

English File

Elementary

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

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Teacher's Guide

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Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A Hello, everybody	verb <i>be</i>  , subject pronouns: <i>I, you</i> , etc.	days of the week, numbers 0–20	vowel sounds, word stress 
10 B A world of sport	verb <i>be</i>  and 	countries  , numbers 21–100 	/ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/  , word stress
12 C Open your books	possessive adjectives: <i>my, your</i> , etc.	classroom language	/əʊ/, /uː/, /aː/, the alphabet  , sentence stress
2			
16 A Your desk and you	singular and plural nouns	things, <i>in, on, under</i>	final -s and -es 
18 B Made in the USA	adjectives	colours, adjectives  , modifiers: <i>very / really, quite</i>	long and short vowel sounds 
20 C Don't worry. Be happy!	imperatives, <i>let's</i>	feelings	linking
3			
24 A Great Britain?	present simple  and 	verb phrases: <i>cook dinner</i> , etc.	third person -s
26 B Goodbye to the office?	present simple 	jobs 	/ɑː/ and /ə/ 
28 C Are you a 'dog person'?	word order in questions	question words	sentence stress
4			
32 A Who's that in the photo?	possessive 's, <i>Whose...</i> ?	family	/əl/, the letter o 
34 B Eat, sleep, repeat	prepositions: time, place and movement	daily routine 	linking
36 C Blue Zones	position of adverbs, expressions of frequency	months, adverbs, and expressions of frequency	the letter h 
5			
40 A Sing me a song	<i>can / can't</i>	verb phrases: <i>buy a pizza</i> , etc.	sentence stress
42 B What a noise!	present continuous: <i>be + verb + -ing</i> 	noise: verbs and verb phrases	/ŋ/ 
44 C I ♥ London	present simple or present continuous?	the weather and seasons 	places in London 
6			
48 A A traditional story	object pronouns: <i>me, you, him</i> , etc.	learning words from a story	/aɪ/, /ɪ/, and /iː/
50 B I don't like Mondays	<i>like + verb + -ing</i> 	ordinal numbers, the date	/ð/ and /t/  , saying the date
52 C Making music	revision: <i>be</i> or <i>do</i> ?	music	/j/, giving opinions 

READING & LISTENING

Listening recognizing names 🗣️; recognizing places and numbers

Listening understanding -teen and -ty numbers in conversations

Listening understanding personal information 🗣️

Listening listening for detail

Reading identifying paragraph topics

Reading following a story

Listening inferring mood; using visual clues to understand advice 🗣️

Reading identifying attitude

Listening understanding specific information 🗣️

Listening identifying who's who, understanding specific information 🗣️

Listening using visual clues to understand relationships between people 🗣️

Reading inferring feelings

Listening understanding daily habits

Reading inferring information

Listening using visual clues to understand lifestyle choices 🗣️

Listening focusing on practical information 🗣️

Listening identifying situations from context

Reading finding specific information

Listening using visual clues to understand the weather 🗣️

Reading understanding a traditional story

Listening using visual clues to understand reading habits 🗣️; using prediction to tune in to the end of a story

Reading understanding feelings and opinions

Listening understanding ordinal numbers in context

Listening using visual clues to understand specific information 🗣️

SPEAKING & WRITING

Speaking saying hello, saying goodbye

Speaking saying where people are from

Speaking asking for and giving personal information

Writing completing a form

Speaking saying where things are

Speaking describing personal things

Speaking saying how you feel

Writing messages, notes, and notices

Speaking giving reasons with *why* and *because*

Speaking talking about jobs and skills

Speaking responding in a conversation, showing interest

Writing a personal profile

Speaking talking about friends and family

Speaking describing a typical day

Writing an article

Speaking relaying information in a short text

Speaking talking about abilities

Speaking talking about different aspects of a topic; describing what people are doing

