

# English File

## Pre-intermediate

**Student Book**

**fifth**  
edition



Christina Latham-Koenig Clive Oxenden  
Kate Chomacki Jerry Lambert

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**How to use your Classroom Presentation Tool**

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

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



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READING & LISTENING		SPEAKING & WRITING		Practical English p.14
	<b>Listening</b> recognizing names, places, and numbers, identifying situations from context		<b>Speaking</b> exchanging personal information, returning questions; asking for personal information	<b>Pictures of you</b> 🎧 Episode 1: <i>A visit from the USA</i>
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	<b>Reading</b> understanding details <b>Listening</b> listening for key points		<b>Speaking</b> showing interest	Revise and Check 1&2 🎧
	<b>Reading</b> using visual clues to understand events and feelings <b>Listening</b> understanding the order of events		<b>Speaking</b> giving more information in a conversation <b>Writing</b> describing a photo	
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	<b>Reading</b> using context to complete information <b>Listening</b> understanding context		<b>Speaking</b> assessing and comparing tips; proposing a tourist itinerary	<b>Pictures of you</b> 🎧 Episode 2: <i>A work dinner</i>
	<b>Reading</b> making a personal response <b>Listening</b> inferring mood, understanding relationships between people 🎧		<b>Speaking</b> comparing the results of a questionnaire; making arrangements <b>Writing</b> an informal email	<b>Practical English</b> problems at a restaurant <b>Social English</b>
	<b>Reading</b> understanding the rules of a game <b>Listening</b> understanding definitions		<b>Speaking</b> paraphrasing; defining words	
				<b>Revise and Check</b> p.38
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	<b>Reading</b> identifying the main idea in a paragraph <b>Listening</b> using visual clues to understand key points		<b>Speaking</b> asking follow-up questions <b>Writing</b> an opinion essay	
	<b>Reading</b> inferring from captions and visual clues <b>Listening</b> understanding historical facts 🎧		<b>Speaking</b> talking about the weekend; answering promptly	
				<b>Practical English</b> p.46
	<b>Reading</b> scanning for information <b>Listening</b> tuning into an interview using topic-related vocabulary		<b>Speaking</b> responding to ideas in an article; talking about changes, giving reasons	<b>Pictures of you</b> 🎧 Episode 3: <i>Working on a Saturday</i>
	<b>Listening</b> understanding the main points in a podcast		<b>Speaking</b> asking for more information <b>Writing</b> describing your town or city	<b>Practical English</b> taking something back <b>Social English</b>
	<b>Reading</b> responding to and assessing information according to personal opinion <b>Listening</b> understanding numbers and quantities		<b>Speaking</b> talking about habits; asking questions and giving reasons ( <i>enough</i> and <i>too much/many</i> )	
				<b>Revise and Check</b> p.54
	<b>Reading</b> understanding a definition and examples <b>Listening</b> taking notes		<b>Speaking</b> responding to predictions	Revise and Check 5&6 🎧
	<b>Reading</b> understanding the events in a story <b>Listening</b> understanding the events in a story		<b>Speaking</b> asking and answering (verb + <i>back</i> ) <b>Writing</b> social media messages	
	<b>Listening</b> interpreting from visual clues 🎧; using visual clues to understand key topics 🎧		<b>Speaking</b> giving additional information (past, present, future)	



	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>7</b>			
56 <b>A I will survive</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
58 <b>B Happy days</b>	uses of the gerund (verb + <i>-ing</i> )	verbs + gerund	/ɪ/, /eɪ/ + /k/ ▶
60 <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
<b>8</b>			
64 <b>A Should I or shouldn't I?</b>	<i>should</i>	<i>get</i> ▶	/ʊ/ and /u:/ ▶
66 <b>B Absolutely typical!</b>	<i>if</i> + present, <i>will</i> + infinitive (first conditional) ▶	confusing verbs	homophones
68 <b>C Who is Vivienne?</b>	possessive pronouns	adverbs of manner	reading aloud
<b>9</b>			
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<b>11</b>			
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92 <b>C Find your 'twin'</b>	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences	/ð/ and /θ/ ▶
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96 <b>A Strange but true!</b>	past perfect	time expressions	the letter <i>i</i>
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100 <b>C The English File quiz</b>	questions without auxiliaries	revision of question words	/w/ and /h/ ▶



