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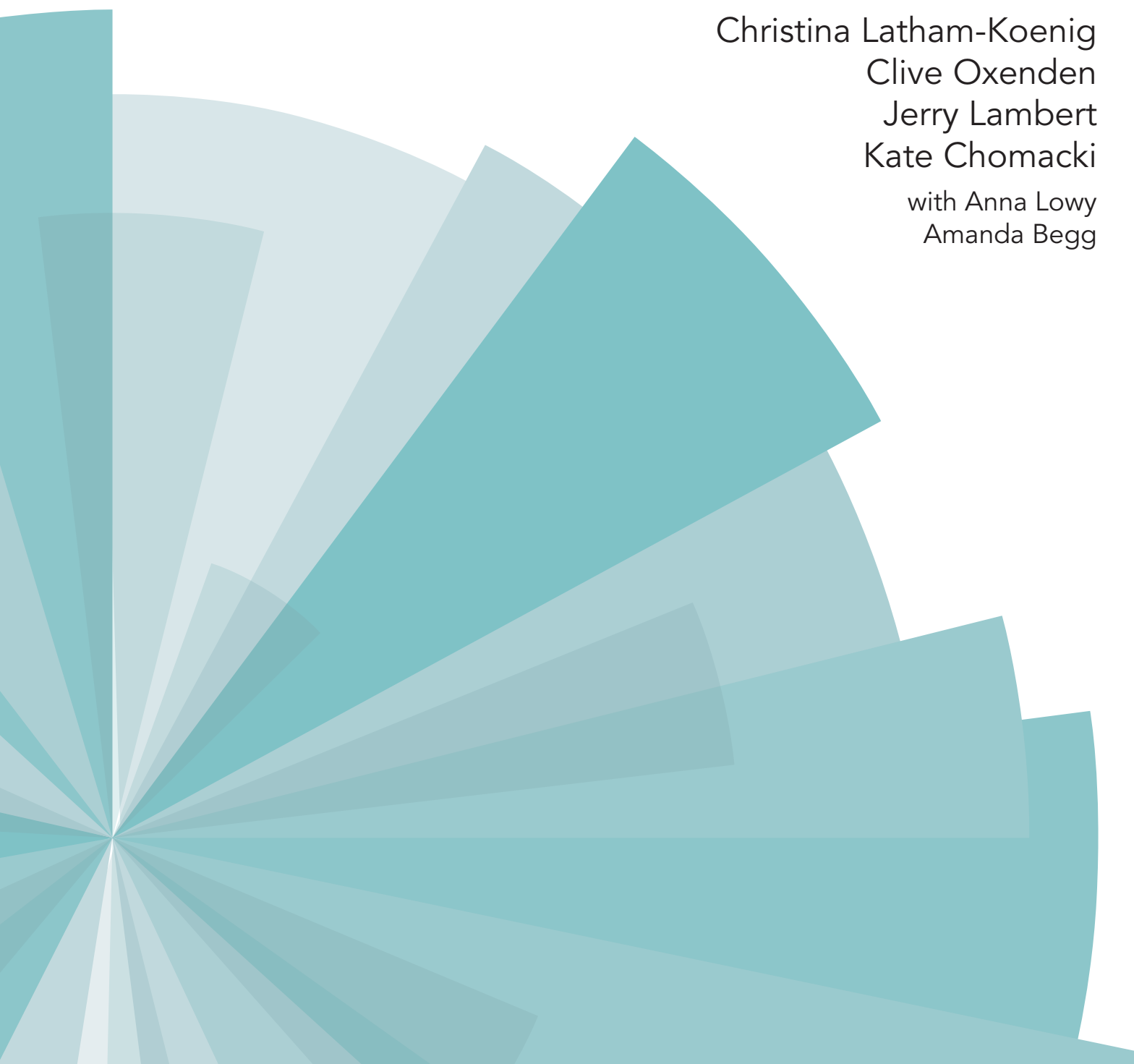
fourth
edition

English File

Advanced
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	A We are family	<i>have</i> : lexical and grammatical uses	personality	using a dictionary
10	B A job for life?	discourse markers (1): linkers	work	the rhythm of English
14	Colloquial English 1 talking about...work and family			
2				
16	A Do you remember...?	the past: habitual events and specific incidents	word building: abstract nouns	word stress with suffixes
20	B On the tip of my tongue	pronouns	lexical areas	sound–spelling relationships
24	Revise and Check 1&2			
3				
26	A A love-hate relationship	<i>get</i>	phrases with <i>get</i>	identifying attitudes
30	B Dramatic licence	discourse markers (2): adverbs and adverbial expressions	conflict and warfare	stress in word families
34	Colloquial English 2&3 talking about...history			
4				
36	A An open book	adding emphasis (1): inversion	describing books and films	foreign words
40	B The sound of silence	speculation and deduction	sounds and the human voice	consonant clusters
44	Revise and Check 3&4			
5				
46	A No time for anything	distancing	expressions with <i>time</i>	linking in short phrases
50	B Not for profit?	unreal uses of past tenses	money	silent consonants
54	Colloquial English 4&5 talking about...stress and relaxation			

SPEAKING	LISTENING	READING
half-agreeing and politely disagreeing	understanding names and dates	interpreting a questionnaire
talking about work	listening for detailed information	identifying attitude and implied meaning
developing a long turn	using existing knowledge to make sense of information	expressing a response to a creative text / literature
conveying the main ideas in a text	understanding accents	reading notes and expanding them into a spoken explanation
expressing ideas with precision	inferring attitudes and emotions	inferring general meaning / skimming
conveying the main ideas in a text	understanding a complex topic	scanning for specific information
giving background details to an experience	understanding opinions and explanations	understanding the plot of a novel / reading for pleasure
contributing to a group discussion	understanding attitudes and finer details	identifying benefits
discussing and interpreting information in a questionnaire	understanding comparisons	understanding reasons and consequences
categorizing information	understanding how a business works	categorizing information

	GRAMMAR	VOCABULARY	PRONUNCIATION
6			
56 A Help, I need somebody!	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 Revise and Check 5&6			
7			
66 A As a matter of fact...	permission, obligation, and necessity	word formation: prefixes	intonation and linking in exclamations
70 B A masterpiece?	perception and sensation	art, colour idioms	-ure
74 Colloquial English 6&7	talking about...illustration		
8			
76 A The best medicine?	advanced gerunds and infinitives	health and medicine, similes	/ə/
80 B A 'must-see' attraction	expressing future plans and arrangements	travel and tourism	homophones
84 Revise and Check 7&8			
9			
86 A Pet hates	ellipsis	animal matters	auxiliary verbs and to
90 B How to cook, how to eat	nouns: compound and possessive forms	preparing food	words with silent syllables
94 Colloquial English 8&9	talking about...insects and animals		
10			
96 A On your marks, set, go!	relative clauses	word building: adjectives, nouns, and verbs	homographs
100 B No direction home	adding emphasis (2): cleft sentences	words that are often confused	intonation in cleft sentences
104 Revise and Check 9&10			
106 Communication	116 Writing	130 Listening	142 Grammar Bank

