OXFORD

English File

Intermediate

Student Book

fifth edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert

OXFORD IMPACT EVALUATED

OXFORD
UNIVERSITY PRESS

English File

Intermediate

Student Book

fifth
edition

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)

www.frenglish.ru

Contents

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

www.frenglish.ru

READING & LISTENING	SPEAKING & WRITING	
		Practical English p.16
Reading using personal experience to understand a text **Listening** understanding key words in questions; predicting content using visual clues	**Speaking** asking for food preferences; agreeing and disagreeing	**Pictures of you** Episode 1: *Surprise meetings* **Practical English** reacting to what people say **Social English**
Reading identifying reasons **Listening** understanding a story	**Speaking** talking about family; politely refusing to talk about something; retelling a story **Writing** describing a person	
		Revise and Check p.26
Reading understanding paragraph topics; using personal experience to respond to a text **Listening** understanding the order of events	**Speaking** talking about spending habits; asking for more information	Revise and Check 1&2
Reading reading for detail **Listening** using subtitles and other visual clues to understand the main information; understanding information in order to express personal opinions	**Speaking** asking about how long (+ present perfect forms); using strong adjectives **Writing** a thank-you email	
		Practical English p.36
Reading using detail to make predictions **Listening** confirming predictions; using own knowledge to understand factual information	**Speaking** role-play being a tourist; giving your opinion **Writing** an article for a website	**Pictures of you** Episode 2: *Images of London* **Practical English** giving opinions **Social English**
Reading understanding the difference between two concepts **Listening** understanding the evolution of a concept	**Speaking** generalizing; using collocations (verbs / adjectives + prepositions)	
		Revise and Check p.46
Reading assessing a point of view **Listening** understanding problems and advice	**Speaking** talking about phone use; saying what you think is right **Writing** an email of complaint	Revise and Check 3&4
Reading working out meaning from context **Listening** understanding tips and benefits; listening for gist	**Speaking** talking about ability and possibility; talking about tips for learning English	
		Practical English p.56
Reading understanding how examples support main points **Listening** understanding an interview	**Speaking** talking about sport; telling an anecdote **Writing** telling a story	**Pictures of you** Episode 3: *The day before the show* **Practical English** permissions and requests **Social English**
Reading understanding a relationship story **Listening** understanding facts and supporting information	**Speaking** talking about relationships; talking about past and present habits; presenting an opinion	

www.frenglish.ru

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

108 **Communication** 119 **Writing Bank** 131 **Listening** 140 **Grammar Bank**

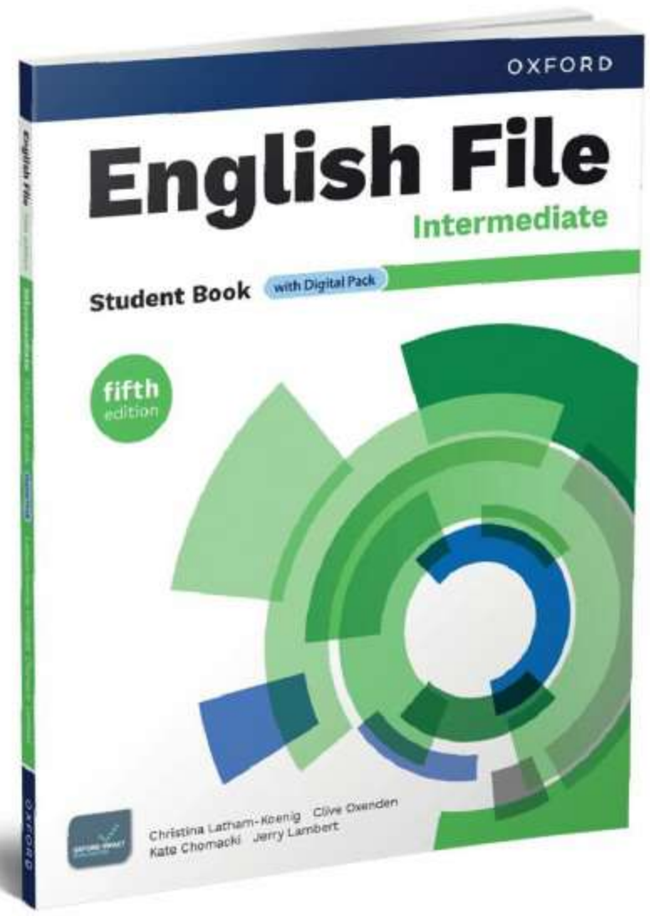
www.frenglish.ru

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

160 **Vocabulary Bank** 173 **Irregular verbs** 174 **Sound Bank**

www.frenglish.ru

Welcome to English File fifth edition



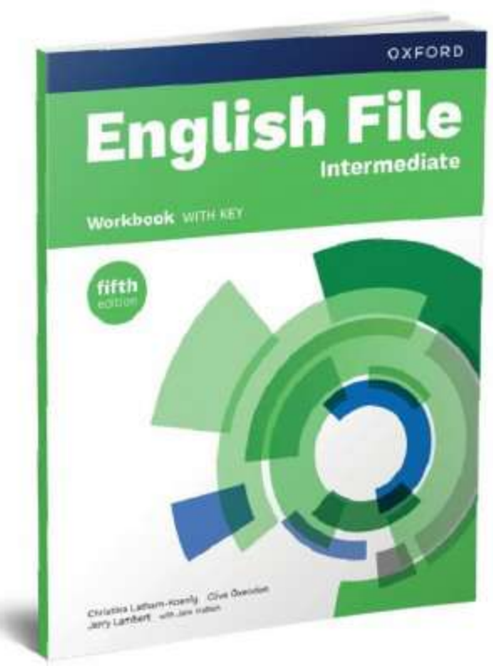
Student Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.



Bring language learning to life with new videos integrated into the lessons.

Look out for the Video icons in every File.



Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Student Book and Workbook also available as an e-Book.

NEW EXAM CONFIDENCE

Develop your confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. Easily accessible from your mobile device, to use in your own time, at your own pace.

Access EXAM CONFIDENCE on Oxford English Hub.

www.frenglish.ru

NEW Video-enhanced lessons

Grammar, Vocabulary, and Pronunciation



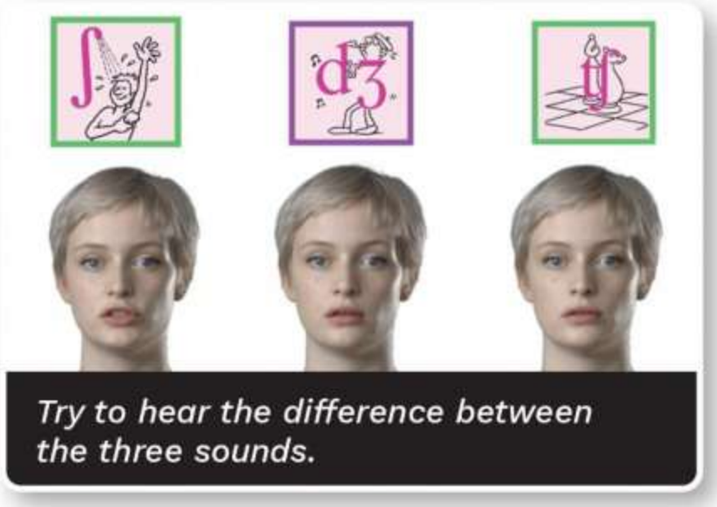
Complete the sentences using reported speech.

Grammar practice



What are the people doing?
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



Teachers' tips for practising English

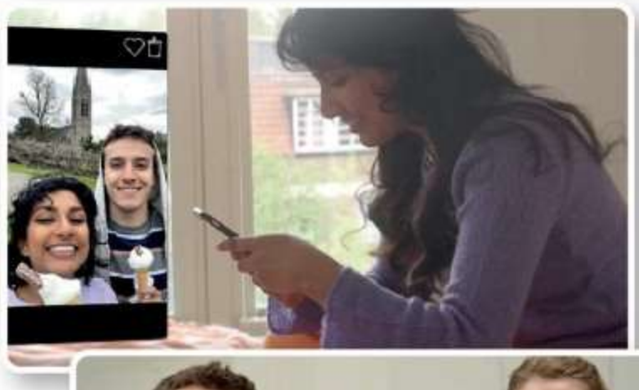
Vox pops

NEW *Pictures of you* Season 3



A brand new video drama story for the Practical English section.

Set in London, ***Pictures of you*** follows the story of Izzy and Ben and how their lives, careers, and relationships develop.





Oxford English Hub

Access all video and audio resources, and **EXAM CONFIDENCE** on Oxford English Hub.

Use the code in this book to get 2 years' access.



www.frenglish.ru

1A How we eat

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

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 V **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 /freʃ/ frozen /ˈfrəʊzn/ hot / spicy /ˈspaɪsi/
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.

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

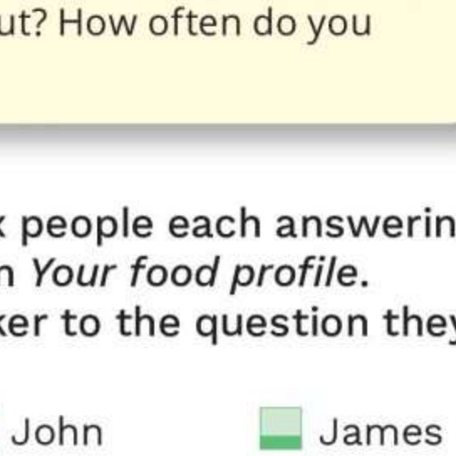
3 LISTENING & SPEAKING

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

Your food profile

1 What's your favourite...?
   a snack
   b pizza **topping**
   c sandwich **filling**

2 Do you ever have...?
   a **ready meals**
   b **takeaways**
   c very hot / spicy food
   Give examples.



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

4 What food do you usually eat...?
   a to **cheer yourself up** when you're feeling sad
   b when you're tired and don't want to cook

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

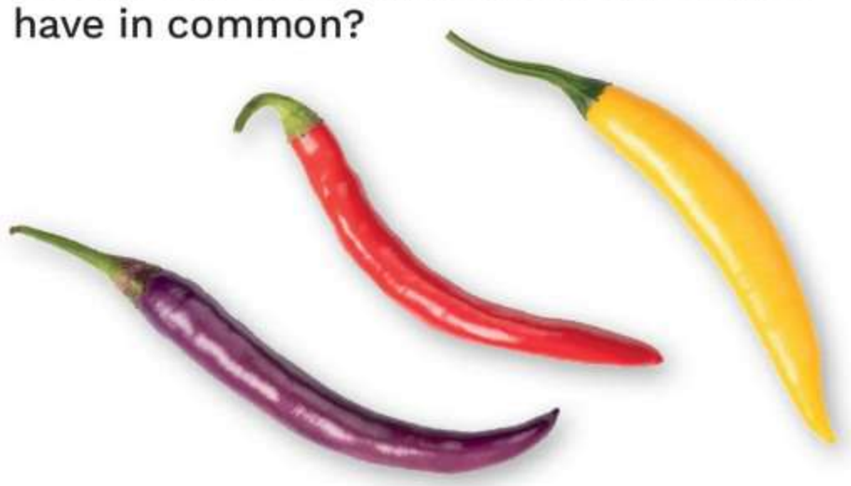
6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?

b 1.7 Listen to six people each answering one question from *Your food profile*. Match each speaker to the question they are answering.

- S Emma
- John
- James
- Sarah
- Rob
- Sean

c Listen again and write their answers.

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



www.frenglish.ru

4 READING

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

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

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

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

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

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

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

Compound nouns

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

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

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

How you should eat: the new rules

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

1

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

2

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

3

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



4

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

5

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

6

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



Adapted from The Times

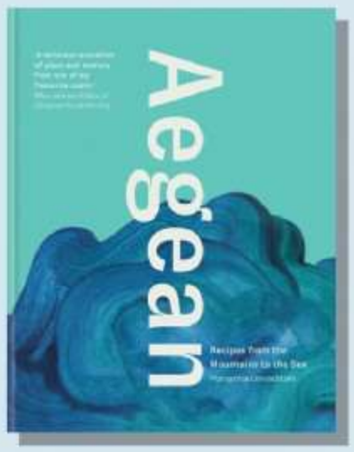
www.frenglish.ru

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 I don’t agree I disagree	with that. with you.
I think I don’t think	that’s true. you’re right.

I think it depends.

www.frenglish.ru

1B Happy families?

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

Are you seeing your grandparents this weekend? *No, but I'll probably see them next week.*

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 [1]_____.

On average, women [2]_____ _____ at **32** and men at **34**.

28% of people aged 20–34 live with [3]_____ _____.

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

Habits

25% of British families only [4]_____ together once or twice a week, and **10%** never [5]_____ at the same time.

19% of people have family members who they never [6]_____ to.

Having a [7]_____ nearby can increase happiness by **25%**.

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

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.*

www.frenglish.ru

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?







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
- an arrangement
- a prediction
- a promise
- an offer

d G **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...?

