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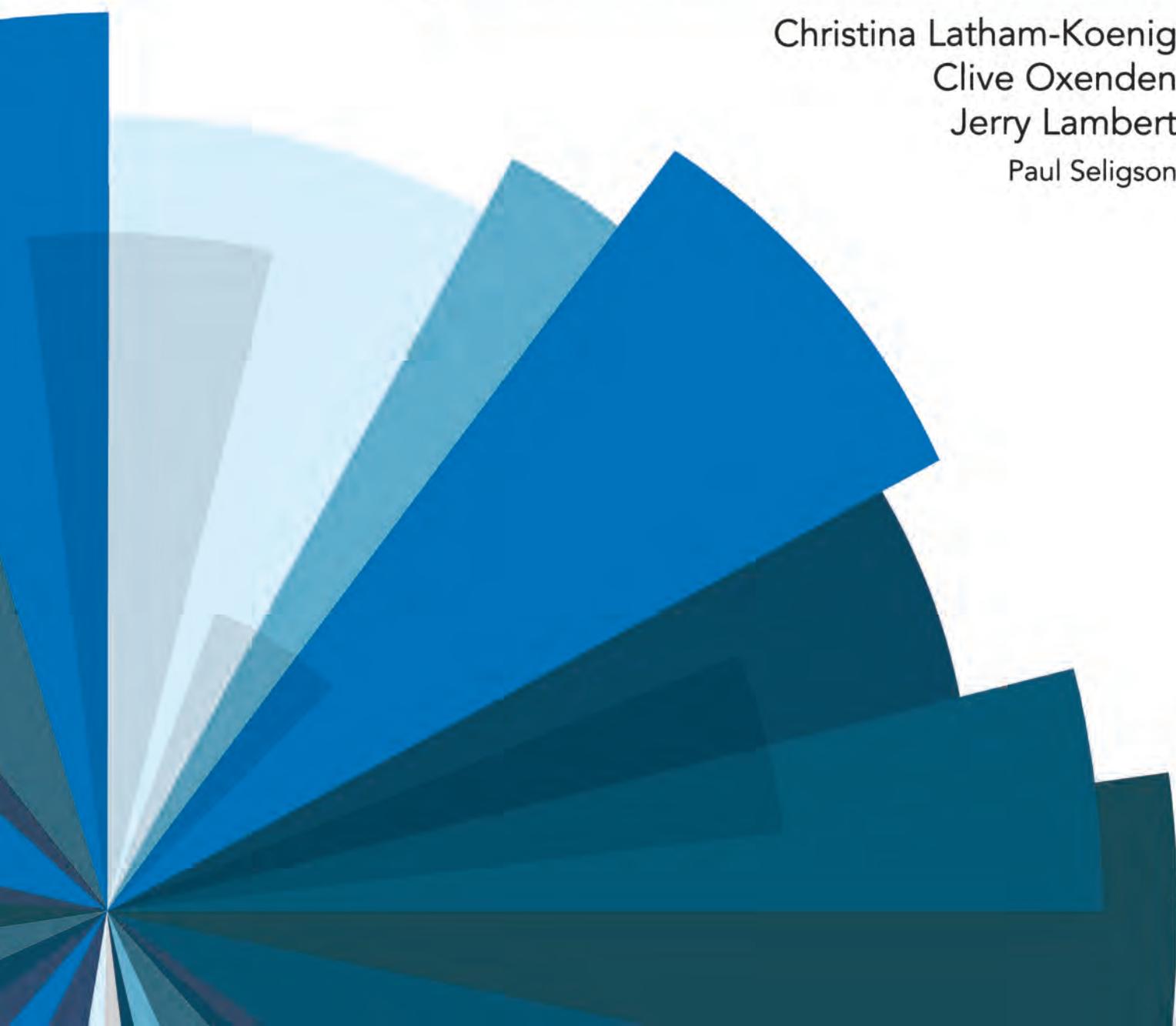
fourth  
edition

