



**third**  
edition

# ENGLISH FILE

Upper-intermediate Teacher's Book

with Test and Assessment CD-ROM

Christina Latham-Koenig  
Clive Oxenden

with Anna Lowy  
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OXFORD

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# ENGLISH FILE

Upper-intermediate Teacher's Book



Paul Seligson and Clive Oxenden are the original co-authors of  
*English File 1* and *English File 2*

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# Syllabus checklist

	Grammar	Vocabulary	
<b>1</b>			
4	<b>A</b> Questions and answers	question formation	working out meaning from context
8	<b>B</b> Do you believe in it?	auxiliary verbs; <i>the...the...</i> + comparatives	compound adjectives, modifiers
12	 <b>COLLOQUIAL ENGLISH 1</b> <i>Talking about... interviews, In the street</i>		
<b>2</b>			
14	<b>A</b> Call the doctor?	present perfect simple and continuous	illnesses and injuries
18	<b>B</b> Older and wiser?	using adjectives as nouns, adjective order	clothes and fashion
22	<b>REVISE AND CHECK 1&amp;2</b>  Short film <i>The history of surgery</i>		
<b>3</b>			
24	<b>A</b> The truth about air travel	narrative tenses, past perfect continuous; <i>so / such...that</i>	air travel
28	<b>B</b> Incredibly short stories	the position of adverbs and adverbial phrases	adverbs and adverbial phrases
32	 <b>COLLOQUIAL ENGLISH 2&amp;3</b> <i>Talking about... children's books, In the street</i>		
<b>4</b>			
34	<b>A</b> Eco-guilt	future perfect and future continuous	the environment, the weather
38	<b>B</b> Are you a risk taker?	zero and first conditionals, future time clauses	expressions with <i>take</i>
42	<b>REVISE AND CHECK 3&amp;4</b>  Short film <i>The British and the Weather</i>		
<b>5</b>			
44	<b>A</b> The survivors' club	unreal conditionals	feelings
48	<b>B</b> It drives me mad!	structures after <i>wish</i>	expressing feelings with verbs or <i>-ed / -ing</i> adjectives
52	 <b>COLLOQUIAL ENGLISH 4&amp;5</b> <i>Talking about... waste, In the street</i>		

Pronunciation	Speaking	Listening	Reading
friendly intonation, showing interest	Q&A interviews <i>Extreme interviews</i>	Strange questions in job interviews	Q&A Extreme interviews
intonation and sentence rhythm	What do you think? Paranormal experiences Signature analysis	<i>The coffee cup reading</i> What your signature says about you Song: <i>Unbelievable</i>	Hard to believe? But it happened to me...
/s/, /dʒ/, /tʃ/, and /k/; word stress	First Aid questionnaire Health and wellbeing	Radio interview about cybochondria Song: <i>Just Like a Pill</i>	Confessions of a cybochondriac
vowel sounds	Teenagers and elderly people Clothes – do you agree with the statements?	Radio programme about dressing your age	Trading ages
regular and irregular past forms, sentence rhythm	Asking and answering questions about flying <i>Flight stories</i>	Radio programme with an airline pilot and air traffic controller Song: <i>The Airplane Song</i>	<i>Air Babylon</i>
word stress and intonation	<i>Reading habits</i> questionnaire	<i>Lazy Susan</i>	<i>Lazy Susan</i>
vowel sounds	<i>How Eco-Guilty are you?</i> questionnaire Extreme weather	Extreme weather experiences in the UK Song: <i>Heatwave</i>	<i>How Eco-Guilty are you?</i> Don't know what to say? Talk about the weather!
sentence stress and rhythm	Taking risks	Are you a risk taker? The risks of diving	I'm John, a speedaholic
word stress	Discuss what you would do in hypothetical situations	<i>Lost in the Jungle</i>	How to eat an elephant <i>Lost in the Jungle</i>
sentence rhythm and intonation	Situations where you felt a particular way Discussing statements about regret Things you wish you...	Top five regrets Five people talking about regrets Song: <i>Same Mistake</i>	Regrets, we've had a few Some of the top 20 regrets

## 6

54 **A** Music and emotion

gerunds and infinitives

music

58 **B** Sleeping Beauty*used to, be used to, get used to*

sleep

62 **REVISE AND CHECK 5&6**  Short film *The Sleep Unit*

## 7


64 **A** Don't argue!past modals: *must, might/may should, can't, couldn't + have, etc.; would rather*

verbs often confused

68 **B** Actors acting

verbs of the senses

the body

72  **COLLOQUIAL ENGLISH 6&7** *Talking about... acting, In the street*

## 8

74 **A** Beat the robbers...  
and the burglarsthe passive (all forms); *it is said that..., he is thought to..., etc.; have something done*

crime and punishment

78 **B** Breaking news

reporting verbs

the media

82 **REVISE AND CHECK 7&8**  Short film *The Speed of News*

## 9

84 **A** Truth and liesclauses of contrast and purpose;  
*whatever, whenever, etc.*

