

How can I improve  
my students' English  
speaking skills?



**ENGLISH FILE** has helped more than **20 million** students to get talking in English for over **20** years.



**Discover how other teachers have found English File helps them and their students**

**We reached out to teachers like you around the world, through an Impact Study, to find out how they feel ENGLISH FILE has helped improve students' English speaking skills.**

The Oxford Impact Framework is a systematic approach to evaluating the impact of Oxford University Press products and services. It was developed through a unique collaboration with the National Foundation for Educational Research (NFER) and is supported by the Oxford University Department of Education.



## **OXFORD IMPACT FRAMEWORK**

EVALUATING EDUCATIONAL PRODUCTS AND SERVICES FROM OXFORD UNIVERSITY PRESS

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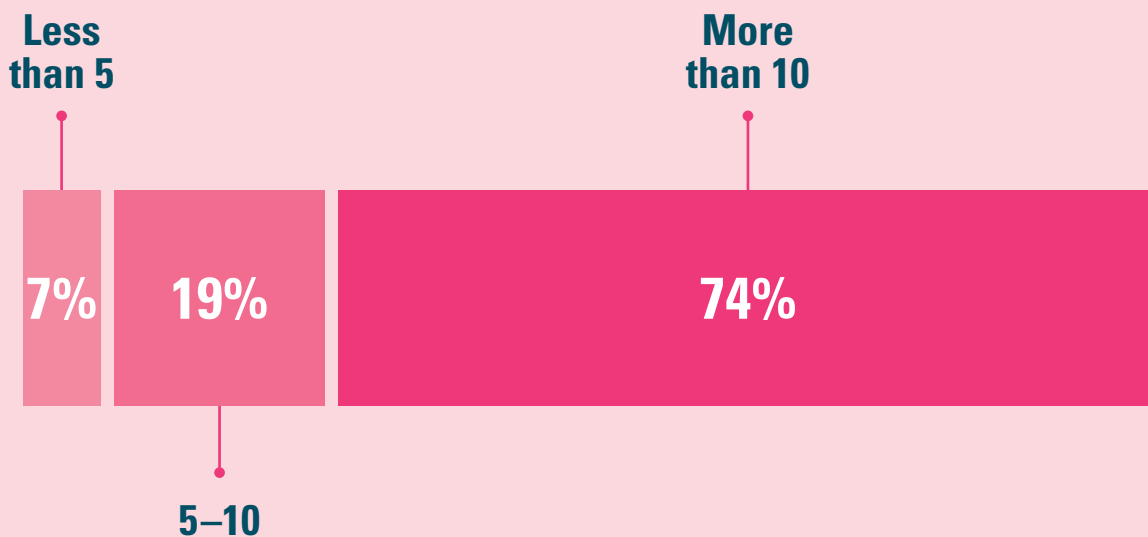
Department of Education  
University of Oxford

# Who did we ask?



We asked **299** ENGLISH FILE teachers in **33** countries

## How many years have they been teaching English for?



# ENGLISH FILE gets students talking.

9  
out of  
10  
teachers

believe **ENGLISH FILE** has improved students' English speaking skills.



More specifically,  
they say...



**37%** Students know more **vocabulary** words and **expressions** on specific topics

Students are more **fluent** in **speaking** **28%**



**20%** Students are more **accurate** in **speaking**

Students' **pronunciation** is better **15%**



# Which aspect of ENGLISH FILE do teachers think has the biggest impact on students' speaking skills?



say **'Practical English vocabulary'**



say **'Role plays and communicative activities'**



say **'collaborative tasks, like pair and group work'**

## Why teachers choose ENGLISH FILE.

**77%**

Varied tasks motivate students

**72%**

Grammar, vocabulary, and pronunciation are given equal importance

**72%**

The listening activities are based on a variety of entertaining and realistic situations

**71%**

Topics in reading texts are interesting

**70%**

Practical English lessons practise the key vocabulary for situations

# Hear from some of our teachers...

## ENGLISH FILE THIRD EDITION Unit 4, Intermediate Plus

We've been recently dealing with "That's rubbish" and my students admitted that they had never taken much interest in such a topic before. They enjoyed it a lot. **The lexis, listening, reading and speaking parts of the coursebook allowed them to express their mind quite fluently on the topic they seldom think of even in Polish. They were motivated and had all the tools they needed to do so.**

**4A That's rubbish!**

**1 LISTENING**

a How often do you or your family throw away food? What kind of things? How do you feel about it?

b Look at the photos below. What do you think the woman is looking for? Why?

c You're going to listen to a journalist, Liz Scarrif, talking about her experience of living as a 'freegan'. Read the beginning of an article she wrote about freegans. Who are they? What do they do?

