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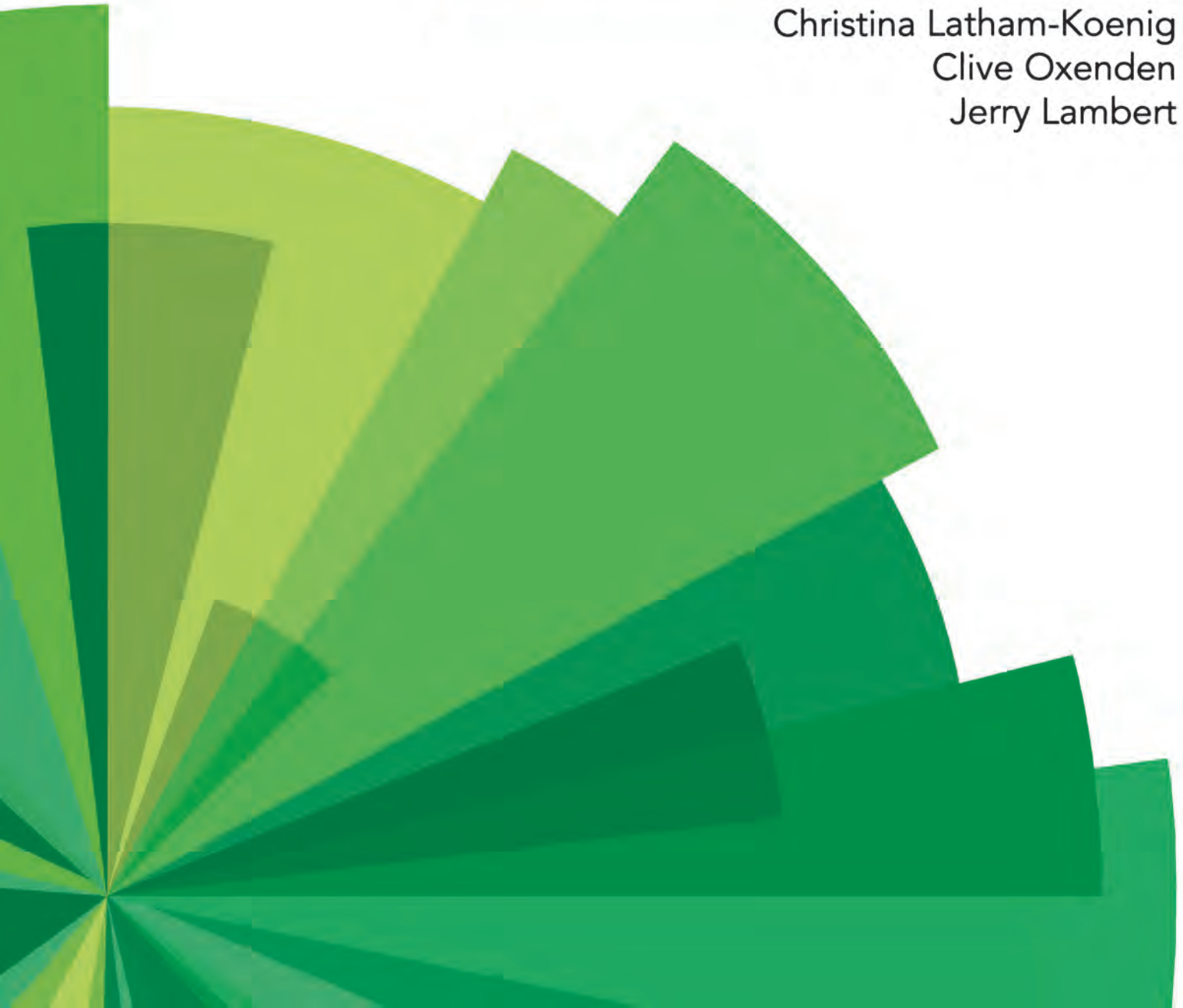
fourth  
edition

