

# English File

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

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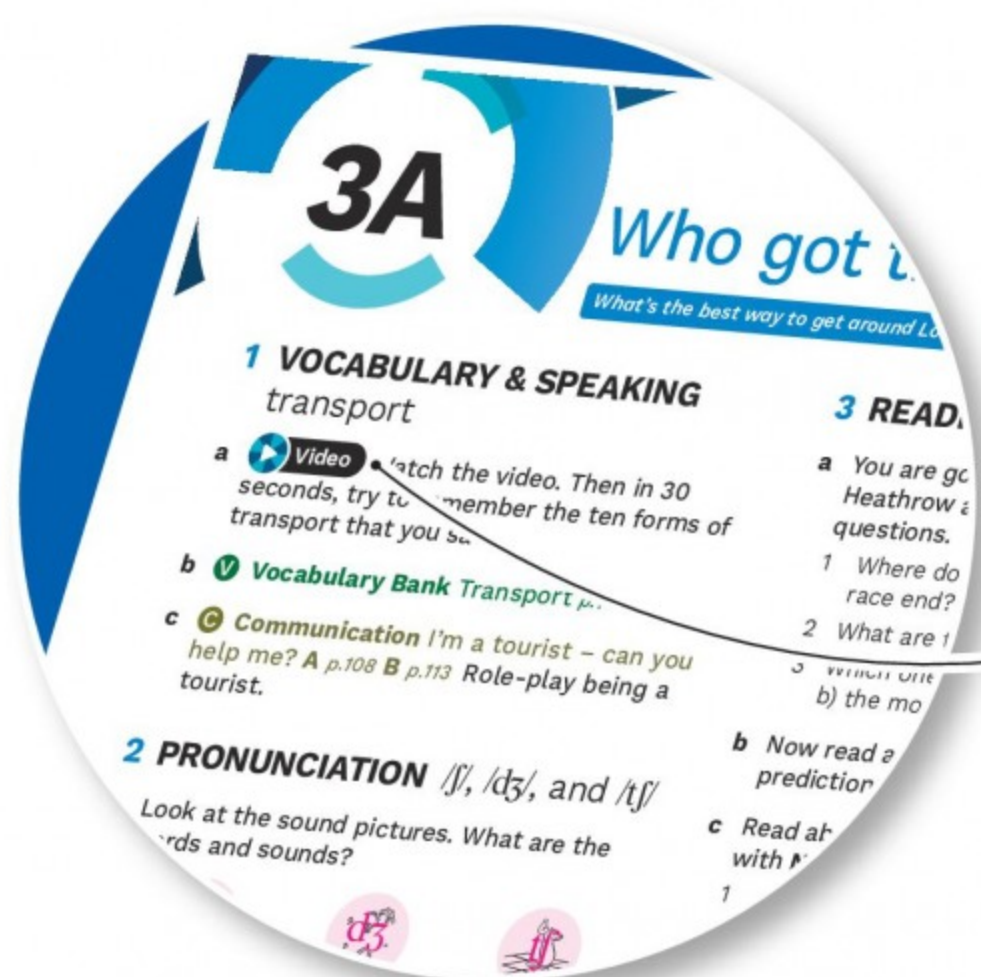
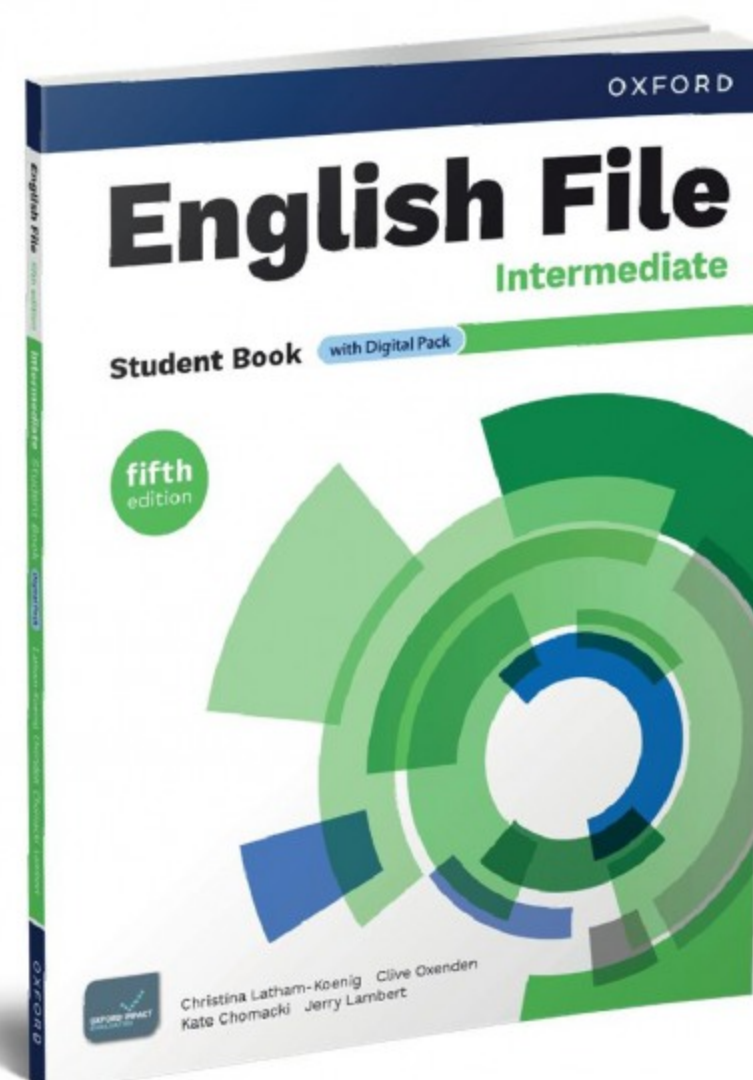
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# Welcome to English File