# English File

Pre-intermediate  
Student's Book

WITH ONLINE PRACTICE

Christina Latham-Koenig  
Clive Oxenden  
Jerry Lambert  
Paul Seligson



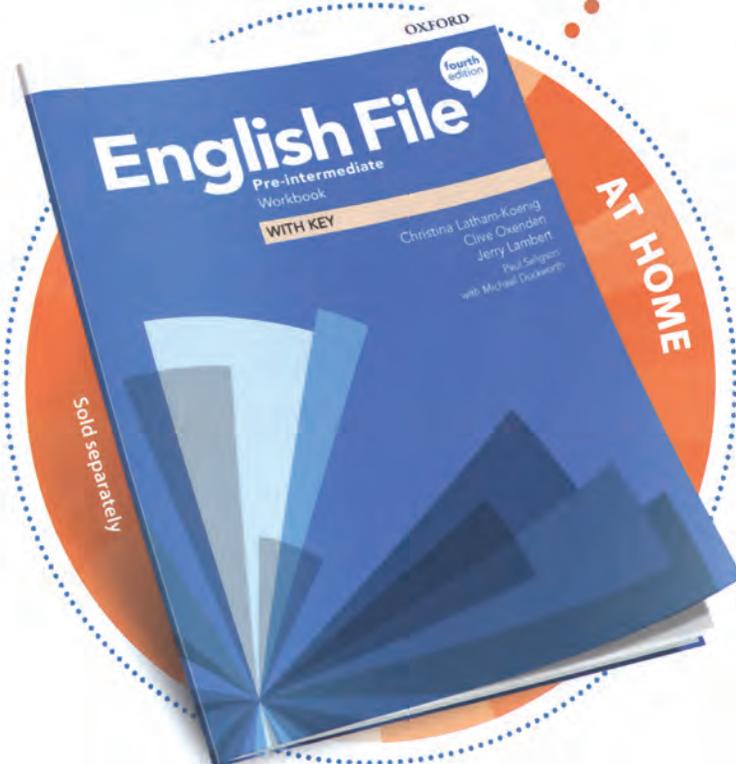
	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>			
6 <b>A Are you? Can you? Do you? Did you?</b>	word order in questions	common verb phrases	the alphabet
8 <b>B The perfect date?</b>	present simple	describing people: appearance and personality	final -s and -es
10 <b>C The Remake Project</b>	present continuous	clothes, prepositions of place	/ə/ and /ɜ:/
12 <b>Practical English Episode 1</b>	calling reception		
<b>2</b>			
14 <b>A OMG! Where's my passport?</b>	past simple: regular and irregular verbs	holidays	regular verbs: -ed endings
16 <b>B That's me in the picture!</b>	past continuous	prepositions of time and place: <i>at, in, on</i>	weak forms: <i>was, were</i>
18 <b>C One dark October evening</b>	time sequencers and connectors	verb phrases	word stress
20 <b>Revise and Check 1&amp;2</b>			
<b>3</b>			
22 <b>A TripAside</b>	<i>be going to</i> (plans and predictions)	airports	the letter <i>g</i>
24 <b>B Put it in your calendar!</b>	present continuous (future arrangements)	verbs + prepositions, e.g. <i>arrive in</i>	linking
26 <b>C Word games</b>	defining relative clauses	paraphrasing	silent <i>e</i>
28 <b>Practical English Episode 2</b>	at the restaurant v restaurants		
<b>4</b>			
30 <b>A Who does what?</b>	present perfect + <i>yet, just, already</i>	housework, <i>make or do?</i>	the letters <i>y</i> and <i>j</i>
32 <b>B In your basket</b>	present perfect or past simple? (1)	shopping	<i>c</i> and <i>ch</i>
34 <b>C #greatweekend</b>	<i>something, anything, nothing, etc.</i>	adjectives ending -ed and -ing	/e/, /əʊ/, and /ɪ/
36 <b>Revise and Check 3&amp;4</b>			
<b>5</b>			
38 <b>A I want it NOW!</b>	comparative adjectives and adverbs, <i>as...as</i>	types of numbers	/ə/
40 <b>B Twelve lost wallets</b>	superlatives (+ <i>ever</i> + present perfect)	describing a town or city	sentence stress
42 <b>C How much is enough?</b>	quantifiers, <i>too, (not) enough</i>	health and the body	/ɪ/
44 <b>Practical English Episode 3</b>	taking something back to a shop	v shopping	
<b>6</b>			
46 <b>A Think positive – or negative?</b>	<i>will / won't</i> (predictions)	opposite verbs	'll, won't
48 <b>B I'll always love you</b>	<i>will / won't / shall</i> (other uses)	verb + <i>back</i>	word stress: two-syllable verbs
50 <b>C The meaning of dreaming</b>	review of verb forms: present, past, and future	modifiers	the letters <i>ea</i>
52 <b>Revise and Check 5&amp;6</b>			