# English File

Intermediate  
Student's Book

WITH ONLINE PRACTICE

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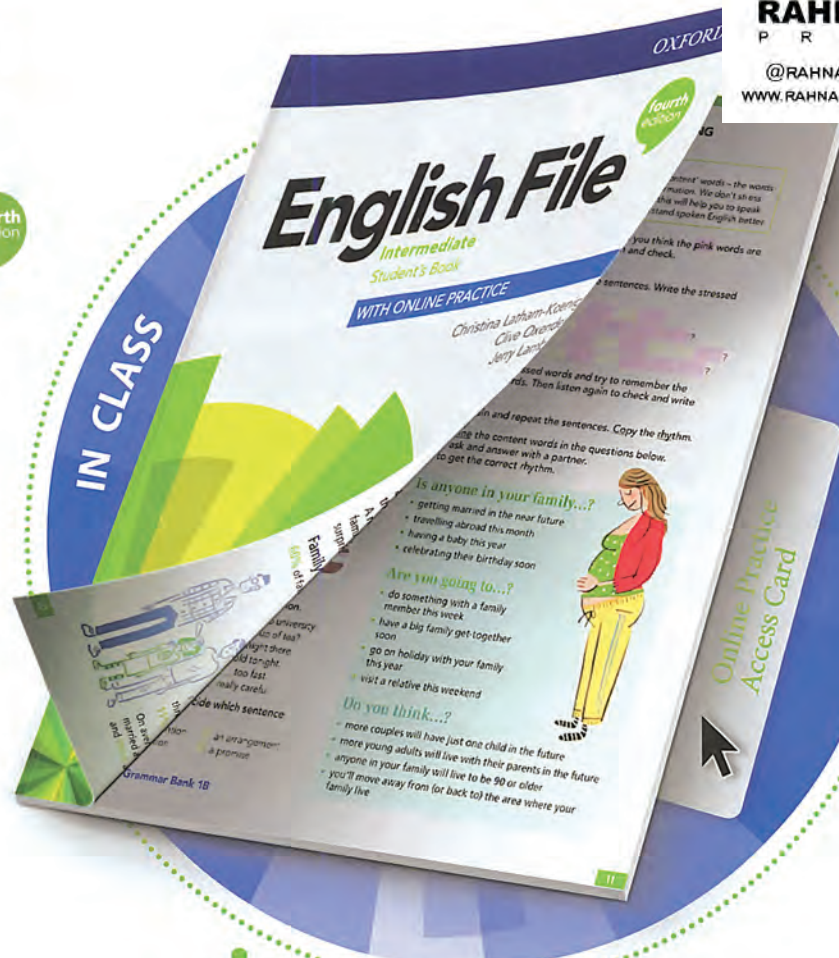
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## Course overview

# English File

fourth  
edition

Welcome to **English File fourth edition**. This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.



### Student's Book

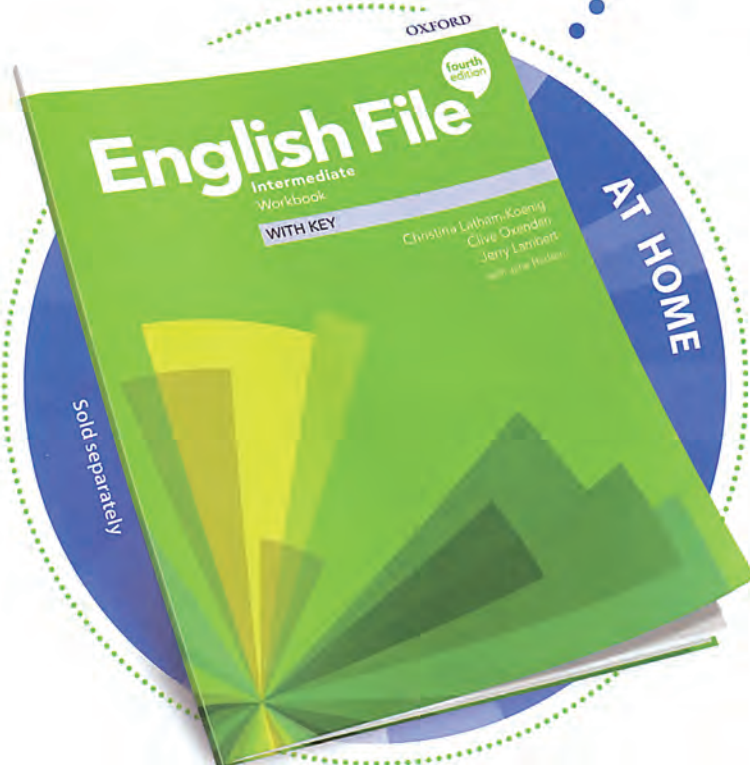
All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File. Also available as an eBook.