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Complete the sentences using reported speech.

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1

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What part of the body are they using?

▶ Vocabulary practice

Try to hear the difference between the three sounds.

▶ Pronunciation

### Skills development

A product presentation

▶ Dramas

In conversation with Marianna Leivaditaki

▶ Documentaries

3

Begoña

Teachers' tips for practising English

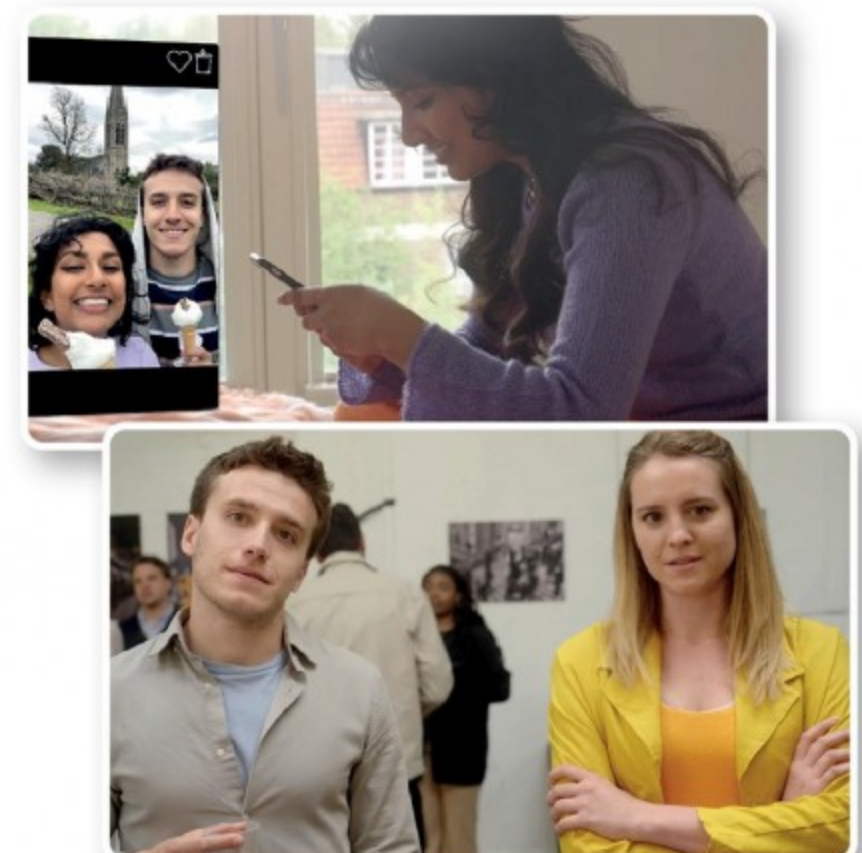
▶ Vox pops

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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 /frefʃ/ frozen /'frəʊzn/ hot /spɪ/ spicy /'spɑːsi/  
low-fat /ləʊ fæt/ raw /rɔː/ 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.

