

English File

Beginner

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

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Oxford University Press is a department of the University of Oxford.
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First published in 2025

2029 2028 2027 2026 2025

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 414922 8	Teacher's Guide with Digital Pack
ISBN: 978 0 19 414913 6	Teacher's Guide
ISBN: 978 0 19 414910 5	Teacher Digital Pack
ISBN: 978 0 19 466244 4	Student Book Classroom Presentation Tool
ISBN: 978 0 19 414918 1	Workbook Classroom Presentation Tool
ISBN: 978 0 19 414907 5	Teacher's Skills Confidence
ISBN: 978 0 19 414908 2	Teacher's Online Resources

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

The publisher would like to thank the following for their permission to reproduce

photographs: Alamy Stock Photo (Alistair Heap, Eric Audras/Onoky-
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Cardinale, Dia Dipasupil, Matthew Horwood, David Ramos, Matthew
Stockman); Oxford University Press; Shutterstock (IBO/SIPA).

Illustrations by: Paul Boston/Meiklejohn; Mark Duffin; John Haslam; Anna
Hymas/New Division; Adam Larkum/Illustration Ltd; Jerome Mirault/
Colagene Creative Clinic; Roger Penwill; QBS learning; Gavin Reece; Colin
Shelbourn.



Contents

p.4 Student Book contents

p.6 Course overview

- Introduction
- What do Beginner students need?

p.8 Print components

- For students
- For teachers

p.9 Digital components on *Oxford English Hub*

- For students
- For teachers

p.10 File overview

p.16 The role of video in language learning

p.17 Video in *English File fifth edition*

p.18 How to exploit video in the classroom

p.20 Lesson plans

p.20	File 1 A–B	Practical English Episode 1
p.33	File 2 A–B	1&2 Revise and Check
p.44	File 3 A–B	Practical English Episode 2
p.54	File 4 A–B	3&4 Revise and Check
p.63	File 5 A–B	Practical English Episode 3
p.74	File 6 A–B	5&6 Revise and Check
p.84	File 7 A–B	Practical English Episode 4
p.95	File 8 A–B	7&8 Revise and Check
p.104	File 9 A–B	Practical English Episode 5
p.115	File 10 A–B	9&10 Revise and Check
p.124	File 11 A–B	Practical English Episode 6
p.135	File 12 A–B	11&12 Revise and Check

p.140 Photocopiable activities

p.140	Introduction
p.141	Grammar activity answers
p.143	Grammar activity worksheets
p.167	Communicative activity instructions
p.177	Communicative activity worksheets
p.209	Vocabulary activity instructions
p.215	Vocabulary activity worksheets

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION	
1				Practical English p.10
6 A Nice to meet you	verb <i>be</i> (singular): <i>I</i> and <i>you</i>	numbers 0–10, days of the week, saying goodbye	/h/, /aʊ/, and /i:/	Episode 1 🎧 <i>How do you spell it?</i> Practical English checking into a hotel, booking a table Vocabulary the classroom Pronunciation the alphabet
8 B Music round the world	verb <i>be</i> (singular): <i>he, she, it</i>	countries 🌐	/h/, /əʊ/, /s/, and /ʃ/	
2				Revise and Check p.16
12 A Are you on holiday?	verb <i>be</i> (plural): <i>we, you, they</i>	nationalities	/dʒ/, /tʃ/, and /ʃ/	Revise and Check 1&2 🌐
14 B What number is the bus?	<i>Wh-</i> and <i>How</i> questions with <i>be</i>	phone numbers, numbers 11–100 📞	understanding numbers	
3				Practical English p.22
18 A Where's my phone?	singular and plural nouns, <i>a / an</i>	small things	/z/ and /s/, plural endings 🔄	Episode 2 🎧 <i>An orange juice, please</i> Practical English understanding prices, buying lunch Pronunciation /ʊə/, /s/, and /k/
20 B Souvenirs	<i>this / that / these / those</i>	souvenirs	/ð/, sentence rhythm	
4				Revise and Check p.28
24 A This is my family	possessive adjectives, possessive 's 🌐	people and family	/ʌ/, /æ/, and /ə/	Revise and Check 3&4 🌐
26 B The right car for me	adjectives 🌐	colours and common adjectives	/aɪ/ and /ɔɪ/, linking	
5				Practical English p.34
30 A My favourite meal	present simple [⊕] and [⊖]: <i>I, you, we, they</i>	food and drink 🍴	/dʒ/ and /g/	Episode 3 🎧 <i>What time is it?</i> Practical English telling the time Vocabulary the time, saying how you feel Pronunciation /b/, silent consonants
32 B A very long flight	present simple [?]: <i>I, you, we, they</i>	common verb phrases 1	/w/ and /v/, sentence rhythm and linking	
6				Revise and Check p.40
36 A Old friends?	present simple: <i>he, she, it</i> 🌐	jobs and places of work	third person -es, sentence rhythm	Revise and Check 5&6 🌐
38 B Good morning, goodnight	adverbs of frequency	a typical day	/j/ and /ju:/, sentence rhythm	

