

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

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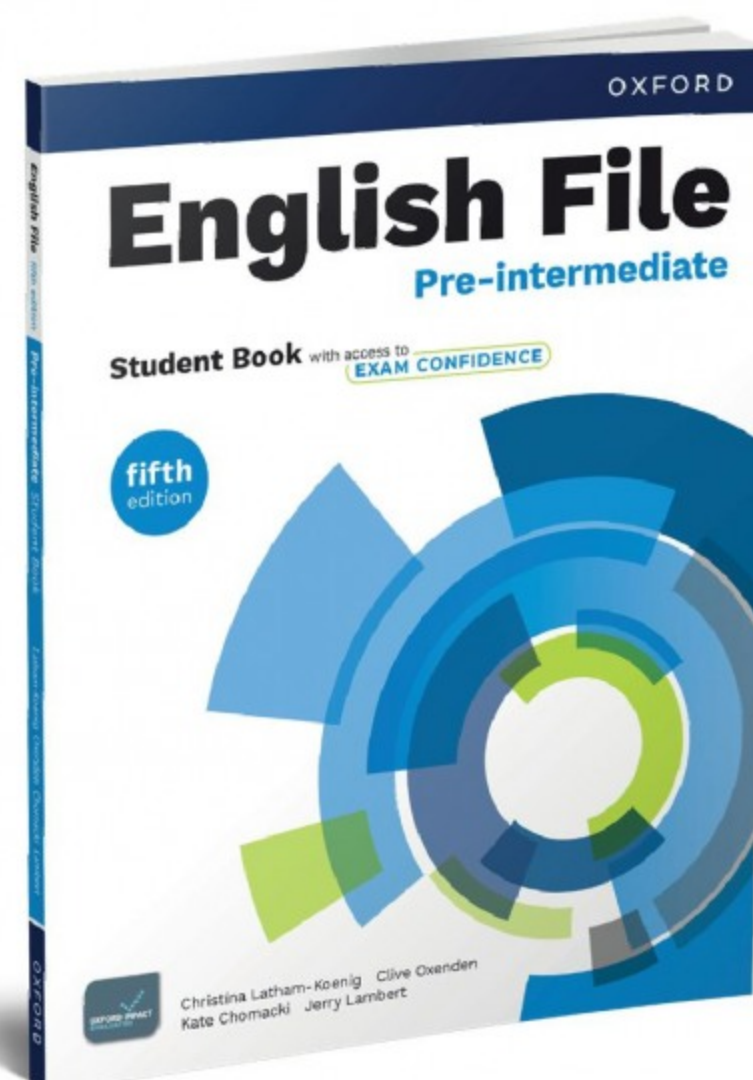
READING & LISTENING		SPEAKING & WRITING		Practical English p.62
Reading reading on screen Listening using visual clues and text to understand advice 		Speaking asking and answering fluently Writing an article giving tips		Pictures of you  Episode 4: <i>Running into trouble</i>
Listening understanding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

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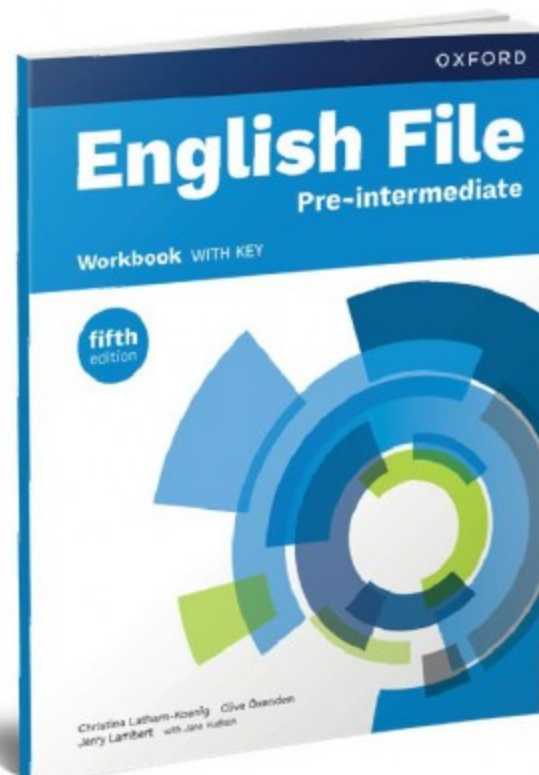
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1