Speaking expressing preference, making a simple recommendation

Writing posting on social media

Speaking talking about reading habits; retelling a story

Speaking talking about favourite and least favourite times

Writing contributing a personal comment

Speaking talking about musical tastes

Writing an informal email

Practical English p.14

Pictures of you 🗣️

Episode 1: *A new city*

Practical English checking in
Vocabulary in a hotel
Social English

Revise and Check p.22

Revise and Check 1&2 🗣️

Practical English p.30

Pictures of you 🗣️

Episode 2: *First weeks in London*

Practical English buying a coffee
Vocabulary telling the time
Social English

Revise and Check p.38

Revise and Check 3&4 🗣️

Practical English p.46

Pictures of you 🗣️

Episode 3: *The real London*

Practical English buying clothes
Vocabulary clothes
Social English

Revise and Check p.54

Revise and Check 5&6 🗣️

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A This is me	past simple of <i>be</i> : <i>was</i> / <i>were</i>	word formation: <i>write</i> → <i>writer</i> ➔	sentence stress
58 B Small mistake, big problem	past simple: regular verbs ➔	past time expressions	- <i>ed</i> endings ➔
60 C Happy New Year	past simple: irregular verbs	<i>go</i> , <i>have</i> , <i>get</i>	sentence stress
8			
64 A A murder in the family	past simple: regular and irregular	irregular verbs	past simple verbs
66 B A house with a history	<i>there is</i> / <i>there are</i> , <i>some</i> / <i>any</i> + plural nouns	the house ➔	/eɪ/ and /aɪ/ ➔
68 C Do you believe in ghosts?	<i>there was</i> / <i>there were</i>	prepositions: movement and place ➔	silent letters
9			
72 A What's for dinner?	countable / uncountable nouns, <i>a</i> / <i>an</i> , <i>some</i> / <i>any</i> ➔	food and drink	the letters <i>ea</i>
74 B White gold	quantifiers: <i>how much</i> / <i>how many</i> , <i>a lot of</i> , etc. ➔	food containers	/ʃ/ and /s/ ➔
76 C Quizzes and quizzers	comparative adjectives	high numbers ➔	/ə/, sentence stress
10			
80 A Top of the list	superlative adjectives	places and buildings ➔	consonant groups
82 B In the footsteps of Marco Polo	<i>be going to</i> (plans), future time expressions	city holidays	sentence stress
84 C The cards don't lie	<i>be going to</i> (predictions)	playing cards	the letters <i>ear</i>
11			
88 A Culture shock	adverbs (manner and modifiers) ➔	common adverbs	connected speech
90 B It's on my list	verb + <i>to</i> + infinitive	more verb phrases ➔	weak <i>to</i> , sentence stress
92 C Download the app	definite article: <i>the</i> or no <i>the</i>	phones and apps	<i>the</i>
12			
96 A It's a classic!	present perfect	irregular past participles	sentence stress
98 B Let's go out for dinner!	present perfect or past simple?	learning irregular verbs	irregular past participles
100 C National treasures	revision: question formation		
104 Communication	115 Writing Bank	127 Listening	132 Grammar Bank

READING & LISTENING

Reading understanding a life story
Listening using visual clues to understand a biographical documentary 🎧

Reading using context to complete information in a blog
Listening understanding a sequence of events

Reading understanding detail in short anecdotes
Listening understanding an anecdote

Reading understanding what happened when
Listening using body language to infer motive, note-taking 🎧

Listening tuning in to help predict outcome

Reading reading for specific factual information
Listening identifying the details in two similar stories; focusing on detail 🎧

Listening hypothesizing from photos to tune in to listening

Reading categorizing information

Reading reading and remembering information
Listening understanding instructions, focusing on reasons

Reading identifying paragraph endings from context

Listening using prior knowledge to predict content, note-taking

Reading following the events in a story
Listening understanding specific information, checking a prediction; using visual clues to check predictions 🎧

Reading understanding opinions
Listening using visual clues to identify attitude 🎧

Reading completing information from context
Listening using visual clues to identify categories 🎧

Reading identifying paragraph topics
Listening understanding habits and preferences

Listening understanding topic questions, note-taking

Listening identifying specific information 🎧

Reading identifying topics in a longer text
Listening using visual clues to understand a biopic

SPEAKING & WRITING

Speaking talking about a personal photo

Speaking describing the last time you did something

Speaking talking about a memorable event
Writing a diary entry

Speaking interviewing somebody about where they were

Speaking describing a house or flat
Writing describing your home

Speaking describing a room in detail

Speaking talking about eating habits
Writing describing a memorable meal

Speaking asking about quantity and frequency

Speaking asking and answering quiz questions

Speaking giving tourist information
Writing an advert for your town

Speaking talking about future plans; planning a trip, making suggestions
Writing a formal email

Speaking making predictions

Speaking talking about common behaviours

Speaking talking about dreams and ambitions
Writing a forum post

Speaking talking about phone use; expressing opinions

Speaking talking about films, books, and TV

Speaking talking about things you've done, using follow-up questions

Speaking talking about lifestyle, abilities, preferences, and experiences
Writing a biography

Practical English p.62

Pictures of you 🎧
 Episode 4: *Ben's show*

Practical English asking the way
Vocabulary directions
Social English

Revise and Check p.70

Revise and Check 7&8 🎧

Practical English p.78

Pictures of you 🎧
 Episode 5: *On Primrose Hill*

Practical English going out for dinner
Vocabulary understanding a menu
Social English

Revise and Check p.86

Revise and Check 9&10 🎧

Practical English p.94

Pictures of you 🎧
 Episode 6: *Good news, bad news*

Practical English using public transport
Vocabulary public transport
Social English

Revise and Check p.102

Revise and Check 11&12 🎧

Course overview

Introduction

Our aim with *English File fifth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps the students learn and practise Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand-new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *English File fifth edition*.

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

- Workbook
- Teacher's Guide notes
- 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 Elementary students need?