	GRAMMAR	VOCABULARY	PRONUNCIATION	
7				Practical English p.46
42 A At the weekend	word order in questions: <i>be</i> and present simple	common verb phrases 2: free time 🎧	/w/, /h/, /eə/, and /aʊ/	Episode 4 🎧 <i>What's the date?</i> Practical English saying the date, talking on the phone Vocabulary months, ordinal numbers Pronunciation /ə/
44 B Lights, camera, action!	imperatives, object pronouns: <i>me</i> , <i>him</i> , etc.	kinds of film	sentence rhythm	
8				Revise and Check p.52
48 A Can I park here?	<i>can</i> / <i>can't</i>	more verb phrases	<i>can</i> / <i>can't</i> : /ə/, /æ/, and /aɪ/, sentence rhythm	Revise and Check 7&8 🎧
50 B I ♥ shopping	<i>like</i> / <i>love</i> / <i>hate</i> + verb + <i>-ing</i>	activities 🎧	/ʊ/, /aʊ/, and /ɪ/, sentence rhythm	
9				Practical English p.58
54 A What are they really doing?	present continuous	common verb phrases 2: travelling	sentence rhythm 🎧	Episode 5 🎧 <i>Would you like to come?</i> Practical English inviting and offering Pronunciation sentence rhythm
56 B Watching and waiting	present continuous or present simple?	clothes 🎧	/ɜ:/, other vowel sounds	
10				Revise and Check p.64
60 A A room with a view	<i>there's a...</i> / <i>there are some...</i>	hotels; <i>in</i> , <i>on</i> , <i>under</i>	/ə/ and /eə/	Revise and Check 9&10 🎧
62 B Where was he?	past simple: <i>be</i>	<i>in</i> , <i>on</i> , <i>at</i> 🎧	<i>was</i> and <i>were</i> , sentence rhythm	
11				Practical English p.70
66 A A new life in the USA	past simple: regular verbs	regular verbs	regular past simple endings	Episode 6 🎧 <i>Is there a bank near here?</i> Practical English asking for and giving directions Vocabulary prepositions of place Pronunciation sentence rhythm and polite intonation
68 B How was your day?	past simple irregular verbs: <i>get</i> , <i>go</i> , <i>have</i> , <i>do</i>	verb phrases with <i>get</i> , <i>go</i> , <i>have</i> , <i>do</i>	sentence rhythm	
12				Revise and Check p.76
72 A Strangers on a train	past simple: regular and irregular verbs	regular and irregular verbs	irregular verbs	Revise and Check 11&12 🎧
74 B Revise the past	past simple revision	revision of past verb forms	revision of vowel sounds	

Course overview

Introduction

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

As well as the main A and B Student Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available.

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

The **Workbook** provides review, support, and practice for students outside the class. The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class.

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

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

What do Beginner students need?

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

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

Grammar, Vocabulary, and Pronunciation

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

Grammar

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

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

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

Vocabulary

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

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

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

Pronunciation

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

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

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

Speaking

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

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

Listening and viewing

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

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

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

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

Reading

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

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

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

Writing

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

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

Practical English

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

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

Revision

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

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

Print components

FOR STUDENTS

Student Book

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

A and B lessons

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

Practical English

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

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

Revise and Check

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

The back of the Student Book

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

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

Workbook

For language practice after class.

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

The Workbook is also available as an e-Book.

FOR TEACHERS

Teacher's Guide

Step-by-step procedural notes for all the lessons

These notes include an optional 'books-closed' lead-in for every lesson.

Extra challenge suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.

Extra support suggestions for ways of adapting activities or exercises to make them work for students who need an alternative approach.

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

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

Grammar

see p.141–166

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

Communicative

see p.167–208

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

Vocabulary

see p.209–232

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

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

Digital components on Oxford English Hub

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

FOR STUDENTS

Student e-Book

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

Workbook e-Book

- A digital version of the Workbook with audio

Course resources

- All course audio and video

Skills Confidence

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



FOR TEACHERS

Classroom Presentation Tool

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

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

Course assessment

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

Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary,
and Pronunciation in
every lesson

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

9B

Watching and waiting

What are you doing today?

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

1 READING

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

- d Would you like to be a private investigator?

2 GRAMMAR present continuous or present simple?

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

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

- b **9.10** Listen and check.