**Use your Student's Book in class with your teacher.**

### Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

**Use your Workbook for homework or for self-study to practise language and to check your progress.**





ACTIVITIES AUDIO VIDEO RESOURCES

ONLINE



## Online Practice

**Look again** at Student's Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you've learnt so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.

### LOOK AGAIN

- Review the language from every lesson.
- Watch the videos and listen to all the class audio as many times as you like.

### PRACTICE

- Improve your skills with extra Reading, Writing, Listening and Speaking practice.
- Use the interactive video to practise Practical English.

### CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try an extra Challenge.

### SOUND BANK

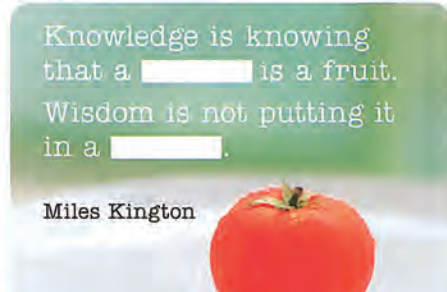
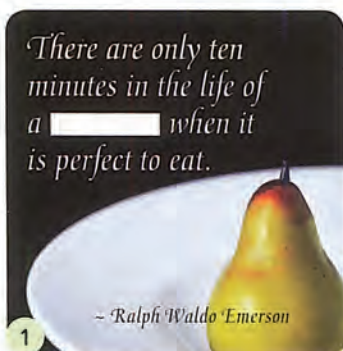
- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.



## 1 VOCABULARY food and cooking

- a Look at some quotes about food from Pinterest. Complete the gaps with a word or phrase from the list.

cake cookie fruit salad onions pasta pear tomato



- b Which quote do you like best? Compare with a partner.
- c **V p.152 Vocabulary Bank Food and cooking**
- d Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /fref/ frozen /'frəʊzn/ hot /'spɪsi/ 'spaisi/  
low-fat /ləʊ 'fæt/ raw /rɔ:/ tinned /tɪnd/

- e **1.5** Listen to six conversations. Write the food phrase you hear for each adjective in d.

1 raw beetroot

## 2 PRONUNCIATION

short and long vowel sounds

- a Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?



- b **1.6** Match a phrase to each sound. Then listen and check.

crab salad	a good cook
grilled squid	hot sausages
a jar of raspberry jam	raw pork
steamed green beans	tuna with beetroot

## 3 LISTENING &amp; SPEAKING

- a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

## Your food profile

- What's your favourite...?  
a snack b pizza **topping**  
c sandwich **filling**
- Do you ever have...?  
a **ready-made** food  
b **takeaway** food  
c very hot / spicy food  
Give examples.
- Are you **allergic** or **intolerant** to any food? How long have you had the problem?
- What food do you usually eat...?  
a to **cheer yourself up** when you're feeling sad  
b when you're tired and don't want to cook
- When you're away from home, is there any food or drink that you really **miss**?
- Is there any food or drink that you couldn't live without? How often do you eat / drink it?



- b **1.7** Listen to six people each answering one question from *Your food profile*. Match each speaker to the question he or she is answering.

5 Emma	Rob
Sarah	James
John	Sean

- c Listen again and write their answers. Compare with a partner.
- d Ask and answer the questions with a partner. What do you have in common?

