers with I'll

I'll = *I will*. We use **I'll** + verb to offer to do something.

A There's a problem with the air conditioning.

B **I'll send** somebody up to look at it.

d **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.

- A** You are the receptionist. **B** is a guest at the hotel. **B** calls you.
Begin: Good morning, Reception. Can I help you?
- B** You are a guest (give your room number). Use your first name and surname. You have a problem in your room – explain your problem.
- A** Offer to do something about **B**'s problem.

3 IZZY AND EMMA MEET

a Look at the photo. Do you think the meeting between Emma and Izzy was a success? Why (not)?



b **Video** Watch *Izzy and Emma meet* and check. Was it a success? Why (not)?

c Watch again. Who says these things and who to? Write **B** (Ben), **E** (Emma), or **I** (Izzy).

- 'Are you eating enough?' _____ to _____
- 'Right now, I'm working on a really big project.' _____ to _____
- 'Wow, that's a really cool jacket!' _____ to _____
- 'Are you going to come with us?' _____ to _____
- 'I booked a table for three.' _____ to _____
- 'Everyone is going.' _____ to _____
- 'It's just you and me, then.' _____ to _____
- 'But you just got here.' _____ to _____

4 SOCIAL ENGLISH

a Match a phrase from **A** with a response in **B**.

A	B
1 Are you free to go for a drink this evening?	<input type="checkbox"/> It's great.
2 It's nice to meet you.	<input type="checkbox"/> But you just got here.
3 How's the photography course going?	<input type="checkbox"/> It's nice to meet you, too.
4 I've heard a lot about you.	<input type="checkbox"/> Oh. I'm sorry, I can't.
5 Actually, I need to go now.	<input type="checkbox"/> Me too.

b **Video** Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Emma. Why is the meeting important for Ben? Do you think that Izzy was right to go to the work drink? Do you think that Emma and Izzy are going to get on well?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

Pairwork for students to practise the key language

Review to be done individually or in pairs, in class, or at home

The left-hand page revises the Grammar, Vocabulary, and Pronunciation of the previous Files.

The right-hand page provides a series of skills-based challenges.

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

- any brothers or sisters?
a. Have you b. Do you c. Do you have
- Last night?
a. Where you went b. Where did you go c. Where you did go
- My husband football.
a. doesn't like b. don't like c. doesn't like
- Her parents a small business.
a. has b. have c. have
- ... to music when I'm working.
a. never listen b. don't never listen c. listen never
- In the picture the woman a blue skirt.
a. wears b. wearing c. is wearing
- What? I'm looking for my keys.
a. are you doing b. do you do c. are you doing
- She's at university. She History.
a. 's studying b. 's studying c. studying
- We ... to Malta last August.
a. were b. went c. did go
- I saw the film, but I ... it.
a. didn't liked b. don't liked c. didn't like
- When I got home, my parents ... on the sofa.
a. were sitting b. was sitting c. were sitting
- What ... at 11 p.m.? You didn't answer my call.
a. you were doing b. you was doing c. were you doing
- She couldn't read the menu because she ... her glasses.
a. wasn't wearing b. didn't wear c. didn't wearing
- We had lunch in a restaurant. ... we decided to go for a walk.
a. After b. Then c. When
- We had a great time. ... the weather wasn't very good.
a. so b. because c. although

VOCABULARY

Complete the phrases with a verb from the list.

look do drive invite leave look play stay take wear

- What do you ... ? I'm a doctor.
- What does she ... like? She's tall and slim.
- She doesn't usually ... jewellery, only her wedding ring.
- Did you ... any photos? No, I didn't.
- Where did you ... ? In a small hotel.
- Did you ... your flight online?
- Let's ... your parents to dinner. Good idea.
- Are you going to ... there?
- No, we're going to get the train.
- Go on! Ask the DJ to ... our songs! OK.
- What time do we need to ... home tomorrow?
about 10.0. Our flight is at 8.00.

Pronunciation

Circle the word that is different.

- straight long curly beard
- warm lazy generous funny
- talkative mean unfriendly cold
- dress shirt earrings jacket
- socks gloves trainers sandals
- necklace bracelet ring scarf
- windy foggy rainy sunny
- basic dirty uncomfortable luxurious

Can you understand this text?

Read the article once. What countries can you see in the photos? Match the headings to the tips.