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

Use the present simple to talk about

Use the present continuous to talk about

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

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

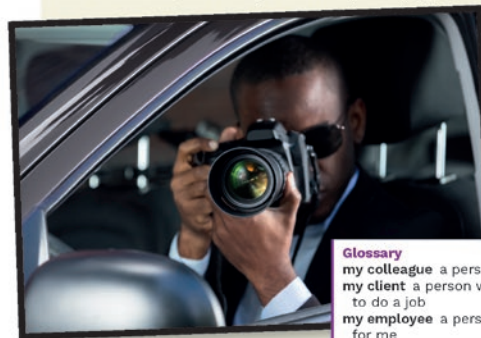
People think a private investigator's job is exciting, but is it really true? See what you think.

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

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

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

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



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

Reading and
listening activities

Opportunities
for personalized
speaking
throughout the
lesson

Further practice
of the grammar in
the Grammar Bank

Vocabulary development in context

3 VOCABULARY & PRONUNCIATION

clothes; /ɜː/, other vowel sounds

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

☐ a jacket ☐ trousers ☐ a suit ☐ a shirt



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

- c 9.13 Listen and repeat the sound and words.



- d Put the clothes words in the correct column.

cap coat dress hat jacket jeans
shoes suit sweater trousers



- e 9.14 Listen and check.

- f Practise saying the sentences.

I'm wearing...

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

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



Pronunciation integrated into each lesson

Vocabulary and Grammar videos bring language learning to life.

4 LISTENING & SPEAKING



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



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

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

- c Listen again and answer the questions.

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

- d Talk to a partner.

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

Vocabulary Bank extends students' vocabulary

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

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

Practical English lessons teach functional English.

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

The language is presented in the form of drama videos.

Would you like to come?

Practical English 5 inviting and offering P sentence rhythm

1 INVITING AND OFFERING

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

A

B

C

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

birthday 4.00 lunch match Sunday 3.30

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

Alan Wow! What time's the match?

Rob It's at ³ _____.

Alan Yeah, I'd love to. Thanks.

Rob **Would you like** to meet for ⁴ _____ first?

Alan Sorry, I can't. It's my mum's ⁵ _____, and I need to have lunch with her. But I can meet you there.

Rob Great. Let's meet at ⁶ _____ at the entrance to the Tube station.

Alan Fine. See you there.

burger coffee hungry know milk water

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

Rob Me too. I ⁷ _____ they can win. **Would you like** a ⁸ _____?

Alan No, thanks. I'm not very ⁹ _____.

Rob How about a ¹⁰ _____?

Alan Yeah, great.

Rob A burger and a ¹¹ _____, please.

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

Barman ¹² _____ and sugar?

Alan Yes, please.

Glossary

the entrance the door where you go into a place

the Tube the underground train in London

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

Would you like...?

Would you like + noun

Would you like a burger?

Yes, please. / No, thanks.

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

I'd like a burger, please.

I'd like a coffee, please.

Would you like to + verb

Would you like to come to the match?

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

! Compare

Do you like dancing? = in general

Would you like to dance? = invitation

Information boxes focus on the functional language.

2 PRONUNCIATION sentence rhythm

a 9.16 Listen and repeat.

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

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

Would you like a...?



Would you like to go to a...?



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

3 MEETING AN OLD FRIEND

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



b Watch again. Then circle the correct answer.

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

4 USEFUL PHRASES

Video Watch and repeat the useful phrases.

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

5 SPEAKING & WRITING an email

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

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

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

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

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

Focus on key phrases from the episode

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

Pairwork for students to practise the key language

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

Revision of the Grammar, Vocabulary, and Pronunciation of the previous Files

A series of skills-based challenges

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

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

9&10 Revise and Check

GRAMMAR

Circle a or b.

1. Is your name? a who b what

2. Are you at the moment? a work b working

3. She staying in a very good hotel. a isn't b doesn't

4. He his homework now. a doing b 's doing

5. It raining? a is it b it's

6. Can you talk now, or? a are you driving b do you drive

7. Do you usually go to work by train? a Do you usually go b Are you usually going

8. I usually wear trousers, but today a skirt. a is it b it's

9. There are two beds in the room. a there is b there are

10. There aren't windows. a some b any

11. any towels in the bathroom? a Are there b There are

12. Is there a swimming pool? Yes, a there's b there is

13. It very hot last summer. a was b were

14. Where you yesterday at six o'clock? a was b were

15. Karen at school yesterday. a wasn't b not was

16. at home last night? a They were b Were they

VOCABULARY

a Complete the phrases with a verb from the list.

arriving carrying phoning staying waiting wearing

We're staying in a beautiful hotel in the mountains.

1. What are you doing here? I'm for my girlfriend. She's late.

2. Who are you? My mother. It's her birthday.

3. Go and help that woman. She's a very big suitcase.

4. Look! The train's Can you see it?

5. Why are you sunglasses? It's 11.00 in the evening!

b Write the clothes.