We believe that in 9 out of 10 cases when a student signs up for a class, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English.

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 Elementary* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

Grammar

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

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

Vocabulary

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

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

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

Pronunciation

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

Elementary learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a Sound Bank section on pages 174–175 of the Student Book and a full set of Sound Bank videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the Workbook.

Speaking

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

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

Listening and viewing

- A reason to listen
- Confidence-building tasks
- Help with connected speech
- Video listening tasks

The listenings in *English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

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

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

Reading

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

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Elementary* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

Writing

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

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *English File Elementary fifth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

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

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

Revision

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

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Revise & Check section. The left-hand page revises the Grammar, Vocabulary, and Pronunciation of each File. The right-hand page provides a series of skills-based challenges, including vox pop interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. Every two Files, the Workbook contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the Student Book.

Print components

FOR STUDENTS

Student Book

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

A, B, and C lessons

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

Practical English

Every two Files (starting from File 1), there is a two-page lesson based on a new drama series for the fifth edition, *Pictures of you* – Season 1. This lesson teaches functional ‘survival English’ (for example, language for checking into a hotel or ordering a meal) and also ‘Social English’ (useful phrases like *Nice to meet you*, *Let’s go*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline which runs through the the Elementary level and continues into Pre-Intermediate with *Pictures of you* – Season 2.

Revise & 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 eBook.

Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio
- *Can you remember...?* exercises for students to check their progress
- Available with or without key

The Workbook is also available as an eBook.

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 pp.175–213

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

Communicative

see pp.214–262

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.263–285

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

There is more information on page 174 of this Teacher’s Guide about the photocopiable worksheets and tips on how best to use them.

Digital components on Oxford English Hub

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

FOR STUDENTS

Student e-Book

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

Workbook e-Book

- A digital version of the Workbook with audio

Course resources

- All course audio and video

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

Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary,
and Pronunciation in
every lesson

G past simple of be:
was / were
V word formation:
write → writer
P sentence stress

7A

This is me

Who was he? He was a famous painter.

1 LISTENING

- a Look at a self-portrait by the painter Vincent van Gogh. Answer the questions.



- How old do you think he is in this painting?
- Can you name any of his famous paintings?

- b **Video** Watch *The master of self-portraits* and check your ideas in a.

- c Watch again. Choose a, b, or c.
- Van Gogh was born in ___ in 1853.
a Belgium b the Netherlands c Germany
 - His parents weren't _____.
a artists b married c poor
 - In the only photo there is of him, he was ___ years old.
a 17 b 18 c 19
 - There are ___ Van Gogh self-portraits.
a 25 b 30 c 35
 - In 1888, he was in Arles in France with the painter _____.
a Gauguin b Monet c Picasso
 - The relationship between the two painters wasn't _____.
a bad b easy c complicated
 - His last self-portrait was from his time _____.
a with Gauguin
b in hospital
c at home in the Netherlands
 - He was only ___ when he died.
a 27 b 37 c 47
 - During his life, his paintings were _____.
a unpopular b valuable c famous

- d Which of the five self-portraits in the video do you like best?

2 GRAMMAR & PRONUNCIATION

past simple of be, sentence stress

- a Look at the sentences in 1c again. Then complete the chart with *was*, *wasn't*, *were*, or *weren't*.

Present	is	are	isn't	aren't
Past				

- b **Grammar Bank 7A p.144**

- c **7.2** Listen and repeat. Copy the rhythm.

- He was a **painter**. I was **born** in **Italy**.
They were **good friends**.
He **wasn't married**. They **weren't** very **happy**.
Where were you **born**? Where was the **hotel**?
Was it **expensive**? No, it **wasn't**.
Were they at the **concert**? Yes, they **were**.

- d **7.3** Listen. Say the sentences in the past simple.

- 1 I'm at home. I **was at home**.

3 READING

- a Look at the self-portrait and the photo of Jean-Michel Basquiat on p.57. Do you think the portrait looks like him? Why (not)? Do you like it?

- b Read about Basquiat's life. Complete the captions for photos 1–4.



Basquiat's _____ on buildings in New York (from the film about his life)



Basquiat with the painter _____



One of the _____ Basquiat painted



as Basquiat

New documentary videos

Video tasks develop students' viewing skills

Listening activities provide a clear context for the grammar of the lesson.

Opportunities for personalised speaking throughout the lesson

Further practice of the grammar in the Grammar Bank

Self Portrait as a Heel, 1982 (acrylic and oilstick on canvas)



JEAN-MICHEL BASQUIAT



Jean-Michel Basquiat was born in New York in 1960. His parents were from Haiti and Puerto Rico. His family life was difficult; his mother was in a psychiatric hospital when he was young and ¹ he. Basquiat was a clever child. ² When he was 11 he was fluent in French, Spanish, and English. He was also very interested in drawing and writing. His early art, when he was still a teenager, was

graffiti on buildings in Lower Manhattan. At that time, he was inspired by poetry and music in downtown New York, and he was in a hip hop band called Gray.