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>7</b>			
54	<b>A First day nerves</b> uses of the infinitive with <i>to</i>	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.	weak form of <i>to</i> , linking
56	<b>B Happiness is...</b> uses of the gerund (verb + <i>-ing</i> )	verbs + gerund	<i>-ing</i> , the letter <i>o</i>
58	<b>C Could you pass the test?</b> <i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>mustn't</i>	adjectives + prepositions: <i>afraid of</i> , etc.	stress on prepositions
60	<b>Practical English Episode 4</b> going to a pharmacy v feeling ill		
<b>8</b>			
62	<b>A Should I stay or should I go?</b> <i>should</i>	<i>get</i>	/ʊ/ and /uː/
64	<b>B Murphy's Law</b> <i>if</i> + present, + <i>will</i> + infinitive (first conditional)	confusing verbs	homophones
66	<b>C Who is Vivienne?</b> possessive pronouns	adverbs of manner	reading aloud
68	<b>Revise and Check 7&amp;8</b>		
<b>9</b>			
70	<b>A Beware of the dog</b> <i>if</i> + past, <i>would</i> + infinitive (second conditional)	animals and insects	word stress
72	<b>B Fearof.net</b> present perfect + <i>for</i> and <i>since</i>	words related to fear, phrases with <i>for</i> and <i>since</i>	sentence stress
74	<b>C Scream queens</b> present perfect or past simple? (2)	biographies	word stress, /ɪt/
76	<b>Practical English Episode 5</b> asking how to get there v directions		
<b>10</b>			
78	<b>A Into the net</b> expressing movement	sports, expressing movement	word stress
80	<b>B Early birds</b> word order of phrasal verbs	phrasal verbs	linking
82	<b>C International inventions</b> the passive	people from different countries	/f/, /tʃ/, and /dʒ/
84	<b>Revise and Check 9&amp;10</b>		
<b>11</b>			
86	<b>A Ask the teacher</b> <i>used to</i>	school subjects	<i>used to</i> / <i>didn't use to</i>
88	<b>B Help! I can't decide!</b> <i>might</i>	word building: noun formation	diphthongs
90	<b>C Twinstrangers.net</b> <i>so</i> , <i>neither</i> + auxiliaries	similarities and differences	/ɒ/ and /θ/
92	<b>Practical English Episode 6</b> on the phone		
<b>12</b>			
94	<b>A Unbelievable!</b> past perfect	time expressions	the letter <i>i</i>
96	<b>B Think before you speak</b> reported speech	<i>say</i> or <i>tell</i> ?	double consonants
98	<b>C The English File quiz</b> questions without auxiliaries	revision of question words	question words
100	<b>Revise and Check 11&amp;12</b>		
102	<b>Communication</b>	126 <b>Grammar Bank</b>	164 <b>Irregular verbs</b>
113	<b>Writing</b>	150 <b>Vocabulary Bank</b>	165 <b>Appendix</b>
120	<b>Listening</b>		166 <b>Sound Bank</b>

## Course overview

# English File <sup>fourth edition</sup>

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.**

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

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.**

## 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 &amp; SPEAKING common verb phrases

- a Complete the questions in *Getting to know you* with a verb.
- b  1.2 Listen and check.
- c  1.3 Listen and repeat questions 1–6. Copy the rhythm and intonation.
- d Have a conversation with your partner. Ask and answer the questions in the questionnaire. After you have answered a question, 'return' it to your partner.

*Where are you from?* (I'm from Poznań, in Poland. And you?)

 'Returning' a question

When you're having a conversation, you often 'return' questions, that is ask somebody the same question that they asked you. You can do this by:

- 1 saying *And you?* or *What about you?*
- 2 repeating the question, but stressing *you*, e.g.  
A *Where are you from?*  
B *I'm from Rome. Where are **you** from?*

## GETTING TO KNOW YOU

- 1 Where are \_\_\_\_\_ you from?
- 2 Where were \_\_\_\_\_ you born?
- 3 Where do you \_\_\_\_\_?
- 4 Do you \_\_\_\_\_ in a house or a flat?
- 5 Do you \_\_\_\_\_ any brothers and sisters?
- 6 Do you \_\_\_\_\_ any pets?



- 7 What do you \_\_\_\_\_?
- 8 What time do you \_\_\_\_\_ up during the week?
- 9 Where do you usually \_\_\_\_\_ lunch?
- 10 What time do you usually \_\_\_\_\_ to bed?
- 11 Where did you \_\_\_\_\_ English before?
- 12 Can you \_\_\_\_\_ any other languages? Which?



- 13 What kind of music do you \_\_\_\_\_ to?
- 14 What TV programmes or series do you \_\_\_\_\_?
- 15 Do you \_\_\_\_\_ any sport or exercise? What?
- 16 What kind of books or magazines do you \_\_\_\_\_?
- 17 How often do you \_\_\_\_\_ to the cinema?
- 18 What did you \_\_\_\_\_ last weekend?



## 2 GRAMMAR

### word order in questions

- a Look at the **highlighted** phrases in questions 1–6. Tick (✓) the three correct questions. Rewrite the incorrect questions.

- Can you play a musical instrument? ✓
- Where works your father?
- Were you at this school last year?
- Is there a supermarket near here?
- Have you cereal for breakfast?
- Where went you for your last holiday?

b **G p.126 Grammar Bank 1A**

- c Look at the two groups of questions. What are the missing words in the second questions?

### PRESENT

Do you...