1. 2. 3. 4. 5. 6. 7.

c Complete the words.

Would you like to have dinner in the hotel restaurant?

1. When you arrive at a hotel you go to the check in.

2. You're in room 112. Take the to the 11th floor.

3. I want to buy some presents. Is there a shop?

4. The bag's small. There's a shower, but there isn't a bath.

5. You can leave your car in the hotel car park.

d Look at the picture. Complete the sentences with in, on, or under.

The book is on the chair.

1. The suitcase is the bed.

2. The laptop is the bed.

3. The lamps are the tables.

4. The boots are the chair.

5. The bags are the cupboard.

e Complete with at, in, or on.

Oh no! The keys are in my car.

1. A Where's your mother? I think she's the kitchen.

2. A Mike? It's Tim. B Sorry, I can't hear you. I'm a train.

3. A Is John here today? B No, he's home. One of his children isn't well.

f 10.17 Words and phrases to learn Files 9&10 p.102 Listen and repeat the words and phrases.

PRONUNCIATION

a Write the words for the sound pictures.

1. 2. 3. 4. 5.

b Sound Bank p.124-5 Look at more words with the sounds in a, and these sounds:

1. 2. 3. 4. 5.

c Practise saying the example words.

1. 2. 3. 4. 5.

d Practise saying the stressed syllable.

1. 2. 3. 4. 5.

Can you understand this text?

a Jenna and Max are going to Barcelona for the weekend. Read Jenna's posts and number them 1-6.

Jenna @jennajenna

1. Our first dinner! We're having amazing tapas in a bar in the old town, near the hotel. I love the 'pa amb tomàquet' (bread with tomatoes) and the Spanish ham.

2. Our last morning! I don't want to go home! Perhaps I can get a job in Barcelona?

3. We're now at the hotel. Our room's great. There's a balcony and a view of the cathedral! I'm taking photos of everything for my blog.

4. We're in the Picasso museum, looking at some of his early paintings. I love them! Then we're going to the beach for lunch!

5. The tapas were great. We're now lying on our bed watching a football match - Barcelona and Real Madrid! Come on, Barça! But Max prefers Madrid.

6. We're waiting for the taxi to arrive and feeling a bit nervous! Our flight's at 16.30. Please hurry, taxi driver! Barcelona, here we come!

b Match the photos to the highlighted phrases in the posts.

1. 2. 3. 4. 5. 6.

Can you understand these people?

1. Anna 2. Sam 3. Jayna

4. Sandra 5. Spencer

Video Watch and answer the questions.

1. Today Anna is in Oxford.

a seeing a friend
b visiting a museum
c doing some work

2. Sam usually wears for work.

a a suit and tie
b trousers and a jacket
c trousers and a shirt

3. Jayna would like to live in England because she likes.

a its people
b its weather
c its history

4. Sandra's hotel is.

a quite expensive
b in a nice place
c in the city centre

5. Last night at 10 o'clock Spencer was.

a at home
b in a hotel
c in a pub

Can you say this in English?

Tick (✓) the boxes.

Can you...?

1. talk about what you're doing now

2. say what you're wearing

3. say what you would like to do

4. identify things in a hotel room

5. ask about facilities in a hotel

6. say where you were yesterday, last night, etc.

Yes, I can.

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on p.116-130 of the Student Book to provide further development of lexical sets.

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

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

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

Photos and illustrations give context to vocabulary items.

Clothes

a 9.12 Listen and repeat the words.

1. sweater /'swetə/
2. T-shirt /'ti:ʃɜ:t/
3. shirt /ʃɜ:t/
4. trousers /'traʊzə/
5. jeans /dʒi:ns/
6. shorts /ʃɔ:t/
7. suit /su:t/
8. dress /dres/
9. skirt /skɜ:t/
10. coat /kəʊt/
11. jacket /'dʒækt/
12. socks /sɒks/
13. trainers /'treɪnə/
14. shoes /ʃu:z/
15. hat /hæt/
16. cap /kæp/

b Cover the words. Look at the photos. Say the words.

ACTIVATION Work in pairs. Ask about other students: What's he wearing? What's she wearing?

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.

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.

