

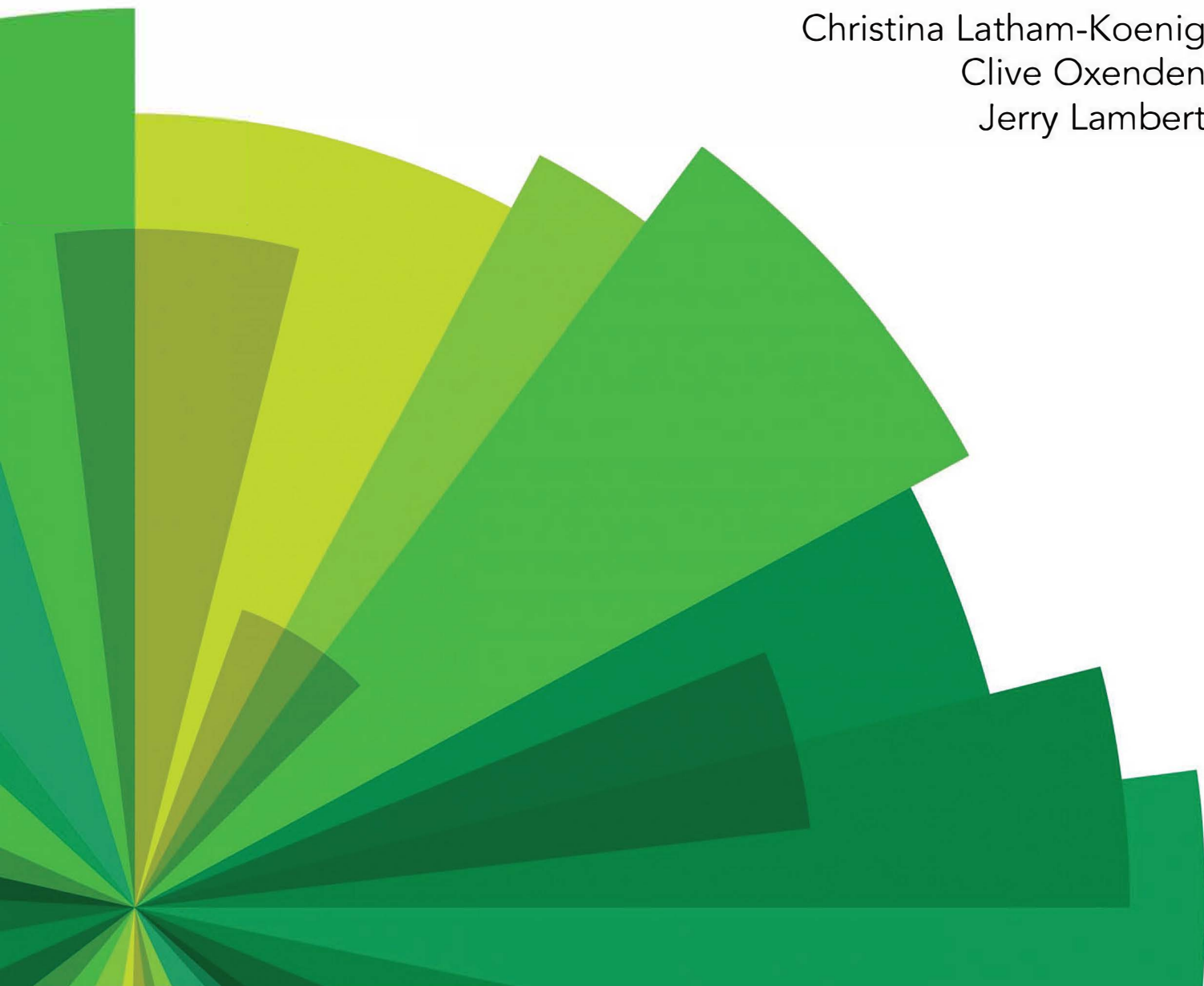
OXFORD

fourth  
edition

# English File

**Intermediate**  
Student's e-book

Christina Latham-Koenig  
Clive Oxenden  
Jerry Lambert



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UNIVERSITY PRESS

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Paul Seligson and Clive Oxenden  
are the original co-authors of  
*English File 1* and *English File 2*



e-book interactive features

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# 1A

## Eating in...and out

Do you eat a lot of red meat?