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

## 3 LISTENING &amp; 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.

- |                                |                               |                                |
|--------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> Emma  | <input type="checkbox"/> John | <input type="checkbox"/> James |
| <input type="checkbox"/> Sarah | <input type="checkbox"/> Rob  | <input type="checkbox"/> 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?



## 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.

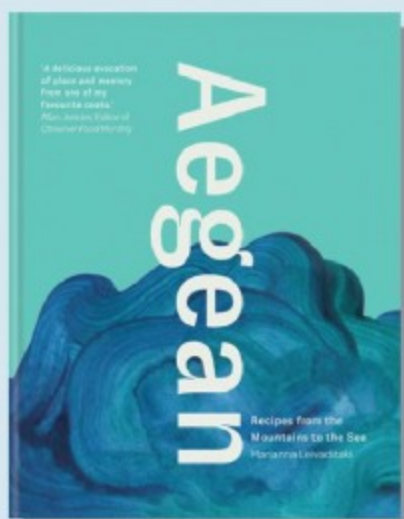


## 5 LISTENING

- a Look at the photo and read about Marianna Leivaditaki. What has she achieved in her career so far? What kind of food do you think she specializes in?

### Marianna Leivaditaki

is a food consultant and chef, who for many years ran a very successful London restaurant, Morito, on Hackney Road. She is the author of a cookery book called *Aegean*, and has written food columns for many national newspapers.




She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant and Marianna first learned to cook there. She loves traditional food as well as going to new places and learning new things.



Marianna says: 'The way I cook is the way I think; lots of things are happening at the same time. When I think of new dishes, my inspiration comes mostly from people, travelling, and creating marriages between the old and traditional to create something new and different.'



- b You're going to watch Part 1 of an interview with Marianna where she talks about her childhood in Crete. Look at photos A–E. What can you see in them?




- c**  **Video** Watch *In conversation with Marianna Leivaditaki* Part 1 and check. Which photo does she say these things about?








- 1  'We got to enjoy every single one of them.'
- 2  'I absolutely loved doing that.'
- 3  'It's my number one choice every time.'
- 4  'Delicious street food.'
- 5  'She used to know everything about foraging wild food.'

**Glossary**  
**foraging** searching (usually in the countryside or by the sea) for things you can eat

- d** Watch again. What does she say about the following?

- 1 why they ate 'a funny mixture' of food at home
- 2 the price of fish in Crete
- 3 her blue notebook
- 4 her aunt, Koula
- 5 eating out in the evening

- e**  **Video** Now watch Part 2. Then number these events in her life in order (1–7). What details can you remember about each one?

- A  She got a job at Moro restaurant.
- B  She studied psychology at the University of Kent.
- C  She went travelling round Southern Europe and to Ecuador.
- D  She worked in her family restaurant in Crete.
- E  She wrote a recipe book.
- F  She had her son, Ermis.
- G  She opened Morito restaurant.


- f** What about you? Answer the questions with a partner.

- 1 What was your favourite food when you were a child?
- 2 What kind of things did your mother or father cook? Do you still eat them?
- 3 Do you have a favourite restaurant or café? What do you like most about it – the food, the atmosphere, the service, or the price?

## 6 GRAMMAR present simple and continuous, action and non-action verbs

- a** Look at three sentences from the interview. Circle the correct verb form.

- 1 I used to collect lots of recipes and write them down in my blue notebook, which I still *have* / *am having*, by the way.
- 2 Now, *I'm doing* / *I do* a lot of different things, and they're all very creative.
- 3 I have also written *Aegean*, which is my own cookbook, and it's like a life journal which I *love* / *am loving* and will cherish forever.

- b**  **1.8** Listen and check. Why do you think she uses each form?

- c**  **Grammar Bank 1A p.140**

- d** Make questions to ask a partner with the present simple or continuous. Ask for more information.

### On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

### At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

## 7 SPEAKING

- a** Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

### Do you agree?

- 1 Good service is more important than good food.
- 2 You should never have to pay for bread or water in a restaurant.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 When you eat out, the best thing to order is something you can't cook yourself.