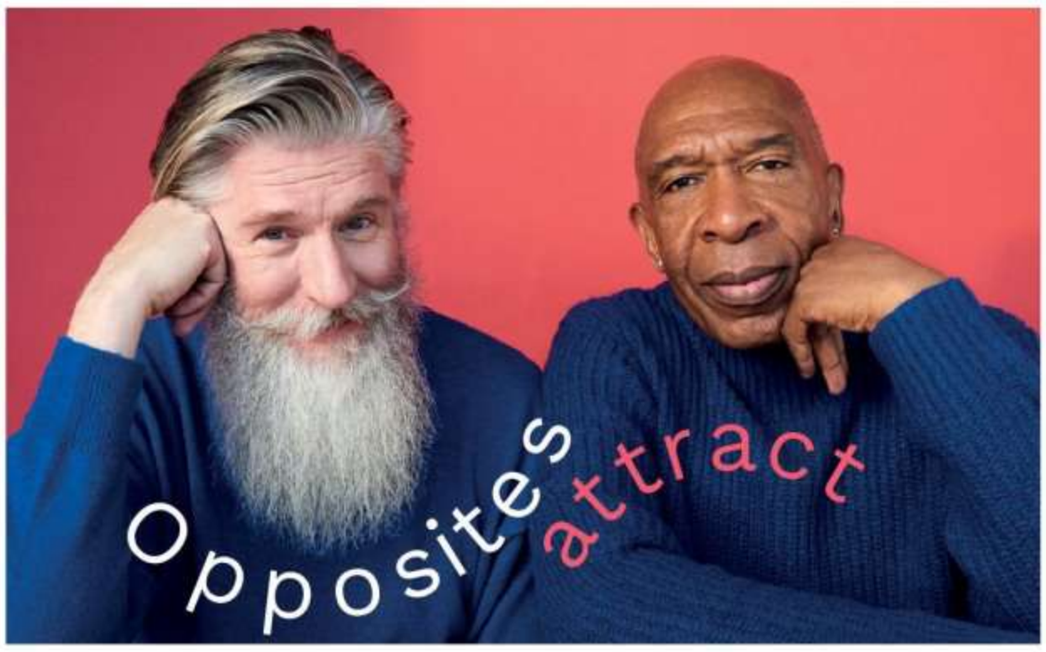
- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family live



www.frenglish.ru

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 i|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 [1] H.

The middle child

Middle children are more relaxed than the oldest children, probably because [2]___. 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 [3]___. 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 [4]___. They can also be immature and disorganized, and they often depend too much on other people, because [5]___.

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 [6]___, they're often very organized. Only children can sometimes be spoilt, because [7]___ by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because [8]___.

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.

www.frenglish.ru

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 brother hated arguing 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

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

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

www.frenglish.ru

EPISODE 1 PICTURES OF YOU

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?



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 [1]_____ it! Do you still work here?

Carla It's my café now!
Izzy You're kidding! That's [2]_____! Congratulations!

Izzy I got a promotion and I'm Max's boss now.
Carla [3]_____? Wow! That's great [4]_____! Good for you.

Carla So, have you seen Ben recently?
Izzy No. I haven't seen him in more than a year.
Carla Oh, that's a [5]_____.

Izzy How's he doing?
Carla Really good, actually. He's having a big photography show soon.
Izzy [6]_____ fantastic! I'm so happy for him.

Izzy Hello. Oh [7]_____! One moment. Sorry, Carla. I have to go, it's work.
Carla No problem! It was lovely to see you.

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

www.frenglish.ru

Reacting to what people say

What you say when you hear...

something surprising	*I don't believe it!* *You're kidding!*
something interesting	*Really?*
some good news	*That's amazing!* *Congratulations!* *Wow!* *That's great news.* *Good for you.* *How fantastic!*
some bad news	*That's a pity.* *Oh no!*

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

e **C 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.

1 How does Pamela feel about...?
   a Ben's photos
   b Ben and Izzy breaking up

2 How does Ben feel about...?
   a his career and future
   b Izzy's promotion
   c the break-up with Izzy
   d the rent he has to pay for the gallery

3 How does Izzy feel about her meeting with Dominic?

4 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?

www.frenglish.ru

2A Spend or save?

G present perfect and past simple
V money
P the letters o and *or*

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

1 VOCABULARY money

a Do *The money quiz* in teams.



The money quiz

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

- ☐ Brazil
- ☐ China
- ☐ Egypt
- ☐ France
- ☐ Hungary
- ☐ Italy
- ☐ Japan
- ☐ Mexico
- ☐ Poland
- ☐ Russia
- ☐ Switzerland
- ☐ Türkiye

2 True or false?

a The first coins were made by the Romans.
b The largest English note is worth £50.
c Bank notes are always made of paper.
d All the countries in the EU have the euro as their currency.
e 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*?

1 The weekend is going to be hot and s_____.
2 Somebody who makes you laugh is f_____.
3 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 C **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.

1 ☐ where she went **on holiday**
2 ☐ **why** she decided to save money
3 ☐ how often she saw her **friends**
4 ☐ what she **achieved**
5 ☐ her **advice** for other people
6 ☐ how she saved money **at home**
7 ☐ what she **discovered**

www.frenglish.ru

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.'

G 

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.'

Adapted from The Times

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

1 Michelle _____ use public transport during her 'no spend' year.
   a could
   b allowed herself to
   c couldn't

2 She _____ the food that she cooked.
   a didn't really enjoy
   b overspent on
   c was very imaginative about

3 At first, she _____ her friends.
   a didn't mind not seeing
   b missed not seeing
   c made a great effort to see

4 She _____ broke the rules she had set herself.
   a never b rarely c once

5 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.*

www.frenglish.ru

4 GRAMMAR
present perfect and past simple



a Video Watch the beginning of the video. What problem do Kate and David have?

b Video Now watch the whole video. Why do they look so sad at the end? Then complete some extracts from the conversation with verbs in the present perfect or past simple.

Kate [1]*Have you seen* (you see) our gas and electricity bill? It [2]_____ (arrive) this morning. I'm going to send it to you.

David Wow! And [3]_____ (we pay) the house insurance yet?

K Nice trainers! I [4]_____ (not see) those before. Are they a new model?

D Yes, they [5]_____ (just come out). Do you like them?

K They're great! [6]_____ (they be) very expensive?

D Oh, not very. What's in yours?

K Oh, it's just something I [7]_____ (order) last week. I'll open it later.

c Do we use the present perfect (**PP**) or past simple (**PS**)...?

1 for a completed action in the past _____

2 for recent actions when we don't ask / say exactly when _____

3 in sentences with *just*, *yet*, and *already* _____

d Grammar Bank 2A *p.142*

5 SPEAKING

a Read the *Have you ever...?* questions 1–10 and complete them with the past participle of the **bold** verbs.

b In pairs, interview each other with the questions. Ask for more information.

Have you ever saved for something for a long time?

Yes, I saved for six months to pay the deposit on my car.

How much was the deposit?

Have you ever lent money to somebody who didn't pay you back?

No, I haven't. But my brother lent me some money last week and I haven't paid him back yet.



www.frenglish.ru

6 READING & LISTENING

a Read the first part of an article. What would you do if you received the two messages?

Hi Mum and Dad



Imagine you have a 20-year-old son or daughter, who is studying in another city. One day you receive this message from an unknown number.

~ Unknown Hi Mum and Dad. Just so that you know, I broke my phone yesterday. A friend of mine has lent me this one until mine is fixed. 18:34

Would you probably…?

- **a** believe it and save the number
- **b** believe it, but call the number to make sure
- **c** not believe it, and block the number

Let's imagine you choose b, but when you call, the phone is switched off. The next day, you get another message from the same number.

~ Unknown Hi Mum and Dad. Really sorry but I need some help. My bike was stolen yesterday, and I desperately need a new one. I've found a good second-hand one but I need to pay for it today. Could you please transfer £500 to this account 5566789. Then I can collect the bike tomorrow. Thanks so much. 09:01

Would you probably…?

- **a** transfer the £500 immediately
- **b** make more effort to contact your son / daughter, e.g. via a friend
- **c** not transfer any money and block the number

b Read the rest of the article. Did you choose the best option?

I hope you didn't choose **a** in both cases. A lot of people do. If you did, it is very likely that you have **fallen for a scam**, and the next message you get will be from your bank, saying that there has been **suspicious activity** on your account. This is an example of what's called 'the mum and dad scam', or the 'friend in need scam'. You get a message claiming to be from your son or daughter, or other family member or friend, who suddenly has a 'new number'. Soon after, you receive another message **requesting money** to solve a problem, e.g. a stolen bike or an urgent car repair.

WhatsApp, and other apps such as Telegram and Messenger, offer an easy and free way of messaging friends and family, but unfortunately scammers are using it dishonestly **for their own gains**. Another common WhatsApp scam involves **fake job offers**, where you need to pay **a small amount** for a 'security check' in order to get more information about the job. A spokesperson from WhatsApp told consumer magazine *Which* that if you receive a suspicious message (even if you think you know who it's from), calling or requesting a voice note from that person is the fastest and simplest way to check someone is who they say they are. If you get a message from someone who isn't in your contacts, WhatsApp gives you the option to **block or report them** straightaway.

c Look at the **bold** phrases. Match the highlighted words to the definitions.

1 scam *n* a clever and dishonest plan for making money
2 _____ *vb* prevent sb from contacting you
3 _____ *n* quantity
4 _____ *n* financial profits
5 _____ *vb* asking for
6 _____ *adj* making you feel that sth is wrong, illegal, or dishonest
7 _____ *adj* false, not what it appears to be
8 _____ *vb* been tricked by

d Video Watch *A WhatsApp scam*. Number the messages in the order Chris received them. What happened in the end?

A Please transfer redelivery costs £2.50. Card number: …

B First name: …
Surname: …
Address: …
Date of birth: …

C We attempted to deliver your parcel today, but no one was home. Please use the link to arrange redelivery.

e Do you ever receive scam messages or calls? What kind? Have you, or has anybody you know, ever fallen for a scam? Explain what happened.

www.frenglish.ru

2B Life-changing

G present perfect + *for* / *since*, present perfect continuous
V strong adjectives: *exhausted*, *amazed*, etc.
P sentence stress

How long have you been working at the school? *Since January 2022.*

1 LISTENING

a Read about the charity Adelante Africa. Where does it work? What is its main objective? What is its largest project? How is it financed?

ADELANTE ÁFRICA

Adelante Africa works alongside local people in a remote rural area in Uganda to support vulnerable children. We have educational projects, a home for abandoned children, and we give small loans to help families pull themselves out of poverty. Our largest educational project is the Adelante Africa Secondary School.

The economic resources of Adelante Africa come from one-off donations, the sale of products made by women's groups in Uganda, funds raised at events, and the monthly donations of our members. We also have many sponsors who support individual children, both in the children's home and in the secondary school.

b Video **Watch *Welcome to Adelante Africa Secondary School* with the subtitles. Then complete the information about the school.**

The school opened in [1]_____.

The three aspects of the school you see are:

Where we [2]_____.

Eating and [3]_____.

Our [4]_____ _____.

The school motto is: [5]_____ _____ _____.

Using subtitles

Watching programmes in English with English subtitles will help you to enjoy what you are watching and will improve both your reading and listening skills. People frequently use subtitles in their own language to help them understand when something they are watching is difficult to hear (e.g. because it's very quiet or there is background noise) or understand, for example because of speed of speech, accent, or dialect.

c **Watch again and number the photos 1–8 in the order you see them. Where are the students in each photo?**

Glossary
posho a kind of maize soup

d **Test your memory! Answer the questions.**

1 What lesson is in progress in the classroom in photo E?
2 What science practical are the students doing?
3 How many computers are there? Are they connected to the internet?
4 What do the children eat at the weekend?
5 How do the boys look after their dormitory?
6 What do the students have over their beds?
7 What sports do the children play?
8 Apart from music and dance, what else do the children in this club do?





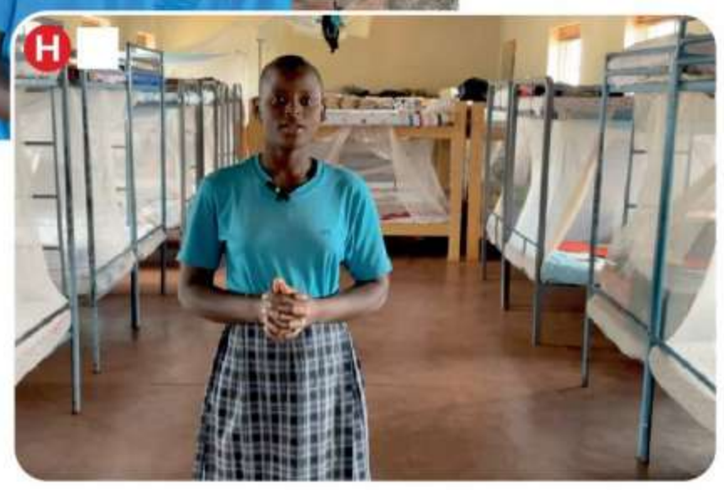












e **Do you agree with the school's motto? How do you think the children feel about their school?**

www.frenglish.ru

2 GRAMMAR present perfect + *for* / *since*, present perfect continuous



a Video Watch an interview with Evas Katusiime, the head teacher, with the subtitles. What does she like best about the school?

b Watch again and complete four questions the interviewer asks. Then try to complete Evas's answers.