SPEAKING	LISTENING	READING
giving a well-structured presentation and taking questions	understanding a lecture or talk	understanding advice
discussing behaviour, showing sensitivity to different perspectives	distinguishing between positive and negative effects	distinguishing between positive and negative effects
using persuasive language	making notes	inferring meaning
exchanging complex information to solve a problem	separating the factual details (names, dates, measurements, etc.) from what the art represents	understanding a complex text
discussing issues showing sensitivity to different viewpoints	understanding the results of research	identifying reasons and understanding explanations
telling an anecdote	understanding an anecdote	identifying negative reactions
discussing contentious issues diplomatically	understanding contrasting points of view, agreement / disagreement / partial agreement	understanding complex language
relaying precise instructions	extracting and understanding the main points of an argument	following instructions / a recipe, reading and explaining, rebuilding instructions from notes
reacting to a speaker and relating your own ideas	listening for detail	scanning for specific information
highlighting key information	inferring attitude	understanding the sequence in a complex text

Course overview

Introduction

Our aim with *English File fourth 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's 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:

- videos that can be used in class in every File: Colloquial English, Video Listening, and Can you understand these people?
- 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's Book depending on the level of your class. We very much hope you enjoy using *English File fourth 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 which they can see a purpose to. 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. There is often a focus in the **Grammar Banks** on the register of structures to make students aware of the different levels of formality and informality. 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. Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word or phrase, and provide a clear reference so students can revise and test themselves in their own time. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**. Reading and listening exercises include the **Language in Context** feature, which focuses on naturally-occurring advanced words and phrases.

Pronunciation

- 'Fine-tuning' of pronunciation of difficult sounds
- The ability to use appropriate rhythm and intonation
- Continue to develop their instinct for rules and patterns

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates a focus on individual sounds with regular work on word and sentence stress, as well as on areas that students might not have studied before, such as secondary stress, intonation, linking, and features of accents. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

Speaking

- To learn to adapt their spoken English to a variety of situations and registers
- Practice in recognizing and using discourse markers in speech
- Improvement in accuracy as well as further development of 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. Students can use **Online Practice** to develop their writing skills further.



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 most students, listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *English File Advanced* includes more unscripted authentic listening alongside more controlled material in the main lessons to provide challenge and support appropriate to the level. These recordings expose students to a wider variety of language, accent and speed of speech with achievable but challenging tasks. The Colloquial English lessons give students practice in listening to unscripted authentic speech. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

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 studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to provide material where they feel there is a reason to read and tasks which help them to get the most out of a text. This level contains a variety of readings from real sources (the British press, magazines, websites, forums, infographics) and have been chosen for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the view of the *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. 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
- The ability to deal with different speeds and accents
- Exposure to high-frequency colloquial phrases and idioms
- Techniques and strategies for participating in a conversation

The five *Colloquial English* lessons focus on an unscripted interview with a person who is an expert in his / her field and a spontaneous conversation between three people answering a question related to the lesson topic. There is also a 'Looking at Language' focus, which looks at a particular aspect of functional language as used by the speaker. On **Online Practice**, students can use the interactive video to record themselves and hear their own voice as part of the conversation. The **Workbook** provides practice of all the language from the *Colloquial English* lessons.

Revision

- Regular review
- Motivating reference and practice material
- A sense of progress

The higher the level, the harder it is to see your progress. Advanced students need to feel they are increasing their knowledge, improving their skills, and using English more fluently and effectively. After every two Files there is a two-page Revise & 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 street 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.

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. After every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student's Book**.

[illegible]

Course overview

For students

Student's Book

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

A and B lessons

Each File contains two four-page lessons which present and practise **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank** and **Vocabulary Bank**.

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 and a conversation.

Revise & Check

Every two Files (starting from File 2) there is a two-page section revising the **Grammar** and **Vocabulary** of each File and practising **Reading** and **Listening**. 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's Book

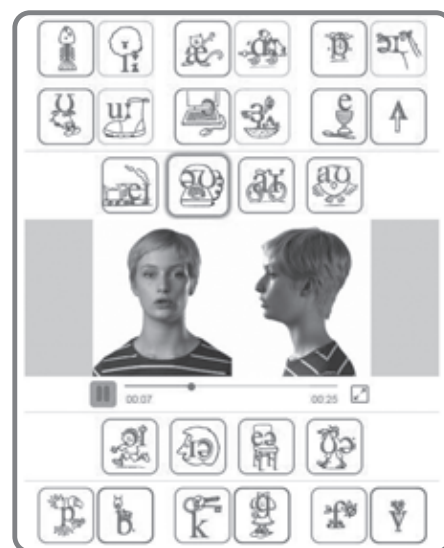
Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

The Student's Book is also available as an eBook.

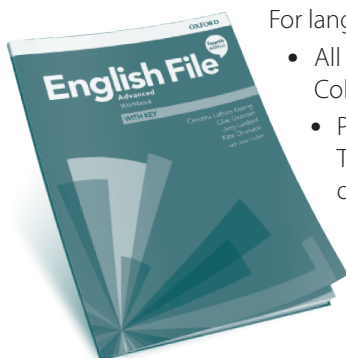
Online Practice

For students to practise 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** to practise the language from the Colloquial English lessons.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.
- **Resources:** All Student's Book audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.



Workbook



For language practice after class.

- All the Grammar, Vocabulary, and Colloquial English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
 - *Can you remember...?* exercises for students to check their progress
 - Available with or without key



Say It: English pronunciation app

For students to learn and practise 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's 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. 165–186

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

Communicative

see pp. 187–213

- Extra speaking practice for every A and B lesson

Vocabulary

see pp. 214–231

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

There is more information on page 164 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

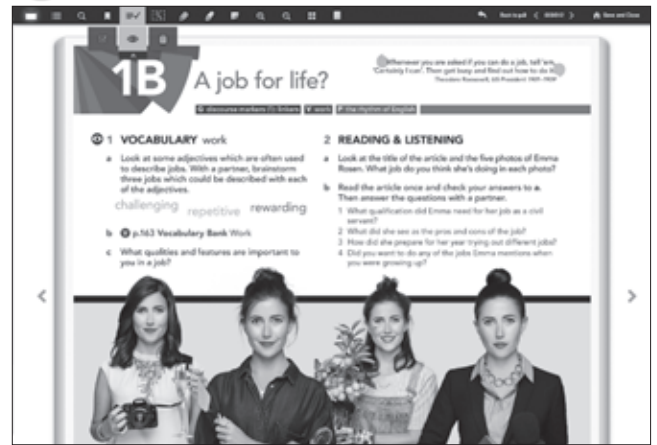
Teacher's Resource Centre



- All the Student's 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's Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student's Book and photocopiable activities
- Dyslexia-friendly texts
- The Workbook is also available as a Classroom Presentation Tool.