READING & LISTENING		SPEAKING & WRITING		Practical English p.62
<b>Reading</b> reading on screen <b>Listening</b> using visual clues and text to understand advice 		<b>Speaking</b> asking and answering fluently <b>Writing</b> an article giving tips		<b>Pictures of you</b>  Episode 4: <i>Running into trouble</i>
<b>Listening</b> understanding official advice and supporting detail		<b>Speaking</b> responding to tips; talking about behaviours and preferences		<b>Practical English</b> at the pharmacy <b>Social English</b>
<b>Reading</b> identifying topic sentences <b>Listening</b> listening to check hypotheses		<b>Speaking</b> asking follow-up questions		
<b>Reading</b> assessing advice <b>Listening</b> understanding a problem, assessing advice		<b>Speaking</b> assessing advice; asking and answering (phrases with <i>get</i> )		<b>Revise and Check</b> p.70 Revise and Check 7&8 
<b>Reading</b> identifying examples of behaviour <b>Listening</b> tuning in to a story using key words and phrases		<b>Speaking</b> exchanging information and opinions (confusing verbs)		
<b>Reading</b> understanding a short story <b>Listening</b> using visual clues to understand a story 		<b>Writing</b> a short story		
<b>Reading</b> understanding reasons <b>Listening</b> using visual clues to rank information 		<b>Speaking</b> relaying factual information		<b>Practical English</b> p.78 <b>Pictures of you</b>  Episode 5: <i>What's going on with Max?</i>
<b>Reading</b> understanding social media posts <b>Listening</b> listening for key information		<b>Speaking</b> asking follow-up questions (present perfect)		<b>Practical English</b> following directions <b>Social English</b>
<b>Reading</b> understanding the order of life events <b>Listening</b> using visual clues to understand biographical information 		<b>Speaking</b> talking about somebody's life <b>Writing</b> a biography		
<b>Reading</b> reading and retelling key events		<b>Speaking</b> talking about sport, giving extra information; retelling from memory <b>Writing</b> an article		<b>Revise and Check</b> p.86 Revise and Check 9&10 
<b>Reading</b> taking notes for retelling <b>Listening</b> categorizing information; identifying reasons 		<b>Speaking</b> asking questions (phrasal verbs)		
<b>Listening</b> using visual clues to understand specific information 		<b>Speaking</b> exchanging information (passives)		
<b>Reading</b> understanding and comparing specific information in short texts <b>Listening</b> understanding attitude		<b>Speaking</b> expressing an opinion, giving examples, returning questions <b>Writing</b> a formal email		<b>Practical English</b> p.94 <b>Pictures of you</b>  Episode 6: <i>Is this the end?</i>
<b>Listening</b> identifying the main points in a talk		<b>Speaking</b> giving an opinion; asking and answering (noun forms)		<b>Practical English</b> phoning and leaving a message <b>Social English</b>
<b>Listening</b> using visual clues to understand a human-interest story 		<b>Speaking</b> saying how you are similar and different		
<b>Reading</b> understanding the order of events in a story		<b>Speaking</b> retelling a news story		<b>Revise and Check</b> p.102 Revise and Check 11&12 
<b>Reading</b> identifying text type, understanding the moral of a story <b>Listening</b> using visual clues to understand a conversation 		<b>Speaking</b> reporting what somebody said; supporting opinions with examples <b>Writing</b> a review		
<b>Listening</b> understanding topic-based questions 		<b>Speaking</b> asking factual questions (past simple)		