#### 4 READING

- a Talk to a partner. What time do you usually...?

get up	have lunch
have breakfast	have dinner
do exercise	go to bed
have a coffee	

- b Read the article once. Do you or your partner do any of the things in a at the times the article recommends?
- c Read the article again. Answer the questions with a partner.
- Why is it important to have breakfast every day when you're a teenager?
  - What effect does caffeine have on us if we drink it between 2.00 and 5.00 p.m.?
  - What's the difference between having steak and chips for lunch and having it for dinner?
  - Why should an early evening meal be 'delicious'?
  - What's the best physical activity to do
    - early in the morning,
    - in the afternoon?
  - Why does the body produce melatonin?
- d Search the text and find six parts of the body. Which do we a) have one of, b) two of, c) more than two of?

1 he _____	4 br _____
2 st _____	5 mu _____
3 li _____	6 lu _____

- e Answer the questions with a partner.
- Do you believe all the information in this article? Why (not)? Give examples from your own experience.
  - Would you consider changing any of your habits based on this information?

# Eat and drink - but at the right time!

In our super-busy 21st-century lives, most of us try to do as much as we can in 24 hours. However, we usually do things whenever it suits us, and experts say that this is disrupting our body's natural cycle, making us feel tired at times when we should feel awake, and vice versa. Science shows that by doing things at the right time, we can be happier and healthier.

## Have breakfast at 8.00 a.m.

In a recent study, researchers found having breakfast at this time is good for our blood sugar levels, so the food you eat now will give you the energy you need. It's also important not to skip breakfast. Another research team, from Sweden, suggested that people who ate a regular breakfast as teenagers were 32% less likely to be at risk of heart disease as adults.

## Don't drink coffee in the morning. Have one at 3.00 p.m.

Most coffee drinkers make a cup as soon as they wake up. However, researchers have suggested that early morning is the worst time to drink coffee, because it stops the body from producing the stress hormone cortisol, which we need at this time to help us to wake up. The best time to drink coffee - or caffeine in general - is between 2.00 p.m. and 5.00 p.m., when it can make us more mentally alert, according to a study carried out by the University of Sheffield a few years ago.

## Have lunch between 12.00 and 2.00

This is when our body digests food best, because this is when the stomach produces most acid. So it's the ideal time to have your main meal of the day. An experiment by nutritionists at the University of Surrey found that blood glucose levels after an evening meal were much higher than when people had the same meal earlier in the day, and high levels of glucose can cause diabetes.

## Have dinner at 7.00 p.m.

Have your evening meal early. It should be delicious - our sense of smell and taste are at their best at this time - but light. And if you want a small glass of wine, have it before dinner, as 6.30 is when the liver is most efficient at dealing with alcohol.

## More good times for your body

- Ideally, you should get up when the sun rises. When we see daylight, we stop producing the sleep hormone melatonin and start getting ready for the day ahead.
- Do yoga or go for a walk before breakfast.
- Do important tasks at 11.00 a.m., when your brain is working best.
- Weightlifting sessions are best done at midday - that's when your muscles are strongest.
- The best time to run or cycle is 5.00 p.m., when your lung capacity - important for endurance sports - is at its greatest.
- Go to bed between 9.00 p.m. and 11.00 p.m. This is when your body temperature starts to go down and the brain begins producing melatonin.





## 5 LISTENING

- a Read the text about Marianna. Then look at the five photos and extracts from an interview with her. With a partner, say how you think she finishes each sentence.
- b **1.8** Listen to Part 1 of an interview with Marianna and check your answers to a.
- c Listen again. With a partner, say anything else you can remember about each photo.
- d **1.9** Now listen to Part 2 and answer the questions.
- 1 What three things did Marianna do before becoming a chef in London?
  - 2 What was her first connection with the restaurant Moro? Why did she go back to it later?
  - 3 What happened seven years later?
  - 4 How is her restaurant, Morito, different from Moro?
  - 5 How often does she go back to Crete? What happens when she has lunch with her old friends there?
- e What about you? Answer the questions with a partner.
- 1 What was your favourite food when you were a child?
  - 2 What kind of things did your mother or father cook? Do you still eat them?
  - 3 Do you have a favourite restaurant? What do you like most about it – the food, the atmosphere, the service, or the price?