The interviewer's questions

1 How long *have* you been *working* here?
2 And how long _____ you _____ a teacher?
3 What changes _____ you _____ to the school since you arrived?
4 _____ you _____ _____ anything new this term?

Evas's answers

5 ...since _____ 2022.
6 ...for _____ years.
7 ...break is for _____ minutes and lunch is for _____ minutes.
8 ...I introduced a project to work with the _____; ...I have also grown _____.



c Look at the questions and answers in **b** and answer the questions below.

1 Are the interviewer's questions about...?
  a a period of time in the past
  b a period of time from the past until now
  c a period of time in the present
2 What's the difference in form between the verbs in 1 and 4 and in 2 and 3?

d G **Grammar Bank** 2B *p.143*



3 PRONUNCIATION sentence stress

a 2.13 Listen to four sentences. Try to write the stressed words in the pink boxes.

1 How long _____ _____ _____ _____ _____?
2 _____ _____ _____ _____ _____ _____ _____.
3 _____ _____ _____ _____ _____ _____?
4 _____ _____ _____ _____ _____.

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 2.14 Listen and make questions.

1 It's snowing. How long has it been snowing?

4 SPEAKING

a Look at the squares and write something in as many as you can.

a charity you support	a friend you know very well
a social media site you use regularly	a sport or a kind of exercise you do regularly
the car, motorbike, or bike you have	the place where you live
a bar or restaurant you often go to	a possession which is very important to you
an organization, club, gym, etc. you are a member of	something you're learning (to do)

b Compare with a partner. Ask your partner at least three questions about the things they've written. The first question must be *How long have you...?*

***How long have you** been supporting Adelante Africa?*

Have you ever been to Uganda?

***How long have you** known Irina?*

How often do you see her?

5 WRITING a thank-you email

W **Writing Bank 2** *p.120* Write an informal email to say thank you.

www.frenglish.ru

6 READING

a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?

b Read an article about people who raised money or helped in other ways during the Covid-19 pandemic. Which person's actions do you find the most inspiring? Why?

The faces that inspired us

At difficult times, the actions of some individuals can make a major difference to people's lives. The Covid-19 pandemic was a tough period which had a huge impact all around the world. In the UK, these people's actions during that time made a lasting difference.

Captain Sir Tom Moore



Former World War Two veteran Captain Tom Moore had never imagined in all his 99 years that he would become a celebrity. Moved by the efforts of doctors, nurses, and other health workers, he decided to raise money for NHS Charities Together by walking 100 laps around his garden before his 100th birthday and asking people to sponsor him. He had initially set himself a target of raising £1,000, but on the morning of his 100th birthday he had raised more than £30 million! He was knighted for his fundraising efforts, won numerous awards, and wrote an autobiography that quickly became a bestseller.

Marcus Rashford



Footballer Marcus Rashford became a household name for reasons that had nothing to do with football. During the pandemic, many people were unable to work and needed government support to feed their families. Twenty-three-year-old Rashford started working with the charity FareShare, which fights hunger and food waste in the UK, and supported its campaigns on free school meals. Then he heard that the government was planning to stop free school meals over the summer holidays. He knew from his own experience that many children would be hungry during the holiday period. So he wrote a letter to MPs, urging them to reconsider their decision. His letter went viral and the government provided £170m for free meals.

Joe Wicks



Joe Wicks was already a well-known name among fitness fans, but he became even better known during the first national lockdown. He started daily online PE lessons on YouTube, as a way of keeping children and families fit while everyone had to stay at home. Thousands of people around the UK took part in Wicks's classes, and he raised £580,000 for the NHS through his sessions. 'I'm so proud that I did something which helped so many people,' he said. 'To all the children, the parents, the dinner ladies, the school teachers, everybody who took part in any one of my workouts, thank you for being there.'

Hassan Akkad



Hassan Akkad is a filmmaker who has won many awards, and who came to the UK from Syria in 2015. During the pandemic, he worked as a cleaner in a London hospital. He was furious to discover that cleaners and porters had been excluded from an NHS scheme which offered support to the families of those who died as a result of contracting Covid. He made a video to publicize this, which was shared on social media. Hours later, the government did a U-turn and extended the scheme to all NHS staff.

Becky Wass



At the start of the pandemic, Becky Wass, a lecturer at Falmouth University, decided to create a postcard to help people who were self-isolating. 'Hello! If you are self-isolating, I can help,' the cards read, with blank spaces for people to include a name, address, phone number, and possible things that they could help with, such as 'picking up shopping' and 'a friendly phone call'. Ms Wass shared the idea on social media and it subsequently went viral. Ms Wass told the BBC she came up with the idea after discussing ways to help with her husband. 'Because fear spread so quickly, it was really important to try to spread kindness,' she explained.

Glossary
NHS National Health Service
MPs Members of Parliament
lockdown an official order to control the movement of people or vehicles because of a dangerous situation
dinner ladies women who serve school lunch

c Read the article again. Answer the questions with the people's initials (**TM, MR, JW, HA, BW**). Some questions may have more than one answer.

Who...?

1 raised money for the NHS
2 managed to convince people in authority to change their minds
3 suggested a way to help people who were on their own
4 did not always have enough to eat as a child
5 came to live in the UK as an adult
6 was helped by a family member to start the project
7 used their specific skills to help people during lockdown
8 had an important deadline for their fundraising

d Can you remember any people who became famous in your country during the Covid-19 pandemic because of the way they helped?

Adapted from The Independent

www.frenglish.ru

7 VOCABULARY & SPEAKING strong adjectives

a Look at two extracts from the article. Complete the definitions.

1 The Covid-19 pandemic was a tough period which had a huge impact all around the world.

huge = very _____ (also *enormous*)

2 He was furious to discover that cleaners and porters had been excluded from an NHS scheme.

furious = very _____

Strong adjectives

With strong adjectives like *furious* or *huge* you can use *absolutely* or *really*, but not *very* (**NOT** ~~*very huge*~~). We often give strong adjectives extra stress.

b Complete the sentences with a normal adjective.

1 **A** Is Oliver's flat small?
B Yes, it's really **tiny** – just a bedroom and a sitting room.

2 **A** Are you _____ of flying?
B Yes, I'm **terrified**! I never fly anywhere.

3 **A** There was an _____ documentary about whales on TV last night.
B Yes, I thought it was **fascinating**.

4 **A** Are you very _____?
B I'm **starving**! I haven't eaten all day.

5 **A** Was it _____ in Dubai?
B It was **boiling**! Forty-five degrees.

6 **A** Was Jack's kitchen _____?
B It was **filthy**. It took us three hours to clean it.

7 **A** Are your parents _____ about the wedding?
B They're **delighted**. In fact, they want to pay for everything!

8 **A** Was the film _____?
B It was **hilarious**. We laughed the whole way through.

9 **A** Are you _____ you locked the door?
B I'm **positive**. I remember turning the key.

10 **A** Were you _____ to hear that Ted and Sonia have broken up?
B I was absolutely **amazed**! I never thought it would happen.

11 **A** Are you _____? You still haven't taken your coat off!
B I'm **freezing**. Can you turn the heating up?

12 **A** You look very _____. What have you been doing?
B I've just finished a four-hour meeting with my boss! I'm absolutely **exhausted**!

c 2.15 Listen and check. Practise the conversations with a partner.

d **Communication** Are you hungry? **A** *p.108* **B** *p.113* Practise strong adjectives.

e Ask and answer with a partner. Use a strong adjective in your answer.

1 Have you watched any interesting documentaries recently?
2 Is there anything that makes you angry about drivers or cyclists in your country?
3 Are you afraid of any animals or insects?
4 What are the hottest and coldest places you've been to?
5 Is there a comedy series on TV in your country that you think is really funny?

8 LISTENING



a Video Watch *The Great OUP Bake Sale* (lead-in). What three activities did you see?

b Video Now watch the whole documentary. Do you think the right person won the competition?

c Remember what you watched. Answer with a partner.

1 Why have bake sales become so popular in the UK?
2 Who were the two people we saw baking? What did they make? Did either of them win?
3 What did the judge like about the winner's cake? Choose two options from a–d.

a taste
b decoration
c filling
d technique

4 What charities did the bake sale raise money for? How much did they raise?

d Do you think a bake sale is a good way of raising money for charity? How would you participate if your school organized one?

www.frenglish.ru

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

1 My sister ___ fish or seafood.
a doesn't like b don't like
c doesn't likes

2 I have a quick breakfast because ___ in a hurry.
a I usually b I usually am
c I'm usually

3 I ___ TV when I'm having a meal.
a never watch b don't never watch
c am never watching

4 ___ hard for my exams at the moment.
a I study b I'm studying
c I'm studing

5 ___ any brothers or sisters?
a Are you having b Are you have
c Do you have

6 What ___ when you leave school?
a you are going to do
b are you going do
c are you going to do

7 I can't see you this evening because ___ some friends.
a I'm meeting b I meet c I'll meet

8 **A** Would you like something to drink?
B Yes, ___ an orange juice, please.
a I have b I'm having
c I'll have

9 **A** I can't open this jar.
B ___ help you?
a Shall I b Will I c Do I

10 That's a lovely dress. Where ___ it?
a have you bought b did you buy
c did you bought

11 ___ good at saving money.
a I've never been b I haven't never been
c I've never

12 I got £50 for my birthday, but I ___.
a didn't spend it yet
b haven't spent it yet
c yet haven't spent it

13 I've had this phone ___.
a for about three years
b since about three years
c for about three years ago

14 **A** How long ___ in Paris?
B Since last March.
a is he living b has he living
c has he been living

15 ___ the same gym for five years.
a I'm going to b I've been going to
c I go to

VOCABULARY

a **Circle** the word that is different.

1 prawns mussels duck squid
2 lamb crab beef pork
3 cherry pear peach beetroot
4 raspberry cucumber pepper cabbage
5 fried baked chicken roast

b Write the opposite adjective using a prefix.

1 honest _____
2 friendly _____
3 responsible _____
4 mature _____
5 sensitive _____

c Write verbs for the definitions.

1 to spend money on sth that is not necessary _____
2 to receive money from sb who has died _____
3 to get money by working _____
4 to get money from sb that you will pay back _____
5 to keep money so that you can use it later _____

d Write the strong adjectives.

1 tired _____
2 hungry _____
3 cold _____
4 dirty _____
5 angry _____

e Complete the phrasal verbs.

1 Shall we eat _____ tonight? I don't feel like cooking.
2 I'm allergic to milk, so I have to cut _____ dairy products from my diet.
3 We live _____ my salary. My partner is unemployed.
4 I'll lend you the money if you promise to pay me _____.
5 I took _____ €350 from my bank account.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



fish tree cat car

Consonant sounds



bag parrot house monkey

b **P Sound Bank** *p.174–5* Say more words for each sound.

c Which sound in **a** do the **pink** letters have in these words?

1 ch**i**cken
2 ch**ar**ge
3 in**h**erit
4 s**a**lary
5 st**ea**med

d Underline the stressed syllable.

1 sen|si|ble
2 te|rri|fied
3 un|sel|fish
4 mort|gage
5 ex|haus|ted

www.frenglish.ru

Can you understand this text?

a Read the article once. Choose the correct option.
The sandwich chain Pret A Manger *only does* / *is now doing* / *used to do* charity work in the Exeter area.

b Read the article again. Complete the gaps with the best word for the context.

1 giving / selling
2 angry / proud
3 benefit / suffer
4 might / should
5 saved / wasted
6 improvement / investment
7 opening / closing

Can you understand these people?



Philomena Mark Ross Coleen Richard

Video Watch and choose a, b, or c.

1 Philomena says that ___ potatoes cheer her up.
a roast or baked b fried or roast
c boiled or baked

2 One kind of food Mark likes when he eats out is ___.
a Spanish b Italian c French

3 Ross has got on well with his stepbrothers and sisters ___.
a all his life b since they grew up
c since they were teenagers

4 When Coleen won some money in the lottery, she spent it on ___.
a a long holiday b a holiday abroad
c a short holiday

5 Richard raised ___ for Cancer Research.
a £6,000 b £6,500 c £6,050

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ describe your diet, and the typical diet in your country, and say how it's changing
2 ☐ describe members of your family and say what they are like
3 ☐ describe some of your plans and predictions for the future (e.g. your studies, your family life)
4 ☐ ask and answer the questions below
- *Have you ever won any money? How much did you win? What did you do with it?*
- *How long have you been learning English? Where did you first start learning?*

Leftover Pret A Manger baguettes go to homeless people

Exeter's new High Street Pret A Manger store set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the end of each day.

Pret A Manger, often known as 'Pret', is an international sandwich shop chain which has stores all over the UK. It has been [1]_____ food to homeless communities since it began in 1986. 88% of their stores currently donate their unsold sandwiches, salads, baguettes, and wraps to hundreds of charities supporting homeless people.