- drink a lot of tea or coffee?  
How many cups do you drink \_\_\_\_\_ a day?
- go to a gym? What gym \_\_\_\_\_ to?
- sleep well? How many hours \_\_\_\_\_?
- play games on your phone?  
What games \_\_\_\_\_?
- like watching sport on TV?  
What sports \_\_\_\_\_?

### PAST

Did you...

- go to bed late last night?  
What time \_\_\_\_\_ to bed?
- cook lunch or dinner yesterday?  
What \_\_\_\_\_?
- go for a walk at the weekend?  
Where \_\_\_\_\_?
- see a good film last week?  
What film \_\_\_\_\_?
- buy any clothes last month?  
What \_\_\_\_\_?

- d Stand up and ask different students the first question until somebody says Yes. Then ask the second question. Continue with the other questions, asking different students.

Do you drink a lot of tea or coffee?

(Yes, I drink a lot of coffee.)

How many cups do you drink a day?

(Three or four.)

## 3 PRONUNCIATION the alphabet

- a **1.6** With a partner, say the groups of letters. Then listen and check.

ABCD EFGH IJKL MNOP QRST UVW XYZ

### The alphabet

The letters of the alphabet are pronounced with different vowel sounds, e.g. S = /eɪ/, like egg, but C = /si:/, like tree.

- b **1.7** Look at the sound pictures. What are the words and vowel sounds? Listen and write the words.

							
1 train	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____	
A H J —	B C D —	P T V	F L — N	S — Z	I —	— U W	— —

- c Add these letters to the correct column.

E G J K M O R Q X Y

- d **1.8** Listen and check. Practise saying the letters in each column.
- e **C Communication Alphabet quiz A p.102 B p.108**  
Ask and answer the questions.

(Which country's security service is called the FBI?)

## 4 LISTENING & SPEAKING

- a **1.9** Listen to extracts from six conversations. Write the letters and numbers you hear.

- first name: Wayne
- postcode: \_\_\_\_\_
- phone number: \_\_\_\_\_
- email: \_\_\_\_\_
- surname: \_\_\_\_\_
- address: \_\_\_\_\_

- b **1.10** Now listen to the conversations. Match 1–6 to situations a–f.

- |                            |   |
|----------------------------|---|
| _____ a buying something   | _____ d giving a student directions     |
| 1 b checking into a hotel  | _____ e giving a class some information |
| _____ c trying to get help | _____ f arriving at a restaurant        |

- c Interview another student and complete the form.

STUDENT INFORMATION	
FIRST NAME _____	SURNAME _____
ADDRESS _____	POSTCODE _____
PHONE NUMBER _____	EMAIL ADDRESS _____

(What's your first name?)

G present simple

V describing people: appearance and personality

P final -s and -es

## 1 VOCABULARY &amp; READING

describing people

- a  1.11 Listen to three women describing their fathers. Which one is Charlotte, the woman with her father in the two photos?
- b  1.12 Listen to Charlotte again. What adjectives does she use to describe her father's height, hair, weight, and smile?
- c  p.150 **Vocabulary Bank** Describing people
- d Now read the article about Charlotte and her father Clint. Find the information about Clint.

---

his age his job his marital status  
his personality his perfect partner

---

- e Read the article again and answer the questions.
- Why does Charlotte want to find Clint a partner?
  - How do we know that Charlotte and Clint are close?
  - What was dating like when Clint was young?
  - How does Clint find dates now, and how has Charlotte helped him?
- f Look at the two **highlighted** words in the article. Which word describes...?
- a person who makes you laugh
  - a person who you can have a good time with
- g Do you think Charlotte is the best person to help find her dad a date? Why?

## Please date my dad!



## 'So, how was the date?'

You probably think this is a parent asking the question to their child. But many children are now helping their single parents find love, too. Clint Bouchez, a 52-year-old businessman from Reigate, Surrey, got divorced ten years ago. His daughter, 26-year-old Charlotte, doesn't want her dad to end up alone – her mum remarried five years ago, and Charlotte has a boyfriend.

Charlotte and Clint are very close. They often go out together in the evening, they're planning a trip to India for later in the year, and they're both Bruce Springsteen fans. But Charlotte thinks that Clint needs a new partner, and he agrees.

'My dad is the perfect man,' she says. 'He's warm, he's generous, he knows how to look after a woman, how to treat a woman. He's a gentleman. He's always the one who pays on dates. He's romantic and he's **fun**. I don't mind spending Friday and Saturday nights with my dad and that says a lot – I'm only 26.'

Dating in the 21st century is very different from when Clint was young. Internet dating has changed everything. 'It's difficult now just to walk over to a woman and ask her "Can I buy you a drink?"' he says. 'Before, when you met people face to face, there was sometimes a "spark", a feeling of romantic destiny – you don't get that from someone's profile picture.'