Class audio

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



Video

Video listening

- Short documentaries for students at the end of even-numbered B lessons (2B, 4B, 6B, etc.)

Colloquial English


- Interviews and conversations that go with the Colloquial English lessons in the Student's Book

Revise & Check video

- Street interviews filmed in London and Oxford to accompany the Revise & Check section

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

7 VIDEO LISTENING



a Watch a documentary about the British percussionist Evelyn Glennie. Tick (✓) the things that are mentioned.

- ☐ Evelyn's early life
- ☐ the repertoire for solo percussion
- ☐ problems associated with her deafness
- ☐ the different kinds of performances she gives
- ☐ musicians she's performed with
- ☐ her most memorable performance
- ☐ her instrument collection
- ☐ her own compositions
- ☐ her advice for beginner percussionists
- ☐ her favourite kind of music
- ☐ significant moments in her career
- ☐ why she thinks listening is important

b Watch again. Why does Evelyn Glennie mention these things?

- 1 targeting composers
- 2 playing at the front of the orchestra
- 3 dancers, visual artists, storytellers, sound designers
- 4 a favourite child
- 5 films, radio, television
- 6 being close to neighbours
- 7 playing to a group of five-year-olds
- 8 glue
- 9 dementia

c What do you think is the most impressive thing about Evelyn Glennie's career? Which do you think is more important in being a good communicator, being able to express yourself or being able to listen? Why?

G *have*: lexical and grammatical uses

V personality

P using a dictionary

Lesson plan

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

This lesson has two main contexts. In the first half of the lesson, the focus is family. The context is an exhibition of period family photos of well-known people. After speculating about the people and their relationship with the other people in the photos, Sts listen to an audio guide to find out more information. 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 half-agreeing and politely disagreeing. This is followed by a grammar focus on different uses of *have* as a main and auxiliary verb, and expressions and idioms with *have* and *have got*.

In the second half of the lesson, Sts revise 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 & Speaking, 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: lexical and grammatical uses p.167

Communicative Families p.193 (instructions p.187)

Vocabulary Personality p.218 (instructions p.214)

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 Leo Tolstoy (1828–1910) was a Russian writer. His most famous works are *War and Peace* and *Anna Karenina*.

Ask Sts what they think the quote means and whether they agree with it.

1 LISTENING understanding names and dates

a Focus on the photos and task, and explain / elicit that a *statesman* means an experienced political leader. Put Sts in pairs and get them to answer questions 1–3.

EXTRA IDEA Do the questions as a whole-class activity.

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

b **1.2** Tell Sts that they should imagine that they are at the exhibition and listening on headphones to the audio guide, in English, giving information about the photos. Point out the information they need to listen for. Tell Sts not to worry about the spelling of the names.

Play the audio once the whole way through, pausing after each photo is mentioned to give Sts time to make notes.

Get Sts to compare with a partner.

Check answers and write the names on the board to help Sts with **c** later. You could elicit / explain the use of *Junior* (= used after the name of a man who has the same name as his father, to avoid confusion) in the part about JFK.

Finally, find out how many answers Sts got correct in **a**.

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

- Photo 1** Anastasia, daughter of Tsar Nicholas II, with her sisters in 1906
- Photo 2** John Kennedy, the US President, with his children (John Junior and Caroline) in 1963
- Photo 3** Pablo Picasso, the artist, with his partner (Françoise Gilot) and their son (Claude) in 1952
- Photo 4** Mohandas Gandhi, the statesman, with his wife (Kasturba) in 1915
- Photo 5** Leo Tolstoy, the writer, with his grandchildren (Ilya and Sonia) in 1907
- Photo 6** Albert Einstein, the scientist, with his sister (Maja) in 1886

1.2

(script in Student's Book on p.130)

1

These four children would never grow old. The photo, taken around nineteen oh six, shows the four daughters of Tsar Nicholas the second of Russia. After the Russian Revolution in nineteen seventeen, they and their parents and brother were arrested and imprisoned in a house in Yekaterinburg. There, on the seventeenth of July nineteen eighteen, they were executed on the orders of Lenin. For many years after their assassination, there were rumours that the youngest daughter, Anastasia, on the right of the photo, had managed to escape. Several women claimed to have been Anastasia; the best-known impostor was Anna Anderson, a woman living in Germany, whose claims, though rejected by most surviving members of the Tsar's family, were widely believed. In nineteen seventy-nine, the bodies of the Tsar and his wife and three of their daughters were discovered near Yekaterinburg, which fuelled the myth that Anastasia had escaped. However, in July two thousand and seven, an amateur historian discovered bones near Yekaterinburg belonging to a boy and a young woman, and in April two thousand and eight, DNA tests proved that they belonged to two children of Nicholas the second, a son and a daughter – Anastasia. As a result, the story of her survival was conclusively disproved.

2

In this rather touching photo, showing his softer family side, US President John F Kennedy is greeted by his children, John Junior and Caroline, on his arrival to spend the weekend with them at their summer home in Massachusetts on the twenty-third of August, nineteen sixty-three. His natural joy at seeing them may well have been intensified on this occasion by the fact that, a few weeks previously, his third child, a son named Patrick, had died at just a few days old. Almost exactly three months later, on the twenty-second of November, Kennedy was assassinated in Dallas. His son John Junior, as so many of this ill-fated family, also died young in a plane crash in nineteen ninety-nine, and Caroline is the only surviving member of the family.

3

Spanish artist Pablo Picasso is seen here with Françoise Gilot and their son, Claude, in around nineteen fifty-two. Françoise met Picasso in nineteen forty-three, when she was twenty-one and he was over forty years older. Although they never married, they spent nearly ten years together and had two children, Claude and Paloma. However, Françoise and Picasso's relationship was not a happy one, and in nineteen sixty-four, eleven years after their separation, she wrote a damning description of him in her book called *Life with Picasso*. Picasso tried to stop its publication, but he failed, and it went on to sell over one million copies in dozens of languages. From then on, Picasso refused to see Claude or Paloma ever again.

4

In May eighteen eighty-three, the thirteen-year-old Mohandas Gandhi was married to fourteen-year-old Kasturba, following the arranged marriage custom of their region at the time. This photo was taken in nineteen fifteen, when Gandhi was beginning his thirty-two-year struggle for Indian independence, and it is the earliest known photo of Gandhi and his wife. In the first years of their marriage, Gandhi is said to have been a very controlling husband, but writing many years later, he described the feelings he felt for Kasturba at the time: 'Even at school I used to think of her, and the thought of nightfall and our subsequent meeting was ever haunting me.' Despite frequently being apart, their shared beliefs in national independence and education, not to mention a deep emotional attachment, held them together, and their marriage lasted for over sixty years.