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

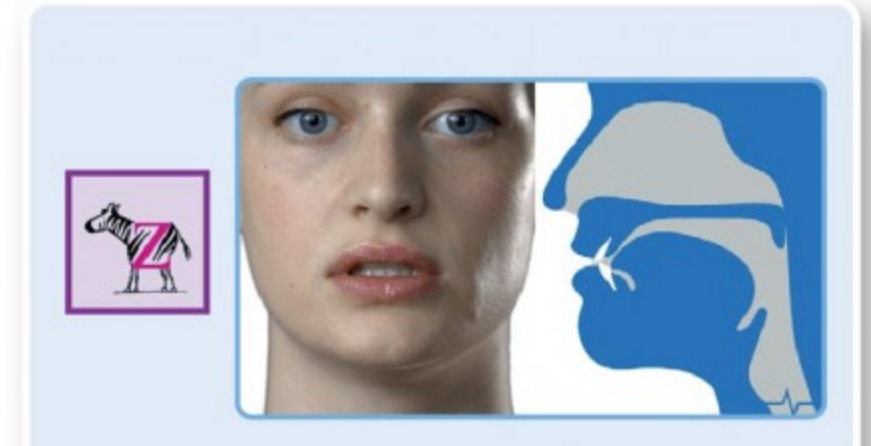
 Grammar practice



1

Make a phrase with get.

 Vocabulary practice



Repeat the sounds and sentences.

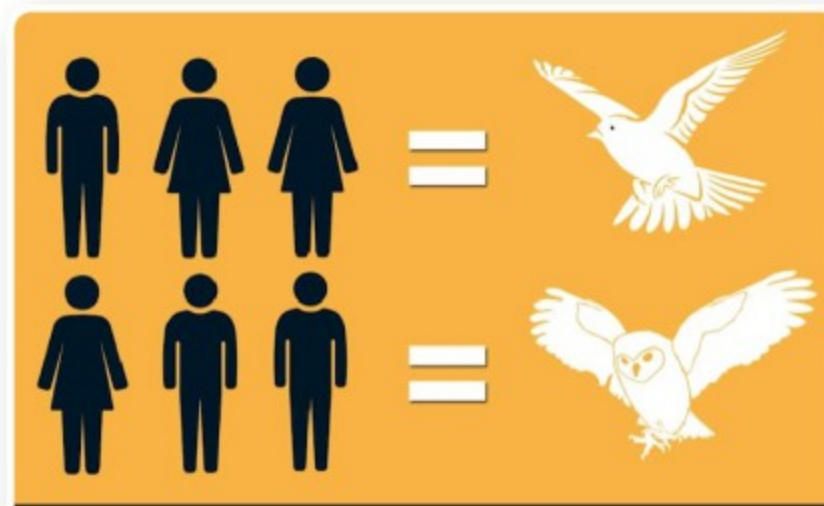
 Pronunciation

Skills development




A visit to Doctor Stone

 Dramas



Larks and owls

 Documentaries



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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?

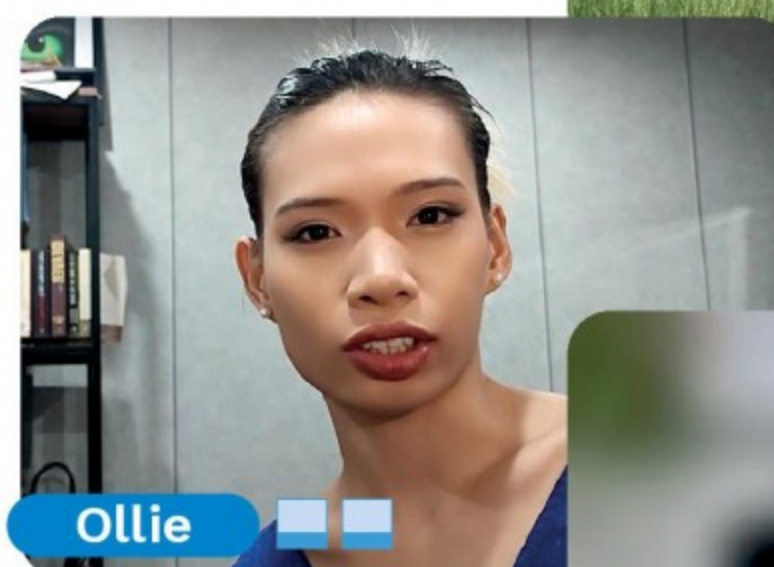
- b**  **Video** Watch five people answer questions from **a**. Write the numbers of the questions they answer.