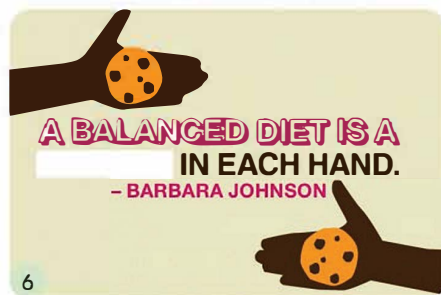
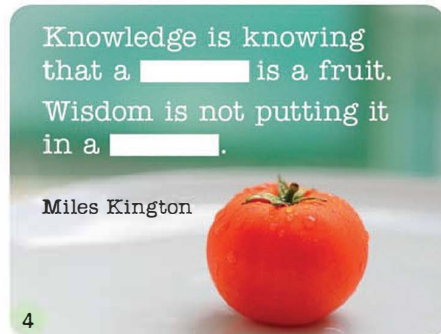
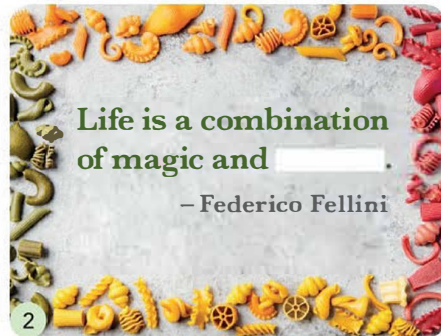
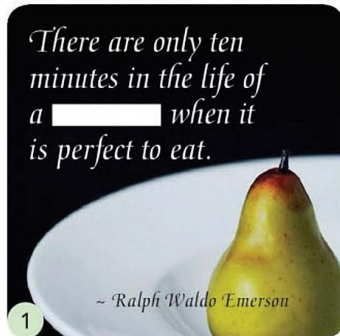
Yes, but I'm trying to cut down.

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

### 1 VOCABULARY food and cooking

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

cake cookie fruit salad onions pasta pear tomato



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

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

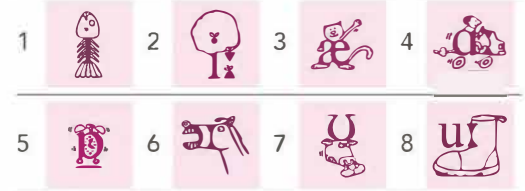
- e **1.5** Listen to six conversations. Write the food phrase you hear for each adjective in d.

1 raw beetroot

### 2 PRONUNCIATION

#### short and long vowel sounds

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



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

- |   |   |
|---|---|
| <input type="checkbox"/> crab salad             | <input type="checkbox"/> a good cook        |
| <input type="checkbox"/> grilled squid          | <input type="checkbox"/> hot sausages       |
| <input type="checkbox"/> a jar of raspberry jam | <input type="checkbox"/> raw pork           |
| <input type="checkbox"/> steamed green beans    | <input type="checkbox"/> 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

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

# Practical English Meeting the parents

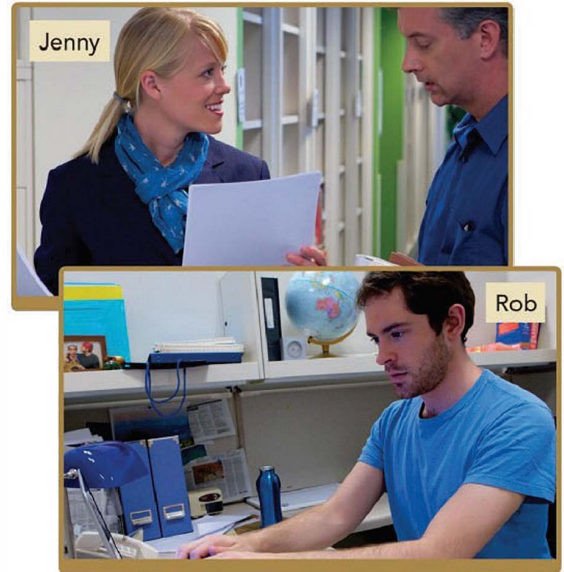
reacting to what people say

## 1 INTRODUCTION

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

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

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



## 2 REACTING TO WHAT PEOPLE SAY

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

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



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

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

c **G** p.140 Grammar Bank 5A

d Read the article about Anton Gafarov. Complete it with the verbs in the correct tense.