Charlotte wrote Clint's dating profile for an online dating website. Clint would like to meet a woman who works, preferably a businesswoman. Someone who's independent, but **funny** and clever. He has had several dates, but none of the women were right for him. He and Charlotte are still looking. 'I'm always hopeful,' he says. 'I really believe that sooner or later I'm going to find "the one".'



## 2 GRAMMAR present simple

a Complete the chart.

	I/you/we/they	he/she/it
+	I need a new partner.	He _____ a new partner.
-	I don't want my dad to end up alone.	She _____ want her dad to end up alone.
?	What kind of person _____ you want to meet?	What kind of person _____ he want to meet?

b Tick (✓) the correct sentences.

- A They often go out together.  
 B They go out often together.
- A He always is the one who pays.  
 B He's always the one who pays.

c **G** p.126 Grammar Bank 1B

## 3 PRONUNCIATION & SPEAKING final -s and -es

a **1.17** Listen and repeat.

snake	He likes going to concerts. He meets interesting people on dates.
zebra	He pays for their meals. He wears smart clothes.
/ɪz/	He uses reading glasses. He watches a lot of matches.

**Pronunciation of final -s and -es**  
The final -s is pronounced /s/ or /z/.  
The final -es is pronounced /ɪz/ after c, ch, g, s, sh, x, and z.

b **1.18** How do you say the *he / she / it* form of these verbs and the plural of these nouns? Listen and check.

**verbs** choose cook go live stop teach  
**nouns** book boy class friend language shop

c **C** Communication A date for Clint  
A p.102 B p.108 Ask and answer questions about two possible dates for Clint.

d Have a class vote. Who do you think is a better date for Clint, Maggie or Tessa?

## 4 LISTENING

a **1.19** Listen to Elspeth Gordon, a journalist, talking about a dating experiment. Answer the questions.

- What kind of app does Elspeth use?
- What do you do if you like someone?
- What's Elspeth's mother going to do?
- What's Elspeth going to do?

### Glossary

**swipe** move your finger across a touchscreen on a phone or tablet to activate a function



b **1.20** Now listen to Elspeth describe her first two dates. What does she think of her mum's choices?

c Listen again and match the phrases to the two men. Write **J** for John or **S** for Sebastian. Which man do you think Elspeth prefers? Why?

- |                                  |  |
|----------------------------------|--|
| 1 He's tall, dark, and handsome. | 4 He's from Germany, but he lives in Dublin. |
| 2 He's very tall.                | 5 There isn't a spark.                       |
| 3 He's a teacher.                | 6 He's a real gentleman.                     |

d **1.21** Now listen to the third date. Is it a success? Who do you think the message is from?

e **1.22** Listen. Were you right? How does Elspeth feel? Do you think they have a second date?

f Do you think a member of your family could choose a good date for you? Do you think you could choose one for them?

## 5 SPEAKING & WRITING

a Think of a single person you know well – a family member or friend. Look at the form below and prepare to give this information about him or her.

Do you know somebody who is looking for a partner? Help him/her to find one!

Name	<input type="text"/>	Appearance	<input type="text"/>	Likes	<input type="text"/>
Relationship	<input type="button" value="Single"/> <input type="button" value="Divorced"/> <input type="button" value="Separated"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Age	<input type="text"/>	Personality	<input type="text"/>	Doesn't like	<input type="text"/>
Job	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

b Work in pairs. **A** describe your person to **B**. **B** listen and ask for more information. Do you know anybody who would be a good partner for this person? Then swap roles.

*(His name's Mario, and he's single. He's about 30 years old.)*

c **W** p.113 Writing Describing yourself Write your profile.

## 1 VOCABULARY clothes

- a Look at the painting and photo on the right, and read about the Remake Project. Do you think the photo is a good remake? Why (not)?
- b What are the people in the painting and photo wearing? Write **W** for the woman and **M** for the man.
- 1  a blue apron
  - 2  blue trousers
  - 3  a brown skirt
  - 4  a yellow and green blouse
  - 5  a yellow T-shirt
  - 6  a white cap

c **V** p.151 Vocabulary Bank Things you wear

## 2 PRONUNCIATION /ə/ and /ɜ:/

- a **1.24** Listen to these words and sounds. Practise saying them. Which sound is only in unstressed syllables?

1  <b>computer</b>	trousers   trainers   sweater cardigan   bracelet   necklace
2  <b>bird</b>	shirt   skirt   T-shirt

- b Underline the stressed syllable in the multi-syllable words below. Which sound from a do the pink letters have, 1 or 2?