1. Adjust the situation

2. Get up early and set up

3. Think about the background

Read the article again. Mark the sentences T (true) or F (false).

- One of the best times to take a photo is early evening.
- Your holiday photos will never be as good as the ones on travel websites.
- It's important to notice everything before you take a photo.
- Never take a nature photo when there are people in the background.
- There were a lot of people everywhere when the writer was in India.
- She took a photo of people taking photos.

Can you understand these people?

Watch and answer the questions.

- Lewis looks like ...
a. No father b. His mother c. His mother and his father
- In the Dal painting that Susie likes, there are some ...
a. clocks b. rocks c. socks
- Shoshana went to Guyana because she wanted to learn ...
a. about the animals and plants there b. about her family history c. the language
- Susan doesn't put photos of ... on Instagram.
a. gardens b. flowers c. people
- Sam only likes watching ...
a. films with a happy ending b. films with a sad ending c. good films

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you ...?

- sit and answer six questions about your home and family, work / studies, and free-time activities
- describe the appearance and personality of a person you know well
- describe a photo in this book and say what is happening, what the people are wearing, etc.
- ask and answer three questions about a holiday
- describe a favourite photo and say what was happening when you took it
- say three true sentences using the connectors so, because, and although

How to take better holiday photos

Holiday time is the one time we all take photos. You're in a strange new place, the sun is shining, and you want to record your friendships and happy memories. So how do you take the perfect holiday photos? Here are three useful tips.

1. The best times for travel photography

are around sunrise and sunset, known as the 'blue hour' and the 'golden hour'. They give you the prettiest light and the most interesting skies. But you also avoid the crowds and can get those gorgeous empty images of your destination that you see on all the travel websites.

2. Think about the whole shot.

Is there a parked car blocking the view? Did a tourist just get into the back of the photo? Ask yourself: or wait until the person has moved away in this image of the island Mahana (Holland Islands), I included the people, so I needed to connect the group with the birds, but if you wanted this to just be a photo of the birds, you could move or zoom in.

3. When I was in India, I found everywhere was really crowded, so instead of trying to take photos of ...

... I decided to photograph the other people, and came back with some much more interesting travel images as a result. Here the temple was full of tourists, so I photographed them taking selfies.

Adapted from a travel website.

Vox pop interviews with real people which can be done in class or at home

Exam-type tasks

Speaking challenge to assess students' ability to use the language in the Files

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 158–171 of the Student Book to provide further development of lexical sets.

Photos and illustrations give context to vocabulary items.

Phonemic transcriptions of new vocabulary and audio models of each word help students with pronunciation.

Students can easily revise, review, and test their vocabulary.

Each Vocabulary Bank has an Activation activity which provides further practice of the vocabulary.

Describing people

Vocabulary Bank

1 Appearance What does he / she look like?

Match the sentences and photos.

She has curly hair. dark hair.
She has long straight hair. brown hair.
She has big brown eyes. blue eyes.
She has short blonde hair.
He has a beard. dark hair and a mustache. brown hair.
He's bald. black hair.
He's very tall and slim.
He's average height. tall and very thin.
He's quite short and a bit overweight. short and a bit overweight.

2 Personality What's he / she like?

Match the adjectives to the definitions.

generous / talkative / friendly / shy / hard-working / lazy / mean / quiet / serious / nervous / shy / unfriendly / overconfident

Adjective Opposite

- A person who behaves in a pleasant way and wants to help people is friendly.
- A person who talks a lot is talkative.
- A person who likes giving people things is generous.
- A person who is enthusiastic and loving to other people is friendly.
- A person who puts a lot of effort into their work is hard-working.
- A person who makes people laugh is funny.
- A person who is confident and likes talking to other people is talkative.

3 Activation

Listen and check.

Cover the phrases and look at the photos. Test yourself or a partner.

Using two or more adjectives together (without and) to describe hair or eyes, e.g. She has long straight blonde hair or He has big brown eyes. Adjectives go in this order: size → style → colour → noun.

We often use two or more adjectives together (without and) to describe hair or eyes, e.g. She has long straight blonde hair or He has big brown eyes. Adjectives go in this order: size → style → colour → noun.

ACTIVATION In pairs, ask and answer questions about a member of your family or a good friend.

What does your sister look like?
She's quite tall and she has short dark hair.
Who's she like?
Who's she like?

The Grammar Banks provide a single, easy-to-access grammar reference section to provide further grammar explanation.