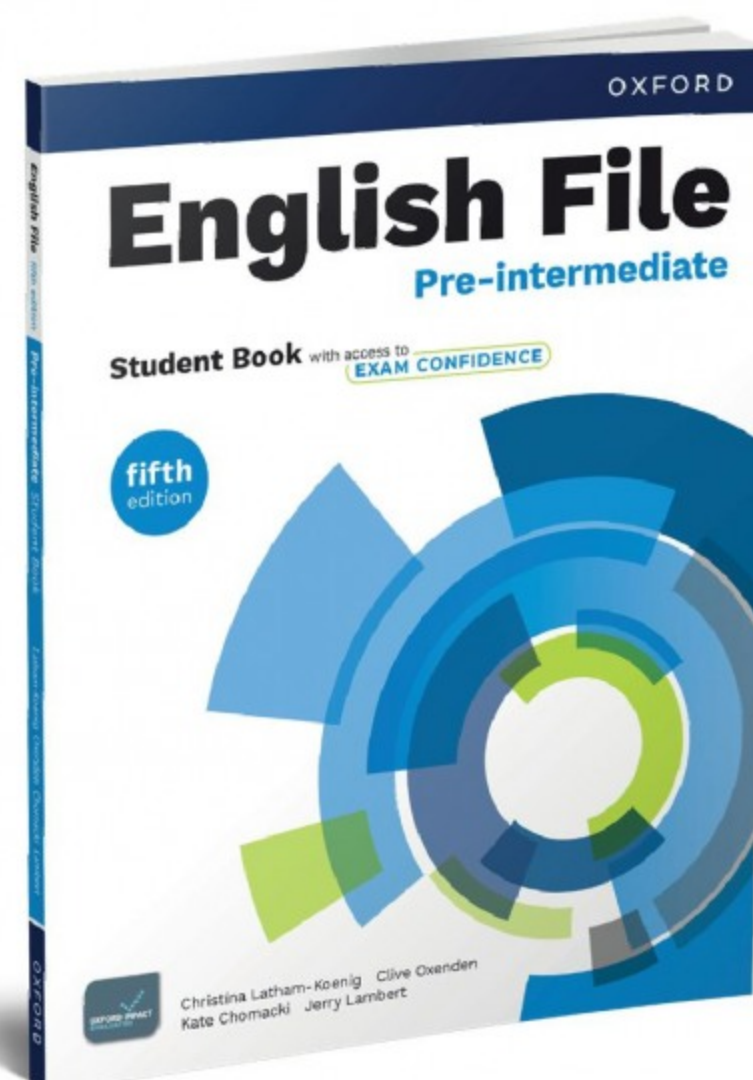


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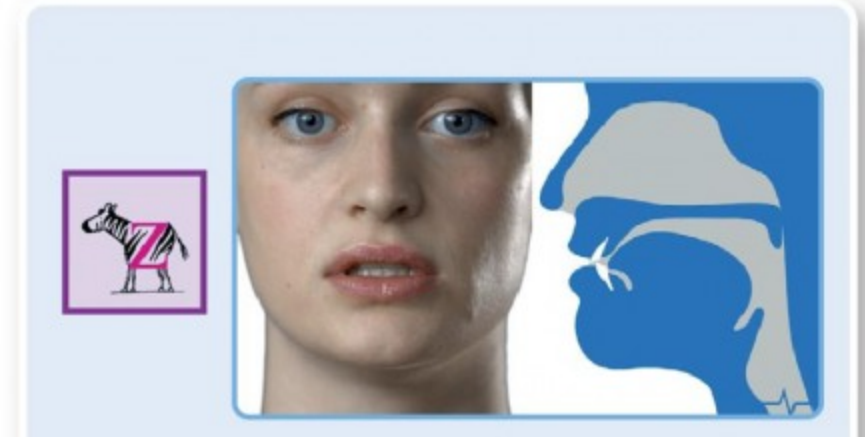
Make a sentence with the past continuous and the past simple.

Grammar practice



Make a phrase with get.

Vocabulary practice



Repeat the sounds and sentences.

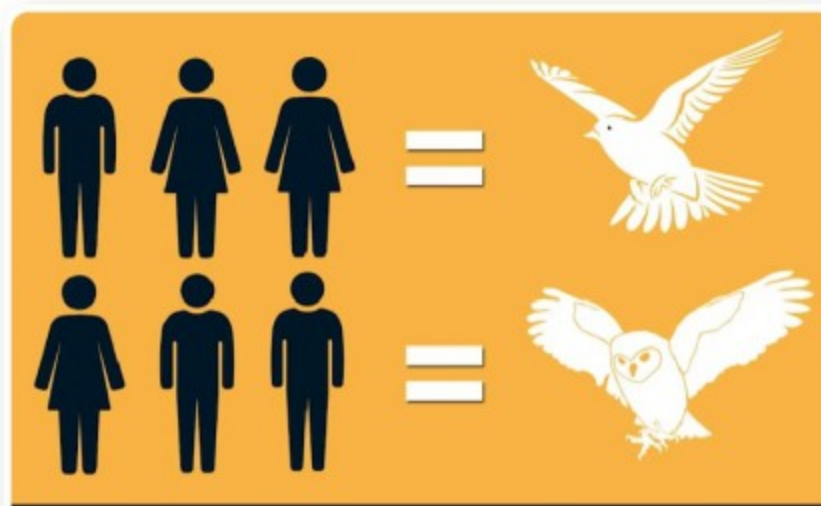
Pronunciation

### Skills development



A visit to Doctor Stone

Dramas



Larks and owls

Documentaries



Getting to know you

Vox pops



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What do you do?

I'm at university.

## 1 VOCABULARY & SPEAKING

### common verb phrases

- a** Complete the questions in *Getting to know you* with a verb.

# Getting to know you

### You and your family


- 1 Where are you from?
- 2 Where were you born?
- 3 What languages do you \_\_\_\_\_?
- 4 Where do you \_\_\_\_\_?
- 5 Do you \_\_\_\_\_ any brothers or sisters?
- 6 Do you \_\_\_\_\_ any pets?