## Canada to the rescue

Russian cross-country skier Anton Gafarov

<sup>1</sup> was competing (compete) at the Sochi Winter Olympics in 2014. He <sup>2</sup> \_\_\_\_\_ (do) well in the race when he <sup>3</sup> \_\_\_\_\_ (fall) and <sup>4</sup> \_\_\_\_\_ (damage) his left ski. Soon after that, he <sup>5</sup> \_\_\_\_\_ (fall) again. He realized that his ski <sup>6</sup> \_\_\_\_\_ (break) into two pieces. He <sup>7</sup> \_\_\_\_\_ (try) to continue on one ski when suddenly the Canadian ski coach, Justin Wadsworth, <sup>8</sup> \_\_\_\_\_ (run) out of the crowd and <sup>9</sup> \_\_\_\_\_ (replace) Gafarov's broken ski with a spare one that he <sup>10</sup> \_\_\_\_\_ (bring) for his own team. Gafarov <sup>11</sup> \_\_\_\_\_ (finish) the race in front of his home crowd.



e **C** Communication Good sportsmanship **A** p.107  
**B** p.112 Practise telling a story.

f Which of the four stories you've read do you think is the most heroic?

## 7 SPEAKING

a You're going to tell your partner two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

### Tell your partner about...

- **a really exciting sports event you saw**  
When and where was it? Who was playing? What happened? Why was it so exciting?
- **a time you had an accident or got a sports injury**  
When and where did it happen? What were you doing? What part of your body did you hurt? What happened next? How long did it take you to recover?
- **a time you saw or met someone famous**  
When was it? Where were you? Who were you with? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?
- **a time you got lost**  
Where were you going? How were you travelling? Why did you get lost? What happened in the end?
- **a time you missed or nearly missed something important (e.g. a flight, an exam, a date, etc.)**  
What did you miss or nearly miss? Why? How did you feel? What happened in the end?

b Work with a partner. Tell each other your two stories. Give as much detail as you can. Use the language from the **Telling an anecdote** box.

#### **G** Telling an anecdote

##### Starting an anecdote

*I'm going to tell you about a time when...*

*This happened a few years ago...*

*When I was younger,...*

##### Listening to an anecdote

*Wow! Really?*

*That sounds terrible / awful.*

*How amazing!*

*What happened next / after that / in the end?*

## 8 WRITING

**W** p.118 Writing Telling a story Write a story about a journey where you had a problem.

# The UK student site

Home

Forum

Schools






University

Careers



## Is it really worth going to uni?

### Comments

-  It depends what you want to do. Some degrees are worth it, like medicine or dentistry. But I think media studies, and things like that, are a waste of time.
-  Uni gives you the time and space to find out what you really want to do in life. And it has a lot of social benefits, like friends, clubs – that sort of thing.
-  There are so many better alternatives out there, in my opinion. I got a place at uni to do accountancy, but I chose to do an apprenticeship. All my friends are now at uni and in debt. I'm 20 and I'm earning money and learning on the job.
-  It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't. Some people are just not made for uni.
-  I'm a software engineer at a global tech company. A degree is preferred, but not essential. The recruitment team always say if they have two people, and one is self-taught and has experience, and the other has just finished uni with no experience, they'll choose the first. But often they ask for a degree AND experience.

## 7 SPEAKING

- a In small groups, each choose a different topic from the list. Decide if you agree or disagree and write down at least three reasons.

### School

- School doesn't prepare students for life. They should be taught practical things, like childcare, and how to cook healthy food.
- Physical education should be optional, and boys and girls should be taught PE separately.
- Primary pupils shouldn't get any homework, and secondary students not more than one hour a night during the week.
- Schools should spend most of the time on maths, science, and IT, and less on arts subjects like history and literature.

### University

- University courses are too long. They should be a maximum of two years.
- University students shouldn't be allowed to have jobs during term-time.
- Students should choose to study a subject they love, not necessarily one that will get them a good job.
- University students should live independently, not with their parents.

- b Explain to the rest of your group what you think about your topic. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you, and say why.

### Organizing and presenting your opinions

The topic I've chosen is...