Extended grammar rules for every lesson in the Student Book

Additional grammar practice with at least two practice exercises for each grammar point

A focus on meaning, form, and use in each Grammar Bank section

Example sentences with audio provide context and focus on pronunciation.

1 Grammar Bank

1A word order in questions

questions with **be** and **can**

Are you hungry? Is there a bank near here? Can she sit here? What time does the train leave? Where does he live?

We make questions with the verb **be** and **can** by inverting the verb and the subject.
She is a teacher. → Is she a teacher?
He can drive. → Can he drive?

questions with **do / does / did** in present simple and past simple

Question word Auxiliary Subject Verb

Do you live here? Does she work? Did you go to the party? Did she finish her homework?

We use **do / does / did** to make questions in the present simple and past simple.
We often put a preposition at the end of a question, e.g. **Who do you live with?**

1B present simple

I / you / we / they he / she / it

I usually work at home. My brother works in the city centre. My parents don't like meat. It doesn't often rain here. She speaks French. She likes pop music. Yes, we do. / No, we don't. No, she doesn't. No, it doesn't.

We use the present simple for things we do every day / week / year, or which are generally true or always happen.
We use **don't / doesn't** to make negative sentences, and **do / does** to make questions.

1C present continuous: be + verb + -ing

I / you / we / they he / she / it

I'm often on my phone. I'm sending a message to Sarah. My brother is doing a five-month course in the US. In this picture, the woman is standing near a table.

We use the present continuous:
1. for things happening now, at this moment.
2. for temporary things that are happening around now, this week, etc.
3. to describe what's happening in a picture.

Common errors highlighted:
- **isn't** (not) instead of **isn't** (not) in negative sentences.
- **isn't** (not) instead of **isn't** (not) in negative sentences.
- **isn't** (not) instead of **isn't** (not) in negative sentences.

Common errors are highlighted.

A one-page Writing Bank for every File provides guided writing tasks to develop students' writing skills, covering a range of writing genres.

A model text provides a clear context for writing.

Writing Bank

1 A personal profile

a Read Dani's profile. Are you similar to her in any way?

Dani
24 years old
Posts About Friends Photos Videos

1 Hi. My name's Dani. Well, it's really Daniela, but everyone calls me Dani. I'm 24 years old. I'm Mexican and I live in Mexico.

2 I'm going to tell you about myself. I'm at university, I'm studying engineering, I'm in my third year and I really like it. I live with my parents and my sister in a flat in the centre. I have a dog, a Yorkshire Terrier - her name is Susi.

3 As you can see from the photo, I have black hair and brown eyes. My mother says I look like her, but I think I look more like my father.

4 I think I'm a positive person. My friends say I'm funny. It's true, I like making people laugh, but I can be serious when I need to be.

5 I don't have much free time at the moment because I have exams soon. But when I can, I like going hiking and I sometimes play tennis. I also like watching TV series, especially crime dramas and comedies. I watch them with English subtitles because I want to improve my English.

b Read the profile again and answer the questions for each paragraph.

1 What's Dani's real name? How old is she? Where's she from?
2 What does she do? Who does she live with?
3 What does she look like?
4 What's she like?
5 What does she do in her free time?

c Look at the highlighted phrases in the profile. Then complete sentences 1-6 to make them true for you.

1 Everyone calls me _____
2 As you can see from the photo, I have _____
3 My mother / father says I'm _____
4 I think I'm a _____ person.
5 My friends say I look _____
6 When I can, I like _____

d Read the information box. Then complete some personal information about Roberto with **and, **but**, **so**, or **because**.**

We can use **and**, **but**, **because**, and **so** to link two ideas in a sentence.
We use **and** to link two similar ideas.
I'm Mexican **and** I live in Mexico.
We use **but** to contrast ideas.
My mother says I look like her, **but** I think I look more like my father.
We use **because** to express a cause or reason.
Right now, I don't have much free time **because** I have exams soon.

e Plan your profile. Plan five paragraphs. Look at the questions in b and your ideas in c. Think about what you're going to write.

f Now write your profile. Use your notes in e and use **and, **but**, **so**, or **because** to link your ideas. Try to use some of the highlighted phrases.**

g Read your profile again and check your spelling, grammar, and punctuation.

Focus on key language needed for the writing task

A plan / write / review approach in each Writing Bank