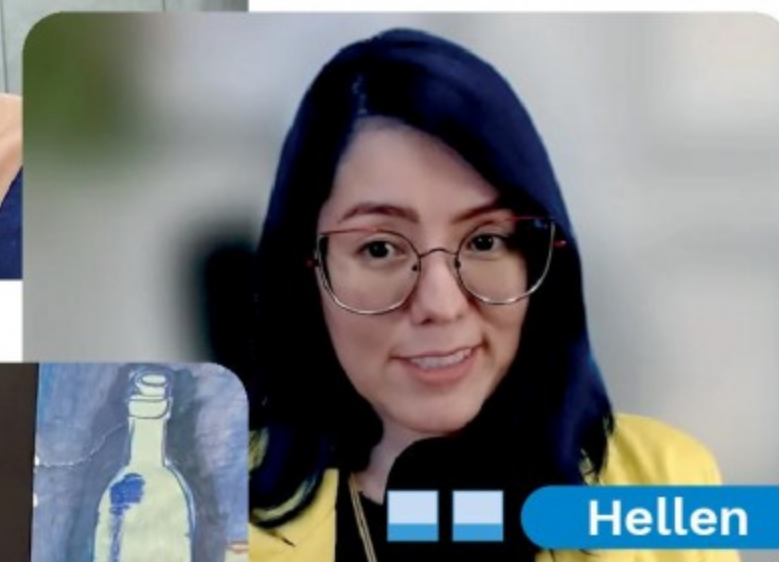
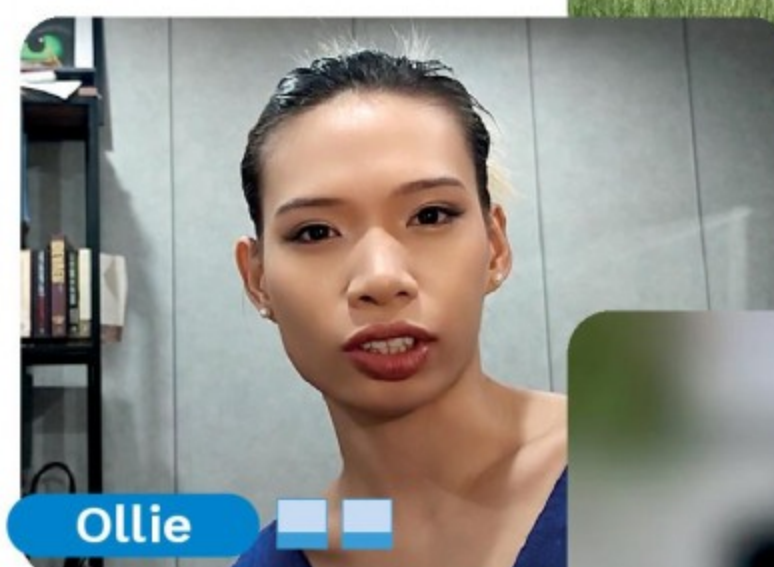
### Your occupation and routine

- 7 What do you \_\_\_\_\_?
- 8 What time do you \_\_\_\_\_ up during the week?
- 9 Where do you usually \_\_\_\_\_ lunch?
- 10 What do you usually \_\_\_\_\_ in the evening?
- 11 What time do you usually \_\_\_\_\_ to bed?
- 12 Where did you \_\_\_\_\_ English before?

### Your free time

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

- b**  **Video** Watch five people answer questions from **a**. Write the numbers of the questions they answer.



- c** Watch again. Then look at the question numbers and try to remember their answers.
- d** Have a conversation with a partner. Ask and answer the questions in **a**. Try to 'return' some of your partner's questions.

Where are you from?

I'm from Cuenca, in Spain. And you?

### 'Returning' a question

When you are having a conversation, you often 'return' questions, for example, 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?*



## 2 GRAMMAR

### word order in questions

- a Look at the **highlighted** phrases in questions 1–8. Tick (✓) the three correct questions. Rewrite the incorrect questions.
- 1 **Can you play** a musical instrument? ✓
  - 2 **Where works your sister?** ✓
  - 3 **Where you at this school** last year? ✓
  - 4 **Is there a supermarket** near here? ✓
  - 5 **Have you coffee** for breakfast? ✓
  - 6 **Where did you go** for your last holiday? ✓

### b Grammar Bank 14 p. 101

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

#### PRESENT

Be you...

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

#### PAST

Did you...

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

- d Ask different students the first question until somebody says "Yes". Then ask the second question. Continue with the other questions.

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 **1.1** With a partner, say the groups of letters. Then listen and check.  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
- b **1.2** Listen. Look at the sound pictures. What are the sound words and vowel sounds? Watch and check.

						
1 <b>listen</b>	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____
A B C	D E F	G H I	J K L	M N O	P Q R	S T U

- c Add these letters to the chart.  
E G J K M D R Q S T
- d **1.3** Listen and check. Practice saying the letters in each group.
- e **Communication Alphabet** puts a point (•) in the middle and answers the questions.