<u>painter</u> 1   her   first   photograph
picture   prefer   curly   attractive
occasion   work   university

- c **1.25** Listen and check.
- d Ask and answer the questions with a partner.
- What clothes do you usually wear...?
- for work / university / school
  - when you go out at night
  - when you want to relax at the weekend
  - for a special occasion

## 3 GRAMMAR present continuous

- a Look at some sentences about the painting and photo. Complete them with *He's*, *She's*, or *They're*.
- 1 \_\_\_\_\_ wearing yellow and blue clothes.
  - 2 \_\_\_\_\_ wearing a cap.
  - 3 \_\_\_\_\_ pouring milk from a bottle.
  - 4 \_\_\_\_\_ pouring milk from a jug.
  - 5 \_\_\_\_\_ looking at the milk.
  - 6 \_\_\_\_\_ standing near a window.

- b **Circle** the correct form of the verb, present continuous or present simple.
- 1 In the photo the man *isn't wearing* / *doesn't wear* a cap.
  - 2 People often *wear* / *are wearing* aprons in the kitchen.

c **G** p.126 Grammar Bank 1C

The **REMAKE PROJECT** was the idea of Canadian artist Jeff Hamada. He asked readers of his website to remake a famous work of art as a photo. Hundreds of people sent photos to the project and the photos appeared in blogs, in newspapers, and in a book.



## 4 LISTENING

a You're going to listen to an art expert talking about Vermeer and *The Milkmaid*. Look at the painting again. With a partner, try to answer the questions.

- What century did Vermeer live in?  
a 15th b 17th c 19th
- Where was he from?  
a Holland b Germany c Russia
- What kind of things did he usually paint?  
a everyday scenes b portraits of rich people  
c trees and flowers
- What is the milkmaid probably making?  
a butter b bread c a pudding
- How many of Vermeer's paintings exist today?  
a 4 b 34 c 304
- Why was the painting expensive to make?  
a Because it's very big.  
b Because some of the paints were very expensive.  
c Because he rented an expensive studio.

b 1.28 Listen and check your answers.

c Look at 1–6. What can you remember about them from the expert's talk? Listen again and make notes.

- Delft *It's a city in Holland. Vermeer was from there.*
- light coming through windows
- his wife, his daughter, and his servant
- Girl with a Pearl Earring*
- the milkmaid's apron
- 175 Dutch guilders



## 5 VOCABULARY prepositions of place

a Now look at the photo again. Complete the sentences with a word or phrase from the list.

above behind between in in front of in the corner  
in the middle of next to on (x2) on the left of under

- The young man is *in* \_\_\_\_\_ the kitchen.
- There's a table \_\_\_\_\_ him.
- \_\_\_\_\_ the table there are some eggs, some bread, and some strawberries.
- The bread is \_\_\_\_\_ the table. It's \_\_\_\_\_ the eggs and the strawberries.
- There's a board \_\_\_\_\_ the bread.
- \_\_\_\_\_ the man, there's an old washing machine.
- There's a window \_\_\_\_\_ the photo.
- \_\_\_\_\_ of the room there's a sink and some cleaning products.
- There's a flower \_\_\_\_\_ the wall \_\_\_\_\_ the sink.
- The sink is \_\_\_\_\_ the window.

b 1.29 Listen and check. Then cover the sentences and look at the photo. Ask each other where the man and the things are.

*Where's the man?*

*(He's in the kitchen. He's behind the table.)*

## 6 SPEAKING

### Describing a picture (a painting or photo)

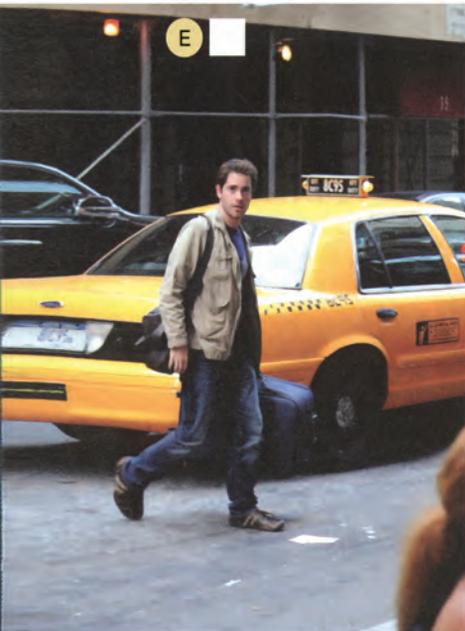
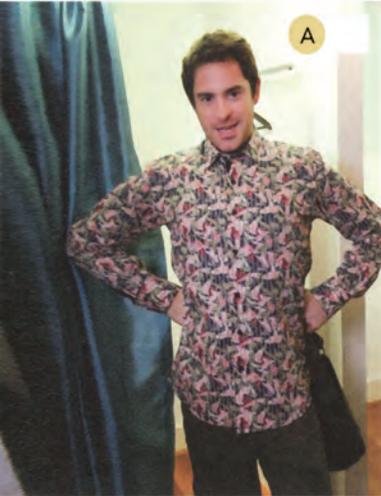
When we describe a picture, we normally use *There is / There are* to say what's in the picture, and we use the present continuous to say what the people are doing, e.g. *There's a table with some bread on it. The woman is standing next to the table.*

a **Communication Remakes A p.102 B p.108**  
Describe your paintings and remakes.