5

The importance of family to the great Russian writer Leo Tolstoy apparently influenced his work, especially his two most famous novels, *War and Peace* and *Anna Karenina*. This photo, taken in nineteen oh nine, shows him telling a story to two of his grandchildren, Ilya and Sonia. Although his relationship with his children and grandchildren was very close, for most of his marriage he and his wife, Sofia, did not get on. She was strongly opposed to many of his views, especially the idea of giving away his private property, and was also jealous of the attention he gave to his many followers. Shortly after this photo was taken, at the age of eighty-two and after nearly fifty years of marriage, Tolstoy finally made up his mind to separate from her. He left home in the middle of winter, in the dead of night. He took a train south, but when he arrived at Astapovo station a day later, he became ill and died of pneumonia. According to some sources, he had spent the last hours of his life preaching love and non-violence to his fellow passengers on the train.

6

This photo, taken around eighteen eighty-six, is of scientist Albert Einstein with his sister, Maja, as small children. They resembled each other physically, and were extremely close – according to Albert, she was his only friend. After Maja's marriage, she and her husband Paul bought a villa in Italy, near Florence, and Albert frequently visited her. In nineteen thirty-nine, at the outbreak of World War Two, she was forced to leave Italy because she was Jewish. She sought refuge with her beloved brother in the USA, but she had to leave behind her husband, who could not get a visa. Tragically, in nineteen forty-six, just after the war had ended, she had a stroke, and was unable to travel. She never saw her husband again, and Albert cared for her until her death in nineteen fifty-one.

- c Focus on the task and give Sts time to read questions 1–5. You might want to tell them that there is more than one answer for some of the questions.

Play the audio again the whole way through.

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

- 1 Tolstoy and his wife (Sofia), Picasso and his partner (Françoise Gilot)
- 2 Tolstoy and his grandchildren; Gandhi and his wife (Kasturba); Einstein and his sister (Maja)
- 3 John Kennedy (assassinated); John Junior (plane crash); Anastasia and her sisters (assassinated)
- 4 Caroline Kennedy
- 5 Anastasia

- d Focus on the phrases from the listening and make sure Sts know what a *collocation* is (= a combination of words that happens very often and more frequently than would happen by chance).

Give Sts time to discuss who each item refers to and what the **bold** collocations mean.

Check answers.

- 1 Anastasia; **conclusively disproved** = completely and finally proved wrong
- 2 John Junior / the Kennedy family (The *as* refers to John Junior, the *this* refers to the family); **ill-fated family** = unlucky family
- 3 Picasso's partner Françoise Gilot, and Picasso; **a damning description** = a very critical and negative description
- 4 Gandhi and his wife, Kasturba; **shared beliefs** = things that they both believed
- 5 Tolstoy's wife, Sofia; **strongly opposed** = completely disagreed
- 6 Tolstoy; **in the dead of night** = in the middle of the night
- 7 Einstein's sister, Maja; **sought refuge** = she went to the USA to be safe

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Focus on the question and make sure Sts understand *draws you in* (= attracted to).

Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could tell the class which photo draws you in the most and why.

EXTRA IDEA Get Sts to bring in some old family photos to show each other and explain who the people are, with a bit of background detail.

2 SPEAKING

- a Put Sts in small groups of three or four and focus on the task. Make sure they understand *framed or displayed* in the first set of questions. Highlight the pronunciation of *close* /kloʊs/ as an adjective in the third 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.

! If you think your Sts might not want to answer who they don't get on with, you could tell them they can politely refuse to answer a question by saying *'I'd rather not talk about that.'*

Give Sts time to answer the questions.

Monitor and help with any words or phrases Sts need.

Get some feedback for each set of questions.

- b** Focus on the statements and make sure Sts understand them, e.g. that *the only person who should be allowed to criticize your family is you* = it's OK for you to criticize your own family, but other people shouldn't do so in front of you. Remind Sts of the meaning of *dedicated* (= working hard at sth because it is very important to you) and *inevitably* (= is certain to happen).

Give Sts time to think about each statement as well as reasons or examples to back their opinion.

! Don't start the discussion yet – this will be done in **e**.

EXTRA SUPPORT Get Sts to mark each one with either *A* (agree), *HA* (half agree), or *D* (disagree), depending on their opinion. They should also think of reasons and examples to support their opinion.

EXTRA IDEA If you want to expand the activity, or think your Sts might not want to discuss one or more of the statements, you could provide them with some alternatives, e.g.:

It's better to be an only child than to have brothers and sisters.

You should always defend members of your family against the police, even if they have done something wrong.

Mothers and daughters have a more difficult relationship than mothers and sons.

If a couple don't get on, it's better for their children for them to divorce than to stay together but constantly argue.

If we want to save the planet, no couples should be allowed to have more than two children.

Your 'family' are the people who care about you, not necessarily your blood relatives.

Your parents brought you up, so it's your responsibility to take care of them when they're old.

- c** **1.3** Focus on the **Half-agreeing and politely disagreeing** box and go through it with the class.

Now focus on the task and tell Sts to concentrate on the polite intonation in the expressions in the box.

Play the audio once the whole way through.

1.3

- 1**
- A** I absolutely don't think that parents should try to be their children's friends. Friends and parents are completely different things.
- B** I see what you mean, but I think children should have a more friendly relationship with their parents than my generation did.
- 2**
- A** I think people who are very dedicated to their work rarely manage to have a happy family life. I think they can sometimes be quite selfish and they don't have enough time for their family.
- B** I agree up to a point, but I do think there are exceptions, for example...
- 3**
- A** I think it's true that young children should be looked after by one or other of their parents.
- B** I agree in theory, but what happens if they can't afford to live on one salary?
- 4**
- A** I think it's true that marrying very young almost inevitably ends badly. I think marrying in your thirties is probably the best age.
- B** I'm not sure I agree with you. My parents got married when my dad was twenty and my mum was eighteen, and they're still happily married.

5

- A** I think you have to love your family, but you don't have to like them. I love my sister, but she drives me mad most of the time.
- B** I don't really think that's right. It's impossible to love somebody that you don't like.

- d** **1.4** Play the audio again, pausing after each expression for Sts to repeat, copying the rhythm and intonation.

1.4

See expressions in the information box in Student's Book on p.7

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

EXTRA SUPPORT Give Sts time to practise saying the expressions in pairs.

- e** 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. two or three minutes. Sts take turns in their groups to talk about the statements 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 give their opinion and discuss 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 half-agreeing and politely disagreeing 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 statement and do it as a whole-class activity.