## 4 LISTENING & SPEAKING

- a **1.4** Listen to extracts from six conversations. Write the letters and numbers you hear.
- 1 first name: James
  - 2 postcode: 12 34 56 78
  - 3 phone number: 0123 4567 8910
  - 4 email: 123456789@123.com
  - 5 surname: 123456789
  - 6 address: 123456789
- b **1.5** Now listen to the conversations. Match 1–6 in a to situations A–F.
- A buying something
  - B checking into a hotel
  - C trying to get help
  - D giving a student directions
  - E giving a class some information
  - F ordering at a restaurant
- c Interview another student and complete the form.
- What's your first name?



#### Student information

first name	postcode
surname	phone number
address	email address



What does she look like?

She has grey hair and green eyes.

- G** present simple  
**V** describing people: appearance and personality  
**P** final -s / -es

## 1 VOCABULARY describing people

- a** **1.8** Listen to two people describe a family member. Which man is Adam? Which woman is Mel? What words did you hear that helped you to identify them? What are Adam and Mel like?



- b** **V** **Vocabulary Bank** Describing people p.158  
**c** **Video** Watch and say which person in the photo is described, A, B, or C. What are they like?

## 2 READING & SPEAKING

- a** Look at the photos of Sarah Harris and Bruno Mars. Then complete the headings with two of the adjectives from the list.

generous gold grey short shy slim

- b** Work in pairs, A and B. Each read your article. Find the answers to the questions.

- A**
- 1 What did many older women do when their hair went grey?
  - 2 What are the two reasons why grey hair is more popular now?
  - 3 Why are young people dyeing their hair grey?
  - 4 What have *Vogue* journalists noticed?
  - 5 What are the advantages of stopping dyeing your hair?
- B**
- 1 In which sport is it an advantage to be tall? Why?
  - 2 In which sports is it an advantage to be short? Why?
  - 3 What examples does the article give of a disadvantage of being tall?
  - 4 What are the health advantages of being short?
  - 5 What does the article say is what really matters?

- c** Tell your partner about your article. Use the answers to your questions to help you.
- d** Did either of the articles surprise you? Describe someone you know who you think looks good.

### **A** **G** \_\_\_\_\_ is great!

In the past, some people, especially women, felt bad when their hair started to go grey, and even today some people continue to dye their hair until their 80s or even 90s. But in fact, now grey hair is in fashion for men and women, young and old. One reason for this is film. Some film stars, for example, Meryl Streep and Salma Hayek, look fantastic with grey hair. Another reason is that during the Covid-19 pandemic, hairdressers were closed, so older people went back to their natural colour, and then realized that it looked good. And now, younger people are also dyeing their hair grey. For them, it's a way of saying that they are independent people who want to look different. Fashion magazine *Vogue* reports that all over the world they are seeing more and more young men and women at fashion shows who are silver-grey. For people who are naturally grey, there are other advantages of not dyeing your hair. You don't need to go to the hairdresser every two or three months, and you save a lot of money!



Sarah Harris, deputy editor of British Vogue

NBC news

### **B** **S** \_\_\_\_\_ is super!

Your height is a biological fact that you can't really change. Many people think it's an advantage to be tall. But is it really? Of course, in some sports like basketball, you need to be tall. If you have long legs you can run faster, and with long arms you can stretch further. But in some sports, being short can be a bonus. Short people often have quicker reactions and are more agile, which is important in, for example, martial arts and gymnastics. Tall people also often have more accidents and are more likely to get injured if they fall. And several studies also show that short people live longer; in one village in Sardinia, the very tall people live for about two years less than their shorter neighbours. Of course, there are always exceptions, but in the end, it's not how tall or short you are that matters, it's how you live your life.



Bruno Mars, American singer

Adapted from the BBC website



### 3 GRAMMAR present simple

a Complete the chart.

	I / you / we / they	he / she / it
+	I have grey hair.	My mother _____ grey hair.
-	I don't mind being bald.	My brother _____ _____ being bald.
?	_____ you like being tall?	_____ your sister like being tall?

b Tick (✓) the correct sentences. Then check in article B.

- 1 ☐ a Short people often have quicker reactions.  
☐ b Short people have often quicker reactions.
- 2 ☐ a There always are exceptions.  
☐ b There are always exceptions.

c Grammar Bank 1B p.134

### 4 PRONUNCIATION

final -s / -es

a Video Watch and repeat the sounds and sentences.

snake	She look <u>s</u> quite serious <u>s</u> . He like <u>s</u> all sport <u>s</u> .
zebra	He ha <u>s</u> long arm <u>s</u> and leg <u>s</u> . She' <u>s</u> tall, with blue eye <u>s</u> .
/ɪz/	She use <u>s</u> reading glass <u>es</u> . He watch <u>es</u> a lot of football match <u>es</u> .