Exeter store manager Drahoslav Balog said, 'It makes us [2]_____ to know that the surplus food will go to two very worthwhile places each evening.'

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could [3]_____ from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are ideal for giving to homeless people, who [4]_____ not have the facilities to prepare meals themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being [5]_____.'

Anna Norman-Walker from Exeter Cathedral added, 'We have been running a café for homeless people and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge blessing and a definite [6]_____ on the usual bread and butter! Pret have made the process really simple. They invite us in at [7]_____ time and let us take away any of the leftover sandwiches and salads. It is such a good initiative and we are delighted.'



Glossary
wrap a type of sandwich made with a cold tortilla rolled around meat or vegetables



Adapted from Devon Live

www.frenglish.ru

3A Who got there first?

- G choosing between comparatives and superlatives
- V transport
- P /ʃ/, /dʒ/, and /tʃ/; linking

What's the best way to get around London? *Probably the Tube, although buses are cheaper.*

1 VOCABULARY & SPEAKING transport

a Video Watch the video. Then in 30 seconds, try to remember the ten forms of transport that you saw.

b V **Vocabulary Bank** Transport *p.163*

c C **Communication** I'm a tourist – can you help me? **A** *p.108* **B** *p.113* Role-play being a tourist.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

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



b Video Watch and check. Try to hear the difference between the three sounds.

c Video Write three words from the list in each column in **a**. Then watch and check. Practise saying the words.

adventure bridge catch coach crash journey rush station traffic jam

d 3.4 Listen to the pairs of words. Can you hear the difference? Practise saying them.

/tʃ/ and /dʒ/

1 a cheap b jeep
2 a chain b Jane
3 a choke b joke

/ʃ/ and /tʃ/

4 a ship b chip
5 a shoes b choose
6 a wash b watch

e 3.5 Listen and circle the word you hear.

f 3.6 Listen and write five short sentences or questions.

3 READING & LISTENING

a You are going to read an article about a race to London's Heathrow airport. Read the introduction and answer the questions.

1 Where do they start from? Where exactly does the race end?
2 What are the three forms of transport?
3 Which one do you think will be a) the quickest, b) the most comfortable, c) the cheapest?

b Now read about the race. Do you still think your predictions to question 3 in **a** are correct?

c Read about the race again and complete the sentences with **Nicky**, **Liam**, or **Ben**.

1 _____ got a bit lost in the middle of the race.
2 _____ thought the journey was very good value.
3 _____ had a good conversation on the way.
4 _____ could have had a cheaper journey if he had bought an advance ticket.
5 _____ could have had a cheaper journey if he had travelled with other people.
6 _____ says the journey will improve in the future.

d Cover the text. Complete the sentences about travel with a verb in the correct form.

arrive change drop get (x2) run take (x2) travel

1 He had to _____ for two stops and then _____ trains at Paddington.
2 Liam _____ the Heathrow Express.
3 He quickly _____ onto a Heathrow Express train – they _____ every 15 minutes.
4 I _____ at the airport without any stress.
5 It _____ 15 minutes to get from Paddington Station to Heathrow.
6 The taxi driver _____ me off right outside the terminal.
7 So who _____ there first?

e Video Who do you think is going to win the race? Watch *Race to the airport* Part 1. Is your answer still the same?

f Video Now watch *Race to the airport* Part 2. Whose journey was a) the quickest, b) the most comfortable, and c) the cheapest?

g Think of your nearest big city. What kind of public transport is there? Which type do you use and how often? Which is usually the quickest / the most comfortable / the cheapest?

www.frenglish.ru

Race to the airport

London Heathrow is the UK's busiest airport and many of us will pass through its four terminals at one time or another. There are many different ways of reaching Heathrow from central London, so when the Elizabeth Line opened, three experts from travel website The Points Guy decided to test three different methods of getting from Oxford Circus to Heathrow Terminal 2 (a distance of approximately 27 km). Ben Smithson took a classic London black cab, Liam Spencer took the Heathrow Express, and Nicky Kelvin took the brand-new Elizabeth Line on the very first day it opened to the public.





Nicky *on the Elizabeth Line*

The Elizabeth Line

Starting from Oxford Circus, Nicky ran down Oxford Street to Tottenham Court Road Underground station to get the Elizabeth Line. He had to travel for two stops and then change trains at Paddington. 'The train makes nine stops altogether, and at the moment, you have to change in order to reach Heathrow. However, soon it will be direct.'

Nicky enjoyed being on the Elizabeth Line. 'There's a conveniently located station on Tottenham Court Road and the trains are very frequent,' he said. 'On board, the carriages were brand-new and there was good aircon. The other huge benefit was the cost.'



Liam *on the Heathrow Express*

The Heathrow Express

Liam took the Heathrow Express, the fast train which goes from Paddington railway station to the airport. From Oxford Circus, he took the Bakerloo Underground line to Paddington, which was five stops. He wasted a bit of time at Paddington finding the right platform, but then he quickly got onto a Heathrow Express train – they run every 15 minutes.

'The whole experience felt relaxed and I arrived at the airport without any stress. It takes 15 minutes to get from Paddington Station to Heathrow Terminals 2 and 3. There were plenty of seats available, complete with charging ports and tray tables.'

'The journey isn't cheap. Booking further in advance can get you a better price, but this isn't always an option for last-minute travel. It's also a shame that the service only operates from Paddington – adding another departure point would help to serve more of London.'



Ben *in the black cab*

The black cab

Ben took a black cab. He had to wait at least five minutes to get a taxi, even at busy Oxford Circus. Once he was in the taxi though, the journey was very smooth.

'With six passenger seats, there was plenty of room for my luggage and me, and my cheerful cab driver was happy to chat as we headed to the airport. The entire journey was less than 40 minutes. I didn't have to carry my luggage up and down stairs, and the taxi driver dropped me right outside the terminal.'

'It is an expensive journey, though if there were more passengers, it would make more financial sense. Next time, I think I will take an Uber instead.'

So who got there first?

www.frenglish.ru

4 GRAMMAR choosing between comparatives and superlatives

a Read the sentences. Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong phrases.

1 ☐ What's the quicker way to get to Heathrow airport?
2 ☐ Driving is more boring than going by train.
3 ☐ The train wasn't as fast than the taxi.
4 ☐ Oxford is about the same distance from London as Brighton.
5 ☐ There aren't as much trains as there were before on this line.
6 ☐ It was the more exciting journey I've ever had.
7 ☐ The worst time of day to travel in London is between 7.30 a.m. and 9.30 a.m.
8 ☐ Older people drive more careful than young people.

b G **Grammar Bank** 3A *p.144*

c Talk to a partner. Compare the three things in each group using the **bold** adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.

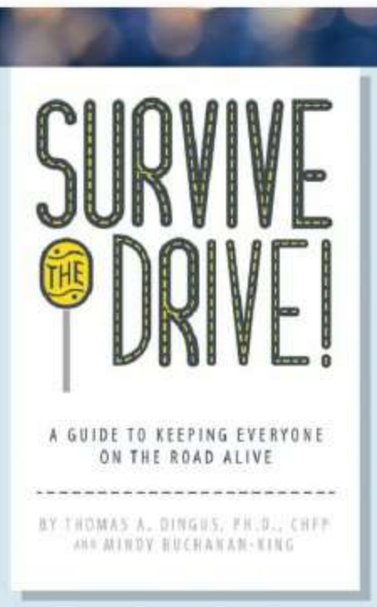
1 **dangerous** cycling driving riding a motorbike
2 **easy** learning to drive learning to ride a bike learning to ride a horse
3 **relaxing** driving flying travelling by train
4 **difficult** sleeping on a coach sleeping on a plane sleeping on a train
5 **boring** being stuck in a traffic jam waiting at an airport waiting for a bus

I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.

5 PRONUNCIATION & LISTENING linking

a Read about some research into the causes of car accidents. Then discuss the questions in pairs.

1 Do you think the research process was reliable? Why (not)?
2 Which three things do you think are the most dangerous?
3 Which one do you think is the least dangerous?



Two scientists at Virginia State University, in the USA, have published a book called *Survive the Drive*. In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years and they got millions of hours of video. During this time, the drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.



☐ adjusting the radio or music system



☐ adjusting the satnav



☐ eating or drinking



☐ feeling emotional



☐ feeling tired



☐ looking at something by the road



☐ reaching for something in the car



☐ talking to a passenger

www.frenglish.ru

Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. *the most‿interesting*.
2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. *the worst‿time*.
3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. *the biggest‿danger*.

b **3.10** You're going to listen to an interview with a traffic safety expert. Listen and complete some extracts with linked words from the interview.

1 What's the _____ thing you can do while you're driving?
2 ...you'll probably make _____ ...
3 ...people slow down to _____ _____...
4 ...this‿is‿a really common _____ _____ motorways.
5 This makes you _____ likely to _____ _____.
6 _____ you find _____?
7 ...always keep _____ _____ the road!

c **3.11** Now listen to the interview. Number the activities in the photos 1–8 (1 = most likely to cause an accident). Were your top three correct?

d Listen again. Note down a number or fact about each dangerous activity.

1 feeling emotional
ten times more likely to have an accident

e Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

6 SPEAKING

People should need a driving licence to ride an electric scooter.



a **3.12** Listen to two people talking. Do they agree or disagree with the statement?

b **3.13** Listen to some extracts from **a**. Complete the gaps in the information box.

Giving your opinion

1 _____, *I don't think people* _____ _____ *a driving licence...*
2 *In* _____ _____, *e-scooters are...*
3 *But I think people* _____ _____ _____ *to ride them...*

We often use *should(n't)* + verb to say what we think is the right thing or a good thing (to do).

c Look at the statements below. Tick (✓) the ones you agree with and cross (✗) the ones you disagree with. Think about your reasons.

- **People who drink and drive should lose their driving licence for life, even if they did not cause an accident.**
- **Slow drivers cause more accidents than fast drivers.**
- **Speed cameras do not stop accidents, they just make money for the government.**
- **Drivers who are over 80 are as dangerous as young drivers.**
- **Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.**
- **It should be illegal to eat or drink when you're driving.**
- **The minimum age for riding a motorbike should be 25.**
- **The speed limit on motorways should be lower.**

d In groups, take turns to give your opinions on a statement in **c**. Do the others in the group agree or disagree with you? Use the language from the information box.

7 WRITING an article for a website

Writing Bank 3 *p.121* Write an article about transport in your town or city.

www.frenglish.ru

3B Challenging stereotypes

G articles: *a / an*, *the*, no article
V collocation: verbs / adjectives + prepositions
P /ə/, two pronunciations of *the*

Children are much better with technology than adults. *I think that's a stereotype.*

1 READING

a Look carefully at the book illustration. What is happening? What stereotype is it challenging? Why do you think stereotypes are harmful?

b Read an article from an American sociology website and check your ideas in **a**. What's the difference between a stereotype and a generalization?

c Read the article again and match 1–4 to A–D.

1 Generalizing is useful because it helps us to...
2 Stereotyping is a problem because it is based on...
3 It's wrong to make assumptions about people based on things like...
4 Generalizing is neutral, but...

A ☐ stereotyping is negative.
B ☐ ideas that are not true.
C ☐ understand the world around us.
D ☐ appearance, ethnicity, or gender.

d Do you think people are more aware now than in the past of the harmful effects of stereotyping? Think of an example.

Home | Video | Archives | About the Site | Subscribe

Generalize, but <u>don't</u> *stereotype*!

We use **generalizations** to help us to understand things and people. Generalizations are based on facts and evidence. For example, if we see a flat surface with four legs, we generalize that it's a table because most objects like this are tables. If we see someone who looks over 80 years old, we generalize that they are retired because most people at this age don't work any more.



Unfortunately, sometimes generalizations can become **stereotypes**. A stereotype is a harmful and often negative generalization. We typically stereotype people or things that we do not understand or that we know nothing about. Stereotyping is something to avoid, because it can come from ideas about these groups, not truths. For example:

- It's not appropriate to stereotype based on what people look like. For example, you may assume from their appearance that someone is male, female, white, Afro-Caribbean, Asian, or Latin American. You may be right, but you may also be wrong.
- It's not appropriate to stereotype based on what you think you know about how particular groups of people behave. For example, an outdated gender stereotype is that strong, handsome men save weak, pretty women from danger. Others are that men don't do housework and women can't read maps. However, these abilities are not related to a person's gender; they are individual abilities related to individual people.

Generalizing helps us to navigate our lives, but stereotyping should be avoided because it can easily result in prejudice and discrimination, and can mean that some people cannot achieve their full potential in society.

Adapted from Everyday Sociology Blog

www.frenglish.ru

2 GRAMMAR articles

a Quotes often express generalizations. Complete these quotes about education with *a / an*, *the*, or – (no article).

[1] _____ child educated only at [2] _____ school is [3] _____ uneducated child.

George Santayana, Spanish philosopher



[4] _____ greatest university of all is [5] _____ collection of [6] _____ books.