3 GRAMMAR *have*: lexical and grammatical uses

- 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 answer the two 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, all three 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 some lovely photos taken = a photographer has done it for me
I've taken some lovely photos = I've taken them myself
In *I've had ... taken*, *I've* = auxiliary and *had* = main verb; and in *I've taken*, *have* is an auxiliary verb.

- b Tell Sts to go to **Grammar Bank 1A** on p.142. If your Sts have not used the *English File* series before, explain that all the grammar rules and exercises are in this part of the book.

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 revised.

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 which 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.

Sts sometimes try to manipulate *have got* in the same way as *have*. It may help to point out that although the meaning of *have got* is present, the form is present perfect, which is why it is *Have you got ...?* NOT ~~*Do you have got ...?*~~

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

Focus on the example sentences for **different uses of have as a main verb** and go through the rules with the class.

Repeat for **different uses of have as an auxiliary verb** and **have or have got in idioms and expressions**.

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

Check answers, getting Sts to read the full sentences.

- a
- ✓
 - ✓
 - ✗ Does your husband have to work tomorrow? / Has your husband got to work tomorrow?
 - ✓
 - ✗ How long have you had your flat in London?
 - ✓
 - ✗ My parents had a lot of problems with my sister when she was a teenager.
 - ✗ I haven't had a holiday for 18 months.
 - ✓
- b
- She **doesn't have / hasn't got** brothers or sisters.
 - We used **to have a family photograph taken** every year.
 - All **drivers have to have** car insurance.
 - He **hasn't seen him for** two years.
 - He **doesn't have / hasn't got the right qualifications for** this job.
 - We **don't have to / haven't got to do it now**; we can do it later.

- 7 The sea was amazingly clear and warm – we **had a swim** every morning.
- 8 How long **have you been getting on** badly?
- 9 I need **to have the central heating fixed**.
- c
- 1 him 2 laugh 3 on 4 got 5 had

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.

- 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 to say 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 Focus on the task and make sure Sts know what all the adjectives mean and what they have to do. You might want to check that Sts know what a *partner* is in this context (= the person that you are married to or having a sexual relationship with).

EXTRA SUPPORT Go through the list of adjectives as a whole class and elicit / explain their meaning and whether they are positive or negative traits. Also elicit or model their pronunciation.

- b Put Sts in pairs to compare what they underlined and circled in a. Tell them to also discuss the question, reminding them that the word *partner* here means romantic partner and not class partner.
- Elicit some answers from the class for a. If you have any parents in the class, ask them their opinion. You could also tell the class what you think.
- Finally, ask Sts which adjectives they thought might make someone a difficult parent or partner, and why. Again, if you have any parents in the class, you could ask them if they agree.

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

Vocabulary notes

Sts at this level may think they have 'done' adjectives of personality before. This is almost certainly true, in that they will have learned one or two groups; however, there are a huge number of adjectives and idioms used in English to describe personality, and here Sts will expand their vocabulary, enabling them to use a wider range of words and expressions, and improve their ability to describe people.

Useful phrases when describing personality

You might want to tell Sts that we often use *a bit* / *a bit of a* before negative adjectives or idioms to 'soften' them, e.g. *She can be a bit sarcastic. He's a bit of a pain in the neck*. We also often use *not very* + positive adjectives, rather than using negative ones, e.g. *He's not very bright* rather than *He's stupid*.

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

🔊 **1.5** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 1.5

Personality

1 Adjectives

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

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

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

Focus on **2 Useful phrases when describing**

personality 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.

Check answers. You could get Sts to read the full sentence and explain the meaning of the phrase.

🔊 1.6

2 Useful phrases when describing personality

- 1 My father tends to avoid conflict – he never argues with my mother, he just leaves the room.
- 2 **On the surface** he seems self-confident, but **deep down** he's quite insecure.
- 3 I worry about my grandmother. She's **a bit too** trusting, so it's easy for people to take advantage of her.
- 4 **On the whole** he's pretty laid-back, though he can sometimes get very stressed about work.
- 5 She's **a bit of a** control freak – she always needs to organize everything and everybody.
- 6 He **comes across** as quite sarcastic, but in fact he's really friendly.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *surface* /'sɜːfɪs/.

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).

Get Sts to do **a** individually or in pairs.

🔊 **1.7** 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.

🔊 1.7

3 Idioms

1 B

My dad's got a heart of gold. He's incredibly kind to everyone he meets.

2 I

My brother-in-law is very down to earth. He's very sensible and practical.

3 A

My boss is a bit of a cold fish. She's unfriendly and she never shows her emotions.

4 C

My brother's a real pain in the neck. He's so annoying – he's always taking my things.

5 E

My mum's a soft touch. I can always persuade her to give me extra pocket money.

6 H

My uncle has a very quick temper. He gets angry very easily.

7 J

I know I shouldn't criticize your family, but your sister is really full of herself. She thinks she's the most important member of the family.

8 G

He comes across as aggressive, but in fact he wouldn't hurt a fly. He's the gentlest person I know.

9 F

My brother never lifts a finger around the house. He expects the rest of us to do everything.

10 D

My cousin's always the life and soul of the party. She's great at telling jokes and making people laugh.

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

EXTRA SUPPORT Demonstrate the activity to show Sts what they need to do.

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

Get some feedback from the class.

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

EXTRA IDEA Get Sts to play *The Describing Game* with words and phrases from the **Vocabulary Bank**.

Put Sts in pairs, **A** and **B**, and tell Sts **B** to turn their chairs round or cover their eyes so that they can't see the board. Write six adjectives or idioms on the board. Then tell Sts **A** they have one minute to define the words to **B**, without using any part of the word or phrase itself.

When one minute is up, see how many pairs managed to communicate all six items.

Now get Sts to swap roles and repeat with six more adjectives or idioms.


EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

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 which 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 *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 *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 predict pronunciation from spelling. It will also help them to ‘fine-tune’ their own pronunciation. There are also Sound Bank videos on *Online Practice*.

- a  **1.8** Do this as a whole-class activity, or put Sts in pairs and then elicit answers. You might want to explain that NAmE means *North American English*.
Play the audio for Sts to listen and check.
Check answers.

determined
In American English the *r* is pronounced.

1.8


British English: determined
American English: determined

- b Focus on the task, and if your Sts haven't used *English File* before, point out how the eight adjectives have been divided into syllables.
Give Sts time to underline the stressed syllable in each adjective. Remind them that this kind of exercise is easier if they say the words aloud to themselves. Don't check answers at this stage.

EXTRA SUPPORT Get Sts to do **b** and **c** in pairs. You could check answers to **b** first to help Sts with **c**. Alternatively, you could get Sts to work individually and use dictionaries to look up each adjective and find out which syllable is stressed.