#### Pronunciation of final -s / -es: verbs and nouns

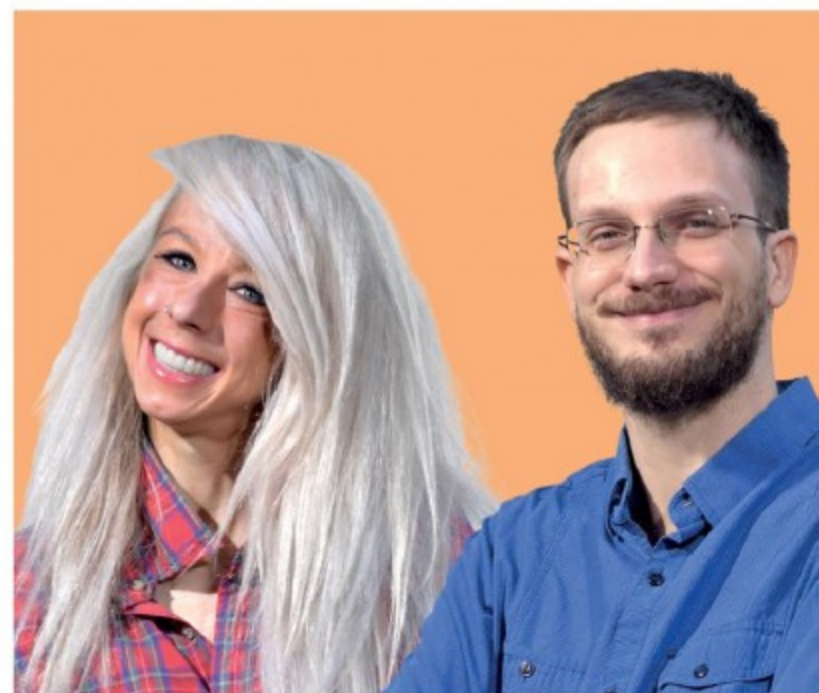
The final -s is pronounced /s/ or /z/. The difference is quite small.

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

b 1.13 How do you say the *he / she / it* form of these verbs and the plural of these nouns? Listen and check.

<b>verbs</b>	choose	cook	go	live	stop	teach
<b>nouns</b>	book	boy	class	friend	language	shop

### 5 LISTENING



In *The Guardian* newspaper 'Blind Date' feature, two strangers who are looking for a relationship meet at a restaurant. Then they report how it went, and give a score out of 10. Jemma, 31, a gardener, met Pietro, 25, a PhD student.

- a Look at the photo and describe the people.
- b Read about Jemma and Pietro. What is a blind date? Do you think they are going to get on?
- c 1.14 Listen to them describe the date. What score do you think they gave?  
Jemma ☐ /10      Pietro ☐ /10
- d Listen again and circle the adjectives that Jemma uses to describe Pietro, and that Pietro uses to describe Jemma.

#### Jemma about Pietro

clever extrovert funny hard-working  
interesting kind polite talkative well-dressed

#### Pietro about Jemma

adventurous friendly generous interesting polite  
serious shy talkative young

e 1.15 Now listen and check your answer to c. Have you ever been on a blind date? Would you like to?

### 6 SPEAKING

a Think of somebody you know well who would like to meet new people. Look at the list and make notes about him / her.

name age job appearance  
personality ☐ / ☐ likes / doesn't like

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 friend for **A**'s person? Then change roles.

*His name's Mario, and he's about 30 years old.*

### 7 WRITING a personal profile

Writing Bank 1 p.115 Write your personal profile.



What's the woman doing?

She's pouring milk into a bowl.

## 1 VOCABULARY clothes

- a Look at the painting and a 'remake' photo. Do you think the photo is a good remake? Why (not)?
- b What are the people in the painting and photo wearing? Match the clothes to the pictures. Write **W** for the woman and **M** for the man.
- ☐ a blue apron
  - ☐ blue trousers
  - ☐ a brown skirt
  - ☐ a yellow and green blouse
  - ☐ a yellow T-shirt
  - ☐ a white cap
- c **V Vocabulary Bank** Things you wear p.159
- d **Video** Watch and try to remember three things that each person is wearing.

## 2 PRONUNCIATION /ə/ and /ɜ:/

- a **Video** Watch and repeat the sounds and words. Which sound is only in unstressed syllables?