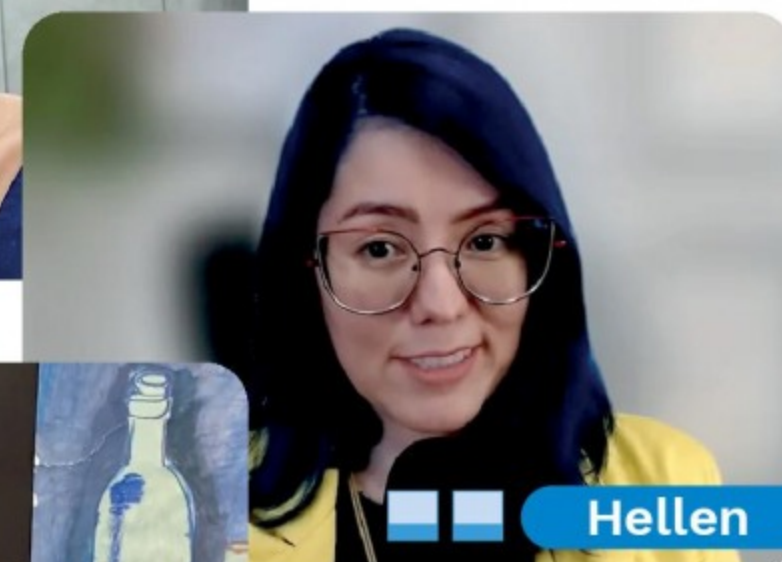
Gastón



Kateřina



Ollie



Hellen



Mert

- 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 1–6. 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

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

PRESENT

Be you...

- 1 drink a lot of tea or coffee?
How many cups **do you drink** a day?
- 2 go to a gym?
What gym _____?
- 3 sleep well?
How many hours _____?
- 4 play games on your phone?
What games _____?
- 5 like watching sport?
What sports _____?

PAST

Did you...

- 1 go to bed late last night?
What time _____ to bed?
- 2 cook lunch or dinner yesterday?
What _____?
- 3 go for a walk at the weekend?
Where _____?
- 4 see a good film last week?
What film _____?
- 5 buy any clothes last month?
What _____?

- 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 listen	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

- a Add these letters to the chart.
V O W E L S M D N R Q S F
- d **1.3** Listen and check. Practice saying the letters in each group.
- e **Communication Alphabet** puts **A** and **B** in the first and second positions.

4 LISTENING & SPEAKING

- a **1.1** Listen to extracts from six conversations. Write the letters and numbers you hear.
- 1 first name: **James**
 - 2 postcode: _____
 - 3 phone number: _____
 - 4 email: _____
 - 5 surname: _____
 - 6 address: _____
- b **1.2** 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

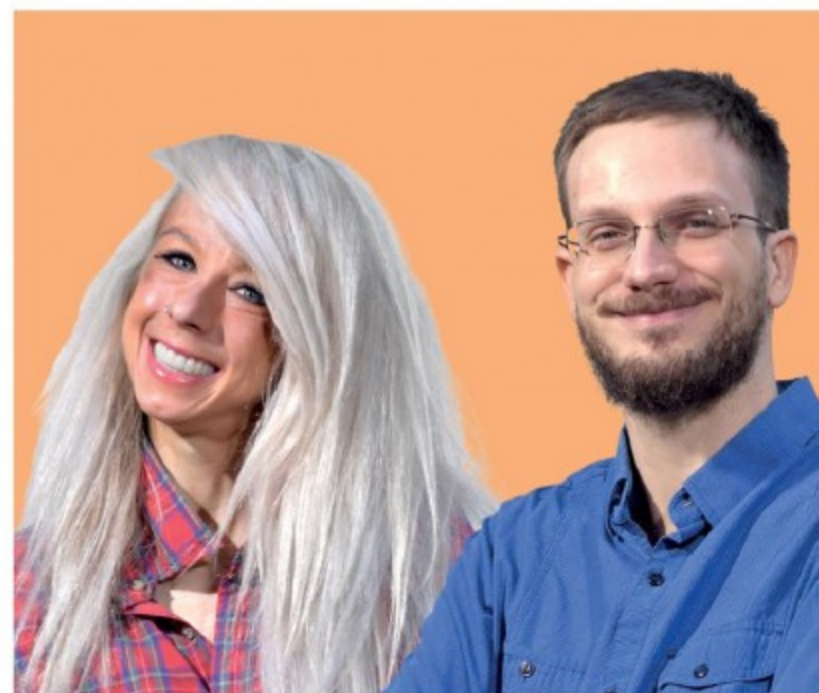
The final -s is pronounced /s/ or /z/. The difference is quite small.