**2** Listen to Liz Scarrif talk about trying to live as a freegan. Mark the sentences T (true) or F (false).

**Sunday**

- You should take gloves and a tush with you before going to look in bins.
- Large shops are better than small or medium size ones.
- In the first bin they found frozen chicken soup and shallots and corn.
- They also found some eggs, but they were past their sell-by date.
- Ross says you don't need to worry if the packaging is broken or if something is past its sell-by date.
- He says you should wash everything you find before eating it.

**Tuesday**

- Liz and Dave found the unlocked bin behind a large supermarket.
- They found fruit and vegetables in the bin behind the supermarket.
- They didn't feel embarrassed looking in the bins.
- They had soup and bread and baked apples for dinner.

**2** Listen to the second part of Liz's challenge. Answer the questions.

**Tuesday**

- How did Liz feel on Tuesday morning?
- What did they find for breakfast?
- What did they find in the bins on Tuesday?
- How does she feel about what people had thrown away?
- What did they have for dinner on Tuesday evening?
- Did all the ingredients come from the rubbish?

**Wednesday**

- What was wrong with the bins in the market on Wednesday?
- What did they find in them?
- What did Liz learn from trying freeganism?
- What do you think are the advantages and disadvantages of being a freegan? Can you imagine ever trying it?

**My three days as a freegan**

By Liz Scarrif

They're not poor or homeless, but they look in rubbish bins for food to eat. They call themselves 'freegans' - a combination of the words 'free' and 'vegan' - and they are upset about how much food people waste. Around 17 million tonnes of food is thrown away in Britain every year, four million of which is perfectly good to eat. This is especially disturbing since four million people in Britain can't afford a healthy diet.

Their ideas are admirable, but taking and eating food from the rubbish sounds disgusting, embarrassing, and possibly unsafe. So, just how open is it to live on food from bins? My challenge is to live as a freegan for three days. Too embarrassed to go on my own, I've brought my friend Dave. But first, we meet up with two London freegans, Ash and Ross, for a quick lesson in freeganism.

## ENGLISH FILE SECOND EDITION

**1 A What motivates you?**

**1 READING & SPEAKING**

a Think of a person you consider to be successful. What makes you think they are successful? What, in your view, are the reasons for their success?

b Read the article and match the headings to each paragraph. There is one heading you don't need.

**A A fierce split**  
**B Being my own person**  
**C Learning from my mistakes**  
**D Heading to show them they were wrong**  
**E The courage to set out and seek my fortune**

c Read the article again and write the initials (e.g. AP) of the person used to the question below.

1 I found it hard to manage on my own.

2 I was motivated by the same desire until they became successful.

3 I think that a conflict helped them become stronger.

4 I was made fun of by a member of their family.

5 I'm grateful for something their parents did wrong.

6 I asked a parent for advice.

7 I learnt an important lesson from a parent.

8 I was treated in the same way at school and at work.

**I didn't get where I am today without...**  
Successful people talk about their inspiration and motivation

**1** **Ann Patchett**  
1960, Nashville, Tennessee  
Renowned as a bestselling novelist for young women, Patchett is a literary giant who has gone right through the publication of her first novel, *Bel*, from the top to the bottom of the bestseller list. She has since written several more novels, including *The Water Dancer*, *Commonwealth*, and *State of Mind*. She has also written screenplays, including *War of the Worlds*. She has been married to her husband, Michael Ondaatje, for 22 years and has three children.

**2** **John Mathers**  
1945, London, England  
Mathers has been a successful entrepreneur since he was 17. He founded the first UK mobile phone company, Cellnet, and later founded the mobile phone retailer, O2. He is now a philanthropist and a member of the House of Lords.