1 	computer	trousers trainers sweater cardigan bracelet necklace
2 	bird	shirt skirt T-shirt

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

painter ☐ her ☐ first ☐ photograph ☐  
 picture ☐ prefer ☐ curly ☐ attractive ☐  
 occasion ☐ work ☐ university ☐

- c **1.17** 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



The Milkmaid by Dutch painter Johannes Vermeer

## 3 GRAMMAR present continuous

- a Look at some sentences about the painting and the photo. Complete them with *He's*, *She's*, or *They're*.
- \_\_\_\_\_ wearing yellow and blue clothes.
  - \_\_\_\_\_ wearing a cap.
  - \_\_\_\_\_ pouring milk from a bottle.
  - \_\_\_\_\_ pouring milk from a jug.
  - \_\_\_\_\_ looking at the milk.
  - \_\_\_\_\_ standing near a window.
- b Circle the correct form of the verb, present continuous or present simple.
- In the photo the man isn't wearing / doesn't wear a cap.
  - People often wear / are wearing aprons in the kitchen.
  - A** What do you do / are you doing now?  
**B** I do / I'm doing an exercise.
  - A** What does your sister do / is your sister doing?  
**B** She's a teacher.

- c **G Grammar Bank 1C** p.134





Remake of *The Milkmaid* by Justine Rioufrait

## 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 rich people    c nature
- 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 the paints cost a lot.  
c Because he rented an expensive studio.

**b** **1.20** Listen and check your answers.

**c** Listen again and make notes about 1–6.

- 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** 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 the left of    on (x2)    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** **1.21** Listen and check. Then look at the Vermeer painting again. Say where the woman and things are.

## 6 SPEAKING

**a** **Video** Watch *American Gothic* remake. Then remember three things that are the same and three things that are different in the two photos.

**b** Complete the sentences about the remake.

- On the right of the photo, \_\_\_\_\_ a man.
- He \_\_\_\_\_ jeans.
- He \_\_\_\_\_ a garden fork in his hand.
- In the background, you \_\_\_\_\_ the city.

**c** **Communication Remakes A p.104 B p.110**  
Describe two more paintings and remakes.


**d** In small groups, ask and answer the questions.

- Which of the remakes in this lesson do you think is the best? Why?
- Have you ever done a remake? Would you like to try? Which painting would you choose?
- 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?





## THE STORY SO FAR

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



Ben



Izzy



Andre




Carla

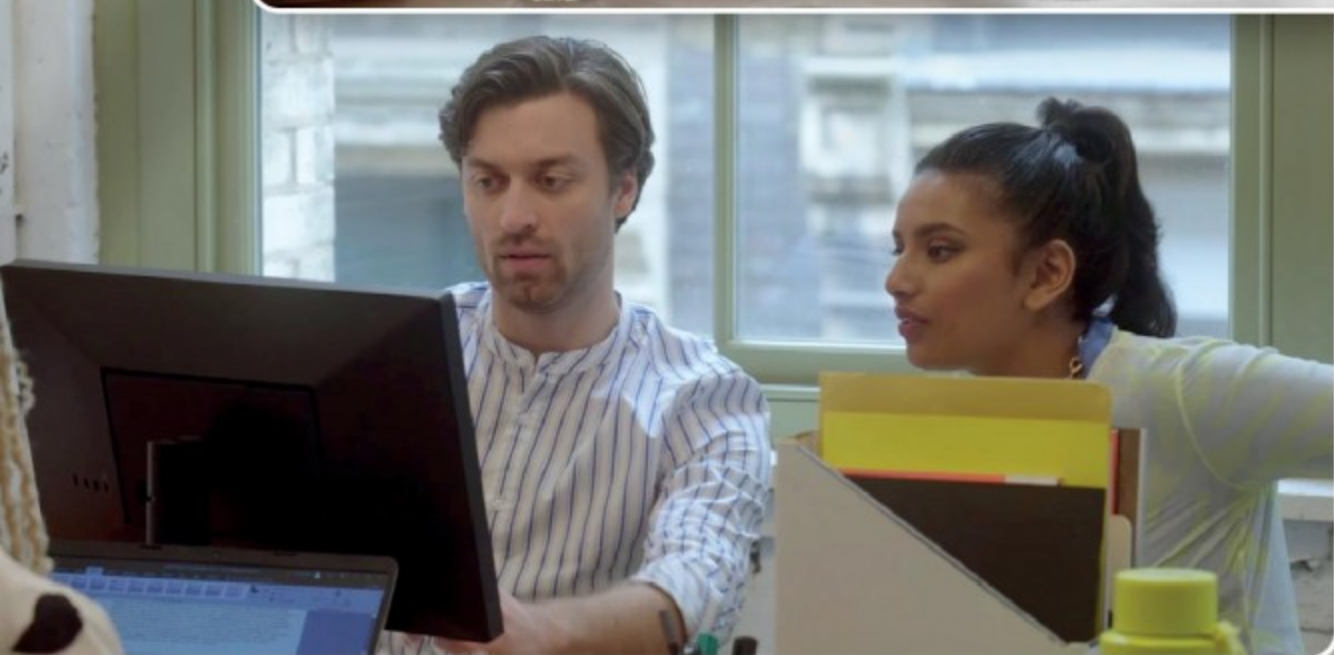


Pamela


## 1 SIX MONTHS LATER

a Look at the photos. What are Ben and Izzy doing now?

b  **Video** Watch *Six months later* and check. Who is Emma? What's going to happen in the evening?