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.

verbs	choose	cook	go	live	stop	teach
nouns	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 sweater bracelet	trainers cardigan 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

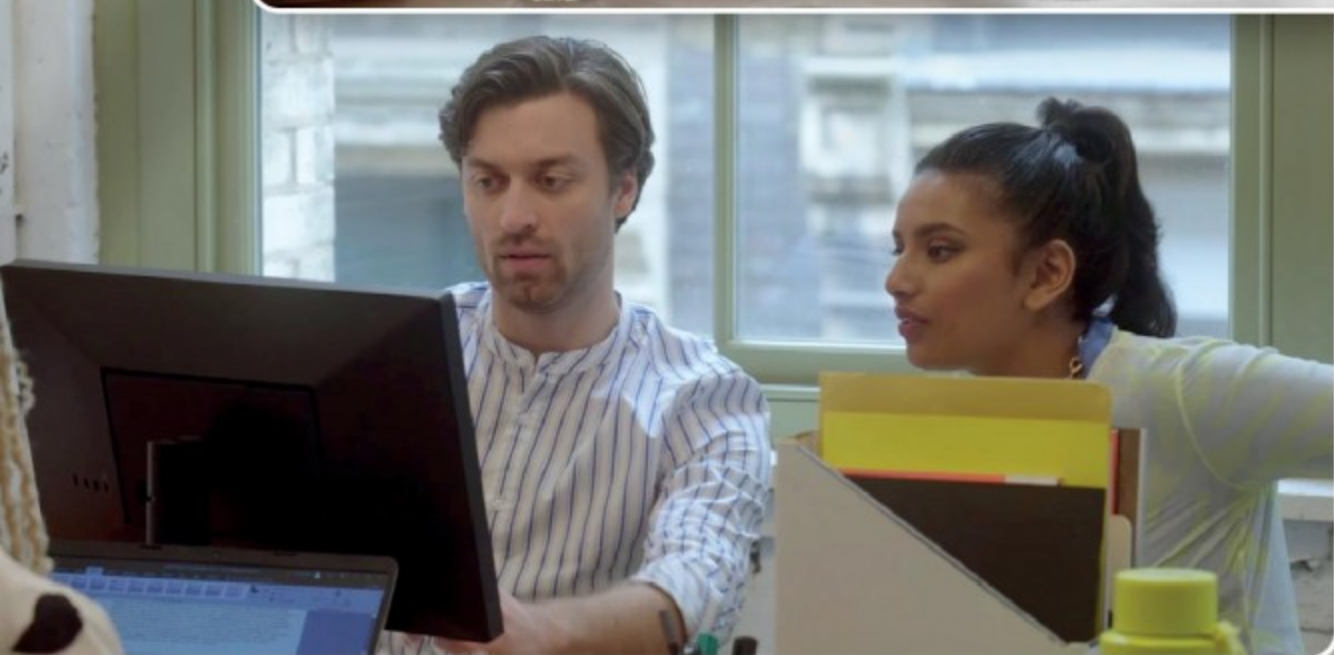


Pamela

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
Conversation 1	
Hello, Reception.	Hello, this is room 13.
How can I ¹ _____ 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 ² _____ somebody up to ³ _____ at it right now.	
Conversation 2	
Good ⁴ _____, 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 ⁵ _____ 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**

3 LISTENING & PRONUNCIATION

regular verbs: -ed endings

- a 2.2 Listen to a story sent to the website. What did Marta lose? Did she find it?

- b 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 to in the end? What happened there?

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

- d Video Watch 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/.

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

ask call check decide happen live
rent start stop thank want

- f 2.4 Listen and check.

4 VOCABULARY holidays



- a Video Watch the video. What holiday activities did you see? Do you like doing any of these things when you're on holiday?

- b Vocabulary Bank Holidays p.160

5 SPEAKING

- a 2.8 Listen extracts from a conversation. Complete the phrases that B uses to show that he is interested in what A is saying.

Useful language for showing interest

- 1 A I went to New York last week.
B _____! Did you like it?
- 2 A The weather was terrible – it rained every day.
B Oh _____! What a _____! What did you do?
- 3 A We went to a musical on Broadway.
B _____! What musical was it?
- 4 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

- 1 Where / go?
- 2 When / go?
- 3 Who / go with?
- 4 Where / stay? What / like?
- 5 What / the weather like?
- 6 What / do during the day?
- 7 What / do in the evening?
- 8 / have a good time?
- 9 / have any problems?

- d Work in pairs. Think about your answers to the questions. Then ask your partner about their last holiday. Show interest in what they say, and try to ask more questions. Then swap roles.

What were you doing there?

I was doing a Spanish course.