Thomas Carlyle, Scottish philosopher

[7] _____ extremists have shown what frightens them [8] _____ most: [9] _____ girl with [10] _____ book.

Malala Yousafzai, Pakistani educator

Until we get [11] _____ equality in [12] _____ education we will not be [13] _____ equal society.

Sonia Sotomayor, American lawyer

Having one child makes you [14] _____ parent. Having two, you are [15] _____ referee.

David Frost, British journalist



b Which ones do you agree with? Which quote(s) do you like best?

c Grammar Bank 3B *p.145*

3 PRONUNCIATION /ə/, two pronunciations of *the*

a Video Watch and repeat the sound and words.

a about accident future important internet person question

b 3.17 Listen and underline five phrases where *the* is pronounced /ðiː/ (**NOT** /ðə/). Why does the pronunciation change? Which phrase in the list is an exception?

the cinema the office the Underground
the universe the moon the internet the sea
the accident the evening the dark

c Practise saying some common phrases where *the* is pronounced /ðiː/.

the other day the only way the end of the world
the average person the aim of the exercise
the immediate future the important thing

4 SPEAKING

Only children are more self-confident than children with brothers and sisters.



a 3.18 Listen to three people talking. Do they agree or disagree with the statement?

b 3.19 Listen to some extracts from **a**. Complete the gaps in the information box.

Generalizing

1 Generally _____, I think it's true that...
2 In _____, they behave in a more grown-up way.
3 _____ the whole, I think that only children are more independent...
4 They _____ to spend a lot of time by themselves.
5 They aren't _____ very good at...

c Work in groups of three. Take turns to talk about the statements. Use the language from the information box.

Children shouldn't be allowed to use **the internet** by themselves until they are 12 years old.

Going **to the cinema** is much better than watching films on TV.

Working **from home** is more enjoyable than going **to work**.

Breakfast is **the most important** meal of the day.

It's important to exercise at least **three times a week**.

Being **a teacher** is **the most stressful job** in **the world**.

Cats make better pets than **dogs** especially for **older people**.

Art and **music** are subjects that are not worth studying **at university**.

www.frenglish.ru

5 LISTENING

The Pink and Blue Projects

a Look at the photos and read about JeongMee Yoon. What stereotype is she focusing on in *The Pink and Blue Projects*? What effect does research suggest that this stereotype may have on children?

JeongMee Yoon was born in 1969 and is a professor of Photography at Hongik University in Seoul, South Korea. She is interested in images of people in their environment. Her most well-known series of photographs is 'The Pink and Blue Projects', in which she documents the toys, clothes, books, and other objects collected by American and Korean children. It started when her daughter was five and loved the colour pink so much that she wanted to wear only pink clothes and play with only pink toys and objects. JeongMee Yoon found that her daughter was not alone, and that little girls all over the world were strongly attracted to the colour pink. She also found that the toys were divided into domestic things for girls and industry and science for boys, which research suggests makes children think and behave differently.

b Can you find examples in the photos of any of the toys in the list? What other things can you see?

action figures construction toys
dolls dressing-up clothes
soft toys toy vehicles



Tess and her pink and purple things



Jimin and his blue things

www.frenglish.ru

c 3.20 Listen to two extracts from a programme about colour and gender. Complete the information in the timeline with a colour from the list.



blue pink red white yellow

1700–1850 [1]_____ was the preferred colour for children's clothes.

1850–1940 Both genders dressed in [2]_____ and [3]_____, but [4]_____ was considered better for boys and [5]_____ for girls.

1940–1960 The convention of '[6]_____ for boys, [7]_____ for girls' was established.

1970s With feminist activism, gender-neutral colours like [8]_____ and [9]_____ became more popular.

1980s till now [10]_____ and [11]_____ are still very popular colours for girls and boys.

d 3.21 Now listen to the whole programme. Choose a, b, or c.

1 Dora Vanette thinks JeongMee Yoon's photos are disturbing because ___.
   a the children have too many toys
   b there's so much pink and blue in the rooms
   c the girl isn't allowed to have boys' toys and vice versa

2 Gendered colours started with ___.
   a furniture b toys c clothes

3 The thing that most influenced gendered toys was ___.
   a the introduction of the GI Joe doll
   b the introduction of the Barbie doll
   c marketing different dolls to boys and girls

4 In the 1980s, gendered colours ___.
   a returned b were banned c disappeared

5 The book *Cinderella Ate My Daughter* explains how sometimes ___ dress in pink.
   a parents want their daughters to
   b little girls themselves want to
   c little boys and little girls both want to

6 In the 21st century, gendered toys are still a problem for ___.
   a girls b boys c girls and boys

e Talk to a partner.

1 Do you think that pink for girls and blue for boys is harmless? If not, why not?

2 What colour and style of clothes did you wear when you were a child? Did you like them? Explain why (not).



3 What kind of toys did you play with? Did you play with the same toys as your friends or siblings of the opposite sex?

6 VOCABULARY & SPEAKING
collocation

a Look at two extracts from the listening. Can you remember the missing prepositions?

1 Today we're going to talk _____ a fascinating topic.

2 It seems to be a lot more socially acceptable for girls to be interested _____ science toys than for boys to like dolls.

b V **Vocabulary Bank** Dependent prepositions *p.164*



c Video Watch the video. Make a sentence for each clip using a verb or adjective on the screen, and a preposition.

d Complete the questions with a preposition.

1 When you're with your close friends, what do you usually talk _____?

2 Is there anything you're really looking forward _____?

3 Who in your family are you closest _____?

4 What kind of films are you keen _____?

5 What's your town or region famous _____?

6 What superstitions do you believe _____, if any?

7 Is there a story in the news at the moment that you're really tired _____?

8 Have you bought anything recently that you're very pleased _____?

9 What does success in an exam depend _____?

10 What do you hate spending money _____?

11 What achievement are you most proud _____?

12 Who was the last person you apologized _____? What _____?

e 3.24 Listen and check. Then ask and answer the questions with a partner.



www.frenglish.ru

EPISODE 2 PICTURES OF YOU

Images of London

Practical English giving opinions

1 IZZY GIVES A PRESENTATION



a Look at the photos Max has chosen for the images of London. Answer the questions.

1 What typical London sights can you see in the photos?

2 Have you seen photos like this before?

b Video Watch *Izzy gives a presentation*. What do Izzy and Dominic think of the photos?

c Watch again. Who says...? Write **M** (Max), **I** (Izzy), or **D** (Dominic).

1 Relax, Dominic's going to love them. ___

2 This is not what we talked about at all. ___

3 I thought this was better. ___

4 These images are all so clichéd. ___

5 I had some issues. ___

6 Can you give me some time to put it right? ___

7 I don't want to be disappointed again. ___

8 Well, that didn't go very well, did it? ___

2 GIVING OPINIONS

a Video Watch *Giving opinions*. What kind of photos does Izzy want? What kind of photos does Max want?



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

Izzy OK, let's start again. We need a completely new and exciting vision of London.

Max [1]_____, I think we didn't go big enough.

Izzy To be [2]_____, I think you're [3]_____. People are tired of that. Anyway, our magazine isn't just for rich people. It's for everyone.

Max Oh, [4]_____. But if you [5]_____ me, people want to see what they can't have...

Izzy I don't [6]_____. You think everyone wants the same thing. In my [7]_____, we need to show the readers something they've never seen before...

Max I don't think that's [8]_____. I think people want to see the most iconic sights in London. [9]_____ you agree?

Izzy OK, I [10]_____ people like the iconic sights of London, but they've probably seen them already...

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

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

www.frenglish.ru

Giving opinions

Introducing your opinion

Personally, I think...
If you ask me,...
In my opinion,...
To be honest,...
..., don't you agree?

Disagreeing

I think you're wrong.
I don't agree.
I don't think that's right.

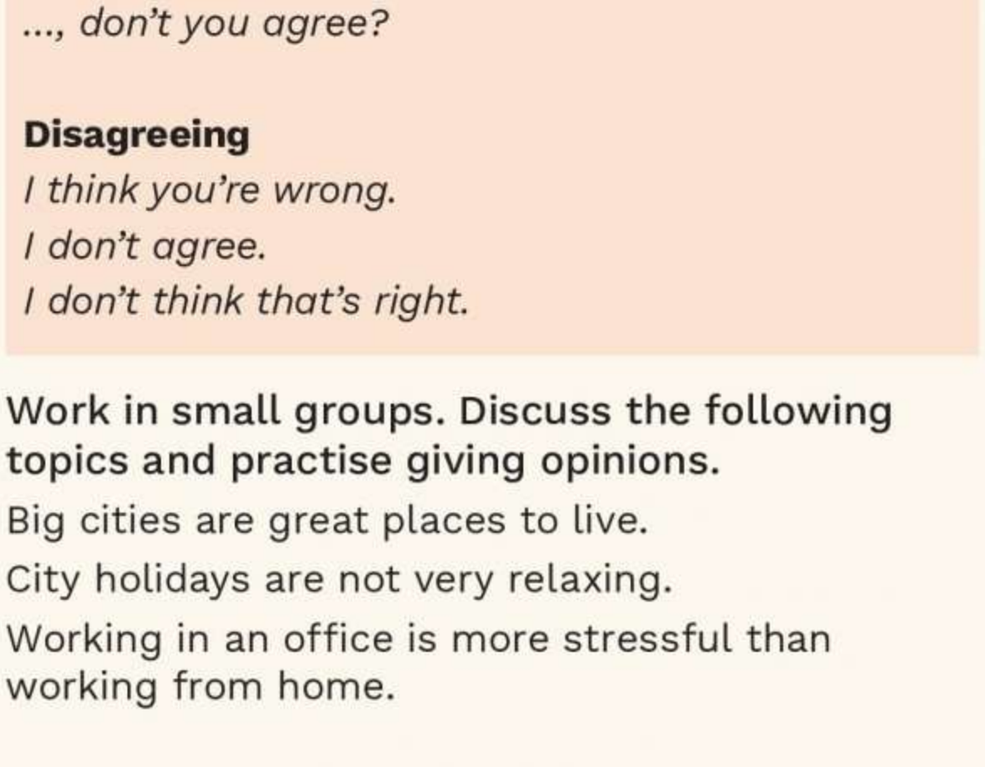
e **Work in small groups. Discuss the following topics and practise giving opinions.**

Big cities are great places to live.
City holidays are not very relaxing.
Working in an office is more stressful than working from home.

3 PAMELA HAS AN IDEA

a **Look at the photos. Answer the questions.**

1 How do you think Izzy is feeling? Why?
2 What do you think Pamela's idea is?





b Video Watch *Pamela has an idea* and check your answers.

c **Watch again. Then choose the best answer, a, b, or c.**

1 Izzy is angry with herself because...
  a she gave a bad presentation.
  b she trusted Max too much.
  c Dominic didn't like the photos.
2 Izzy doesn't know...
  a what kind of images she wants.
  b how long she has to find the images she wants.
  c how to find the images she wants quickly.
3 One of the things Izzy wants to show in photos of 'the real London' is...
  a London's iconic buildings.
  b people who live in London.
  c tourists visiting London.

4 SOCIAL ENGLISH

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

A	B
1 I'd like to see them before the meeting.	☐ It could be better.
2 This is not what we talked about at all.	☐ That's annoying.
3 I'm sorry, Dominic. It's my fault.	☐ Relax! Dominic's going to love them.
4 So, how's work?	☐ Don't blame yourself, Izzy.
5 I asked him to do an important job and he didn't do it properly.	☐ What, don't you like it?
6 I know what he's like.	☐ You've got two days to come up with something much better.

b Video Watch and check.

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

WHAT DO YOU THINK?

In pairs, talk about what happened. Whose fault was it that the presentation went badly? Was Izzy right to take the blame? How does Ben feel at the end of the scene? What do you think Izzy is going to say to Ben?

www.frenglish.ru

4A Modern manners

G obligation and prohibition: *have to, must, should*
V phone language
P silent consonants

Do I have to switch my phone off? *You don't have to, but you probably should.*

1 VOCABULARY phone language

a 4.1 Listen and match what you hear to sentences A–L.

A He's **dialling** a number.
B She's **messaging** (or **texting**) a friend.
C He's just **hung up**.
D She's choosing a new **ringtone**.
E He's **calling back**.
F She's **left him a voice message** (or **note**).
G The line's **engaged** (or **busy**).
H He's putting him on **speakerphone**.
I His phone **went off** in the middle of a meeting.
J She needs to talk to a helpline, but they've **put** her **on hold**.
K He was **cut off** in the middle of a conversation.
L She's **scrolling through** photos.

b 4.2 Listen and check. Practise saying the sentences.

c Ask and answer the questions with a partner.

1 What **phone network** do you use? Are you happy with it?
2 Do you have a **monthly contract**, or are you '**pay as you go**'?
3 Have you ever **messaged** the wrong person?
4 Have you ever **hung up** on someone? Why (not)?
5 What do you do if you're **put on hold** for a long time?
6 Do you prefer to **call**, **message**, or send a **voice note**? Does it vary depending on who you are communicating with?
7 Has your phone ever **gone off** at a bad moment, e.g. in the cinema or at a concert?