When he was only 20 years old, people in the art world were interested in his work. In 1980, ³ and this was the beginning of his fame. At this time, he was friends with many other famous people, for example, the painter Andy Warhol, who was his mentor, and Madonna, who was his girlfriend before becoming a famous singer.

Suddenly, Basquiat was more like a rock star than an artist. ⁴ With messages about the rich and poor, racism and the Black community. They were often of Black athletes (e.g. Muhammed Ali), musicians, and writers, with crowns, to show them as heroes.

At that time it was difficult to be a Black man in the white-dominated art world. Basquiat was now rich, but ⁵ he. He was addicted to drugs and he died very young, when he was only 27. ⁶ But he was an important influence on many of today's artists and musicians, like Banksy and Jay-Z, and his work now sells for millions of dollars. The actor Jeffrey Wright was Basquiat in a film about his life, with David Bowie as Andy Warhol.

Glossary



crown

c Read the text again. Complete the gaps with phrases A–F.

- | | |
|---------------------------------|---|
| A He was very good at languages | D His life was short |
| B he wasn't happy | E his paintings were in an important art show |
| C his father was strict | F His paintings were political |

d How were Van Gogh and Basquiat similar / different?

4 VOCABULARY word formation

a Find four jobs in the text with these words. Whose jobs are they?

- | | |
|--------------|---------------|
| 1 sing _____ | 3 art _____ |
| 2 act _____ | 4 music _____ |

Word building: jobs and occupations

We often add -er or -or to a verb, e.g. *writer, dancer, editor*.
We often add -ian or -ist to a noun, e.g. *librarian, journalist*.

b Look at the two groups below. Are the words verbs or nouns? Make the words for the jobs.

- | | |
|-----------------|----------------|
| 1 compose _____ | dance _____ |
| direct _____ | invent _____ |
| 2 novel _____ | politics _____ |
| science _____ | history _____ |

c **7.4** Listen and check. Underline the stressed syllable. Practise saying the words.

d **Video** Watch and say the nationalities and jobs.

- 1 *Frida Kahlo was a Mexican painter.*

e Write the names of three more famous people, alive and dead. Then look at a partner's people and ask about them.

- Alive *Isabel Allende*
Dead *Charles Darwin*

Who's Isabel Allende? *She's a Chilean writer.*

Who was Charles Darwin? *He was a British scientist.*

5 SPEAKING

a Think of a selfie (or another photo) you have on your phone that you like. Answer the questions.

- Where were you?
Who were you with? Or were you alone?
When was it?
Why do you like the photo?

b Now show a partner the photo and talk about it. Then change roles.

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

Vocabulary development in context

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

Engaging texts and topics updated from the fourth edition.

Practical English lessons teach functional English and are based on the new drama series *Pictures of you* – Season 1.

Each episode consists of three parts which develop the storyline and teach students everyday, survival English.

Part 1 sets the scene for the episode.

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

Part 2 provides the context for the functional English.



Ben's show

Practical English asking the way V directions

1 IZZY'S DILEMMA



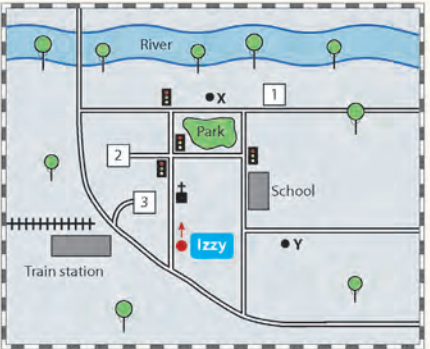
a Video Watch *Izzy's dilemma*. Then answer the questions.

- 1 Do you think Pamela is Izzy's mother or her landlady?
- 2 What is Izzy's dilemma?
- 3 Why does Ben call Izzy?

b Watch again. Mark the sentences **T** (true) or **F** (false).

- 1 Pamela thinks that Izzy is worried about something.
- 2 Izzy was a student at Tensquare School.
- 3 She was very happy at the school.
- 4 Izzy doesn't know if she likes Ben.
- 5 Pamela tells Izzy to go to Ben's show.
- 6 Izzy decides to go to the show.

c Video Watch *Asking the way*. How many people does Izzy ask? Is the Click Gallery building 1, 2, or 3 on the map?

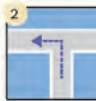
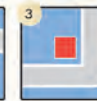
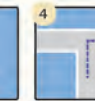


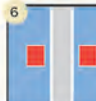
d Watch again. Complete the **You hear** phrases.

You say	You hear
Excuse me, please. Where's the Click Gallery?	Sorry, I don't ¹ _____ here.
Excuse me. Is the Click Gallery near here?	The Click Gallery? It's ² _____ here, but I don't know where exactly. Sorry.
Excuse me. Can you tell me the way to the Click Gallery, please?	Yes, of course. Go straight on. Go ³ _____ the church, and then turn ⁴ _____ at the traffic lights. And it's at the ⁵ _____ of the street.
Sorry. Could you say that again, please?	Yes. Go straight on... You can't ⁶ _____ it.
Got it. Thanks.	