- c Now tell Sts to look at the syllables they underlined in the adjectives in **b** and match the vowels to the sound pictures.
Get Sts to compare answers to both **b** and **c** with a partner.

EXTRA SUPPORT Focus on each sound picture and elicit the word and sound.

- d  **1.9** Play the audio for Sts to listen and check their answers to **b** and **c**.

Check answers by eliciting the pronunciation of the adjectives one by one and making sure Sts remember what they mean.

- 1 conscientious /e/ egg
- 2 resourceful /ɔ:/ horse
- 3 sarcastic /æ/ cat
- 4 thorough /ʌ/ up
- 5 spontaneous /eɪ/ train
- 6 straightforward /ɔ:/ horse
- 7 steady /e/ egg
- 8 self-sufficient /ɪ/ fish

1.9

See words in Student's Book on p.8

Now play the audio again, pausing after each item for Sts to listen and repeat the adjective and sound.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE Ask Sts which words have an extra *r* sound in American English (*resourceful, straightforward*).

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher's Resource Centre*.

- e Focus on the task and then put Sts in pairs and get them to complete the task.
Check answers, getting Sts to spell each adjective. Elicit or model their pronunciation.

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

- f Do this as a whole-class activity.

6 READING & SPEAKING interpreting a questionnaire

- a You could do this as a whole-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 them that it is Salvador Dalí (1904–1989) – a surrealist painter.
Give Sts exactly 30 seconds to write what they see.

LANGUAGE 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.

EXTRA SUPPORT Before Sts read the questionnaire the first time, check whether you need to pre-teach any other vocabulary, but not the highlighted phrasal verbs and idioms.

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. You might want to point out to Sts that *English File* mentions phrasal verbs with an object, but their dictionary might call these *transitive phrasal verbs*. Highlight that if it is an idiom involving a very common verb, e.g. *get*, then you may 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 sb* 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.

puts 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 sth by fitting or collecting parts or information together
catches your eye = attracts your attention
go round = 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 sb
carry on = continue

Deal with any vocabulary problems that arose.

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.

G discourse markers (1): linkers

V work

P the rhythm of English

Lesson plan

The topic of this lesson is work.

In the first half of the lesson, Sts expand their lexis related to the world of work. Sts then read an article and listen to an interview about a woman who decided to try 25 different jobs before she turned 25. Pronunciation focuses on the rhythm of English. The first half ends with a Speaking activity in which Sts talk about two people they know, one who likes and one who dislikes their job. The context provides an opportunity for Sts to discuss how they would feel about doing all the different jobs their classmates have mentioned. In the second 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. Extracts from more articles provide a lead-in to the grammar focus, which is on linkers expressing reason, result, purpose, and contrast. Finally, Sts write a covering letter to accompany a job application.

More materials

For teachers

Photocopiables

Grammar discourse markers (1): linkers p.168

Communicative Have I got the job? p.194
(instructions p.187)

Vocabulary Work p.219 (instructions p.214)

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 VOCABULARY work

a Focus on the task and make sure Sts know the meaning of the three adjectives:

- a *challenging* job tests your abilities and energies in a positive way
- *repetitive* = saying or doing the same thing many times, so that it becomes boring

- *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* (= sth you are given for doing sth good, working hard, etc.).

Put Sts in pairs and give them time to think of three jobs for each of the adjectives.

Elicit some answers.

Possible answers

challenging – journalist, firefighter, police officer

repetitive – supermarket checkout assistant, factory worker, cleaner

rewarding – teacher, doctor, musician

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

Vocabulary notes

Adjectives

Highlight:

- the difference between a *challenging* job and a *demanding* job (which has more negative connotations).
- 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.

Collocations

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*.

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).
- *compassionate leave* (= time that you are allowed to be away from work because sb in your family is ill or has died).
- *freelance* (= earning money by selling your work or services to several different organizations, rather than being employed by one particular organization).
- *a temporary contract* (= a contract for a job you may do only for a few months) and *a part-time contract* (= a contract for a job where you only work some hours a day, or some days a week).
- *fixed-term* (= a fixed-term contract is one that only lasts for an agreed period of time)
- *zero hours* (= in a zero-hours contract, the employer is not obliged to provide any minimum working hours, and the worker is not obliged to accept any work offered).

The same or different?

Tell Sts when they read a formal text, they will find words and phrases which 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).

Highlight that:

- *be sacked* is more informal than *be fired*.
- *hire* is more common in American English.
- *perks* is more informal than *benefits*. You might also want to point out that *perks* is generally used in the plural.

Focus on **1 Adjectives** 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–H.

🔊 1.10

Work

1 Adjectives

1 C

My job as a divorce lawyer is very challenging. It tests my abilities in a way that keeps me interested.

2 A

Working as a checkout assistant can be a bit monotonous and repetitive. I have to do exactly the same thing every day.

3 F

I'm a primary school teacher. I find working with children very rewarding. It makes me happy because it's useful and important.

4 B

I work in a small design company and my job's really motivating. I never mind having to work overtime.

5 H

Being a surgeon is very demanding. It's very high pressure and you have to work long hours.

6 E

I always wanted an exciting job, but sadly mine is incredibly tedious. It's really boring and it makes me feel impatient all the time.

7 G

He's in a dead-end job in the local factory. The wages are low and there's no hope of promotion.

8 D

She's got a very high-powered job in finance. It's important and comes with a lot of responsibility.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *tedious* /'ti:diəs/.

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 a whole-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*.

Get Sts to do **a** 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.

🔊 1.11

2 Collocations

- 1 I'm hoping it'll be a good career move to go from publishing to advertising.
- 2 I've been unemployed for six months now, so I spend most of my time **job-hunting**.
- 3 My brother works as an **events manager**, organizing conferences.
- 4 I left school at fifteen, so I had to look for a job that didn't require any **academic qualifications**.
- 5 My problem is that all the jobs I want to apply for ask for some **work experience**, and as I've just finished university, I don't have any.
- 6 I'm a junior doctor, and if I want to move up the **career ladder**, I need to work in several different hospitals and departments.
- 7 In Britain, people who work for government departments are called **civil servants**.
- 8 In some careers, people with very good qualifications are put onto a **fast track**, so they get promoted more quickly.

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 contract

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, and to check the pronunciation.

Check answers and get Sts to explain the ones that are different.

- 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 *Laid off* and *made redundant* mean the same thing, but *laid off* can be temporary and *made redundant* can't.
- 5 *Out of work* and *off work* are different. *Out of work* means you don't have a job or have lost the one you had, and *off work* means a temporary absence because of illness or if you are having a baby.
- 6 *Be sacked* and *be fired* mean the same thing, but *be fired* is more common in American English.
- 7 *Get promoted* and *get a pay rise* are different. *Get promoted* means get a better job in the same company. *Get a pay rise* 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* and *employ* mean the same thing, but *to hire somebody* can be for the first time or temporary, for example *to hire a detective*, *to hire a lawyer*.
- 10 *Perks* and *benefits* mean the same thing, but *perks* is more informal.