- b** In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the information box.

### Agreeing and disagreeing

I agree	with that.
I don't agree	with you.
I disagree	
I think	that's true.
I don't think	you're right.
I think it depends.	

# 1B

## Happy families?

Are you seeing your grandparents this weekend?

No, but I'll probably see them next week.

- G future forms: present continuous, be going to, will / won't
- V family, adjectives of personality
- P sentence stress, word stress

### 1 VOCABULARY & SPEAKING family

a With a partner, decide what the difference is between...

- 1 a father and a parent
- 2 a single mother and a stepmother
- 3 a brother and a brother-in-law
- 4 a grandfather and a great-grandfather
- 5 an adopted child and an only child
- 6 brothers and sisters and siblings
- 7 your immediate family and your extended family
- 8 a blended family and a multi-generational family

b You're going to watch a video about modern British family life. First, read some facts from recent surveys and guess the missing words or phrases.



#### Structure

10% of single parents are <sup>1</sup>\_\_\_\_\_.

On average, women <sup>2</sup>\_\_\_\_\_ at 32 and men at 34.

28% of people aged 20–34 live with <sup>3</sup>\_\_\_\_\_.

33% of UK families have at least three generations living in the same household.

#### Habits

25% of British families only <sup>4</sup>\_\_\_\_\_ together once or twice a week, and 10% never <sup>5</sup>\_\_\_\_\_ at the same time.

19% of people have family members who they never <sup>6</sup>\_\_\_\_\_ to.

Having a <sup>7</sup>\_\_\_\_\_ nearby can increase happiness by 25%.

d Read questions 1–8. Can you remember any of the information? Compare with a partner. Then watch again and complete your answers.

#### Structure

- 1 What does 'cohabiting couples' mean?
- 2 What do 45% of families have one of, 40% have two of, and 15% have three or more of?
- 3 97% of marriages are between what kind of couples?
- 4 What kind of family are 33% of British families now described as?

#### Habits

- 5 What do 34% of families do while watching TV?
- 6 What does the average family only do twice a month?
- 7 How are 75% of people happiest? And 17%?
- 8 What does the average family have twice a day? Why?

- e Are there any statistics which you think would be very different in your country? Why?
- f Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with? How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about?

#### Politely refusing to talk about something

Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

c Video Watch the video and check your answers to b.

## 2 GRAMMAR future forms

- a 1.12 Listen to three conversations between different family members. Match them to photos A–C. What are the people talking about?

A



B



C



- b Listen again and complete two sentences from each conversation.

- 1 a I'm not \_\_\_\_\_ to university.  
b \_\_\_\_\_ you a cup of tea?
- 2 c I \_\_\_\_\_ the night there.  
d It \_\_\_\_\_ cold tonight.
- 3 e You \_\_\_\_\_ too fast.  
f I \_\_\_\_\_ really careful.

- c Which sentence (a–f) do you think is...?

- |                     |              |
|---------------------|--------------|
| a plan or intention | a prediction |
| an arrangement      | an offer     |
| a promise           |              |

- d Grammar Bank 1B p.141

## 3 PRONUNCIATION & SPEAKING

### sentence stress



#### Sentence stress

In spoken English, we stress the 'content' words – the words in a sentence which carry the information. We don't stress the other words. Being aware of this will help you to speak with a natural rhythm and understand spoken English better.

- a 1.17 Read the sentence. Do you think the pink words are stressed or unstressed? Listen and check.

I'm going to look for a job.

- b 1.18 Listen to four more sentences. Write the stressed words in the pink boxes.

- 1 \_\_\_\_\_ sister's having \_\_\_\_\_ .
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?

- c Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- d Listen again and repeat the sentences. Copy the rhythm.
- e Ask and answer the questions with a partner. Try to get the correct rhythm.

### Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

### Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

### Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family live



## 4 VOCABULARY

adjectives of personality

- a Complete the opposite adjectives in sentences 1–5.



- 1 Tom's extrovert, but Leo's sh .
- 2 Tom's generous, but Leo's m .
- 3 Leo's hard-working, but Tom's l .
- 4 Tom's talkative, but Leo's q .
- 5 Tom's funny, but Leo's se .