2 ASKING THE WAY

a 7.15 V Match the phrases and pictures. Then listen and check.





1 on the corner /'kɔːnə/

2 turn left /tɜːn left/

3 at the traffic lights /'træfɪk laɪts/

4 turn right /tɜːn raɪt/

5 go past the church /paːst/

6 opposite /ə'pəzɪt/

7 go straight on /streɪt/

8 at the end of the street

b Cover the phrases and look at the pictures. Say the phrases.



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

Pairwork for students to practise the key language

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

Can you...? or Could you...?
Can you tell me the way to the Click Gallery?
Could you say that again, please?
We can use *Can you...?* or *Could you...?* to ask another person to do something. *Could you...?* is more polite.

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

f **ROLE-PLAY** Work in pairs. Use the map in 2c to ask for directions.

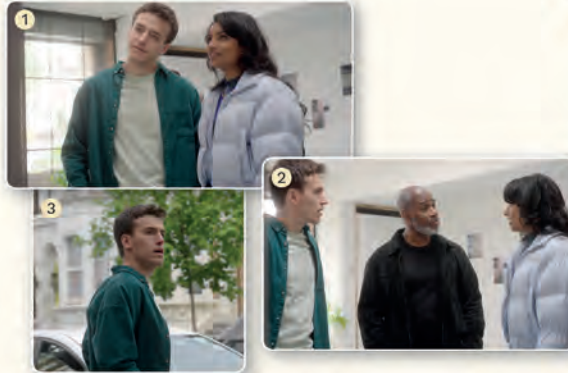
1 A You are at point **X** on the map. You want to find the Click Gallery. Ask **B** for directions. Then ask **B** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

B You know where the Click Gallery is. Give **A** directions.
Begin: *Yes, of course. Go straight on...*

2 B You are at point **Y** on the map. You want to find the Click Gallery. Ask **A** for directions. Then ask **A** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

A You know where the Click Gallery is. Give **B** directions.
Begin: *Yes, of course. Go straight on...*

3 AT THE GALLERY



a **Video** Look at the three photos. What do you think is happening in each photo? Then watch *At the gallery* and check your answers.

b Watch again. Then answer the questions.

- 1 How does Andre know Izzy?
- 2 Does Andre think Izzy was a good student?
- 3 Why is Ben surprised?
- 4 Does Andre know why Izzy left the course?
- 5 What does Andre think of Izzy's job?

4 SOCIAL ENGLISH

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

A	B
1 You look worried.	☐ I'm working as a bike courier.
2 Is everything OK?	☐ See you.
3 Can you still come tonight?	☐ Thanks for inviting me.
4 See you later.	☐ Of course.
5 Thanks for coming.	☐ Yes...No.
6 What are you doing these days?	☐ Do I?

b **Video** Watch and check.

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

WHAT DO YOU THINK?

In pairs, talk about what happens at the end of the episode. Why do you think Izzy leaves the gallery? How do you think Ben feels?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

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

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

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

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

- 1 Van Gogh and Gauguin _____ both painters.
a. were b. were c. is
- 2 Picasso _____ born in France.
a. wasn't b. weren't c. isn't
- 3 _____ the tickets expensive?
a. Was b. Were c. Did
- 4 I _____ my flight the day before yesterday.
a. booked b. book c. books
- 5 They _____ at the right airport.
a. didn't arrive b. don't arrive c. didn't arrive
- 6 _____ you meet your friends last night?
a. Did b. Do c. Were
- 7 We _____ to Istanbul three years ago.
a. go b. were c. went
- 8 When _____ in Los Angeles?
a. you lived b. did you live c. did you live
- 9 I _____ at the party last night.
a. didn't see b. didn't see c. don't see
- 10 What time _____ home?
a. did you get b. you did get c. you got
- 11 _____ a big mirror in the bathroom.
a. There are b. There is c. It is
- 12 How many bedrooms _____?
a. there are b. there are c. are they
- 13 There aren't _____ pictures on the walls.
a. any b. some c. a
- 14 _____ only three guests in the dining room.
a. There was b. There were c. There is
- 15 _____ a swimming pool?
a. There were b. Was there c. Were there

VOCABULARY

Complete the professions with -er, -or, -ian, or -ist.

- 1 act _____
- 2 art _____
- 3 sing _____
- 4 music _____
- 5 scientist _____

Complete the phrases with go, have, or get.

- 1 _____ a good time
- 2 _____ an email
- 3 _____ a swim
- 4 _____ a taxi
- 5 _____ on holiday

PRONUNCIATION

Practise the words and sounds.

Vowel sounds

Consonant sounds

Sound Bank p. 174-5 Say more words for each sound.