2 GRAMMAR obligation and prohibition

a Read an article about an incident at a theatre, and the comments that people sent in. Which comments do you agree with?

Michael Sheen stops performance to ask audience member to switch off phone



Theatregoers attending a new production of Dylan Thomas's *Under Milk Wood* at London's National Theatre starring Michael Sheen saw the performance halted after Michael was forced to break character and address the audience.

Unfortunately, an audience member left their phone on throughout the performance. The phone in question rang repeatedly, as well as loudly announcing each individual social media notification and text to those in the theatre.

After 45 minutes, five phone calls, and numerous other notifications, Michael felt he had to deal with the situation.

He said, 'I'm asking all of you now to turn your phones off. Turn them off. I'll wait.' The grateful audience reportedly broke into applause for the actor.

Michael confirmed this exchange later on social media. 'I felt terrible for coming out of the play and breaking the illusion, but it was happening so often I felt it had to be addressed as it was spoiling the experience for everyone.'

Do you think he was right to interrupt? Let us know in the comments below.

Comments FOLLOW

danny • 23 December 14.50 Bravo, Michael. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, [1]they shouldn't go to the theatre. We need a new rule for theatres and concert halls: [2]you have to leave your phone in the cloakroom. It's the same as for backpacks in museums.

anton • 23 December 19.43 If you ban phones, a lot of the audience just won't go. My wife's a doctor and the rule when she's on call is, [3]you mustn't go anywhere without your phone. It's in case of an emergency.

marcel • 24 December 07.08 I agree. [4]Phones don't have to be in the cloakroom, but [5]they must be switched off or on silent.

kasia • 24 December 01.16 I think [6]Michael Sheen should calm down and be more understanding. He's only acting, not doing brain surgery!

Adapted from Wales Online

www.frenglish.ru

b Read the comments again. Match the highlighted phrases to their meanings.

A ▬ This isn't necessary.

B ▬ Don't do this. It isn't allowed / permitted.

C ▬ ▬ It's necessary or compulsory to do this.

D ▬ It's a good idea to do this.

E ▬ It's a bad idea to do this.

c G **Grammar Bank** 4A *p.146*

d Can you think of other situations when...?

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off
- you had to switch off your phone in the past, but now you don't have to
- you mustn't use your phone to take photos or videos

3 PRONUNCIATION
silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign half hour island knowledge listen mustn't ought rhythm should talk walk whole wrong

b 4.7 Listen and check.

c Practise saying the sentences.

1 You mustn't talk – just listen.
2 Everyone should learn a foreign language.
3 The taxi ought to be here in half an hour.
4 We walked round the whole island.

4 SPEAKING

Look at the list of annoying things people do with their phones. Work in small groups. Answer the questions for each thing.

1 Does it annoy you, or do you think it's OK?
2 If it annoys you, what do you think people should / shouldn't do?

Annoying things people do with their phones

- take selfies all the time and post them on social media
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- post about everything on social media, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of all the dishes when they eat out
- video or photograph every minute of their holiday
- message you on your birthday, but never get in touch during the rest of the year
- scroll through all your other photos when you are showing them just one
- talk on speaker phone in a public place
- answer the phone in the middle of a conversation with one person and start talking to someone else







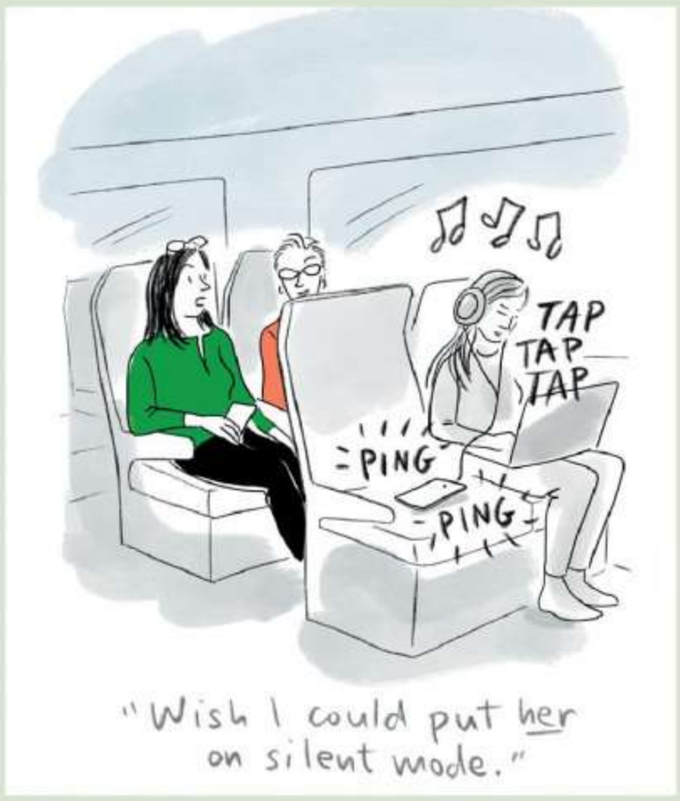
english.ru

5 READING

15 STEPS TO MODERN MANNERS

Kay Plunkett-Hogge and Debora Robertson have created a new guide for the times we now live in. Here they share some of their tips.

The world may have changed, but when it comes to manners, really not much has changed. Good manners are simply a form of kindness, putting yourself in someone else's shoes, and that never goes out of fashion.



AT HOME

1 Although it's important to be polite to friends, colleagues and acquaintances, it's even more important to be polite to the people who you live with. ☐

2 If manners are kindness, the politest thing you can ever do is tidy up after yourself at home. No excuses.

3 My mother, a wise woman, always says: 'Do you want to be right or do you want to be happy?' You don't always have to win. ☐

AT WORK

4 Don't impose a Zoom call if a phone call will do. If it has to be a Zoom call, never insist 'cameras on', especially before 10 a.m. ☐

5 If you're working from home, with a partner or housemate who is also working from home, don't occupy the best chair / table / view in perpetuity.

6 If you're the boss with staff working from home, be understanding if children, pets and delivery people occasionally interrupt meetings.

7 With email, don't copy people into things they don't have to be copied into. ☐

8 Being clean and tidy is a kindness to the people around you. Dirty nails don't make you interesting.

GOING OUT

9 Don't make fun of anyone else's mask-wearing, e.g. at theatres or concerts.

10 It's important to honour restaurant reservations. If you have to cancel, do it as far in advance as possible.

11 Restaurant staff work very hard. ☐

GUESTS

12 When you are the guest, arrive between five and ten minutes after the specified time. ☐

13 When you invite people to your house, make it very clear when you expect them to arrive and, most importantly, when you expect them to leave. Never say, 'Come for the weekend!' Do say, 'Why don't you come in time for drinks at six on Friday and stay for Sunday lunch?'

14 It may be hard to believe, but not everyone loves or is comfortable with dogs. If yours is a yapper or a jumper-upper, be sensitive to your guests. ☐

15 Enjoy your own parties or others won't. Plan, prepare, do as much as you can ahead. ☐

Adapted from Manners: A Modern Field Guide *by Kay Plunkett-Hogge and Debora Robertson*

a Look at the illustration from a new book about modern manners. What example of bad manners does it show?

b Read the extract from the book. Complete the tips with A–H.

A 'He's only being friendly' isn't enough.
B And talk to everyone, not only the people you already know.
C Choose your battles.
D Home is the training ground for life.
E Then relax with your guests.
F Tip well and tip often.
G We're all overloaded enough as it is.
H When you're not an active part of the call, mute, mute, mute.

c Read the tips again. Tick (✓) any that you strongly agree with. Cross (✗) any that you disagree with.

d Compare with a partner, and give your reasons. Do you think manners are important? Why (not)?

6 LISTENING

a 4.8 You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

b With a partner, decide what advice you would give the three callers.

www.frenglish.ru

c 4.9 Listen and complete some extracts from the advice that Sarah gives.

Advice for Belinda

1 I think you ought to be the one _____ _____ _____.

2 You shouldn't _____ _____ _____ because she won't change her opinion.

Advice for Damien

3 I think you should politely, but directly, _____ _____ _____ _____.

4 To be honest, you don't really have to _____ _____ _____.

Advice for Miranda

5 You must _____ _____ _____ _____ before their next visit.

6 Explain that he has to _____ _____ a bit when he's visiting.

7 'You mustn't _____ _____ _____.'

d 4.10 Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

7 SPEAKING

People shouldn't eat and drink in the cinema.



a 4.11 Listen to three people talking. How many of them agree with the statement? Do you?

b 4.12 Listen to some extracts from the conversation. Complete the gaps in the information box.

Saying what you think is right

I (don't) think people [1] _____...

I think it's | bad [2] _____ / [3] _____ inappropriate | to...

I don't think | you [4] _____ / it's important | to...

I [5] _____ it / I don't mind it | when...

It really [6] _____ me, too.

c Read the questionnaire. What do you think? Mark each thing **GM** (good manners), **BM** (bad manners), or **NI** (not important).

GOOD MANNERS? BAD MANNERS? NOT IMPORTANT?

WHEN GREETING PEOPLE...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- use your partner's parents' first names.

ON A FIRST DATE...

- offer to pay for your own meal.
- share food.
- be a bit late.

WHEN YOU'RE INVITED TO SOMEBODY'S HOUSE FOR A MEAL...

- take a present.
- take your shoes off when you arrive.
- be honest about the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

WHEN YOU'RE HAVING A MEAL WITH FRIENDS IN A RESTAURANT...

- complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- be very affectionate with your partner.

ON SOCIAL NETWORKING SITES...

- post a photo or video clip of a friend or their children without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.

d In groups, talk about each thing in the questionnaire. Do you think it's good manners, bad manners, or not important? Why? Try to use language from the information box.

8 WRITING an email of complaint

Writing Bank 4 *p.122* Write an email of complaint about a meal you had in a restaurant.

www.frenglish.ru

4B Yes, we can!

Can you play the piano? *No, but I'd love to be able to.*

G ability and possibility: *can, could, be able to*
V *-ed / -ing* adjectives
P sentence stress

1 GRAMMAR ability and possibility

a Look at the list of skills. With a partner, find...

- two that you *can* do.
- two that you *can't* do.
- two that you *could* do when you were ten years old.
- two that you *couldn't* do when you were ten years old.

run 5 km
do yoga
dance salsa
type fast
knit or sew
create a website
ride a bike
ski
swim
take good photos
play chess
play a musical instrument
use an Excel spreadsheet
sing well
make an omelette

b Video Watch the video. Then complete the extracts from the conversations.



A _____ you speak Italian well?
B Yes, I _____ speak it very well.
A Lucky you! I'd love to _____ _____ _____ speak a foreign language well.



C When I was a kid, I _____ draw really well. Now I'm hopeless.
D I've never _____ _____ _____ draw or paint. Not even when I was younger.

c Watch again and check. Then look at conversations 1 and 2 in **b** again. Complete the sentences.

1 In the present or past we use _____ / _____.
2 In the infinitive or present perfect, we use _____.
3 _____ and *be able to* mean the same.

d G **Grammar Bank** 4B *p.147*

2 PRONUNCIATION & SPEAKING sentence stress

a 4.15 Listen to four sentences. Write the stressed words in the pink boxes.

1 _____ never _____ _____ _____ _____.
2 _____ _____ _____ _____ _____ _____.
3 _____ _____ _____ _____ _____ _____ _____.
4 _____ _____ _____ _____ _____ _____ _____.

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 4.16 Listen and make new sentences with the verbs or verb phrases you hear.

1 I'd love to be able to ski. ride a horse
I'd love to be able to ride a horse.
2 We won't be able to come. park
We won't be able to park.

e Look at the topics. Choose two or three and think about what you could say about them.

- something that you'd like to be able to do
- something you learned to do after a lot of effort
- something you can do, but you'd like to be able to do better
- something you think all young people should be able to do before they leave school

f Work with a partner. Tell him or her about the things you chose in **e**. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

www.frenglish.ru

3 READING

a When did you learn to read and write? Did you find it easy or difficult? What kinds of things would you have problems with as an adult if you couldn't read or write well?

b Read the article once. Which paragraph is about...?

- Jason Arday's personality and beliefs
- Jason Arday's background
- his problems with speech and literacy
- the influence of a teacher
- who Jason Arday is and why he is unusual

c Read the article again. What do you think the highlighted phrases mean? Choose a or b.

1 a has upset people b has been important in the media
2 a got bigger b developed into an adult
3 a something suddenly became clear
b something made a loud sound
4 a a place where you get advice about jobs
b a place where you get financial support
5 a use him as an example for others
b try to help him, even though he might not succeed
6 a is stubborn or obstinate
b continues trying to do something, even when it's difficult
7 a really want to do sth b have the ability to do sth
8 a be put in the ground when you die b be remembered

d Look again at the topics in **b**. What can you remember about Jason Arday from each paragraph?

e Have you or has someone you know had real difficulty learning something? Do you agree with Jason Arday that 'if you have the will, it will always supersede skill'?