- b **Vocabulary Bank** Personality p.161

## 5 PRONUNCIATION word stress

- a Underline the stressed syllable in the multi-syllable adjectives.

- 1 an|xious am|bi|tious ge|ne|rous re|be|lli|ous
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|si|ble sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive sen|si|tive
- 5 un|friend|ly in|se|cure im|pa|tient il|mma|ture

- b **1.21** Listen and check. Then listen again and repeat. Are prefixes (e.g. *un-*, *in-*) and suffixes (e.g. *-ous*, *-ble*, *-tive*) stressed?

## 6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?
- 1 outgoing, charming, and disorganized
  - 2 responsible, ambitious, and anxious
  - 3 self-confident, independent, and spoilt
  - 4 sociable, sensitive, and unambitious
- c Read the article and check your answers. Do you think it's possible that birth order affects personality?



## How birth order influences your personality



A common theory supported by many psychologists is that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is the strongest influence on our character and personality. So what influence does it have?

### The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because <sup>1</sup> .

### The middle child

Middle children are more relaxed than the oldest children, probably because <sup>2</sup> . They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because <sup>3</sup> . For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

### The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because <sup>4</sup> . They can also be immature and disorganized, and they often depend too much on other people, because <sup>5</sup> .

### The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because <sup>6</sup> , they're often very organized. Only children can sometimes be spoilt, because <sup>7</sup>  by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because <sup>8</sup> .

However, not all psychologists agree. Several large and recent studies suggest that although some birth order effects exist, they make only a small difference to personality. Psychologist Ralph Hertwig thinks that birth order influences personalities in children, but those effects vanish when people become adults.

d Read the article again and complete it with reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to sort out problems with other brothers and sisters
- H ~~when the second child was born, they lost some of their parents' attention, and maybe they felt rejected~~

e Read the paragraph that applies to you again. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

## 7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when one of their siblings behaved badly. Look at some words and phrases from each story. With a partner, try to predict what happened.

Adam's story

rivalry eldest lock on bedroom door  
arguing brother hated  
chased locked the door



Doc Martens

kicked damaged parents furious

Cecile's story

four years old violin lessons loved it  
practise  
older brother accompany on piano  
good at music  
faster and faster  
couldn't keep up  
burst into tears



c Listen again and answer the questions for Adam and Cecile. Which sibling do you think behaved worse?

- 1 How old were they?
- 2 What bad thing did their sibling do?
- 3 What happened in the end?

d Can you remember a time when you were young and you behaved badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

## 8 WRITING describing a person

a Read Ella's 'self-portrait' poem. Then write your own poem using the instructions below. Swap poems with a partner.

- 1 Ella
- 2 affectionate, honest, imaginative, moody
- 3 oldest daughter of Joe and Magda
- 4 likes music, Diet Coke, and sunny days
- 5 afraid of lifts and other small spaces
- 6 would like to see elephants in the wild
- 7 Williams

### Instructions

- line 1 – your first name
- line 2 – four adjectives that describe you
- line 3 – where you are in your family, and your parents' names
- line 4 – three things you like
- line 5 – something you are afraid of
- line 6 – something you would like to do
- line 7 – your last name

b **W Writing Bank 1** p.119 Write an email describing a friend.

b **1.22** Listen to the stories. Were your predictions correct?

# Surprise meetings

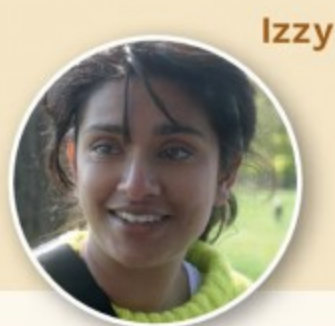
Practical English reacting to what people say

## THE STORY SO FAR

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



Ben



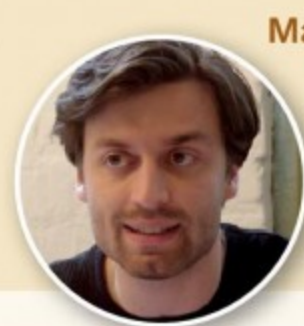
Izzy



Andre



Carla



Max



Emma



Pamela

### 1 WHERE ARE THEY NOW?

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



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

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

- 1 \_\_\_\_\_ is now \_\_\_\_\_'s boss.
- 2 \_\_\_\_\_ hasn't finished the designs for a new magazine feature.
- 3 \_\_\_\_\_ and \_\_\_\_\_ are giving a presentation to \_\_\_\_\_ tomorrow morning.
- 4 \_\_\_\_\_'s photography show opens on Friday.
- 5 \_\_\_\_\_ 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.