What sound do the pink letters have in these words?

Underline the stressed syllable.

- 1 scientist a bathroom
- 2 algo a fireplace
- 3 yesterday

Can you understand this text?

Read the article once. Do you have any favourite detectives or detective writers?

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

- 1 A lot of people read crime fiction today.
- 2 Edgar Allan Poe's detective was called Sherlock Holmes.
- 3 Before the first detective story, there wasn't a word for 'detective' in English.
- 4 Sherlock Holmes only appeared in short stories.
- 5 Agatha Christie wanted her readers to try to solve the crimes themselves.
- 6 Sara Paretsky is a strong character in a detective novel.

Can you understand these people?

Watch and answer the questions.

- 1 Rebecca's family lives in _____.
a. Italy b. the UK c. Newcastle
- 2 Last weekend, James _____.
a. went out with friends
b. went to the cinema
c. watched a concert on TV
- 3 In Maria's bedroom there's _____.
a. a TV and a cupboard
b. a wardrobe and a bed
c. a bed and a desk
- 4 Yesterday, Amy _____.
a. went to bed late
b. went out with her sister
c. had lunch with her brother
- 5 Last New Year's Eve, David celebrated _____.
a. at home b. with friends c. with his children

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

- 1 say three things about a famous (dead) person from your country?
- 2 say five things you did last week, using past time expressions, e.g. last night, yesterday, (yesterday) days ago, etc.
- 3 say where and when you were born
- 4 ask five questions about the past with was / were or did?

A history of the modern detective novel

One of the most popular types of literature these days is crime fiction. Modern crime writers include Gillian Flynn (*Gone Girl*) and Richard Osman (*The Thursday Murder Club* series), but which writers wrote the first detective stories, and who were the most famous detectives?

Edgar Allan Poe (1809-1849) wrote perhaps the first detective story in 1841. It was a short story called *The Murders in the Rue Morgue*, and it introduced the private detective, Auguste Dupin. At the time, detective fiction was very new, and the word 'detective' didn't exist in English.

Arthur Conan Doyle (1859-1930) created probably the most famous detective: Sherlock Holmes. Holmes first appeared in the novel *A Study in Scarlet* in 1887. He is a brilliant and famous, like a real person the author knew. Doyle met Dr. Joseph Bell at the University of Edinburgh ten years before he wrote his first Sherlock Holmes book. He based the fictional character on Dr. Bell. In total, Doyle wrote four Sherlock Holmes novels and 56 short stories.

Another famous crime writer was Agatha Christie (1890-1980). She couldn't read and had two famous detectives: Miss Poirot and Miss Marple. Christie's first detective story was *The Mysterious Affair at Styles* in 1926. She liked playing games with the reader: could they solve the crime before the detective in the book? Christie wrote over 60 detective novels and 14 short story collections during her life.

Today's crime stories have a much wider variety of characters. We'll see Sara Paretsky (born 1947) introduced a clever and strong woman detective called V.I. Warshawski, who was very popular with readers. All the authors mentioned here had a great influence on today's crime writers. They are probably going to influence them in the future, too.

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

Exam-type tasks

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

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 156-172 of the Student Book to provide further development of lexical sets.

Jobs Vocabulary Bank

Match the words and photos.

an accountant /'əkaʊntənt/
an actor /'æktər/
an architect /'ɑːktɪkɪt/
a builder /'bɪldər/
a chef /ʃef/ (for cook)
a cleaner /'kliːnər/
a dentist /'dentɪst/
a doctor /'dɒktər/
an engineer /'endʒɪnər/
a factory worker /'fæktəri wɜːkər/
a flight attendant /'flaɪt ə'tendənt/
a footballer /'fʊtbɔːlə/
a guide /'gaɪd/
a hairdresser /'heədresər/
a journalist /'ʃɜːnlɪst/
a lawyer /'lɔːjər/
a (bank) manager /'mænɪdʒər/
a model /'mɒdl/
a musician /'mjuːziʃən/
a nurse /nɜːs/
a pilot /'paɪlət/
a police officer /'pɒliːs 'ɒfɪsər/
a receptionist /'reɪsɪpʃənɪst/
a shop assistant /'ʃɒp ə'sɪstənt/ (for sales assistant)
a soldier /'sɒldjər/
a taxi driver /'tæksɪ draɪvər/
a teacher /'tiːtʃər/
a vet /'vet/
a waiter /'weɪtər

What do you do?

I'm a musician. I work for an IT company. I'm a student. I'm unemployed.

I'm an engineer. I work in a shop. I'm at university. I'm a receptionist.

I work in a digital marketing. I work part-time (days, full-time). I work from home.

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.

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.

Common errors are highlighted.

7 Grammar Bank

7A past simple of be: was / were

Vincent van Gogh **was** an artist. He **wasn't** (didn't or wasn't) the **best** in class yesterday. The Beatles **were** famous in the 1960s. Where **were** you last night? You **were** at home.