advertising, business

88 **B** Megacities

uncountable and plural nouns

word building: prefixes and suffixes

92  **COLLOQUIAL ENGLISH 8&9** *Talking about... advertising, In the street*

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science

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articles

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Pronunciation	Speaking	Listening	Reading
words that come from other languages	Your music Asking and answering questions about music	John Sloboda – why we listen to music and how it affects the way we feel Song: <i>Sing</i>	What music would you play to an alien?
sentence stress and linking	Asking and answering questions about sleep Discussing issues from the text Sleepwalking	Sleeping problems Radio programme about sleepwalking	Three things you (probably) didn't know about sleep
weak form of <i>have</i>	How man and women argue Do you agree?	Psychologist's tips for disagreeing Sentences with missing words Song: <i>My Girl</i>	How men and women argue
silent letters	Describing someone Two photos	Tim Bentick interview	What every body is saying
the letter <i>u</i>	Asking and answering questions about crime Discussing what should / shouldn't be illegal	Interview with an ex-burglar	How not to get robbed in the street Crime online
word stress	How you find out about news Discussing how news is produced	Radio news Jennifer Buhl interview Song: <i>News of the World</i>	24 hours in journalism
changing stress on nouns and verbs	Advertising and marketing The economic situation in your country	Radio programme about the tricks of advertising Paul Feldman's experiment Song: <i>The truth</i>	Four of the most misleading adverts of all time <i>What the Bagel Man Saw</i>
word stress with prefixes and suffixes	What is a 'megacity'? Cities or regions in your country Asking and answering questions about where you would like to travel	Interview with Miles Roddis	<i>Andrew Marr's Megacities</i>
stress in word families	<i>Scientific facts... or myths?</i> Science questions	Scientists discussing facts and myths	Suffering scientists
pausing and sentence stress	Presentation experiences Giving a presentation	Disastrous presentations Song: <i>World</i>	Famous inspirational speeches



Our aim with *English File third edition* has been to make every lesson better and more student-friendly and teacher-friendly. We've created a blend of completely new lessons, updated texts and activities, and refreshed and fine-tuned some favourite lessons from *New English File*.

As well as the main A and B lessons, the Grammar, Vocabulary, and Sound Banks, and the Communication and Writing sections in the Student's Book, there is a range of material which can be used according to your students' needs and the time available. Don't forget:

- **new Colloquial English video and exercises (also available on the audio CD, class DVD, and the iTutor for home-study)**
- **the Revise & Check pages, with video (also available on the audio CD, class DVD, and the iTutor for home-study)**
- **photocopiable Grammar, Vocabulary, Communicative, and Song activities.**

**STUDY LINK** iTutor with iChecker, Workbook, Online Skills Program, Pronunciation app, and the Student's website provide multimedia review, support, and practice for students outside the classroom.

The Teacher's Book also suggests different ways of exploiting many of the Student's Book activities depending on the level of your class. We very much hope you enjoy using *English File third edition Upper-intermediate*.

## What do Upper-intermediate students need?

Upper-intermediate students rightly feel that they are now quite high-level learners of English, and are ready to 'push on' to become very proficient users of the language. To achieve this they need motivating materials and challenging tasks. They need set clear course goals from day one in terms of both language knowledge, and fluency and accuracy in speaking. Finally, they need classes to be as fun and dynamic as they were at lower levels: there is no reason why higher-level teaching should become dry and over-serious. Students still want to enjoy their English classes - role plays, language games, challenges, quizzes, and songs are still as valuable pedagogically as they were, and can often be exploited even better at this level.

## Grammar, Vocabulary, and Pronunciation

At any level, the basic tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). In *English File third edition Upper-intermediate* all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lessons focused, and gives students concrete learning objectives and a sense of progress.

## Grammar

### Upper-intermediate students need

- to revise their knowledge of main structures.
- to learn more sophisticated grammar structures.
- opportunities to use instinct.

*English File third edition Upper-intermediate* puts as much emphasis on consolidating and putting into practice known grammar as learning new structures. It provides contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with clear rules, example sentences with audio, and common errors. There are at least two practice exercises for each grammar point.

**Mini Grammar** focuses on smaller grammar items. There is a photocopiable activity to give more practice of each point.

The oral grammar practice exercise in the Student's Book and the photocopiable Communicative speaking activities in the Teacher's Book encourage students to use grammatical structures in controlled and freer contexts.

The photocopiable Grammar activities in the Teacher's Book can be used for practice in class or for self-study.

## Vocabulary

### Upper-intermediate students need

- systematic expansion of topic-based lexical areas.
- opportunities to put new vocabulary into practice.
- to further develop their ability to 'build' new words by adding prefixes and suffixes.