Young, gifted, and Black

1 Jason Arday, the University of Cambridge's youngest Black professor, joined its Faculty of Education in March 2023, at the age of 37. Before that, he had been a professor at Glasgow and Durham universities, focusing on race and education. But astonishingly, Arday didn't speak until he was 11 and couldn't read or write until the age of 18. It's a story that [1]has made headlines and changed his life completely.

2 Arday [2]grew up in south London with Ghanaian parents. His mother, Gifty, was a mental health nurse; his father, Joseph, a chef. He is the second youngest of four brothers. His childhood was generally happy – he was very influenced by Gifty, who was a keen anti-racist activist and went on protests, often taking Arday with her. Their house was full of his mother's books about Black female educators and activists. But the biggest influence on his childhood was the fact that for much of it he couldn't speak, read, or write.

3 Arday was diagnosed with autism and global developmental delay when he was three, and when he was four, he learned sign language. When he was 11, after 'thousands of hours' of speech therapy and support from his mother, who used music and lyrics to help him understand how words flowed and fitted together, [3]something clicked one day, and shortly after that, he stopped using sign language. Seven years later, he was able to read and write.

4 One of the people who helped to change Arday's life was a man named Sandro Sandri. When Arday left school, his mother took him to [4]a careers office, where he was told that the best he could hope for was some volunteer work. Instead, Gifty helped him to enrol on a course in sport and development at an adult education college in south London. There, Arday met Sandri, a sports lecturer, who decided to [5]take a chance on him. Sandri used to stay late almost every night of the week, working with Arday on his literacy skills. 'Until a year ago, he would text me every day and say: "You're great. You're going to do some great things."' says Arday. 'The only promise he ever made me make was that whatever he did for me, I'd do the same for someone else.'



5 Arday does not see himself as intellectual, necessarily, but as someone who [6]has determination. In 2010, he ran 30 marathons in 35 days to raise money for charity. 'If you [7]have the will, it will always supersede skill,' he says, smiling. 'When people meet me, I don't talk about theories – I tend to talk more about life.' As his dad once told him: 'You can't [8]be buried with your books. So everything you do, think about the impact it has on the everyday person,' he explains.

Glossary
sign language a language that uses hand gestures to communicate instead of spoken words
global developmental delay a condition in which a child has significant delays in two or more areas of development, such as language and social skills

Adapted from The Guardian

www.frenglish.ru

4 LISTENING & SPEAKING

a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?

b Video Read Nelson's forum post. Watch *Teachers' tips for practising English*. Then complete their tips with two words.



Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia... **Nelson, Medellín**



Listen to podcasts or watch **T**___ **s**_____ and movies in English. **Sanja, Zagreb**



Use **s**_____ **m**_____ in English. **Panoraia, Athens**



Be a **t**_____ in your **t**_____. **Begoña, Mungia**



Keep a **v**_____ **d**_____ in English. **Frank, Madrid**



Chat in English with a friend who is at the **s**_____ **l**_____ as you. **Anna Maria, Crete**

c Watch again. Then match benefits A–F to the tips in **b**. There is one that you don't need.

- A You'll learn skills that will help you to find a job.
- B You'll improve your spoken English, and learn new words at the same time.
- C You'll learn new vocabulary and expressions without any effort.
- D You'll improve your speaking and pronunciation skills, and will be able to measure your progress.
- E You'll find out things you didn't know, meet new people, and improve your English.
- F You'll improve your speaking, reading, and writing skills.

d Look at some extracts from the video. What do you think the **bold** words or expressions mean?

1 That way, you will **pick up** a lot of new words and phrases without really noticing it.

2 Nowadays, it's so easy to **reach out** and find English-speaking accounts.

3 You can **interact** with them, and make new friends.

4 You can also share your recordings with a friend, teacher, or language exchange partner, for **feedback** on your pronunciation and speaking style.

5 You can also use an application which will help you find words that you don't know and use them there **on the spot**.

e Look at an extract from one of the tips. *Yourself* is a reflexive pronoun. How do you say it in your language?

Using a voice recorder or a smartphone app, record yourself speaking in English every day, or every week.

Reflexive pronouns

We use reflexive pronouns (*myself*, *yourself*, etc.) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. *I painted the kitchen myself*.

f Which subject pronouns do these words go with?

themselves herself ourselves
yourselves himself itself

g 4.17 Listen and say the sentences with different pronouns.

1 I tested myself on the new vocabulary. We...
We tested ourselves...

h Talk to a partner.

- Which of the forum tips do you think would be the best for you? Are there any you don't think would work for you?
- Are there any tips that you already do? How easy would it be for you to put the others into practice?
- What other things do you do to improve your English outside class (e.g. listen to audiobooks)?

www.frenglish.ru

5 VOCABULARY
-ed / -ing adjectives

a Read a tip from another teacher. Complete it with *interested* or *interesting*.



My tip is to do things that you already like doing, but in English. So, for example, if you're [1]_____ in a sport or in photography, read about it in English. I'm [2]_____ in jazz, so I read jazz magazines and articles about jazz in English. They're much more [3]_____ for me than books. **Marc, Switzerland**

-ed and *-ing* adjectives

We use the adjective ending in *-ed* for the person who has the feeling, e.g. Marc. We use the adjective ending in *-ing* for the person, thing, or situation that produces the feeling, e.g. jazz magazines.

Many adjectives for feelings have two possible forms, ending in *-ed* or *-ing*, e.g. *interested* and *interesting*.

b Complete the adjectives with *-ed* or *-ing*.

1 What music do you listen to if you feel **depress**___?
2 What do you think is the most **excit**___ sport to watch?
3 What's the most **amaz**___ scenery you've ever seen?
4 Have you ever been **disappoint**___ by a birthday present?
5 Which do you find more **tir**___, clothes shopping or food shopping?
6 What's the most **embarrass**___ thing that's ever happened to you?
7 Are you **frighten**___ of heights?
8 Do you usually feel very **tir**___ in the morning?
9 What's the most **bor**___ film you've ever seen?
10 Do you ever get **frustrat**___ by technology?

c 4.18 Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in **b** with a partner. Ask for more information.

6 LISTENING

a Do you know anybody who speaks more than one language well? Which languages do they speak? Do you know how they learned them?

b Look at the photo and read about Alex Rawlings. What is unusual about him?



Alex Rawlings describes himself as 'hooked on languages'. He became 'Britain's most multilingual student' when he won a national competition which tested his fluency in 11 different languages. At the time, he was studying German and Russian at Oxford University. Since then, Alex has learned to speak even more languages and is the author of a book called *How to speak any language fluently.*

c Video You're going to watch Alex saying 'hello' in 11 languages. First, match any of the greetings 1–11 that you know to the languages in the list. Try to guess the rest. Then watch *'Hello' in different languages* and check.

1 Goeiemôre
2 Bonjour
3 Shalom (שלום)
4 Buongiorno
5 Goedemorgen
6 Yassas (γεια σας)
7 Hola
8 Privet (привет)
9 Guten Tag
10 Hi
11 Bon dia

Afrikaans	English	Greek	Russian
Catalan	French	Hebrew	Spanish
Dutch	German	Italian	

d Video Now watch *An interview with Alex Rawlings*. What does he say about the languages in 1–5?

1 Greek and German
2 Chinese and Slovene
3 Welsh, Irish, and Scottish Gaelic
4 Russian
5 Afrikaans

e What new language would you choose to learn and why?

www.frenglish.ru

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I walk to work. It's ___ than going by car.
a more healthy b as healthy
c healthier

2 Cycling isn't ___ people think.
a as dangerous as b as dangerous than
c so dangerous than

3 This is ___ time of day for traffic jams.
a the most bad b the worse
c the worst

4 My son is a much safer driver than ___.
a I b me c my

5 What ___ beautiful day!
a a b – c an

6 I never drink coffee after ___ dinner.
a – b the c an

7 ___ are usually good language learners.
a The young children b Young children
c Young child

8 We've decided to visit Albania ___.
a the next summer b next summer
c the summer next

9 Entrance is free. You ___ pay anything.
a don't have to b mustn't c should

10 I'll ___ work harder if I want to pass.
a must b should c have to

11 I don't think I ___ have a dessert. I've already eaten too much!
a must b should c have to

12 You ___ switch on your phone until the plane has landed.
a don't have to b mustn't c must

13 We won't ___ come to the party.
a can b be able c be able to

14 When he was five he ___ already swim.
a can b could c was able

15 My mother has never ___ cook well.
a been able to b could c be able to

VOCABULARY

a Complete the compound nouns with a singular or plural noun.

1 Slow down! The speed _____ is 100.
2 I won't start the car until you've all put on your seat _____.
3 It's not a very good town for cyclists – there are very few cycle _____.
4 Try to avoid using the Tube between 8.00 and 9.30 a.m. – it's the _____ hour.
5 There's a taxi _____ at the station.

b Complete with a preposition.

1 We arrived _____ Prague at 5.30.
2 I apologized _____ being late.
3 I'm not very keen _____ horror films.
4 My son is good _____ speaking languages.
5 This song reminds me _____ my holiday.

c Complete the words.

1 We were late because we got stuck in a terrible tr_____ jam.
2 I've hired a v_____ to take my things to my new flat.
3 We're going to drive to Dover and get the f_____ to France.
4 We're going to s_____ off early, before it gets dark.
5 How long does it t_____ to get from here to the airport?

d Circle the correct adjective.

1 The match ended 0–0. It was really *bored* / *boring*.
2 It was the most *frightened* / *frightening* experience I've ever had.
3 We're very *excited* / *exciting* about our holiday!
4 I'm a bit *disappointed* / *disappointing* with my exam results.
5 This programme is too *depressed* / *depressing*. Turn it off.

e Complete the words.

1 I'm not in at the moment. Please l_____ a message.
2 The line's eng_____. Please hold.
3 I was in the middle of talking to him and he just h_____ up!
4 We sc_____ through hundreds of their holiday photos.
5 I hate it when people have loud r_____ on their phones!

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



computer **ear** **boy** **bike**

Consonant sounds



chess **jazz** **thumb** **mother** **girl**

b Sound Bank *p.174–5* Say more words for each sound.

c Which sound in a do the pink letters have in these words?

1 arrive 3 message 5 with
2 engaged 4 Underground

d Underline the stressed syllable.

1 mo|tor|way 3 pe|des|tri|an 5 em|ba|rra|ssing
2 di|sa|ppoin|ted 4 spea|ker|phone

www.frenglish.ru

Can you understand this text?

a Read the article once. Choose the correct heading for each paragraph A–F.

1 Don't be a selfish DJ
2 Don't tolerate dangerous driving
3 Be a good co-pilot
4 Don't distract the driver
5 Wear your seat belt
6 Don't be rude

b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

Can you understand these people?



Nick Butterfly Coleen Jenny Linwood

Video **Watch and choose a, b, or c.**

1 Nick thinks the most enjoyable way to travel in London is ___.
a by Tube b by bus c by bike

2 Butterfly thinks that ___ at looking after small children.
a men are better than women
b women are better than men
c men and women are equally good

3 Coleen thinks that women are more interested in ___ than men.
a sport b fashion c gossip

4 Jenny speaks ___ languages.
a one b two c three

5 What Linwood finds really annoying is people who use their phones ___.
a on public transport
b in the street
c in restaurants

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ compare different types of public transport in your town / country
2 ☐ explain the difference between a stereotype and a generalization
3 ☐ talk about things which are / aren't good manners in your country
4 ☐ describe something you would like to be able to do, but have never been able to

How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver – this will make you more conscious of your actions while being a passenger yourself.

A ☐

Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.

B ☐

Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C ☐

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D ☐

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E ☐

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.

F ☐

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.



Adapted from a driving blog

www.frenglish.ru

5A Good sports

G past tenses: simple, continuous, perfect
V sport
P /ɔː/ and /ɜː/

Why do you think he lost the match? *Because he wasn't feeling very well.*

1 VOCABULARY sport

a In teams, race to answer all the questions. Shout when you cross the finish line!

In which sport...?

1 can you do the *butterfly*
2 is there a shot called a *slam dunk*
3 is the person who throws the ball called the *pitcher*
4 are there two teams of 15 people and a ball that isn't round
5 do you hit the ball over a net on a table
6 do players walk about 8 km during a game, and never run
7 are there two teams of six, who play on ice
8 are there four main tournaments: in Melbourne, Paris, London, and New York
9 can you do different activities, e.g. running, high jump, javelin, etc.
10 have Brazil won more World Cups than any other country

b 5.1 Listen and check. Who got the most questions correct?

c V **Vocabulary Bank** Sport *p.165*



d Video Watch the video. Answer the question for each group of clips.
Where are they? *a tennis...*

2 PRONUNCIATION /ɔː/ and /ɜː/

a Write the words from the list in the correct column. Be careful with *or* (there are two possible pronunciations).

ball caught circuit course court draw fought hurt score serve shirt sport warm up work out world worse





b Video Watch and check. Then watch again and repeat the sounds and words.

c 5.7 Listen and write six sentences. Practise saying them.