9 Grammar Bank

9A present continuous

9.2 Listen and repeat the examples. Then read the rules.

Present continuous ☐ and ☐

| | |
|---|---|
| I'm working.
You're sitting in my chair.
He's playing football.
She's having a shower.
It's raining.
We're having dinner.
They're listening to the teacher. | I'm not working.
You aren't sitting in my chair.
He isn't playing football.
She isn't having a shower.
It isn't raining.
We aren't having dinner.
They aren't listening to the teacher. |
|---|---|

Present continuous ☐ and ☐

Questions: be, subject, verb + -ing

| | |
|------------------------------------|-----------------------------------|
| Are you working now? | Yes, I am. / No, I'm not. |
| Is she having a shower? | Yes, she is. / No, she isn't. |
| Are they listening to the teacher? | Yes, they are. / No, they aren't. |
| What are you going to do? | To a party. |
| What is he doing? | He's watching TV at home. |

• We use be + verb + -ing to talk about things that are happening now / at the moment. I can't talk now. I'm driving. **NOT** I drive.
• See 8B.1 for the spelling rules for the -ing form.

Word order

Subject, be, verb + -ing: *He **is** working today.*

be, subject, verb + -ing: ***Are** you working today?*

Question, be, subject, verb + -ing: ***Where** are you working today?*

9B present continuous or present simple?

9.11 Listen and repeat the examples. Then read the rules.

- I work in an office. I usually wear a suit.
- Today I'm working at home. I'm wearing jeans.

1 We use the present simple for things we usually do. We often use the present simple with always, usually, sometimes, never, e.g. I sometimes have lunch in my office. I never get up early on Saturday.

2 We use the present continuous for things happening now / at the moment / today. Jane's in the kitchen. She's cooking.

A What are you doing here?
B I'm waiting for a friend.

9A

a Write sentences in the present continuous for each picture. Use contractions.

He **is** having a shower. (have)
I **can't** talk now. (drive)
You **are** wrong. (be)
She **is** watching the programme. (watch)
He **is** playing football. (play)
I **am** listening to the teacher. (listen)
We **are** having dinner. (have)
They **are** listening to the teacher. (listen)

b Complete the sentences with the verb in (brackets) in the present continuous ☐ or ☐. Use contractions where possible.

- Excuse me! You **are** sitting in my seat. (sit)
- Sorry! I **am** watching this programme. He **is** watching, sleep. (watch)
- OK. You can watch your programme then. I **am** listening to the teacher. (listen)
- It's Jim's birthday tomorrow. (shop)
- I **am** going to the gym now. Do you want to come with me? (go)
- Great idea. I **am** not working today! (not work)
- Alice **is** doing her homework? (do)
- No, she isn't. She **is** playing computer games. (play)
- Do you want my newspaper? I **am** not reading it. (not read)
- No, thanks. I **am** watching a film on my laptop. (watch)
- Is that your brother? Yes, my brother's over there. He **is** talking to his friends. (talk)
- Yes, we **are** having a good time in Rio? (have)
- Yes, we are. We **are** having a great time! (have)
- Hello, can I speak to Maria? Sorry, she **is** talking to her mother on video. Who is it? (talk)
- It's Yoko, from English class. I **am** talking about tonight's homework. (phone)
- They **are** going up now? You're late for school! (get)
- Yes, I am. What time is it? (get)

9B

a Circle the correct form.

James usually **goes** / **is going** to university in the morning, but today he **studies** / **is studying** at home.

- Hi, Sue. Where are you? In the office?
No, I **work** / **am working** from home today.
- Do you **do** / **are you doing** your homework?
I **don't have** any homework today. I **play** / **am playing** a video game.
- My wife **is** a nurse. She **works** / **she's working** in a children's hospital.
- We're on holiday in France. We **stay** / **we're staying** in a nice little hotel.
- Hi. Can you **talk** or **are you talking** / **do you drive**?
I **don't drive** / **am not driving**, but I **can't** talk now. I **have** / **am having** lunch with my boss.
- It **always rains** / **is raining** a lot here in the winter.
- I **usually have** / **am having** toast for breakfast, but today I **have** / **am having** cereal.

b Complete the sentences with the verb in (brackets). Use the present simple or present continuous.

See, you **usually walk** to work? (walk)
Oh no! It **is raining** and I **don't have** my umbrella. (rain)
My father and I **eat** dinner together every week. (have)
Louise and Carl **are on holiday** this week. They **are** in Switzerland. (ski)
Hi, Sam. You **are** watching the football match on TV? (watch)
No, I **am** doing my French homework. (do)
I **always** **go** late, and I **never** **have** time for breakfast. (get up, have)
My sister **is** in Thailand at the moment. (travel)
What time **do** you usually **go** to bed? (go)
At about 11.30.
Look. That's my brother over there. Can you see him? He **is** wearing a blue hat. (wear)
Hello, Nick. When **do** you **go** to the gym? I **always** **go** on Tuesdays. (go)

Writing Banks provide guided writing tasks to develop students' writing skills, covering a range of writing genres.

A model text provides a clear context for writing.

Focus on key language needed for the writing task.

4 An email

a Read the email from Lucy. What does she invite Kate to?