- 1 Why is Izzy pleased for Carla?
- 2 Why is Carla pleased for Izzy?
- 3 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 <sup>1</sup>\_\_\_\_\_ it! Do you still work here?

**Carla** It's my café now!

**Izzy** You're kidding! That's <sup>2</sup>\_\_\_\_\_. Congratulations!

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

**Carla** <sup>3</sup>\_\_\_\_\_. Wow! That's great <sup>4</sup>\_\_\_\_\_. 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 <sup>5</sup>\_\_\_\_\_.

**Izzy** How's he doing?

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

**Izzy** <sup>6</sup>\_\_\_\_\_ fantastic! I'm so happy for him.

**Izzy** Hello. Oh <sup>7</sup>\_\_\_\_\_. 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.

### Reacting to what people say


What you say when you hear...

something surprising	<i>I don't believe it! You're kidding!</i>
something interesting	<i>Really?</i>
some good news	<i>That's amazing! Congratulations! Wow! That's great news. Good for you. How fantastic!</i>
some bad news	<i>That's a pity. 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?

Have you paid the phone bill yet? Yes, I paid it yesterday.

## 1 VOCABULARY money

a Do *The money quiz* in teams.



1 Match the coins to ten of the countries below. What currency are they? What currency do the other two countries use?

- |                                 |                                  |                                      |
|---------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> Brazil | <input type="checkbox"/> Hungary | <input type="checkbox"/> Poland      |
| <input type="checkbox"/> China  | <input type="checkbox"/> Italy   | <input type="checkbox"/> Russia      |
| <input type="checkbox"/> Egypt  | <input type="checkbox"/> Japan   | <input type="checkbox"/> Switzerland |
| <input type="checkbox"/> France | <input type="checkbox"/> Mexico  | <input type="checkbox"/> Türkiye     |

2 True or false?

- The first coins were made by the Romans.
- The largest English note is worth £50.
- Bank notes are always made of paper.
- All the countries in the EU have the euro as their currency.
- The British pound is the world's oldest currency still in use.

b **V** Vocabulary Bank Money p.162

c **Video** Watch and answer the questions with a word or phrase from the Vocabulary Bank.

1 How is she paying?

With...



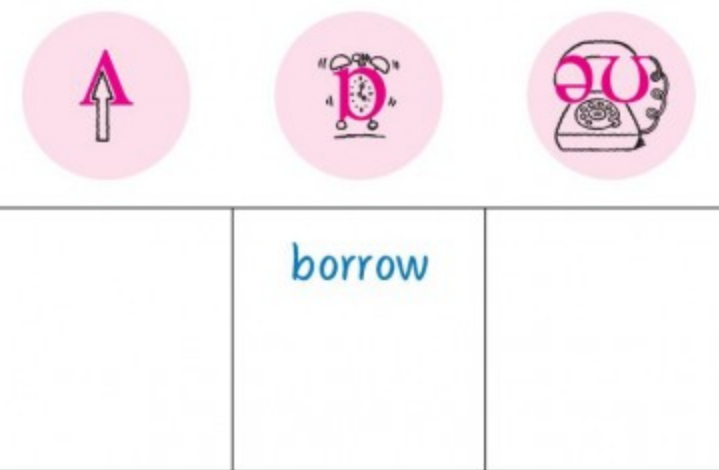
## 2 PRONUNCIATION & SPEAKING

the letters o and or

a Can you think of three words that rhyme with *money*?

- The weekend is going to be hot and s\_\_\_\_\_.
- Somebody who makes you laugh is f\_\_\_\_\_.
- Would you like jam or h\_\_\_\_\_ on your toast?

b **Video** Look at the sound pictures. What are the sound words and vowel sounds? Watch and check. Try to hear the difference between the three sounds, and practise making them.



borrow

c **2.5** Look at some words with the letter o. Put them in the correct column. Then listen and check.

borrow clothes cost dollar done honest loan  
 money note nothing owe promise shopping  
 sold some won worry

d **2.6** Look at some words with the letters or. How is or normally pronounced when it's stressed? Which two words are different? Listen and check.

afford mortgage order organized store work worth

e **2.7** Listen and write six sentences. Practise saying them.

f **Communication** Money Q&A **A** p.108 **B** p.113 Ask and answer about your spending habits.