🔊 1.12

3 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 *Laid off* and *made redundant* mean the same thing.
- 5 *Out of work* and *off work* are different. *Out of work* means unemployed. *Off work* means away from work because of illness or another reason.
- 6 *Was sacked* and *was fired* mean the same thing.
- 7 *Get promoted* and *get a pay rise* are different. *Get promoted* means get a better job in the same company. *Get a pay rise* 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* and *employ* mean the same thing.
- 10 *Perks* and *benefits* mean the same thing.

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

- c This is a quick revision exercise on the lexis Sts have just studied in the **Vocabulary Bank**. Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

2 READING & LISTENING

- a Do this as a whole-class activity. Tell Sts to look at what Emma is wearing and holding in each photo. Elicit the jobs, but don't tell Sts if they are correct or not.
- b Focus on the task, making sure Sts know the meaning of *pros* and *cons*.

Now focus on the **Glossary** and go through it with the class. You might want to tell Sts that the definition of *millennial* might be different in their country. You could also tell them that *bucket list* comes from the expression *to kick the bucket*, which means *to die*.

Put Sts in pairs and give them time to read the article.

When they have finished, tell them to check their answers to **a** and discuss questions 1–4 with their partner.

Check answers and elicit opinions for question 4.

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

The jobs Emma is doing in the photos are wedding photographer, archaeologist, landscape gardener, journalist, and TV producer.

- 1 A degree
- 2 pros: a job for life
cons: commuting, sitting in an office all day, she didn't see the point of the job
- 3 She wrote a bucket list of jobs she wanted to try; she organized two-week placements; she saved money.

Deal with any other new vocabulary. Elicit or model and drill the pronunciation of any tricky words.

- c **1.13** Focus on the task and go through the **Glossary** with the class.

Go through the jobs Emma mentions in the last paragraph of the article and elicit / explain what each one is.

Elicit from the class which jobs they think she liked the most and the least, and why. Tell Sts that this is an unscripted interview with Emma, and that she speaks quite fast, though very clearly.

Play **Part 1** of the audio for Sts to listen and check.

Check answers.

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

She liked alpaca farming the most and publishing the least.

1.13

(script in Student's Book on p.130)

I = interviewer, E = Emma

Part 1

- I So first of all, Emma, how did you actually manage to get the jobs?
- E Well, I got the jobs through a mixture of networking and cold-calling. So, applying to different organizations, finding email addresses online, writing cover letters, explaining my project and attaching my CV. Networking was a big part of it, too. So, speaking to someone, aware that they themselves might not work in that area, but they might know someone who does.
- I Was two weeks long enough to get a feel for what doing the jobs more long-term would be like?
- E For me it was, yes, because it was just meant to be enough to get a sense of whether this is something I want to learn more about or whether it's something that's actually not for me. And I found I was very quickly able to decide whether I wanted to learn more or, or actually maybe not so much. It was just enough to get a flavour of it.
- I Was it an issue that you had none of the qualifications for some of the jobs?
- E Well, no, because I was doing work shadowing, which is more about following a professional around, shadowing their daily lives, rather than having my own set work and projects to do. I wasn't expected to have qualifications or to lead my own work. And this is the case quite often with young people, who go in and just do some work shadowing, and they just don't have the degree or several years' experience that you would need to do professional-level work. It's just to find out if that's the sort of job they would like to do before they then go and do the qualifications and get the experience.
- I Which job did you enjoy most?
- E One thing that I enjoyed most was alpaca farming in Cornwall, which is in southern England. And I enjoyed it most because it was one of the most – one of the jobs that challenged all of my assumptions about what being a farmer in the twenty-first century and earning a sustainable living was like. The first half of each day was traditional farming jobs, so feeding, looking after the animals. But the second half of the day, the farmer was an entrepreneur: she would take her alpacas, shear them, make the wool spun, make the, make the wool into high-end luxury children's clothes that she then sold to department stores across the country. And this was a placement that broke down all of my presumptions and preconceptions about what a job was like.
- I Wow. Were there any jobs that you completely ruled out?
- E So one that I didn't get on quite so well with was publishing, because I'm very dyslexic, and so for me, copy editing – so, spotting typos and grammar mistakes in long pieces of text – I find very challenging. It's not one of my strengths, which in publishing, as an editor, is one of the big things that you have to do.

- d Focus on the task and the five points, making sure Sts understand number 4. Put Sts in pairs to see what they can remember about 1–5.


Play the audio again for Sts to listen and complete any missing information.

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

- 1 By networking and cold-calling – making applications, writing letters and emails, sending her CV, speaking to people
- 2 She got a flavour of the jobs; she found out whether she wanted to learn more about them or not.

- 3 Because she wasn't actually working, she was shadowing people.
- 4 Being a farmer, i.e. feeding, looking after, and shearing alpacas; also being an entrepreneur, making children's clothes from the wool and selling them to shops
- 5 Finding spelling and grammar mistakes in texts

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e  **1.14** Tell Sts they are now going to listen to **Part 2** of the interview and for questions 1–5, they must choose the best option, *a, b, or c*.

Give Sts time to read 1–5.

Now play **Part 2** of the audio for Sts to listen and complete the task.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

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

1 c 2 b 3 a 4 c 5 b

1.14

(script in Student's Book on pp.130–131)

Part 2

- I What did you learn about yourself during this process?
- E I learned that there's not just one job that is right for me. I went into the experience thinking I will do twenty-five and I will figure out which is my dream job, and that's what I'll go away and do. But what I found out was that that's not necessarily true at all. I discovered the concept of portfolio careers, which is the idea of having multiple, part-time, short-term, freelance contract jobs that make up the equivalent of one permanent role.
- I Do you think young people nowadays have to be prepared to do many different jobs? That the whole idea of going into one career for life doesn't exist any more?
- E Absolutely! I would completely agree with that: I think the idea of one permanent nine-to-five job is, if not dead yet, it will be in the next twenty years. Young people today will have, on average, five different career changes – not job changes, career changes – over the course of their lives, and to do that, they need to be able to continuously upskill and be able to get on with different people. So I think it's people skills, almost more so than technical skills, that will get us through the longevity of our careers. And bear in mind that people of our age are going to be working well into their seventies; our careers are likely to be ultra-marathons, so we have to like what it is that we're doing.
- I And how do you think we can teach 'people skills'?
- E So, personally, I think our education system, both in terms of secondary school, college, and, and university, needs to be much more focused on skills rather than technical subject-based learning. We need to be teaching young people how to network, for example, which is one of the absolute core skills to progress yourself in your career: it's learning how to walk into a room of people you don't know and to find people that are mutually beneficial that you can develop relationships with.
- I So, what are you doing now?
- E So what I came away with was several different jobs that I ended up doing. So, I now work as a public speaker, as a writer doing bits of journalism, and as a speech writer as well – so altogether they make up the equivalent of one full-time job.
- I Do you think your future career might take off in a completely different direction?
- E I very much expect it to. So, one of the main things that I also learnt from doing the project was that there are different

careers that are appropriate for different stages of your life. As you get older, you have different priorities, different financial commitments, different stages of your personal life, and that means that you have different jobs that are relevant at different stages of life. So whilst I adored farming and it was one of my favourite placements, I don't think it is right for me, in my twenties, living in a very urban city like London, but me in my forties perhaps with a family, I might love to move out to the countryside and start a small, a smallholding farm as part of several other elements of a career!