Subject: Dinner

From: Lucy Lewis <LL1991.zyx@netlink.com>
To: Kate <kswage@topmail.net>

Hi Kate,
Would you like to come to dinner on Thursday? I'm inviting Moira and Jerry, too.
Can you come at 7:00? After dinner we can watch the match on TV!
See you on Thursday (I hope!).
Lucy

b Now read Kate's answer. Circle the correct phrase.

Subject: Re: Dinner

From: Kate <kswage@topmail.net>
To: Lucy Lewis <LL1991.zyx@netlink.com>

Dear Lucy,
I'd love to come / I'm sorry, but I can't come on Thursday. I have an exam on Friday morning and I need to study on Thursday night.
See you on Thursday. / Maybe see you at the weekend?
Love,
Kate

c Read the information box about emails.

Emails

Greetings: Hi + name, Dear + name, Closings: Best wishes, Love, Only family and good friends (See you on Thursday, soon, etc.)

d Work in pairs. Write an email to your partner on a piece of paper, or on your phone. Invite him / her to do something, e.g. have dinner, come to a party, see a film, etc. Remember to say when and what time.

e Now exchange emails with your partner. Answer your partner's invitation.

f Give or send the email to your partner. Read your partner's answer to your email.

5 A blog post

a Read Eddie's blog. Number the sentences in the correct order 1-7.

A big day

by Eddie • 17 hours ago

Yesterday was a big day for me. It was the first day of my new job.

After that, I went to my new office. I got a taxi, because I didn't want to be late.

I went to bed early, at 9.30. I was really tired, but it was a good day!

I got up at 6.30. I usually get up at 8.00 or 8.30, but yesterday I was very excited!

I didn't go out for lunch - I had a sandwich in the office. My colleagues usually do that, so I did too.

I went home at 5.30. I had a pizza for dinner with my girlfriend. After dinner, we watched TV.

Then I had a shower and had breakfast. I didn't eat very much, because I was a bit nervous.

When I arrived, the boss introduced me to the other people in the office. Everybody was very friendly.

b What did you do yesterday? Write a blog post about your day. Use then, after that, and after breakfast / lunch, etc. to put the events in order.

Short writing tasks for a variety of writing genres



The role of video in language learning

Introduction

Video viewing is increasingly becoming recognized as a 'fifth skill' and is a hugely important part of the language learning classroom. It has become a predominant medium in how we receive information in today's world.

Video is not new in language teaching, but it has been seen as primarily a listening skill, where students have often been asked to watch a video and complete a written task whilst they are watching the video, which checks their comprehension of what they have heard. While comprehension is still very important, the visual and viewing aspects of video in the classroom have not always been fully exploited.

The approach to video in the classroom nowadays is changing as we understand that students can benefit from engaging actively with it. It should be an integral part of teaching where students can participate in a multi-sensory way with a variety of information, have greater interaction with the content, and thus facilitate their language acquisition and confidence to communicate.

The benefits of using video in the classroom

Motivation and engagement

Most students respond well to video and can find it more engaging than text or audio as a medium of instruction, so video can help to keep students motivated and focused.

Providing a context for language input

Video helps to contextualize new language, such as vocabulary and grammar, as well as more complex aspects of language, such as register and formality.

It's also hugely beneficial for modelling non-verbal communication. Video can give us the opportunity to observe non-verbal communication: the way people use their hands, bodies, and facial expressions to communicate in different contexts, something that would otherwise be very challenging to teach in the classroom.

Language practice

Videos can provide us with models of the target language in conversation that students can follow and then personalize for their own practice, perhaps creating videos of themselves using the target language and sharing them with classmates.

Skills practice

Watching a video provides more information than simply listening to audio. Providing a balance of video and audio allows students to improve their ability to understand what is being said in real situations. Similarly, watching people speak will allow students to improve their ability to communicate effectively.

It's important that students are given the opportunity to develop their viewing skills, so material should provide activities that focus on what the students can see as well as hear.

Achieve learning goals

Videos are an important part of a lesson and provide variety to help learners achieve their learning goals. There should be a clear reason for using video in the classroom. It shouldn't be used as a 'reward' or an add-on at the end of term but must always have a clear purpose.

Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality is where there is the use of more than one mode of communication in a visual text to create meaning. Including some video in the classroom which is multimodal helps them to develop their English both inside and outside of the classroom.

Cultural aspects

As English is an international language spoken in different contexts around the world, each with their own cultural appropriacies, video is often rich in cultural information about the way people in different cultures live and interact.

Integrating videos into a lesson

In *English File fifth edition*, the concept of integrating a range of videos into each lesson enhances the learning experience for students. When teachers incorporate viewing into their classroom practices, it is of vital importance that viewing does not seem radically different to their current teaching practices and that both teachers and learners are aware that understanding the viewing process is as important as understanding the listening and reading processes.