I 

completely agree
partly agree
completely disagree

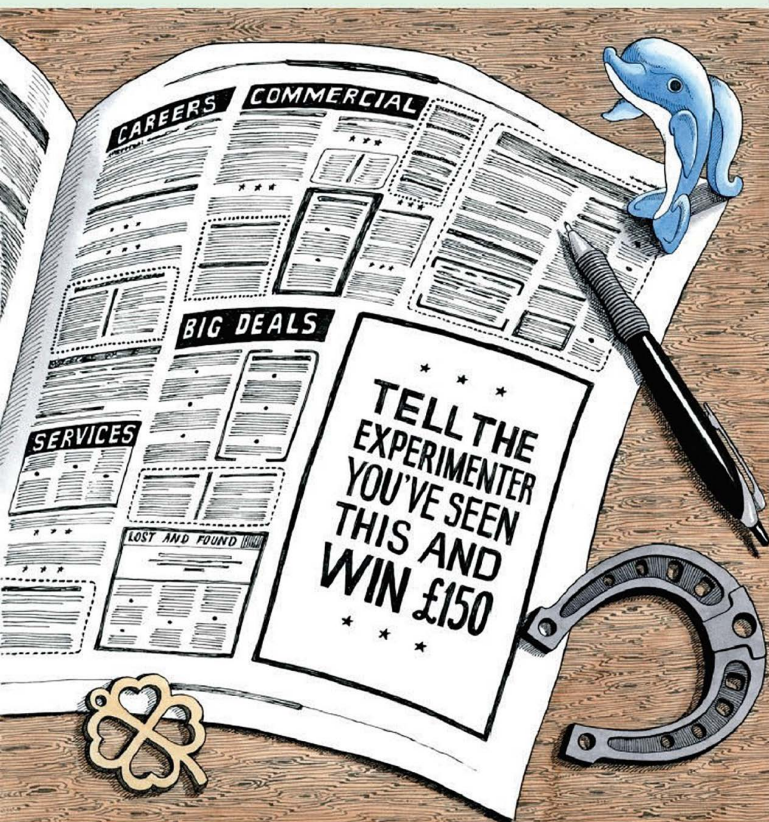
 that...

First of all, (I think that...)

My second point is that...

Another important point is that...

Finally,...



3

- Lucky people create and notice opportunities by developing a relaxed attitude to life and being open to change.
- Lucky people tend to listen to their intuition and act quickly. Unlucky people tend to analyse situations too much, and are afraid to act.
- Lucky people are confident that the future will be positive, and this motivates them to try, even when they have little chance of success. Unlucky people are sure that they will fail, and so they often give up before they have begun.
- Lucky people keep going, even when they are likely to fail, and they learn from their mistakes. Unlucky people get depressed by the smallest problem, and think that the problems are their fault, even when they aren't.

4 \_\_\_\_\_ I asked a group of 200 volunteers to use the four key principles and to think and behave like a lucky person. The results were remarkable. In a few months, about two-thirds of the group became happier, healthier, and more successful in their careers.

5 \_\_\_\_\_ Unfortunately not. Lotteries are purely chance events, and nothing can really influence your chances of success. However, the good news is that being lucky in your personal life and career is far more important than winning the lottery.

Adapted from The Guardian

d Ask and answer the questions with a partner.

- 1 Do you agree with Richard Wiseman that people are not born lucky or unlucky, but can learn to make their own luck?
- 2 Can you remember a time when you were either very lucky or very unlucky? What happened?
- 3 Do you know anyone who you think is particularly lucky or unlucky? Why?
- 4 Think of a time when you were successful at something. Do you think it was because you worked hard at it, or because you were lucky and in the right place at the right time?

## 5 VOCABULARY making adjectives and adverbs

A few years ago, I led a large research project about **luck**. I studied the lives of more than 400 people who considered themselves either very **lucky** or very **unlucky**.

a Look at the **bold** words in the sentences above. Which is a noun and which are adjectives? Using the word *luck*, can you make...?

- 1 a positive adverb
- 2 a negative adverb

b **V** p.164 **Vocabulary Bank** Word-building Do Part 2.

c Read the rules for the sentence game.

### The sentence game

- 1 You must write correct sentences with the exact number of words given (contractions count as one word).
- 2 The sentences must make sense.
- 3 You must include a form of the given word (e.g. if the word is *luck*, you can use *lucky*, *luckily*, *unlucky*, etc.).

d Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

- 1 **fortune** (11 words)
- 2 **comfort** (9 words)
- 3 **luck** (7 words)
- 4 **care** (6 words)
- 5 **patience** (12 words)

e Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.