## 3 READING

a Look at the things in the list. Which of them have you bought or paid for in the last week? Did you really need them?

a book cosmetics new clothes a takeaway a taxi

b Read the article and match paragraphs A–G to topics 1–7. Use the words in **bold** to help you.

- ☐ where she went **on holiday**
- ☐ **why** she decided to save money
- ☐ how often she saw her **friends**
- ☐ what she **achieved**
- ☐ her **advice** for other people
- ☐ how she saved money **at home**
- ☐ what she **discovered**

# One woman's 'no-spend year', and how she survived

**She cycled 193 kilometres to a wedding, and her lunch budget was just 51p a day.**



- A** Michelle McGagh, a 34-year-old journalist, had a mortgage of £230,000 which she wanted to reduce. Last November, she looked at her finances and she discovered that every year she spent a lot of money unnecessarily – for example, £1,570 in the pub, £1,110 in restaurants, and £400 on coffees. So she made a radical plan – to stop spending money for a year. She continued to pay her broadband, gas, and electricity bills, and allowed herself £30 a week to buy food and household essentials. But she couldn't spend money on anything else – no clothes, no buses or flights, no meals out, no drinks, and no cosmetics.
- B** She cooked large quantities of curry and bolognese sauce, which lasted her a week, and which she ate with rice or pasta. It was cheap and healthy, but also 'really boring'. She also experimented with home-made cleaning products and beauty treatments, like using vinegar for cleaning or olive oil as moisturizer, but she decided that most of them didn't really work.
- C** At first, she tried to see her friends as often as before. She cycled 193 kilometres to be at a friend's wedding, and camped in their garden to avoid paying for accommodation. The following weekend, she rode 96.5 kilometres to Brighton to meet friends. But she couldn't join them for dinner in a restaurant, and when they went to the pub, she drank tap water. In the end, she simply went out less, which made her feel more isolated.
- D** Of course, she couldn't afford to go abroad, so she missed a trip to Ibiza with friends. Her only holiday was a cycling trip to East Anglia, where again she camped. Here, for the first and only time in the year, she bought food that she had not cooked herself – a bag of chips for £1.95.
- E** At the end of the year, she had saved £23,000. She was much slimmer and fitter – over the year, she had cycled 10,460 kilometres. She says she now feels freer and happier, because she appreciates the simple things in life. She also gained confidence and a sense of adventure.
- F** Michelle learned the hard way that you can't really socialize if you don't want to spend money. The evening after her year-long challenge ended, she bought all her friends a drink in the pub. However, she has not gone back to her past spending habits. She occasionally pays to socialize and go on holiday. She has even taken a taxi. But after buying a few new clothes and some perfume, she insists, 'I have absolutely no interest in buying anything else.'



So what's her key tip for those who want to save? 'Whenever you open your wallet, think about whether what you are buying is something you need or something you want. We all say, "I need to buy this." Most of the time, we want to buy it. Maybe we don't know the difference between needing something and wanting something any more.'

**c** Read the article again. Choose a, b, or c.

- Michelle \_\_\_\_\_ use public transport during her 'no spend' year.  
a could  
b allowed herself to  
c couldn't
- She \_\_\_\_\_ the food that she cooked.  
a didn't really enjoy  
b overspent on  
c was very imaginative about
- At first, she \_\_\_\_\_ her friends.  
a didn't mind not seeing  
b missed not seeing  
c made a great effort to see
- She \_\_\_\_\_ broke the rules she had set herself.  
a never    b rarely    c once
- The only negative about her experience was that she \_\_\_\_\_.  
a stopped enjoying cycling  
b was often lonely  
c missed going shopping

**d** Do you agree with the last sentence of the article? Why (not)?

**e** Underline six compound nouns in the article that begin with the words in the circle.



**f** Could you do what Michelle did?

What would you spend less on?

What would you eat?

How would you get around?

How would you socialize cheaply?

## would for imaginary situations

We use *would* to talk about imaginary situations, e.g. *To save money, I'd spend less on clothes and going out.*