We use **was / were** to talk about the past.

We often use **was / were** with past time expressions, e.g. yesterday, last night, in 2014, etc.

We use **was / were** with **been**.

I was born in Scotland.

7B past simple: regular verbs

I **booked** the flights yesterday. We **arrived** at the airport at 10.00 this morning. When I **was** young I **watched** TV every night. I **worked** as a waiter every weekend when I **was** at university.

We use the past simple for:

Finished actions that happened once in the past.

Finished actions that happened more than once in the past.

7C past simple: irregular verbs

I **went** to California in December. I **didn't** go to New York. Did you go to a party? Who **did** you go with?

Some verbs are irregular in the past and change their form, e.g. go → went, have → had. We only use the irregular past form in **□** sentences. I **thought** it **was** last night.

We use the infinitive after **did / didn't**. Did you go out last night? **NOT** *did you went out?*

Remember word order in questions: **ASI (Auxiliary, Subject, Infinitive)**, e.g. Did you go shopping yesterday?

Quick Question word: Auxiliary, Subject, Infinitive, e.g. Where did you go? Look at the list of irregular verbs on p.173.

can / could

The past simple of **can** is **could**. We add **not** to make negatives and reverse the subject and verb to make questions.

I **could** see the whole city from the plane.

I **couldn't** see him. **NOT** *I didn't can see him.*

Could you wear jeans when you were at school?

7A Rewrite the sentences in the past simple.

present simple **yesterday**

My father's at work. My father **was** at work.

1 She's at home today. She **was** at home.

2 Where are you now? Where **were** you?

3 I'm in Edinburgh. I **was** in Edinburgh.

4 Is it hot today? It **wasn't** hot.

5 It isn't open now. It **was** open.

6 They aren't in the office. They **were** in the office.

7 We're in Rome now. We **were** in Rome.

8 They're tired. They **were** tired.

9 We aren't late. We **were** late.

10 I'm not at school. I **wasn't** at school.

7B Rewrite the sentences in the past simple.

present simple **past simple**

We watch TV. We **watched** TV yesterday evening.

1 I study English. I **studied** English at school.

2 Do you listen to the news? I **listened** to the news yesterday.

3 He doesn't cook. He **didn't** cook last night.

4 Does she play sport? She **played** sport at university.

5 They work late. They **worked** late last week.

6 She travels a lot. She **travelled** a lot in 2018.

7 Jack works in Chicago. He **worked** in Chicago five years ago.

8 I call my parents every day. I **called** my parents ten years ago.

9 We don't live in France. We **lived** in France at the meeting.

10 Anna asks a lot of questions. Anna **asked** a lot of questions last month.

7C Correct the information using the word in brackets.

was / were **did / didn't** **could / couldn't**

1 They went by car. (train) They **didn't** go by car. They **went** by train.

2 I came home early. (late) I **didn't** come home early. I **came** home late.

3 We saw a film. (play) We **didn't** see a film. We **played** a game.

4 He said hello. (goodbye) He **didn't** say hello. He **said** goodbye.

5 You had a sandwich. (salad) You **didn't** have a sandwich. You **had** salad.

6 She knew his surname. (first name) She **didn't** know his surname. She **knew** his first name.

7A Complete the conversation with was, wasn't, were, or weren't.

A: **Were** you and Charlie at the concert last night?

B: Yes, we **were**.

A: **Was** it good?

B: No, it **wasn't**. The singer **was** terrible.

A: **Were** the tickets expensive?

B: Yes, they **were**.

C: **Where** **was** your mother born?

D: She **was** born in Argentina in 1955.

C: **What** **was** her parents' name?

D: No, they **were**. Her father **was** from Italy. Her mother **was** from Italy.

7B Complete the sentences with a verb in the past simple.

look not call try dance finish not listen play

1 I **finished** my mother on her birthday.

2 The film was very sad.

3 My brother **played** tennis last night.

4 I **called** to the news this morning.

5 **He** **finished** with Mia.

6 We **looked** at the hotel room last month.

7C Complete the text with the verbs in brackets in the past simple.

Last year's Eve I **went** (go) to Birmingham with some friends. We **had** (have) dinner at an Indian restaurant, and at 8.00 p.m. we **took** (take) a taxi to the street party. We **stayed** (stay) there for an hour, and then we **went** (go) to Centenary Square. We **saw** (see) the fireworks very well, and we **were** (be) there at a great time. We **got** (get) home at 4.00 a.m. We **were** (be) tired, but we **were** (be) very happy!

7A Complete the questions in the past simple.

1 **Did** you **go** (go) last night? **No**, I stayed at home.

2 **What** **time** **did** you **go** (go) yesterday?

3 **Where** **did** you **go** (go) to the party?

4 **What** **time** **did** you **go** (go) to the party?

5 **What** **time** **did** you **go** (go) to the party?