## 2 CALLING RECEPTION

a  **Video** Watch *Calling Reception*. Tick (✓) the problems she has.

- ☐ The room is very cold.
- ☐ The air conditioning isn't working.
- ☐ There aren't any towels.
- ☐ She can't connect to the wi-fi.
- ☐ There isn't any hot water.




c Watch again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.


- 1 Emma is staying with Ben.
- 2 She's Ben's twin sister.
- 3 Carla asks Ben if he is nervous.
- 4 Ben thinks Emma and Izzy are very similar.
- 5 At first, Izzy doesn't accept Max's invitation to go for a drink.
- 6 Izzy decides to go because the Managing Director is going.



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


You hear	You say
<b>Conversation 1</b>	
Hello, Reception.	Hello, this is room 13.
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. I'll <sup>2</sup> _____ somebody up to <sup>3</sup> _____ at it right now.	
<b>Conversation 2</b>	
Good <sup>4</sup> _____, Reception.	Hello. I'm sorry to bother you again. This is room 13.
How can I help?	I have another problem. I can't connect to the wi-fi.
I'm sorry. I'll <sup>5</sup> _____ you through to my colleague. She can help you.	Thank you very much.

- c**  **Video** Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversations with a partner.

 **Offers with I'll**  
**I'll** = *I will*. We use **I'll** + verb to offer to do something.  
**A** *There's a problem with the air conditioning.*  
**B** **I'll send** somebody up to look at it.

- d** **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.
- A** You are the receptionist. **B** is a guest at the hotel. **B** calls you.  
 Begin: *Good morning, Reception. Can I help you?*
- B** You are a guest (give your room number). Use your first name and surname. You have a problem in your room – explain your problem.
- A** Offer to do something about **B**'s problem.

### 3 IZZY AND EMMA MEET

- a** Look at the photo. Do you think the meeting between Emma and Izzy was a success? Why (not)?
- b**  **Video** Watch *Izzy and Emma meet* and check. Was it a success? Why (not)?




- c** Watch again. Who says these things and who to? Write **B** (Ben), **E** (Emma), or **I** (Izzy).

- |   |                |
|---|----------------|
| 1 'Are you eating enough?'                          | _____ to _____ |
| 2 'Right now, I'm working on a really big project.' | _____ to _____ |
| 3 'Wow, that's a really cool jacket!'               | _____ to _____ |
| 4 'Are you going to come with us?'                  | _____ to _____ |
| 5 'I booked a table for three.'                     | _____ to _____ |
| 6 'Everyone is going.'                              | _____ to _____ |
| 7 'It's just you and me, then.'                     | _____ to _____ |
| 8 'But you just got here.'                          | _____ to _____ |

### 4 SOCIAL ENGLISH

- a** Match a phrase from **A** with a response in **B**.

A	B
1 Are you free to go for a drink this evening?	 It's great.
2 It's nice to meet you.	 But you just got here.
3 How's the photography course going?	 It's nice to meet you, too.
4 I've heard a lot about you.	 Oh. I'm sorry, I can't.
5 Actually, I need to go now.	 Me too.

- b**  **Video** Watch and check.
- c** In pairs, practise the phrases and responses. Then change roles.

#### WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Emma. Why is the meeting important for Ben? Do you think that Izzy was right to go to the work drink? Do you think that Emma and Izzy are going to get on well?



Where did you go for your last holiday?

I went to Paris with some friends.

## 1 READING

- a Read the title and the introduction to a story on a travel website. 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. What did Ryan lose? Did he find it?

HOME DESTINATIONS GUIDES **STORIES** SHOP Q SEARCH

## '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 an audio file...**



Last year, I went on holiday 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 couldn't call the phone because it was on 'silent', so 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!

Ryan, from Dublin

- c Read the story again. Then cover it and correct the **bold** information.

- Ryan went on holiday with **his family**.  
*Ryan went on holiday with his friends.*
- One day, they **went cycling**.
- It took **three hours** to get to the top of the mountain.
- They had **a snack** at the top of the mountain.
- The view **wasn't very good**.
- Ryan wanted to take another photo, but he couldn't find **his camera**.
- He went back up the mountain with **one of his friends**.
- They spent **an hour** looking for the phone.
- It started to get **warmer**.
- He found his phone in his **bag**.
- His friends were **angry** about it.

- d Have you ever lost anything important on holiday? What was it? What happened?

## 2 GRAMMAR past simple: regular and irregular verbs

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

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

- b Complete the negative verbs. Then check in Ryan'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 G Grammar Bank 2A p.136