*(My painting is by Vermeer. It's called...)*

b In small groups, ask and answer the questions.

- Which of the three 'remakes' in this lesson do you think is the best? Why?
- Is there a painting you know that you would like to remake?
- What pictures or posters do you have on the wall in your bedroom or living room?
- Do you have any favourite painters or paintings? Who or what are they? Why do you like them?
- What famous painters are there from your country? Do you like any of their paintings?
- Do you (or did you) paint or draw? What kind of things?



1 ▶ INTRODUCTION

- a ⏮ 1.30 Watch or listen to Jenny. Number the pictures 1–6 in the order she mentions them.
- b Watch or listen again and answer the questions.
  - 1 What does Jenny do?
  - 2 Where did she go a few months ago?
  - 3 Who's Rob Walker?
  - 4 What did they do together?
  - 5 What does she think of Rob?
  - 6 What's Rob's one negative quality?
  - 7 How long is Rob going to be in New York?

2 ▶ CALLING RECEPTION



- a ⏮ 1.31 Cover the conversation on p.13 and watch or listen. Who does Rob call? Why?

- b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Hello, reception.	Hello. This is room 613.
How can I <sup>1</sup> _____ you?	There's a problem with the air conditioning. It isn't working, and it's very hot in my room.
I'm sorry, sir. I'll <sup>2</sup> _____ somebody up to look at it right now.	Thank you.
Good <sup>3</sup> _____, reception.	Hello. I'm sorry to bother you again. This is room 613.
How can I help you?	I have a problem with the wi-fi. I can't get a signal.
I'm sorry, sir. I'll <sup>4</sup> _____ you through to IT.	Thanks.

- c **1.32** Watch or listen and repeat the **You say** phrases. Copy the rhythm.

**I'll**

- A There's a problem with the air conditioning.  
B I'll send somebody to look at it.

*I'll = I will.* We use *I'll* + verb to offer to do something.

- d Practise the conversation with a partner.
- e  In pairs, role-play the conversation.  
A (book open) You are the receptionist.  
B (book closed) You are a guest. You have two problems with your room (think about what they are).  
A Offer to do something about B's problems. You begin with *Hello, reception.*
- f Swap roles.

### 3 JENNY AND ROB MEET AGAIN



- a **1.33** That evening Jenny goes to the hotel to meet Rob and they go out for a drink. Watch the video and listen and mark the sentences **T** (true) or **F** (false).
- Rob says he doesn't like the hotel.
  - Jenny is going to show him round the city tomorrow.
  - Barbara is Jenny's boss.
  - Rob is hungry.
  - It's four in the morning for Rob.
  - They're going to meet at eleven.
  - Jenny thinks that Rob is going to get lost.

- b Watch or listen again. Say why the **F** sentences are false.

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

#### Social English

- Rob** It's \_\_\_\_\_ to be here.
- Jenny** Do you have a \_\_\_\_\_ view?
- Jenny** You \_\_\_\_\_ be really tired.
- Rob** I guess you're \_\_\_\_\_.
- Rob** By the \_\_\_\_\_...
- Jenny** It's great to see you, \_\_\_\_\_.

- d **1.34** Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

- e Complete conversations A–E with **Social English** phrases 1–6. Practise with a partner.

A You had a very long flight. <input type="checkbox"/>	No, I'm fine. <input type="checkbox"/>
B What's your room like? <input type="checkbox"/>	Yes, I can see the mountains. <input type="checkbox"/>
C It's so good to see you again. <input type="checkbox"/>	<input type="checkbox"/>
D We need to get up early tomorrow. <input type="checkbox"/>	Yes, <input type="checkbox"/>
E That was a great meal. <input type="checkbox"/>	Yes, delicious. <input type="checkbox"/> what time's the meeting tomorrow? <input type="checkbox"/>

#### CAN YOU...?

- tell somebody about a problem (e.g. in a hotel)
- offer to do something
- greet a friend who you haven't seen for a long time

## 1 READING &amp; LISTENING

- a Read the title and the introduction to a story. Which of the four things do you think is the worst to lose when you're on holiday?
- b Read the story sent by a reader to an online magazine. What did Stuart lose? Did he find it?
- c Read the story again. Then cover it and correct the **bold** information.
- 1 Stuart went to the Alps with **his family**.  
*Stuart went to the Alps with his friends.*
  - 2 One day, they **went cycling**.
  - 3 It took **three hours** to get to the top of the mountain.
  - 4 They had **a snack** at the top of the mountain.
  - 5 The view **wasn't very good**.
  - 6 Stuart wanted to take another photo, but he couldn't find **his camera**.
  - 7 He went back up the mountain with **one of his friends**.
  - 8 They spent **an hour** looking for the phone.
  - 9 It started to get **warmer**.
  - 10 He found his phone in his **bag**.
  - 11 His friends were **angry** about it.
- d  2.1 Listen to a recording sent to the magazine. What did Marta lose? Did she find it?