I Well, thank you, Emma, so much for talking to us today.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on pp.130–131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f Focus on the task and give Sts time individually to write a list of five jobs they would like to try.

When Sts are ready, put them in pairs to compare their lists and explain why they chose each job.


Elicit some feedback from various pairs. Find out if any Sts had similar lists.

Now do the question as a whole-class activity.

3 PRONUNCIATION & SPEAKING the rhythm of English

Pronunciation notes

Encouraging Sts to improve their control of stress, both of syllables in individual words and of words in sentences, is still important at this level. Misplaced stress in an individual word can cause a breakdown in communication, and stressing the correct words in a sentence will help Sts speak English with a good rhythm and make them sound more fluent.

- a  **1.15** Focus on the **Fine-tuning your pronunciation: the rhythm of English** box and explain / elicit the meaning of *fine-tuning*. Now go through the box with the class.
- Play the audio once the whole way through for Sts just to listen.

1.15

See sentences in Student's Book on p.17

Now play the audio again, pausing after each sentence for Sts to try to copy Emma's rhythm and intonation as much as possible.

EXTRA IDEA After Sts have finished **a**, give them some more sentences for them to identify / underline stressed words.

- b Focus on the task and give Sts time, individually, to think of their answers for the two people they know.

EXTRA SUPPORT Give Sts time to write some notes to help them with **c** next.

- c Put Sts in small groups of four and get them to tell each other about the two people they thought about in **b**. Encourage them to use natural rhythm.
- d Focus on the task. Tell Sts that they must think about all the jobs that have been mentioned in their group, and each choose one that they would like to try, or they might try if they needed the money, or definitely would never try. Encourage them to explain their choice.

Get some feedback from various groups. Find out if there were any jobs that everybody agreed / disagreed about.

4 READING

a Focus on the task and make sure Sts understand the meaning of the verb *reveal* /rɪˈviːl/ (= to make sth known to sb). Do the question as a whole-class activity, or put Sts in pairs and then get some feedback.

b Tell Sts to read all three articles to check their ideas in **a** and to answer questions 1–6.

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

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

b

1 A 2 C 3 C 4 A 5 B 6 B

c Tell Sts to read the articles again and find the six phrases or sentences. They should try to work out what the people mean.

Put Sts in pairs and tell them, when they are ready, to discuss 1–6.

Check answers.

- 1 It's the thing that gives my life a pattern, and it stops me going mad.
- 2 I make people think about their beliefs.
- 3 Night receptionist isn't a very impressive job.
- 4 It's great to be travelling in the opposite direction to most of the traffic.
- 5 Have unpredictable days off from Monday to Friday
- 6 With almost no chance to enjoy other hobbies or interests

d Focus on the task and give Sts time to first try to work out the meaning of the highlighted phrases from their context, and then to match them to their definitions. You might want to elicit / explain the meaning of *respite* (= a short break) in definition 5. Elicit or model its pronunciation /ˈrespɑːt/.

EXTRA SUPPORT Get Sts to work in pairs.

If Sts worked individually, get them to compare with a partner, and then check answers. You might want to tell Sts that a *grindstone* is a round stone that is turned like a wheel and is used to make knives and other tools sharp.

- 1 made it 2 missed the point 3 never think twice
- 4 hold my own 5 keep my nose to the grindstone
- 6 has long gone 7 fair enough

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell the class which person's answers surprised you.

EXTRA IDEA Ask Sts if they know anyone who works in the sports, hospitality, or entertainment industries. If so, what would they say are the pros and cons of their jobs?

5 GRAMMAR discourse markers (1): linkers

a Focus on the task and the jobs in the list, making sure Sts know what they all are. Elicit or model the pronunciation of any words you think your Sts might find tricky, e.g. *hygienist* /haɪˈdʒiːnɪst/.

Give Sts time, individually, to read the extracts, match a job to each one, and think about the point each person is trying to make.

Check answers, and for each one, elicit the point they are making.

- 1 999 operator – Some people call emergency services for trivial reasons.
- 2 university lecturer – Sometimes his / her students don't pay attention, which is frustrating, but sometimes they respond positively.
- 3 A&E doctor – There are too many patients and he / she's overworked.
- 4 fashion stylist – Some fashion models are very difficult to work with, and he / she had to stand up for him / herself.
- 5 political advisor – His / Her boss isn't properly qualified for the job.
- 6 dental hygienist – He / She understands that people don't like going to the dentist, and tries to help them to relax.

b Focus on the task and the headings in the four columns. Point out that the first one (*Although*) has been done for them.

Put Sts in pairs and get them to write the highlighted linkers in the extracts in **a** in the correct column.

Check answers.

result	consequently, so
reason	because
purpose	to, in order to
contrast	Yet, However, though, despite

EXTRA SUPPORT Before Sts do **b**, elicit that the most common linkers to introduce a reason, a purpose, and a contrast are *because*, *to*, and *but*. You could then do **b** as a whole-class activity, eliciting the linkers from the class.

c Tell Sts to go to **Grammar Bank 1B** on p.143.

Grammar notes

In this lesson, Sts revise discourse markers in these four areas (result, reason, purpose, and contrast), and learn some more sophisticated expressions, e.g. *due to* / *owing to*, *yet*, etc. There is also a strong focus on register to enable Sts to use these markers appropriately. Highlight that using a variety of discourse markers will make their English sound more advanced.

Reason

Highlight that we use *because* (not *as* or *since*) to answer a *Why...?* question.

Contrast

Point out that *though* and *mind you* can also be used in informal / spoken English to show a contrast, e.g. *He's very friendly – he's a bit mean, though. He's very friendly – mind you, he's a bit mean.*

Focus on the term *discourse markers*. Explain to Sts that discourse markers are words and expressions, often linkers, adverbs, or adverbial expressions, which help you to understand: