

English File

Intermediate

Teacher's Guide with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert Paul Seligson
with Anna Lowy

Paul Seligson and Clive Oxenden are the original co-authors
of *English File 1* (published 1996) and *English File 2* (1997)

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2025

The moral rights of the author have been asserted

First published in 2025

2029 2028 2027 2026 2025

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, transmitted, used for text and data mining, or used
for training artificial intelligence, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the ELT Rights Department,
Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages
marked 'photocopiable' according to the following conditions. Individual
purchasers may make copies for their own use or for use by classes that they
teach. School purchasers may make copies for use by staff and students, but
this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 414441 4	Teacher's Guide with Digital Pack
ISBN: 978 0 19 414428 5	Teacher's Guide
ISBN: 978 0 19 414444 5	Teacher Digital Pack
ISBN: 978 0 19 466250 5	Student Book Classroom Presentation Tool
ISBN: 978 0 19 414439 1	Workbook Classroom Presentation Tool
ISBN: 978 0 19 414426 1	Teacher's Exam Confidence
ISBN: 978 0 19 414433 9	Teacher's Online Resources

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

The publisher would like to thank the following for their permission to reproduce photographs: Alamy Stock Photo (Aaron Pocock/Arcaid Images, Avpics, Metta Image, Nicemonkey, PA Images, Roger Garfield, WENN Rights Ltd); Getty Images (Gary Gershoff/Stringer, Harold M. Lambert, Jack Vartoogian/Archive Photos, Walter McBride/WireImage); Oxford University Press; Shutterstock (Geoff Pugh, Moviestore, Toho/Kobal, Warner Bros/Kobal).

Illustrations by: Paul Boston/Meiklejohn Illustration, Mark Duffin, Joy Gosney, Bess Harding, John Haslam, Peter Hudspith, Sophie Joyce, Joanna Kerr, Jerome Mireault/Colagene, Colin Shelbourn, Dave Smith, Lucy Truman, QBS Learning.



Contents

p.4 Student Book contents

p.8 Course overview

- Introduction
- What do Intermediate students need?

p.10 Print components

- For students
- For teachers

p.11 Digital components on *Oxford English Hub*

- For students
- For teachers

p.12 File overview

p.18 The role of video in language learning

p.19 Video in *English File fifth edition*

p.20 How to exploit video in the classroom

p.22 Lesson plans

p.22	File 1 A–B	Practical English Episode 1
p.38	File 2 A–B	1&2 Revise and Check
p.51	File 3 A–B	Practical English Episode 2
p.65	File 4 A–B	3&4 Revise and Check
p.76	File 5 A–B	Practical English Episode 3
p.90	File 6 A–B	5&6 Revise and Check
p.103	File 7 A–B	Practical English Episode 4
p.117	File 8 A–B	7&8 Revise and Check
p.131	File 9 A–B	Practical English Episode 5
p.143	File 10 A–B	9&10 Revise and Check

p.155 Photocopiable activities

p.155	Introduction
p.156	Grammar activity answers
p.159	Grammar activity worksheets
p.181	Communicative activity instructions
p.188	Communicative activity worksheets
p.211	Vocabulary activity instructions
p.215	Vocabulary activity worksheets

Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A How we eat	present simple and continuous, action and non-action verbs	food and cooking ➡	short and long vowel sounds ➡
12 B Happy families?	future forms: present continuous, <i>be going to</i> , <i>will</i> / <i>won't</i>	family ➡, adjectives of personality	sentence stress, word stress
2			
18 A Spend or save?	present perfect and past simple ➡	money ➡	the letters o and or ➡
22 B Life-changing	present perfect + <i>for</i> / <i>since</i> , present perfect continuous ➡	strong adjectives: <i>exhausted</i> , <i>amazed</i> , etc.	sentence stress
3			
28 A Who got there first?	choosing between comparatives and superlatives	transport ➡	/j/, /dʒ/, and /tʃ/ ➡; linking
32 B Challenging stereotypes	articles: <i>a</i> / <i>an</i> , <i>the</i> , no article	collocation: verbs / adjectives + prepositions ➡	/ə/, two pronunciations of <i>the</i> ➡
4			
38 A Modern manners	obligation and prohibition: <i>have to</i> , <i>must</i> , <i>should</i>	phone language	silent consonants
42 B Yes, we can!	ability and possibility: <i>can</i> , <i>could</i> , <i>be able to</i> ➡	-ed / -ing adjectives	sentence stress
5			
48 A Good sports	past tenses: simple, continuous, perfect	sport ➡	/s/ and /z/ ➡
52 B Best Friends Forever	past and present habits and states	relationships ➡	the letter s, <i>used to</i> ➡

READING & LISTENING

Reading using personal experience to understand a text
Listening understanding key words in questions; predicting content using visual clues 🎧

Reading identifying reasons
Listening understanding a story

Reading understanding paragraph topics; using personal experience to respond to a text
Listening understanding the order of events 🎧

Reading reading for detail
Listening using subtitles and other visual clues to understand the main information 🎧; understanding information in order to express personal opinions 🎧

Reading using detail to make predictions
Listening confirming predictions 🎧; using own knowledge to understand factual information

Reading understanding the difference between two concepts
Listening understanding the evolution of a concept

Reading assessing a point of view
Listening understanding problems and advice

Reading working out meaning from context
Listening understanding tips and benefits 🎧; listening for gist 🎧

Reading understanding how examples support main points
Listening understanding an interview

Reading understanding a relationship story
Listening understanding facts and supporting information

SPEAKING & WRITING

Speaking asking for food preferences; agreeing and disagreeing

Speaking talking about family; politely refusing to talk about something; retelling a story
Writing describing a person

Speaking talking about spending habits; asking for more information

Speaking asking about how long (+ present perfect forms); using strong adjectives
Writing a thank-you email

Speaking role-play being a tourist; giving your opinion
Writing an article for a website

Speaking generalizing; using collocations (verbs / adjectives + prepositions)

Speaking talking about phone use; saying what you think is right
Writing an email of complaint

Speaking talking about ability and possibility; talking about tips for learning English

Speaking talking about sport; telling an anecdote
Writing telling a story

Speaking talking about relationships; talking about past and present habits; presenting an opinion

Practical English p.16

Pictures of you 🎧
 Episode 1: *Surprise meetings*

Practical English
 reacting to what people say
Social English

Revise and Check p.26

Revise and Check 1&2 🎧

Practical English p.36

Pictures of you 🎧
 Episode 2: *Images of London*

Practical English
 giving opinions
Social English

Revise and Check p.46

Revise and Check 3&4 🎧

Practical English p.56

Pictures of you 🎧
 Episode 3: *The day before the show*

Practical English
 permissions and requests
Social English

	GRAMMAR	VOCABULARY	PRONUNCIATION	
6				
58 A Extra information	passive (all tenses)	cinema ➡	regular and irregular past participles ➡	
62 B In the picture	modals of deduction: <i>might, can't, must</i> ➡	the body ➡	diphthongs ➡	
7				
68 A Term time	first conditional and future time clauses + <i>when, until</i> , etc. ➡	education ➡	the letter <i>u</i>	
72 B House or home?	second conditional, choosing between conditionals	houses ➡	sentence stress, the letter <i>c</i>	
8				
78 A The right job for you	choosing between gerunds and infinitives	work ➡	word stress	
82 B Service with a smile?	reported speech: sentences and questions ➡	making nouns from verbs ➡	the letters <i>ai</i> and <i>air</i>	
9				
88 A I was so lucky!	third conditional ➡	making adjectives and adverbs	sentence rhythm, weak pronunciation of <i>have</i>	
92 B Power cut	quantifiers	electronic devices ➡	linking, <i>ough</i> and <i>augh</i> ➡	
10				
98 A Idols and icons	relative clauses: defining and non-defining	compound nouns	word stress	
102 B And the murderer is...	question tags	crime	intonation in question tags	

READING & LISTENING		SPEAKING & WRITING	
			Revise and Check p.66
Reading identifying positive and negative connotation Listening focusing on content words for note-taking		Speaking talking about cinema Writing a film review	Revise and Check 5&6
Reading interpreting visual information Listening checking assumptions; understanding advice		Speaking talking about profile photos	
			Practical English p.76
Reading understanding points of view Listening checking predictions		Speaking talking about your education; organizing and presenting your opinions	Pictures of you Episode 4: <i>Together again?</i> Practical English making suggestions Social English
Reading understanding pros and cons; understanding biographical information Listening using visual information to understand biographical information		Speaking discussing pros and cons of living at home; talking about future possibility and imaginary situations (first and second conditionals); describing a dream home Writing describing a house or flat	
			Revise and Check p.86
Reading predicting from evidence Listening listening for note-taking		Speaking asking about somebody's job; explaining what happened; presenting a product Writing a covering email	Revise and Check 7&8
Reading understanding the main point in a short text; predicting the end of a story Listening understanding the order of events; understanding how to do something better		Speaking sharing personal experience; role-playing complaining	
			Practical English p.96
Reading identifying topic sentences Listening listening for retelling		Speaking talking about luck	Pictures of you Episode 5: <i>Ben's big show</i> Practical English asking indirect questions Social English
Reading understanding technical language Listening listening for note-taking		Speaking talking about power cuts; discussing digital habits Writing a 'for and against' essay	
			Revise and Check p.106
Reading understanding biographical facts Listening understanding biographical facts ; listening for note-taking		Speaking asking questions using relative clauses; talking about things, people, and places you like or admire Writing a biography	Revise and Check 9&10
Reading reading for detail; understanding characters, places, and events in a short story Listening understanding evidence and opinion; making biographical notes		Speaking checking information (question tags)	



Course overview

Introduction

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

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

- Workbook
- Teacher's Guide notes
- Exam Confidence
- Tests

The **Workbook** provides review, support, and practice for students outside the class. The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class.

Exam Confidence gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We very much hope you and your students enjoy using *English File fifth edition*.

What do Intermediate students need?

The Intermediate level is often a milestone for students: at this point, many students really begin to 'take off' in terms of their ability to communicate. Some students, however, may see the Intermediate level as a 'plateau' and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and to make their passive knowledge active, together with a steady input of new language.

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that 'G + V + P = confident speaking', and in *English File Intermediate* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

Grammar

- Consolidation and extension of main grammatical points
- Fun and engaging grammar videos to introduce and practise grammar
- Practice in using different tenses together
- Student-friendly reference material

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

Vocabulary

- Systematic expansion of topic-based lexical areas
- Building new words by adding prefixes and suffixes
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practise vocabulary
- Revision and reactivation of previously learnt vocabulary

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

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

Pronunciation

- Practice in pronouncing sounds, words, and connected speech
- Awareness of rules and patterns
- Focus on word and sentence stress
- Pronunciation videos

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a Sound Bank section on pages 174–175 of the Student Book and a full set of Sound Bank videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the Workbook.

Speaking

- Motivating and accessible topics
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Time to organize thoughts before speaking

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary language (G + V + P) and designed to help students feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

Listening and viewing

- A reason to listen
- Confidence-building, achievable tasks
- Practice in dealing with authentic spoken language
- Video listening tasks

At Intermediate level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks to avoid overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

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

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

Reading

- Engaging topics and stimulating texts
- Exposure to a wide variety of authentic task types
- Challenging tasks which help students read more skillfully

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 Intermediate* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

Writing

- Clear models for a variety of text types
- An awareness of register, structure and fixed phrases
- A focus on 'micro' writing skills

It is often difficult to motivate students to write at this level. In *English File fifth edition* each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable chunks.

Practical English

- Consolidation and extension of functional language
- Knowing what to say in social situations
- Getting used to listening to faster, more colloquial speech

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

Revision

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

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

Print components

FOR STUDENTS

Student Book

The Student Book has 10 Files. Each File is organized like this:

A and B lessons

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

Practical English

Every two Files (starting from File 1), there is a two-page lesson based on a new drama series for the fifth edition, *Pictures of you* – Season 3. This lesson teaches functional ‘survival English’ (for example, language for reacting to what people say or making suggestions) and also ‘Social English’ (useful phrases like *That’s a shame, It’s my fault.*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline which runs through the Elementary and Pre-intermediate levels and continues into Intermediate with *Pictures of you* – Season 3. There’s a Season 1 and 2 recap at the beginning of the first lesson.

Revise and Check

Every two Files (starting from File 2) there is a two-page section revising the Grammar, Vocabulary, and Pronunciation of each File and providing additional Reading, Listening, and Speaking. The ‘*Can you...?*’ section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

The back of the Student Book

The lessons contain cross-references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

The Student Book is also available as an e-Book.

Workbook

For language practice after class.

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

The Workbook is also available as an e-Book.

FOR TEACHERS

Teacher’s Guide

Step-by-step procedural notes for all the lessons

These notes include an optional ‘books-closed’ lead-in for every lesson.

Extra challenge suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.

Extra support suggestions for ways of adapting activities or exercises to make them work for students who need an alternative approach.

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

There are over 50 pages of Grammar, Communicative, and Vocabulary worksheets, which can be done before, during, or after a lesson by students working individually or together.

Grammar

see pp.156–180

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

Communicative

see pp.181–210

Extra speaking practice for every A and B lesson

Vocabulary

see pp.211–229

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

There is more information on page 155 of this Teacher’s Guide about the photocopiable worksheets and tips on how best to use them.

Digital components on Oxford English Hub

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

FOR STUDENTS

Student e-Book

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

Workbook e-Book

- A digital version of the Workbook with audio

Course resources

- All course audio and video

Exam Confidence

- Students can develop their skills confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device and use it in their own time and at their own pace.



FOR TEACHERS

Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.

- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

Course assessment

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

Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

- G** present simple and continuous, action and non-action verbs
- V** food and cooking
- P** short and long vowel sounds

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


Vocabulary Banks help present and practise vocabulary.

Pronunciation videos to model and practise English sounds

1A How we eat

Do you eat a lot of red meat? Yes, but I'm trying to cut down.

1 VOCABULARY food and cooking



a **Video** Watch the video. How many of the 16 circled food items can you remember?

b **Vocabulary Bank** Food and cooking p.160

c Look at some common adjectives to describe food. What kind of food do we often use them with?

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

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

1 raw beetroot

2 PRONUNCIATION short and long vowel sounds

a Look at the sound pictures. What are the sound words and vowel sounds?

1	2	3	4
5	6	7	8

b **Video** Watch and check. Watch again and repeat the words and sounds. What part of the symbol tells you that a sound is long?

c **1.6** Match a phrase to each sound in a. Then listen and check. Practise the sounds and phrases.

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

3 LISTENING & SPEAKING

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

Your food profile

1 What's your favourite...?

a snack
b pizza **topping**
c sandwich **filling**

2 Do you ever have...?

a **ready meals**
b **takeaways**
c very hot / spicy food
Give examples.

3 Are you **allergic** or **intolerant** to any food? How long have you had the problem?

4 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

5 When you're away from home, is there any food or drink that you really **miss**?


6 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 they are answering.

Emma	John	James
Sarah	Rob	Sean

c Listen again and write their answers.

d Ask and answer the questions in *Your food profile* with a partner. What do you have in common?



Opportunities for personalized speaking throughout the lesson

Tasks develop listening skills.

Reading tasks develop students' reading skills.

4 READING

a You're going to read an article about new rules for eating. Look at the six paragraph headings and try to guess the missing words.

- 1 **Don't start the day with a black** _____
- 2 **Eat natural** _____ **before a meal**
- 3 **Eat** _____ **before meat and fish**
- 4 **Eat** _____ **before carbs**
- 5 _____ **your food thoroughly**
- 6 _____ **up to digest a meal**

b Read the article once and check your answers in **a**. Did you guess any of the words? Complete the article with the headings.

c Read the article again. Match the advice from each paragraph 1–6 to the reason why it's better for you.

- A Eating like this makes you feel fuller.
- B It's more difficult to manage your blood sugar levels.
- C It increases the speed of digestion.
- D You'll probably eat less.
- E It helps you digest a meal more easily and you're less likely to develop heart problems.
- F It helps you digest a meal more easily and you use more energy as you eat.

d Complete five compound nouns from the article. How do you say them in your language?

- 1 blood _____
- 2 _____ disease
- 3 _____ pressure
- 4 _____ science
- 5 stress _____

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g. *coffee machine*. The stress is usually on the first noun.

e With a partner, answer the questions for each piece of advice.

- 1 Do you usually do what the experts recommend? If not, why not?
- 2 Do you believe the information? Why (not)?
- 3 Will you change your habits as a result of the advice?



How you should eat: the new rules

Is it good to start the day with a coffee? Should you eat protein before carbs? These days, it's not just *what* we eat and drink that's important. Now, scientists are coming up with rules about *how* we should consume food and drink. Here is some of their latest advice.

1

Do you switch on the coffee machine as soon as you wake up? It's a habit you might want to change. Research shows that drinking black coffee in order to wake yourself up can have a negative effect. 'Blood sugar control is impaired when the first thing our bodies come into contact with is black coffee,' says Professor James Betts. 'It's better to eat something first and then drink coffee later if you need it.'

2

Yogurt is a great addition to your diet for many health reasons. And the best time to eat it is before a meal, according to food scientists at the University of Wisconsin-Madison. Participants in the research were asked to eat a dish of natural yogurt followed by a large high-fat, high-carb meal. The yogurt improved digestion and also helped reduce the chance of heart disease.

3

From a plate of meat or fish and green or brightly coloured vegetables, it is the vegetables that should be eaten first. In one study, children who ate the meat or fish at the start of a meal were more likely to be overweight than children who ate the vegetables first. 'Vegetables contain fibre which fills you up,' says nutritionist Ian Marber.

4

Eat the meat, fish, eggs, cheese, or tofu on your plate, that is, the protein, before potatoes, rice, pasta or bread. Researchers in New York suggest that the worst time to eat carbs is at the beginning of a meal or on an empty stomach. In the study, participants ate ciabatta bread before or after eating a meal of grilled chicken with lettuce, tomatoes, and cucumber. The results showed that eating the carbs after the protein helped to reduce appetite.

5

Spending time chewing your food can help with high blood pressure, heart disease, and diabetes. Scientists found that when people chewed their food once a second for 30 seconds, it resulted in better digestion and they also used up more calories. 'The effect is small for each meal, but over 365 days a year, it makes a big difference,' says Professor Naoyuki Hayashi, a researcher in the faculty of sports science.

6

Eating your lunch on the run means you will probably eat faster and enjoy the food less, according to psychologists from the University of South Florida. But once you have finished eating, their research showed that it is best to stand up and move around. In their study, they asked 358 participants to rate their stress levels while eating sitting or standing. Those who ate while seated said they enjoyed their meals more, but scientists found that the people who walked around digested their meal about five minutes faster than the people lying down or sitting.



Adapted from The Times

Engaging texts and topics updated from the fourth edition

Vocabulary development in context

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

Practical English lessons teach functional English and are based on the new drama series *Pictures of You* – Season 3.

Part 2 provides the context for the functional English.

The story so far recaps what happened in Seasons 1 & 2.

Part 1 sets the scene for the episode.

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



Surprise meetings

Practical English reacting to what people say

EPISODE 1

PICTURES OF YOU

THE STORY SO FAR

Video Watch *The story so far*. What do you find out about these people?









1 WHERE ARE THEY NOW?

a **Video** Watch *Where are they now?* Then answer the questions.



- How much time has passed since the end of Season 2?
- Who is Izzy calling? What about?
- Where does Pamela meet Ben? What does he show her?

b Watch again. Then complete the sentences with *Ben, Dominic, Izzy, Pamela, or Max*.

- _____ is now _____'s boss.
- _____ hasn't finished the designs for a new magazine feature.
- _____ and _____ are giving a presentation to _____ tomorrow morning.
- _____ 's photography show opens on Friday.
- _____ really wants to see Ben's photos.

2 REACTING TO WHAT PEOPLE SAY

a **Video** Watch *Reacting to what people say*. Then answer the questions.



- Why is Izzy pleased for Carla?
- Why is Carla pleased for Izzy?
- Has Izzy seen Ben recently?

b **Video** Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Carla Izzy? Hi! It's been so long!

Izzy Carla! I don't 1 _____ it! Do you still work here?

Carla It's my café now!

Izzy You're kidding! That's 2 _____! Congratulations!

Izzy I got a promotion and I'm Max's boss now.

Carla 3 _____? Wow! That's great 4 _____! Good for you.

Carla So, have you seen Ben recently?

Izzy No. I haven't seen him in more than a year.

Carla Oh, that's a 5 _____.

Izzy How's he doing?

Carla Really good, actually. He's having a big photography show soon.

Izzy 6 _____ fantastic! I'm so happy for him.

Izzy Hello. Oh 7 _____! One moment. Sorry, Carla. I have to go, it's work.

Carla No problem! It was lovely to see you.

c **Video** Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

Focus on the key functional language

Pairwork tasks for students to practise the key language

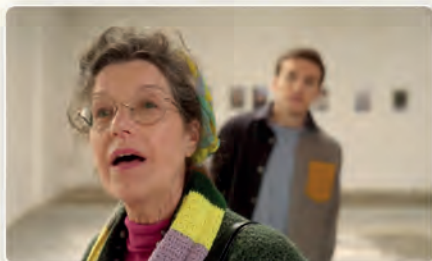
Reacting to what people say	
What you say when you hear...	
something surprising	<i>I don't believe it!</i> <i>You're kidding!</i>
something interesting	<i>Really?</i>
some good news	<i>That's amazing!</i> <i>Congratulations!</i> <i>Wow!</i> <i>That's great news.</i> <i>Good for you.</i> <i>How fantastic!</i>
some bad news	<i>That's a pity.</i> <i>Oh no!</i>

d Practise the extracts in b with a partner. Then change roles.

e **Communication** How fantastic! A p.108 B p.113 Practise reacting to news.

3 FEELING CONFIDENT?

a **Video** Watch *Feeling confident?* Do you think a) Ben's exhibition, b) Izzy's presentation are going to be a success?



b Watch again. Then answer the questions.

- How does Pamela feel about...?
 - Ben's photos
 - Ben and Izzy breaking up
- How does Ben feel about...?
 - his career and future
 - Izzy's promotion
 - the break-up with Izzy
 - the rent he has to pay for the gallery
- How does Izzy feel about her meeting with Dominic?
- How does Dominic feel about the meeting?

4 SOCIAL ENGLISH

a Match a phrase from A to a response in B.

A	B
1 Don't worry. I'll finish them and Dominic will love them.	Really? Well, say hi from me.
2 What a surprise! How are you?	Oh, that's a shame, Ben.
3 These photographs are fantastic, Ben. Congratulations.	Great to see you too, Pamela. Take care.
4 In fact, I'm seeing her later. We're meeting for coffee.	Oh, hi, Pamela. Wow! Nice to see you.
5 I haven't seen Izzy since we broke up.	I hope so. I'm relying on you.
6 It was good to see you, Ben.	Hey, thanks, Pamela.

b **Video** Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy and Ben. Do you think they're happy with their lives? How do you think they feel about each other now?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

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