## 6 GRAMMAR present simple and continuous, action and non-action verbs

- a Look at three sentences from the interview. Circle the correct verb form.
- 1 You *don't need* / *aren't needing* anything except lemon and olive oil when fish and seafood is really fresh.
  - 2 This week, for example, I *make* / *I'm making* 'ntakos', a Cretan salad...
  - 3 I *go* / *I'm going* to Crete maybe four or five times a year.
- b **1.10** Listen and check. With a partner, say why you think she uses each form.
- c **p.132 Grammar Bank 1A**



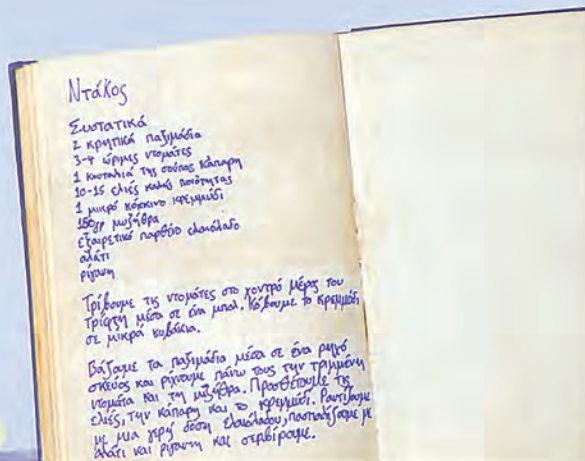
is the head chef at Morito, a very popular restaurant on Hackney Road, in London. She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant, which is where Marianna spent most of her childhood.



1 We ate fish every day, which \_\_\_\_\_.

2 We boiled it and ate it with \_\_\_\_\_.





3

I wrote down recipes which I wanted to cook for the family in \_\_\_\_\_.



4

My aunt, Thia Koula, had \_\_\_\_\_.



5

Occasionally, my mum used to buy me and my brother souvlaki for lunch, a sort of \_\_\_\_\_.

- d Make questions to ask your partner with the present simple or continuous. Ask for more information.

#### On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

#### At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

## 7 SPEAKING

- a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

### Do you agree?



- 1 Good service is more important than good food.
- 2 The best chefs are usually men.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 Italian food is the best in the world.

- b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the **Agreeing and disagreeing** box.

#### Agreeing and disagreeing

I agree	with that.
I don't agree	with you.
I disagree	
I think	that's true.
I don't think	you're right.
I think it depends.	



G future forms: present continuous, be going to, will / won't

V family, adjectives of personality

P sentence stress, word stress

## 1 VOCABULARY &amp; SPEAKING family

a Talk to a partner. What's the difference between...?

- 1 a father and a parent
- 2 a mother and a stepmother
- 3 a brother and a brother-in-law
- 4 a stepsister and a half-sister
- 5 a grandfather and a great-grandfather
- 6 an adopted child and an only child
- 7 brothers and sisters and siblings
- 8 your immediate family and your extended family

b Read the article about modern British family life. In pairs, try to complete the gaps with the numbers from the list.

2 10% 14% 17% 30 32 40% 45%

c 1.14 Listen and check. Are there any statistics in the article which you think would be very different in your country? Why?

d Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with?

How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about? Do you ever argue about phones or tablets?

Politely refusing to talk about something

Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with I'm sorry, I'd rather not talk about that.

## The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits.

A recent survey of British family life showed some surprising statistics.

## Family structure

60% of families have married parents.

22% are single-parent families.

Only 1% of the single parents are men.



2% of families have one child,  
3% have two, and 15% have three or more.

11% of families have stepchildren.

On average women get married at 4% and men at 5%.



## Family habits

20% of families only eat together once or twice a week, and 6% never eat at the same time.



They visit friends or extended family twice a month.

7% of people have family members who they never speak to or contact.



75% of people are happiest with their families, and 17% with their friends.

The average family has 8% rows each day,

and the most common cause is children or teenagers refusing to put down their phones or tablets.









#### 4 VOCABULARY adjectives of personality

- a Complete the opposite adjectives in sentences 1–5.

Opposites attract



- 1 She's extroverted, but he's sh .
- 2 She's generous, but he's m .
- 3 She's hard-working, but he's l .
- 4 She's talkative, but he's q .
- 5 She's funny, but he's se .

- b **Vp.153 Vocabulary Bank Personality**

#### 5 PRONUNCIATION word stress

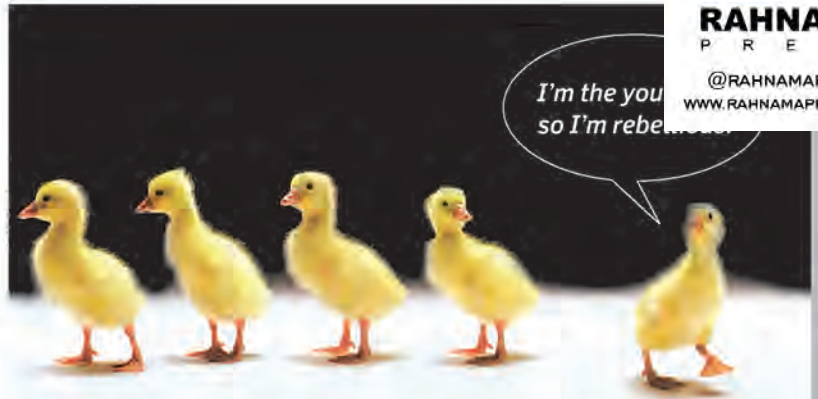
- a Underline the stressed syllable in the multi-syllable adjectives.

- 1 an|xious am|bitious ge|ne|rous  
re|be|llious
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|si|ble sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive sen|si|tive
- 5 un|fri|end|ly in|se|cure im|pa|tient  
im|ma|ture

- b **1.24** Listen and check. Then listen again and repeat. Are prefixes (e.g. *un-*, *in-*) and suffixes (e.g. *-ous*, *-ble*, *-tive*) stressed?

#### 6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?
- 1 outgoing, charming, and disorganized
  - 2 responsible, ambitious, and anxious
  - 3 self-confident, independent, and spoilt
  - 4 sociable, sensitive, and unambitious
- c Read the article and check your answers.



## How birth order influences your personality

Nowadays, it is an accepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

### The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because <sup>1</sup> H.

### The middle child

Middle children are more relaxed than the oldest children, probably because <sup>2</sup> . They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because <sup>3</sup> . For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

### The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because <sup>4</sup> . They can also be immature and disorganized, and they often depend too much on other people, because <sup>5</sup> .

### The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because <sup>6</sup> , they're often very organized. Only children can sometimes be spoilt, because <sup>7</sup> by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because <sup>8</sup> .



d Read the article again and complete it with reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to sort out problems with other brothers and sisters
- H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected

e Re-read the paragraph that applies to you. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

## 7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when they or one of their siblings behaved badly. Look at some words from each story. With a partner, try to predict what happened.

James's story

brother teenagers fighting stabbed  
finger penknife accident  
horrified blood mum angry hospital

Marilyn's story

sister parrot cage let out fly  
bedroom looked everywhere cried window  
hidden cupboard frightened horrible

b 1.25 Listen to the stories. Were your predictions correct?

c Listen again and answer the questions for James and Marilyn. Who do you think behaved worse: James or Marilyn's sister?

- 1 How old were they?
- 2 Where were they?
- 3 What bad thing did they or their sibling do?
- 4 What happened in the end?
- 5 How do James's brother and Marilyn show that they've never forgotten what happened?

d Work in pairs. **A**, you are James's brother. **B**, you are Marilyn's sister. Retell the two stories from your point of view.

*I have a twin brother called James, and we used to fight a lot when we were teenagers. One day...*



e Can you remember a time when you were young and you behaved very badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

## 8 WRITING

a Read Alice's 'self-portrait' poem. Then write your own poem using the instructions below.

Alice  
1 affectionate, honest, imaginative, moody  
2 oldest daughter of Richard and Billie  
3 likes music, Diet Coke, and sunny days  
4 afraid of lifts and other small spaces  
5 would like to see elephants in the wild  
Williams

### Instructions

- line 1 – your first name
- line 2 – four adjectives that describe you
- line 3 – where you are in your family, and your parents' names
- line 4 – three things you like
- line 5 – something you are afraid of
- line 6 – something you would like to do
- line 7 – your last name

b p.115 Writing A description of a person Write an email describing a friend.

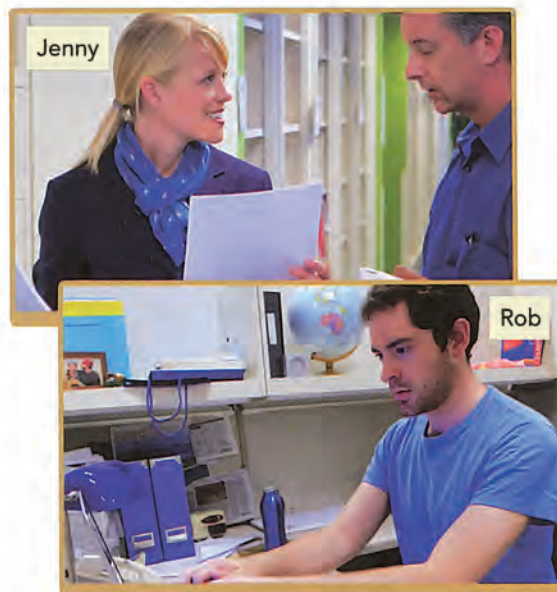


## 1 INTRODUCTION

- a Look at the photos. Describe Jenny and Rob.
- b **1.26** Watch or listen to Jenny and Rob talking. Complete the gaps.

Jenny Zielinski and Rob Walker work for a <sup>1</sup> \_\_\_\_\_ called New York 24seven. She's American and he's <sup>2</sup> \_\_\_\_\_. Rob came to New York a few <sup>3</sup> \_\_\_\_\_ ago. He had met Jenny when she went to <sup>4</sup> \_\_\_\_\_ on a work trip. They got on very well and he was offered a job for a month in <sup>5</sup> \_\_\_\_\_. Later, he was offered a <sup>6</sup> \_\_\_\_\_ job. Jenny helped Rob <sup>7</sup> \_\_\_\_\_ an apartment and they are enjoying life in the USA, although Rob misses his friends and <sup>8</sup> \_\_\_\_\_.

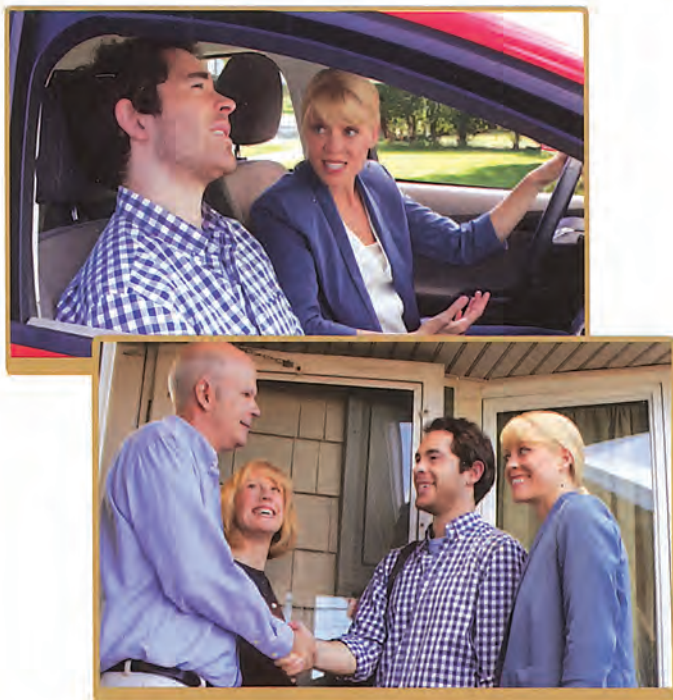
**British and American English**  
 apartment = American English flat = British English