1 READING

- a** Look at the photo and answer the questions. Say why.
- Where in the world do you think it could be?
 - What do you think is happening in the background?
 - How do you think the person is feeling?
- b** Read the article. Were your answers in **a** right? What do the **highlighted** words and phrases mean? Find them in the photo.
- c** Read the article again and answer the questions.
- Why was Christopher in Ecuador? Why did he decide to go to Baños?
 - How did they go up the mountain? What information did they get on their way up?
 - Why is the swing dangerous? Who actually tried it?
 - What started to happen after 20 minutes on the swing? What did Christopher do?
 - How did he discover that the photo was famous?
- d** Is there a photo with you in it that you really love? Describe it. Why do you like it so much?



In a feature in *The Guardian* newspaper called 'That's me in the picture', people describe a photo they were in. This photo was sent in by Christopher Morris.

In 2014, when I was studying acting at university, I decided to do a Spanish course in Ecuador. One weekend, I visited a place called Baños with some friends. A big attraction there is the 'Swing at the end of the world'. The swing is on the edge of a mountain, and there are incredible views. On a clear day, you can see a volcano, Mount Tungurahua.

We rented quad bikes to ride up to the swing. The weather was beautiful – sunshine and clear skies. We were riding up the mountain on our bikes when we passed some friends coming down. 'The volcano is active today,' they said.

The swing hangs from a treehouse. It's just two old ropes and an old wooden seat. It was dangerous, but we all took turns. It was an amazing feeling – one minute your feet are on the ground, and the next, you're high up in the air.

For a time, we were swinging on the swing and watching the smoke coming from the volcano. After 20 minutes, there was a lot more smoke and loud noises. We could see an enormous cloud of ash in the sky. One part of me was thinking, 'This is so cool', but the other part was thinking, 'Are we in danger?' The cloud started to cover the sky. I asked my friend Sean to try to take a good photo of me with the volcano in the background. When people see this photo, they say, 'Wow, you look so relaxed.' But I was terrified! Then we heard local people saying, 'We have to go', and we knew it was time to leave.

I made the photo my profile picture. Some time later, I was in a doctor's waiting room, and I was looking through a *National Geographic* magazine when I saw the photo. Sean had won a prize in a travel photo competition!

2 VOCABULARY *at, in, on*

- a** Look at the sentences from the article. Complete them with *at, in, on*.
- _____ 2014, when I was studying acting _____ university, I decided to do a Spanish course _____ Ecuador.
 - We were riding up the mountain _____ our bikes...
 - Some time later, I was _____ a doctor's waiting room...
- b** **V** **Vocabulary Bank Prepositions** p.161 Do Part 1.
- c** **C** **Communication** *at, in, on* **A** p.104 **B** p.110 Answer the questions with a preposition and a time or place.

3 GRAMMAR past continuous

- a Look at the **highlighted** verbs in two sentences from the article in 1.

We **were watching** the smoke coming from the volcano.

I **was looking** through a *National Geographic* magazine when I saw the photo.

Which verb describes...?

- 1 an action in progress at a specific moment in the past
- 2 the situation during the story

- b Underline more examples of the past continuous in the article.

- c **Grammar Bank 2B** p.136

- d **Video** Watch the video. Make a sentence for each clip using the past continuous and the past simple.

- 1 *She was surfing when she saw...*



4 LISTENING & PRONUNCIATION

weak forms: *was, were*

- a Look at six photos from Anya's social media page. Which person do you think is Anya? Who do you think the other people are?

- b **2.12** Listen to Anya talking about the photos. Label them 1-6 in the order she describes them.

- c Listen again and check. What else can you remember about each photo?

- d **2.13** Listen to six sentences and write the missing words.

- 1 _____ my first term at university.
- 2 I _____ with him in the Easter holidays.
- 3 We _____ a music course.
- 4 _____ at school together.
- 5 She took this when we _____ the Colosseum.
- 6 We _____ all _____ champagne, and Roz _____ the hard work!

- e Listen again. Are *was* and *were* stressed or unstressed?

Glossary

punting going along a river in a long, flat boat

5 SPEAKING

Talk to a partner. Give more information if you can.

- 1 Do you post photos on social media? What kind? If not, how do you share photos with friends and family?
- 2 Do you have a photo as a background on your phone, tablet, or computer? Who or what is it of? What's the story behind it?
- 3 Do you have any photos you really like on your phone? Show them to your partner. What was happening at the time?
- 4 Do you have a favourite photo of yourself as a child? Who took it? What were you wearing? Is there a story behind it?

6 WRITING describing a photo

- Writing Bank 2** p.116 Write a description of your favourite photo.

Anya

A

B

C

D

E

F

19