To encourage learners to become effective active viewers, teachers could use the following procedure:

- **Before Viewing:** learners prepare to view by activating the prior knowledge they bring to the study of a topic or theme (their schemata), anticipating a message, predicting, speculating, asking questions, and setting a purpose for viewing.
- **During Viewing:** learners view the multimodal text to understand the message by seeking and checking their understanding by making connections, confirming predictions and inferences, interpreting and summarizing, pausing and reviewing, and analysing and evaluating. Learners should monitor their understanding by connecting to their background knowledge, questioning, and reflecting.
- **After Viewing:** learners should be given opportunities to respond personally, critically, and creatively to multimodal texts. Learners respond by reflecting, analysing, evaluating, and creating.

Video in *English File fifth edition*

English File fifth edition takes the principles of using video in the classroom, as seen on the previous page, and embeds them into the lessons throughout the book.

Look out for the Video icons  **Video** in every File.

There is a lot of variety of video type and also of how and where the videos are used. The firm principle is that video is used to enhance a lesson in the natural place it works best, rather than sticking to a rigid formula with video tagged onto the end of a File.

The three key language elements of the course are Grammar, Vocabulary, and Pronunciation, and the video content sets out to help students learn and practise these elements as well as developing their listening and speaking skills.

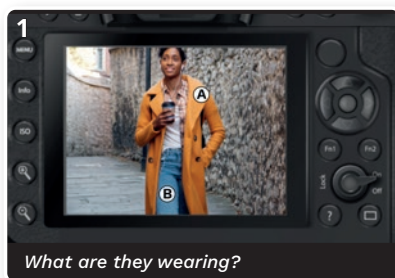
The video content in *English File fifth edition* also develops viewing skills, with tasks that focus on what they can see, and other non-verbal communication.

Types of video in the course include:



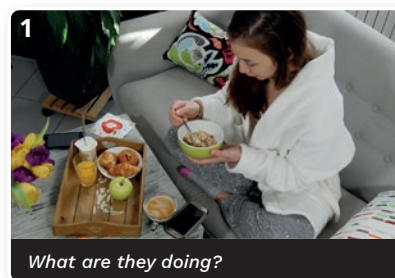
Grammar videos

The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts which are used to present or practise target language through dramatized conversations, games, and quizzes.



Vocabulary videos

Video helps to contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.



Pronunciation videos

Videos produce natural language that enable students to practise intonation and sentence rhythm. There is also a full set of Sound Bank videos, which can be found in the resources section on *Oxford English Hub*.



Dramas

Short dramas, dramatized conversations, and comedy shorts, present or practise grammar and vocabulary and develop listening and viewing skills.



Documentaries

Information films, documentaries, and biopics in a range of styles, with videos from around the world, develop listening and viewing skills.



Vox pops

Vox pop videos expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to.



Practical English videos

A series of drama videos with two main characters, Rob (from London) and Jenny (from New York), provides valuable input and practice for functional language and useful phrases.





How to exploit video in the classroom

English File fifth edition has tasks and teaching notes for every video. For example, with grammar and vocabulary practice activities where the video contains visual prompts for words, phrases, or sentences, the Teacher's Guide gives instructions as to how to use them in class. However, many of them can be used in other ways, depending on class numbers and what kind of practice you want to focus on. The following are possible ways to ring the changes and get the most out of the video material in *English File fifth edition*:

- Written and oral practice
- Using subtitles
- Alternative video suggestions

Written and oral practice

Written practice

- 1 Ask Sts to work individually, or put them into pairs or teams.
- 2 Play the video once the whole way through.
- 3 If the activity ends with a grid showing a still image of all of the clips within the video, pause the video there, and give Sts time to write the answers. You may want to set a time limit.
- 4 If the video does not end with a grid, the second time you play it, pause it after each clip, again giving Sts a time limit.
- 5 You may want to ask Sts to spell out their answers.

Oral practice

- 1 Play the video once the whole way through.
- 2 Tell Sts they are going to watch it again. Pause the video towards the end of each clip and elicit the answers orally, either from the whole class, or individual Sts.
- 3 Make sure you correct any pronunciation errors.

Using subtitles

Subtitles are being increasingly used by native speakers globally even when what they are watching is in their language. Reading English subtitles while watching is something that will benefit Sts' reading and listening skills, so there may be occasions, especially if the video is a grammar presentation, where you may want to have them on for the second viewing. Where the aim is improving their listening skills, having a third viewing with subtitles is a way of allowing Sts to confirm what they understood, and also for dealing with new vocabulary or pronunciation they were not expecting.

With a video where you feel that the speed or accent is making it especially challenging for your Sts, having the subtitles on is a way of helping them to enjoy what they are watching, and to show them how watching with subtitles makes video that might otherwise be above level more accessible.