**3** **Marcus Wareing**  
1974, London, England  
Wareing is a chef and restaurateur. He is the head chef of the restaurant, The Ledbury, in London. He has won several awards, including the Michelin star, and has been named one of the world's best chefs.

The course uses a more **adult range of topics** and the **students are very involved in the conversation.** We often start from a reading comprehension, which provides students with the necessary vocabulary, then we increase our information thanks to a listening activity and the students express their point of view in the final discussion, so **they are able to improve their English gradually and without any anxiety.**

# AMERICAN ENGLISH FILE SECOND EDITION

Extra **speaking activities** available in the **Teacher's Book** are **engaging and fun**. My students can't wait to do that part. **The variety of tasks are amazing**, also they have the chance to practice the expressions they studied during the week.

### Communicative activity instructions

**Tips for using Communicative activities**

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Ss are working in pairs, if possible, get them to face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Ss to share one role, or get one student to monitor, help, and correct.
- If some Ss finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.
- With some activities we have left space for you to add information to make them more relevant to your Ss.

**1A The memory game**  
A pairwork matching activity

Ss play matching games to practice greeting phrases. Copy and cut out one set of cards per pair or group of three Ss.

**Language**  
Hello / Hi.  
Hi... My name's...  
Nice to meet you.

Divide the Ss into pairs or groups of three and give each pair or group a set of cards.

- Ask the Ss to match the cards so that they make A and B dialogues, and then check answers.

Hi! Hi, I'm Charlie. What's your name? → Hi, I'm George.  
Nice to meet you. → Nice to meet you, too.  
What's your phone number? → It's 555-789-4132.  
See you on Saturday. Bye. → Yes, see you on Saturday. Goodbye.  
Hello, George. → Hello, Sarah.  
How are you? → Fine, thanks.  
What day is it today? → It's Monday.  
Hi, Fran. This is Sophie. → Nice to meet you.  
My name's Marc, not Matt. → Sorry.  
Bye. → Bye.

- Now ask the Ss to shuffle the cards and lay them face down on the table in rows.
- Explain that Ss are going to play a memory game. Ss take turns choosing two of the cards on the table and turning them face up. Their partner(s) should be able to see the cards, so the cards should be left on the table in their original position for 15–30 seconds. If the cards make a matching pair, the student says the two lines aloud and keeps the cards. They must have an A and a B card to have a match. If they are unsuccessful, they turn both cards face down and the next student has a turn. Ss have to remember where the cards are. The winner is the student with the most pairs in the end.

**1B Nationalities bingo**  
A bingo game activity

Ss play Bingo<sup>®</sup> to practice nationalities and the names of countries. Copy one worksheet and cut out one bingo card per game per student. Make a few copies of the nationalities list.

**Language**  
Nationalities and countries: American, Canadian, English, French.

- Give each student a bingo card. With classes of more than 12, you can give more than one student the same card or give one card per pair of Ss.
- Explain that Ss are going to play a bingo game. Tell Ss that you will call out a nationality at random. If they have that country on their card, they should cross it out. The first student to cross out all the countries should shout *Bingo!*
- Call out the nationalities at random and check them off as you go.
- When a student shouts *Bingo!* ask them to say the countries on their card. Be sure that they are the ones you have already checked. If not, continue the game. The first student to cross off all the countries on their card is the winner.

**Extra idea**

- Divide the Ss into groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to call out the nationalities from the list at random. Remind them to keep a note of the nationalities as they say them.

**1C Personal information**  
A mingle activity

Ss ask and answer questions to complete business cards with personal information about each other. Copy and cut up one worksheet per eight Ss.

**Language**  
What's your name, please? And your last name?  
What's your email address? Can you spell it? (A–Z alphabet)  
What's your phone number? (A numbers 0–10)

- If necessary, review the alphabet and numbers before you start. You could also drill the questions in the Language box.
- Divide the class into groups of eight (or fewer, e.g. if you have 20 Ss, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip with a card and two blanks. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (at) and the .(dot). Tell them not to worry if they can't pronounce the names perfectly.