- e Listen to Marta's story again. Answer the questions.
- 1 When did it happen?
  - 2 Where did Marta want to go on holiday? Why?
  - 3 Why did she fly to Brussels?
  - 4 What happened at the gate in Brussels airport?
  - 5 How did she feel?
  - 6 What did the policeman say?
  - 7 Where did she fly in the end? What happened there?
- f Have you ever lost anything important on holiday? What was it? What happened?

## 'Passport, tickets, money, phone'

It's the mantra we always say to ourselves when we go on holiday to make sure we haven't forgotten anything. But what happens when one of those things is suddenly missing? Email us your stories or send us a recording...



Last year, I went on holiday to the Alps with a group of friends. One day, we climbed a mountain – well, it wasn't really a climb, but it was a long walk – and it took about two hours to get to the top. When we got there, we had lunch. The view was amazing – we could see the sea in the distance. We took photos and just sat in the sun for a while.

Then we went down again, and when we got back to the car, I wanted to take another photo, but I couldn't find my phone – it wasn't in my bag. I thought 'Oh no! It's probably at the top of the mountain, where we had lunch.' I decided the only thing to do was to go back up the mountain to get it, because I didn't want to leave my phone up there. My friends said 'OK, but you can't go on your own', so in the end we all went up again, which was another two hours.

When we got to the top we spent about half an hour looking for the phone, but we couldn't find it anywhere. Then it started to get colder – it was now late afternoon – so I took my jacket out of my bag, and... my phone was in my jacket pocket!

I felt terrible, and really stupid! My friends were very nice about it, but they never let me forget it!

Stuart, from Exeter, UK

## 2 GRAMMAR past simple: regular and irregular verbs

a Write the past simple form of these verbs. Are they regular or irregular? Check in Stuart's story.

go	_____	get	_____
climb	_____	want	_____
be	_____ / _____	think	_____
	_____	decide	_____
take	_____	say	_____
have	_____	spend	_____
can	_____	start	_____
sit	_____	feel	_____

b Complete the negative verbs. Then check in Stuart's story.

- It \_\_\_\_\_ really a climb, but it was a long walk.
- I wanted to take another photo, but I \_\_\_\_\_ find my phone.
- I \_\_\_\_\_ want to leave my phone up there.

c How do you make  and  in the past simple...?

- with *was / were*
- with *could*
- with other verbs

d p.128 Grammar Bank 2A

## 3 PRONUNCIATION -ed endings

a 2.3 Listen to three sentences from Marta's story in 1. What regular verb do you hear in each sentence?

b 2.4 Listen and repeat the sounds and sentences.

tie	I booked a hotel. We missed our flight.
dog	I arrived at the airport. We phoned our friends.
/ɪd/	She invited us to stay. I needed a new passport.

### Regular past simple verbs

The -ed ending is usually pronounced /t/ or /d/, e.g. *booked*, *arrived*.

We only pronounce the e in -ed when there is a t or a d before it, e.g. *wanted*, *ended*, -ed = /ɪd/.

c Say the past simple of these verbs. In which ones is -ed pronounced /ɪd/?

ask call check decide happen live rent  
start stop thank want

d 2.5 Listen and check.

## 4 VOCABULARY holidays

a In one minute, write down five things you like doing when you're on holiday, e.g. *walking in the mountains, exploring a city, going to museums*. Then compare with a partner.

b p.152 Vocabulary Bank Holidays



## 5 SPEAKING

a 2.9 Listen to four conversations. Complete the phrases that B uses to show that he / she is interested in what A is saying.

### Useful language for showing interest

- A I went to New York last week.  
B \_\_\_\_\_! Did you like it?
- A The weather was terrible – it rained every day.  
B Oh \_\_\_\_\_! What a \_\_\_\_\_! What did you do?
- A We went to a show in the West End.  
B \_\_\_\_\_! What show was it?
- A I lost my phone on the first day.  
B \_\_\_\_\_? How \_\_\_\_\_! How did you lose it?

b Listen again and repeat. Copy B's 'interested' intonation.

c Look at *Your last holiday*. What are the questions?

## Your last holiday

- Where / go?
- When / go?
- Who / go with?
- Where / stay?  
What / like?
- What / the weather like?
- What / do during the day?
- What / do in the evening?
- / have a good time?
- / have any problems?

d Think about your answers to the questions.

e Work in pairs. Ask your partner about his / her last holiday. Show interest in what he / she says, and try to ask more questions. Then swap roles.



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