## 2 REACTING TO WHAT PEOPLE SAY

- a **1.27** Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

**British and American English**  
 mom = American English mum = British English



- b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.
- Rob left the chocolates at the office.
  - Rob's desk is usually very tidy.
  - It's the second time that Rob has met Jenny's parents.
  - Sally has prepared a big dinner.
  - Jenny's new job is Managing Director.
  - Jenny is going to be Rob's manager.
- c **1.28** Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- 1 Jenny Don't forget the chocolates.  
 Rob OK. Oh \_\_\_\_\_!  
 Jenny I don't \_\_\_\_\_ it. Don't tell me you forgot them?  
 Rob I think they're still on my desk.  
 Jenny \_\_\_\_\_ kidding.
- 2 Jenny Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.  
 Sally What a \_\_\_\_\_ mind.
- 3 Jenny But I also have some good news.  
 Sally \_\_\_\_\_? What's that?
- 4 Sally So you've got a promotion? \_\_\_\_\_ fantastic!  
 Harry That's great \_\_\_\_\_!
- 5 Sally Let's go and have dinner.  
 Jenny What a \_\_\_\_\_ idea!



- d **1.29** Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.

### REACTING TO WHAT PEOPLE SAY

What you say when you hear...

something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh no! What a pity. Never mind.

**How + adjective, What + noun**  
We often use *How* + adjective or *What* + noun to respond to what people say.  
*How interesting! How awful! How amazing!*  
*What a pity! What a good idea! What terrible news!*

- e Practise the conversations in **c** with a partner.

- f **Communication** *How awful! How fantastic!*  
**A p.106 B p.111** Practise reacting.

## 3 HARRY FINDS OUT MORE ABOUT ROB



- a **1.30** Watch or listen to the conversation after dinner. Does the evening end well or badly?
- b Watch or listen again and answer the questions.
- 1 What university did Jenny go to?
  - 2 Is Harry impressed by Rob's job? Why (not)?
  - 3 What does Harry like doing in his free time?
  - 4 Who are most of the photos in the dining room of?
  - 5 Who are Miles Davis, John Coltrane, and Wynton Marsalis?
  - 6 What surprises Harry about Rob?



- c Look at the **Social English** phrases. Can you remember any of the missing words?

### Social English

- 1 Harry How do you \_\_\_\_\_ your career?
- 2 Rob Not \_\_\_\_\_. I'm more of a writer.
- 3 Rob Oh, you know, interviews, reviews, \_\_\_\_\_ like that...
- 4 Rob I \_\_\_\_\_, I like photography.
- 5 Harry That's \_\_\_\_\_ most of them are of Jenny.
- 6 Harry How \_\_\_\_\_!
- 7 Rob Well, he's a really nice \_\_\_\_\_.
- 8 Harry Go \_\_\_\_\_, son!

- d **1.31** Watch or listen and complete the phrases. Then watch or listen again and repeat.

- e Complete conversations A–G with **Social English** phrases 1–8. Then practise them with a partner.

A	Excuse me, do you mind if I sit here?	Of course not. _____.
B	Those sandwiches don't look very nice.	_____ I bought them two days ago!
C	Did you like the film?	_____ It was much too long.
D	What do you keep in that file?	Bills, bank statements, _____.
E	_____ your future after university?	I'm not sure. I might try and work abroad for a year.
F	You won't believe it, but we've just won a week's holiday in Paris!	_____ Lucky you!
G	What's your new boss like?	He's OK. _____, he seems like _____.

### CAN YOU...?

- react to good news, bad news, surprising news, and interesting news
- introduce yourself and other people
- use phrases which give you time to think, e.g. *you know*, *I mean*, etc.



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