# ENGLISH FILE THIRD EDITION

## Practical English Finding Henry

EPISODE 5

**1** **WHAT THE CLUE MEANS**

**2** **GIVING DIRECTIONS IN A BUILDING**

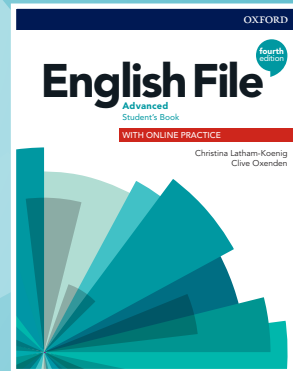
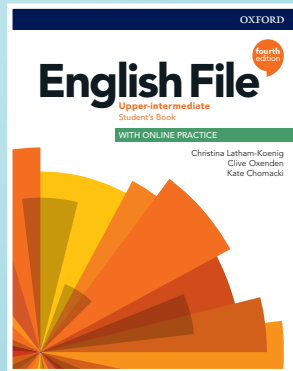
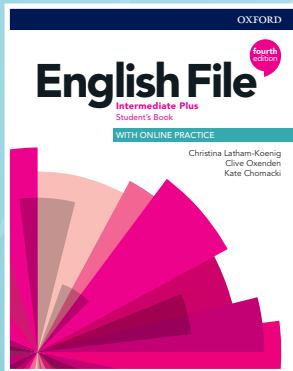
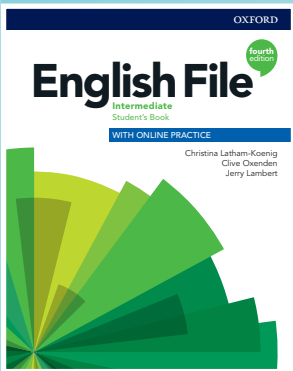
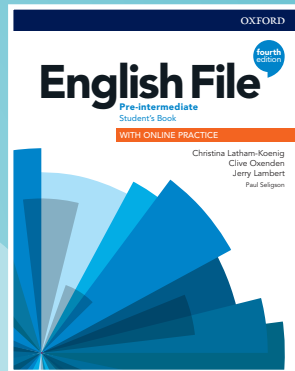
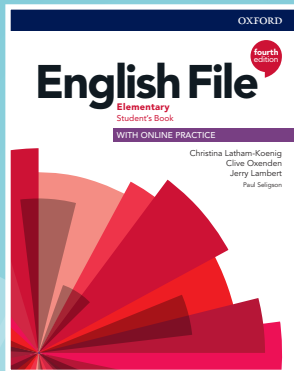
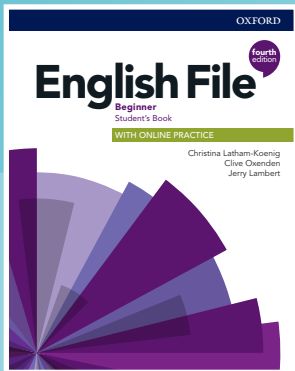
a **20** Look at the plan of the building. Watch or listen. Mark the rest of the police officers' route. Where do they end up, A, B, or C?

b Watch or listen again. Complete the sentences with **Jenny**, **Luke**, or **Rob**.

- \_\_\_\_\_ has checked all the paintings.
- \_\_\_\_\_ thinks maybe the *old man* thing wasn't a message.
- \_\_\_\_\_ suggests looking on top of the bookcase.
- \_\_\_\_\_ finds the two paperweights.
- \_\_\_\_\_ discovers that Proteus is a company in Oxford.
- \_\_\_\_\_ phones the Police Inspector.
- \_\_\_\_\_ downloads the plans of the Proteus building.
- \_\_\_\_\_ is going to guide the police officers.

What do you think they are going to find in the building?

The Practical English section is **rich and interesting**. The topics are well organized and well written. The units flow naturally. The **Teacher's Book** is **outstanding** and this includes the communicative photocopyables. **English File** is the **favorite book** in our school among **students and teachers**.



Find out more about **ENGLISH FILE** 4<sup>th</sup> edition here...

[www.oup.com/elt/english\\_file](http://www.oup.com/elt/english_file)