6 **What** **time** **did** you **go** (go) to the party?

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

A model text provides a clear context for writing.

Focus on key language needed for the writing task.

10 A formal email

Fairview Farm Bed and Breakfast
Muir of Ord, Scotland IV18 7TS

Subject: Fairview Farm B&B

From: Carl Hansen (clansen872@gmail.com)
To: Fairview Farm

Dear Mr and Mrs Campbell,

I am writing about my **room and a single room** at your Bed and Breakfast. I booked a **room and a single room** on your **website** this morning for three nights, from July 5 to July 8.

We are planning to arrive by **train** at about 5.00 in the afternoon on July 5. Is there a **parking space** where we can park near your house?

We chose your Bed and Breakfast because our son is a wheelchair user, so he needs a room downstairs. We **like** the double room next to him. I hope that is not a **problem**. Could you please **let me know** if this is possible?

Yours sincerely
Carl Hansen

Read the advertisement and Carl's email. Complete the email with the words in the list.

booking car confirm double place problem website would

Read Carl's email again. What does he ask about?

Choose two options from the box.

arriving by train food parking pets restaurants rooms the garden

Formal email

We use formal language in an email to a person we don't know, e.g. to a hotel, a language school, etc. We often add please and thank you to sound more polite.

Beginning:

Dear Mr / Mrs / Ms (+ surname)

Dear Sir or Madam (if you don't know the person's name)

Use a comma (,) after the name, e.g. Dear Mr Brown.

Middle:

Use full forms, not contractions, e.g. I would like to make a reservation **NOT** *I'd like to*.

End:

Yours sincerely (if you know the person's name)

Yours faithfully (if you don't know the person's name)

(your first name + surname)

Read the information box. What expressions does Carl use to begin and end his email?

Write the sentences below using full forms.

1 We're visiting the area in June.

2 I'd like a single room.

3 I didn't receive your email.

4 I'm planning to arrive by train.

5 There's a problem with my booking.

You made a booking at Fairview Farm. Plan a formal email to ask questions about your booking. Make notes using the questions below.

1 How many people did you book for?

2 What rooms did you book?

3 How many nights did you book? What dates?

4 What time are you planning to arrive? Do you need parking?

5 Do you have any special requests?

Write your email. Use your notes in e and the language in the information box.

Check your email. Make sure you start and finish your email correctly and use formal language to sound polite.

A plan / write / review approach in each Writing Bank.



The role of video in language learning

Introduction

Video viewing is increasingly becoming recognised 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 contextualise 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 an 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 summarising, 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, body language, and other non-verbal communication.

Types of video in the course include:



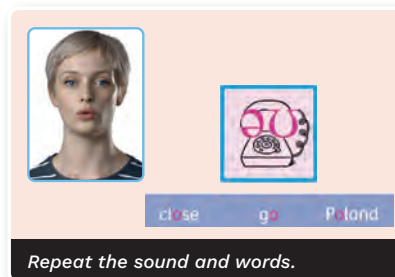
Grammar videos

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.



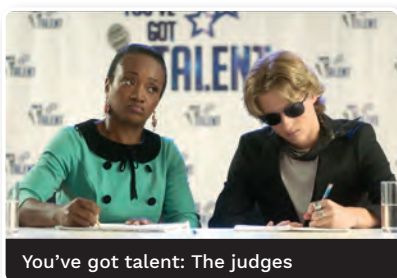
Vocabulary videos

Video helps to contextualise 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

These provide modelling and practice of English sounds, showing the mouth position to help students both make and recognise the sounds. Pronunciation videos are embedded within lessons and a full set of Sound Bank videos can be found in the resources section on Oxford English Hub.



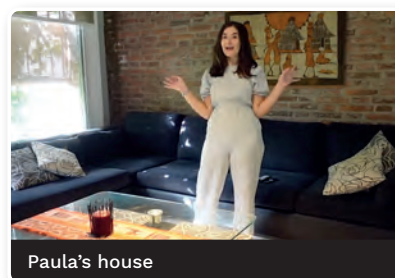
Dramas

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 pop and teacher-generated content

Vox pops videos expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to. For the *fifth edition* we invited *English File* teachers to submit their own videos for use in the course.



Practical English videos

An exciting, new Netflix-style drama series for *English File fifth edition*, *Pictures of you*, develops listening and viewing skills and provides valuable input and practice for functional language and social English.



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 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 where the video is a grammar presentation, where you may want to have them on for the second listen. Where the aim is improving their listening skills, having a third listen 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 listening 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. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught.

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.
- 5 Extension: After you've done the coursebook exercises, ask Sts to use the pictures to summarise the video in their own words.

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 course book exercises, the 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, and 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 coursebook 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 blouse? How many animals were there?* etc. Sts should discuss the answers with their partner and write them down.
- 3 After you've asked your questions, play the video again, ask Sts to check their answers or go through the answers with the Sts to see who were the 'winners'.