At this level, expanding students' vocabulary is the most visible and motivating measure of their progress. Every lesson has a clear lexical aim. Many lessons are linked to the **Vocabulary Banks** which help present and practise high-frequency, topic-based vocabulary. The stress in multi-syllable words is clearly marked, and both phonemic script and an audio model of each word is provided.

## Pronunciation

### Upper-intermediate students need

- 'fine-tuning' of pronunciation of difficult sounds
- to be able to use appropriate rhythm and intonation.
- to continue to develop their instinct for spelling-pronunciation rules and patterns.

The objective is to make students totally *intelligible* to other speakers of English (native and non-native). However, it's also important to make clear that perfection is not the aim.

Students who studied with previous levels or editions of *English File* will already be familiar with *English File's* unique system of sound pictures. *English File third edition Upper-intermediate* integrates this focus on individual sounds with a regular focus on words and sentence stress. Pronunciation is also integrated into Grammar and Vocabulary activities, offering more practice for students, and often preparing students for a speaking activity.

## Speaking

### Upper-intermediate students need

- up-to-date, stimulating topics to get them talking and exchanging opinions.
- the key words and phrases necessary to discuss a topic.
- practice in more extended speaking, e.g. roles plays and debates.
- to improve accuracy as well as developing their fluency.

We believe that a good topic or text is very important in motivating students to speak in class. Every lesson in *English File Upper-intermediate* has a speaking activity which enables students to contribute their own knowledge or experience.

Photocopiable Communicative activities can be found in the Teacher's Book. These include pairwork activities, mingles, and speaking games.

For students who have time to do further practice there are extra speaking activities available in Online Skills.

## Listening

### Upper-intermediate students need

- motivating, integrated listening material.
- achievable tasks but with an increasing level of challenge.
- exposure to longer listenings and a wide variety of accents.
- exposure to authentic and colloquial spoken language.

For most students listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *English File third edition Upper-intermediate* has motivating listening texts and tasks which are challenging, but always achievable and which expose students to a wider variety of language and speed of speech.

The Colloquial English lessons give students practice in listening to unscripted authentic speech when speakers are interviewed in a studio and in the street.

There are also ten songs which we hope students will find enjoyable and motivating.

For students who have time to do further practice there are extra listening activities available in Online Skills.

## Reading

### Upper-intermediate students need

- engaging topics and stimulating texts.
- exposure to a wide variety of authentic test types.
- challenging tasks which help them read better.

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 Upper-intermediate* reading texts have been adapted from a variety of real sources (the press, magazines, news websites) and have been chosen for their intrinsic interest, which we hope will stimulate students to want to read them, and will help spark classroom discussion.

For students who have time to do further practice there are extra reading activities available in Online Skills.

## Writing

### Upper-intermediate students need

- practice in planning, organizing, writing, and checking.
- an awareness of register, structure, and fixed phrases.
- a focus on 'micro' writing skills, e.g. paraphrasing.

The growth of the internet, email, and social networking means that people worldwide are writing in English more than ever before both for business and personal communication. *English File Upper-intermediate* provides guided writing tasks, which consolidate grammar and lexis taught in the File.

There is also always a focus on 'micro skill' in each Writing lesson, for example writing headings, paragraphing, and using connecting expressions.

For students who have time to do further practice there are extra writing activities available in Online Skills.

## Colloquial English

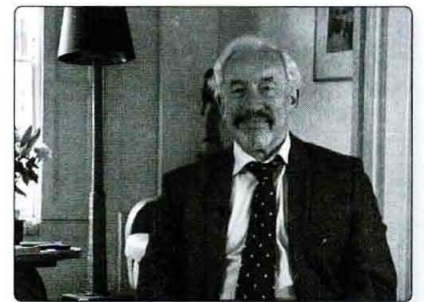
### Upper-intermediate students need

- to get used to listening to authentic colloquial speech.
- to be able to deal with different speeds and accents.
- exposure to high-frequency colloquial phrases and idioms.

Most listening material in the main lessons is controlled and graded in terms of language and level of difficulty. However, in these five *Colloquial English* lessons students listen to completely unscripted and authentic English. The

lessons consist of an interview with a person who is an expert in his / her field. In the second part of the lesson, students hear street interviews where people answer questions related to the lesson topic. There is also a 'Looking at Language' focus, which looks at a particular aspect of functional language as used by the speaker.

The *Colloquial English* lessons are on the **English File Upper-Intermediate DVD, iTutor, and iTools**. Teachers can also use the *Colloquial English Student's Book* exercises with the class audio CD.



## Revision

### Upper-intermediate students need

- regular revision.
- motivating reference and practice material.
- a sense of progress.

Upper-intermediate students need to feel they are increasing their knowledge, improving their skills, and using English more fluently. 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 a short documentary film. These pages are designed to be used flexibly. Students can also revise and consolidate after each lesson using the iTutor, and doing the Workbook exercises and accompanying tests on iChecker.