Alternative video suggestions

Once you are familiar with the way a video works in a lesson, you may want to try exploiting it in different ways, or even to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos and apply to different levels. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught. We have included this list of activities so that it provides you with a range of ideas most of which can be adapted to suit lower levels.

Noticing sounds

- 1 Play the video with the picture off.
- 2 Ask Sts to write down the noises they can hear, e.g. a door opening, a person walking, a dog barking, etc.
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Watching with the sound off 1

- 1 Play the video with the sound off.
- 2 Ask some questions while the video is playing to help Sts imagine / articulate what is happening.
- 3 Then ask Sts to discuss what they think the people in the video are saying or doing. Elicit some ideas.
- 4 Play the extract with the sound on and compare with the Sts' answers.

Watching with the sound off 2

- 1 Play the video with the sound off.
- 2 Put the Sts in pairs. Ask them to write five questions that they want to know the answer to, based on the visuals they have seen.
- 3 Elicit some ideas and write them on the board.
- 4 Play the video again with the sound on and see if the Sts can answer their own questions.
- 5 Ask the Sts to share the information from their questions and answers.

Screenshots

- 1 Before the lesson, watch the video and make five or six screenshots. Make a handout or a PowerPoint slide of the screenshots in a random order.
- 2 Distribute / Display the handout and ask Sts to discuss what the video is going to be about.
- 3 Ask Sts to put the screenshots in the order they expect to see them.
- 4 Compare their ideas as a group and then play the video to check them.

Watching on fast forward

- 1 Play the video on fast forward.
- 2 Give Sts a few gist questions to predict what they think is happening, e.g. *Are they talking or arguing? Does it end well?*
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Emotions

- 1 Play the video with the sound off. Ask the Sts to say how the people are feeling and why they think that.
- 2 Put the Sts into pairs and ask them to compare their ideas.
- 3 When doing the Student Book exercises, Sts can check their ideas.

'Thing' bingo

- 1 Before the lesson, watch the video and make a list of things you see. This works for a video of stills, clips, a short drama or documentary, etc.
- 2 In class, write the list of things on the board. Ask Sts to choose and write down five of the words.
- 3 Play the video. Sts tick off the items on their list as they see them.
- 4 When a student has ticked off all the items on their list, they shout 'Bingo'. Keep playing the video until all the Sts have completed their lists.
- 5 Put Sts into pairs and ask them to discuss what they saw, when, and in what order.

Pause and predict

- 1 Prepare by reading the script and choosing a few places where you could pause and ask Sts what they think happens next.
- 2 Put the Sts in pairs. Play the video and pause on the first screen.
- 3 Ask them to predict what they think is happening and what is going to happen next.
- 4 Ask for ideas from a couple of pairs.
- 5 Play the clip and ask the Sts if their predictions were right.
- 6 Play the video and pause on the next screen. Ask the Sts in their pairs to discuss what they would like to happen and why.
- 7 Ask a couple of different pairs for their predictions.
- 8 Play the next clip and ask the class how many of their predictions were right, and so on.

Predicting images

- 1 Focus on the title of a video that Sts are going to watch.
- 2 Put Sts into pairs and ask them to predict five things they think they are going to see in the video.
- 3 Elicit their ideas and write them on the board.
- 4 Play the video and tick or cross their suggestions. See if any pairs predicted five correct images.

Colours

- 1 Ask Sts to write a list of eight colours.
- 2 Tell them that they need to try to find at least one thing in the video that is of each of the colours on their lists.
- 3 Play the video.
- 4 Put the Sts in pairs and ask them to compare their lists. What were the most / least common colours? Can they describe the things?

Memory / Observation

- 1 Play the video. Pause it at a specific point.
- 2 Tell the Sts they have 30 seconds to look at the image.
- 3 Turn off the video and ask Sts to write down what people are doing / what things are in the picture / what colours they can see (or other ideas depending on the video you have chosen).
- 4 Put the Sts in pairs and ask them to compare ideas.
- 5 Elicit feedback from the class.
- 6 Show the screen again and ask Sts how many of their observations were right. Did they miss anything?

One-sentence video review

- 1 Tell Sts to write a one-sentence review of the video. (You could set a word limit to add to the challenge.)
- 2 Ask Sts to work in pairs and compare their summary with a partner.

Memory test

- 1 After you've done the Student Book activities with the Sts, tell them you are going to do a 'test'.
- 2 Ask Sts to work with a partner. Ask them 5–10 'observation' questions about the video, e.g. *What colour was the girl's jacket? What was the man doing?* etc. Sts should discuss the answers with their partner and write them down.
- 3 After you've asked your questions, play the video again and ask Sts to check their answers or go through the answers with the Sts to see who the 'winners' were.