3 SPEAKING

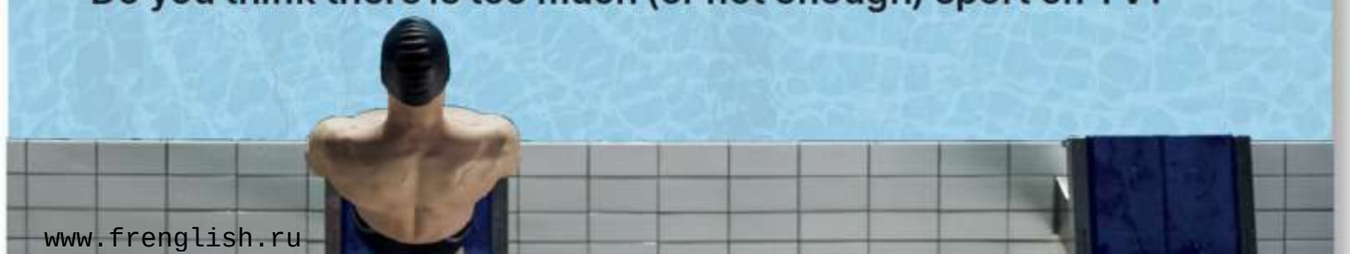
In pairs, interview your partner about sport using the questionnaire. Ask for more information.

Do you like sport?

Yes
- What sport(s) do you do?
- How often do you do them?
- Have you ever won a cup, medal, or trophy?
- Have you ever been injured doing sport?
- Do you prefer doing sport or watching sport?
- How many hours do you spend a week watching sport on TV, or following it online?
- Do you go to watch a local sports team?
- What's the most exciting sports event you have been to?

No
- What sports do / did you have to do at school?
- Do / Did you enjoy them?
- Do you do any kind of exercise?
- Do you think you're fit?
- Would you like to get fitter?
- Do your family and friends like sport?
- Are there any sports you don't mind watching on TV?
- What sport(s) do you hate watching on TV?
- Have you ever found a sporting event exciting?

Do you think that there are good sports facilities in your town?
Do you think physical education should be optional or compulsory at school?
Do you think there is too much (or not enough) sport on TV?



www.frenglish.ru

4 READING

a Do you do any of these things when you want to have good luck or avoid bad luck?

- wear lucky clothes
- carry a lucky charm
- do things in a special order
- make a lucky sign, e.g. cross your fingers
- touch something

b Read the article about superstitions in sport. What's the answer to the question in the title? What superstitions do the photos show?

c Match paragraphs 1–4 to topics A–D.

A ___ the physical effects of superstitions
B ___ examples of sporting superstitions
C ___ the disadvantages of superstitions
D ___ the psychological effects of superstitions

d Read the article again. With a partner, explain why the following examples are mentioned.

Paragraph 1:
socks, a pair of white shoes, and a clock
Paragraph 2:
lucky golf balls and lucky charms
Paragraph 3:
adrenaline and other chemicals, Nadal's water bottle habit
Paragraph 4:
two players with the same superstition

e Do you know of any other sports players who are superstitious? What do they do? Do you have any superstitions, e.g. when you are playing or watching sport, or when you do an exam, or when you travel?

Do 'lucky socks' really work?







1 Sport has always been full of superstitions, even for the best athletes in the world. Serena Williams didn't change her lucky socks between matches, while international cricketer Virat Kohli has to wear white shoes when playing, especially while batting. Basketball player Lebron James has a special handshake for each of his teammates, and he has to go through them before every game in order to feel at peace with himself. Tennis star Rafael Nadal was famous for lining up his water bottles in exactly the same way on the court, while footballer Leah Williamson won't look at the clock during a football match because every time she does, the other team score. And perhaps most unusually, snowboarder Eva Samkova draws a lucky moustache on her upper lip before a competition.

2 Do actions like this have any real effect on sports results? According to a study at the University of Cologne, it seems that they can increase confidence and a sense of control, which might help athletes. The study showed that people who were given a golf ball that they were told was 'lucky' played better than those who used a 'normal' ball. And it isn't just sports. In another experiment, people who were allowed to carry their lucky charm performed better at memory tests than people without one. The researchers concluded that superstitions make people feel more confident, which makes them perform better.

3 Superstitions may also have a positive physical effect. Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better. In fact, Nadal said that his water bottle habit is not superstition at all. 'It's a way of placing myself in a match, ordering my surroundings to match the order in my head,' he wrote in his autobiography.

4 Most psychologists, however, say that superstitions can be bad as well as good. Abrahams tells the story of a professional football club where two players had the same superstition – they both had to be the last person to leave the changing room before the game. They couldn't agree how to solve the problem, and it had a really negative effect on them and on the team. And what happens if you sit down to take an exam and realize you've forgotten your lucky pen?

www.frenglish.ru

5 LISTENING

a Do you think being a football referee is a difficult job? Why (not)?

b 5.8 You're going to listen to an interview with an ex-Champions League football referee from Spain. Listen to Part 1 and choose a, b, or c.

1 Why did he want to become a referee?
   a His father was a referee.
   b He liked sport, but wasn't good at it.
   c He always liked the idea.

2 What was the most exciting match he ever refereed?
   a His first professional match
   b He can't choose just one.
   c Real Madrid against Barcelona

3 The worst experience he ever had as a referee was when ___ attacked him.
   a a player b a woman c a child

4 Why does he think there is more cheating in football today?
   a Because football is big business.
   b Because the referees are worse.
   c Because footballers are better at cheating.

5 How does he say footballers often cheat?
   a They fall over when no one has touched them.
   b They accept money to lose matches.
   c They touch the ball with their hands.



Juan Antonio Fernández Marín refereed 200 league and 50 international matches.

c Read sentences 1–6. With a partner, predict what the referee is going to say.

1 The most difficult thing for him about being a referee is to make the _____ _____ during a match.
2 One of the reasons it's difficult is because football today is very _____.
3 Making correct decisions often depends on the referee's interpretation of the _____.
4 He thinks that players who cheat are the _____.
5 A study that was done on Leo Messi shows that he could run exceptionally fast _____ _____ _____.
6 He thinks Messi isn't a _____ _____ footballer.

d 5.9 Listen to Part 2 and check your answers.

e Ask and answer the questions in small groups.

1 Do you agree with the referee when he says, 'I think fair play does exist – the players who cheat are the exceptions.'? Is it also true of other sports?
2 Are there any sportspeople in your country who are well known for cheating? What kind of things do they do?
3 Do you think new technology makes a referee's job easier or more difficult? Why?
4 Would you like to be a sports referee (or umpire)? Why (not)?

6 GRAMMAR past tenses

a Read the article about high jumpers Tamberi and Barshim. Why did some people say it was the best moment of the Tokyo Olympics?



Tamberi and Barshim share gold

Best friends Gianmarco Tamberi of Italy and Mutaz Barshim of Qatar were competing in the men's high jump competition. Winning gold at Tokyo 2020 was a dream for both of them. In the years leading up to these Olympics, the men had supported each other. In 2016, Tamberi had suffered a broken ankle and couldn't compete at the Rio Games. Barshim had won a silver medal in Rio, but he had also had injury problems. Now, after a tough few hours' competing, the two men had jumped 2.37 metres. They were tied in first place. Then officials raised the bar to the Olympic-record height of 2.39 metres. Tamberi and Barshim both tried three times to jump it, and both failed three times.

At this point, the two athletes were given the option of a jump-off. Barshim had a better idea. He suggested two gold medals. The official said that was possible. Barshim nodded and Tamberi instantly accepted. Tamberi added, 'Neither of us wanted to take this immense joy away from the other, we didn't even need to discuss it. We both knew we wanted to share this gold.' It was a display of good sporting behaviour that delighted Olympics spectators around the world, with some describing it as the best moment of the Games.

Glossary
be tied have the same score
jump-off an extra part of a jumping competition in which players who have the same score jump again to decide the winner

b The article tells the story of what happened. Most of the verbs are past simple, but there is one example of the past continuous, and five of the past perfect. Can you find them? Why are they used?

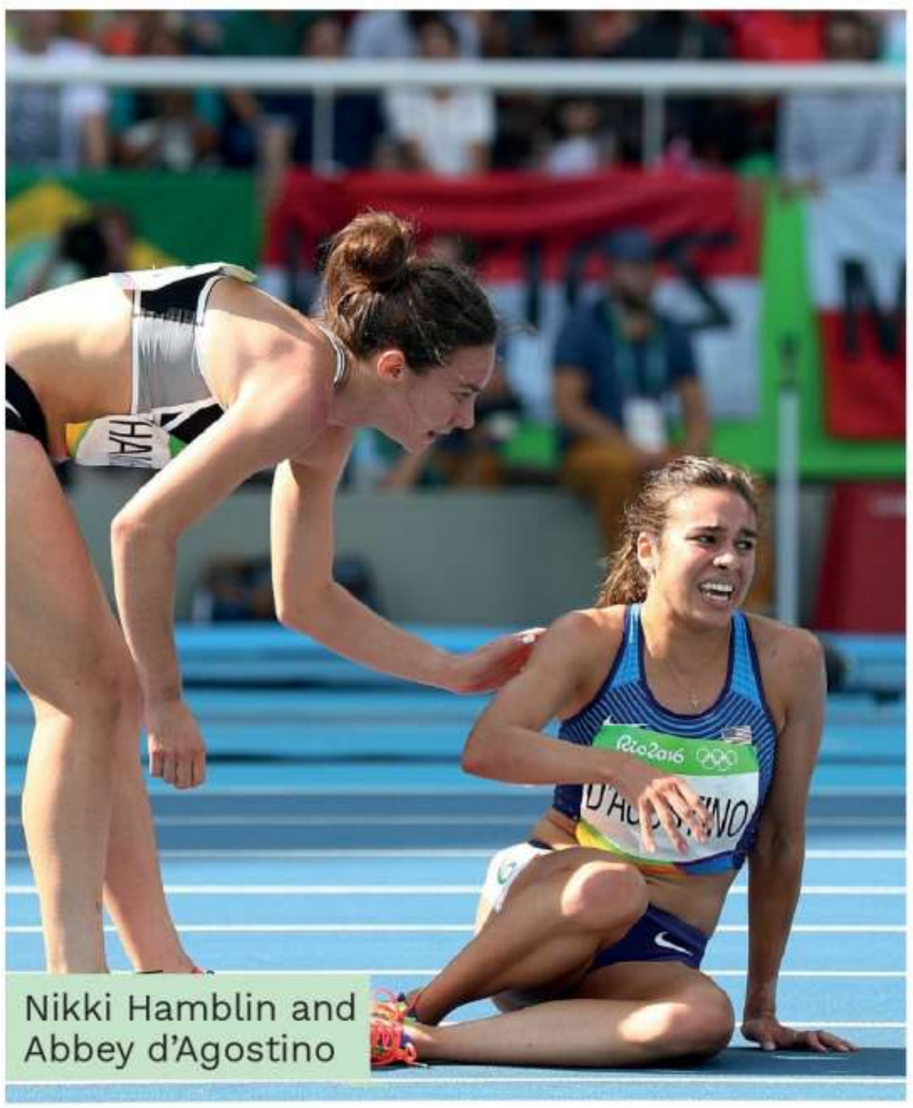
c **Grammar Bank** 5A *p.148*

www.frenglish.ru

d Look at two photos of sports stories that are examples of 'fair play'. What do you think is happening?



Iván Fernández and Abel Mutai



Nikki Hamblin and Abbey d'Agostino

e **C Communication** Fair play **A** *p.109* **B** *p.114* Find out what happened and practise telling the stories.

f Which of the three stories you've read do you think is the most heart-warming?

7 SPEAKING

a **5.14** Listen to someone telling an anecdote about an exciting sports event they went to. Answer the questions.

1 What sport was it?
2 Who were favourites to win?
3 Who won in the end?

b **5.15** Listen to some extracts from **a**. Complete the gaps in the information box.

Telling an anecdote

Starting an anecdote

I'm going to tell you about [1]_____ _____ when...
This happened a few / [2]_____ years ago...
When I was younger,...

Listening to an anecdote

[3]_____!
Really?
That sounds [4]_____ / terrible / awful.
What happened [5]_____ / after that / in the end?
How [6]_____!

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

Talk 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? 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?



d Work in pairs or small groups. Tell each other your two stories. Give as much detail as you can. Use the language from the information box.

8 WRITING telling a story

W Writing Bank 5 *p.124* Write a story about a journey where you had a problem.

www.frenglish.ru

5B Best Friends Forever

G past and present habits and states
V relationships
P the letter *s*, *used to*

How did you meet your partner? *We used to work for the same company.*

1 READING & SPEAKING

a How do you think people usually meet friends and partners nowadays? Number the phrases 1–6 (1 = the most popular). Then compare with a partner. Do you agree?

A ___ at school, university, or work
B ___ through social media or on a dating app / website
C ___ in a bar, club, etc.
D ___ through a friend
E ___ through a hobby or sport
F ___ on holiday or travelling

b You're going to read about three couples who were in a newspaper feature called *How we met*, and who all had to overcome problems to be together. Read Emily and Cyril's story and answer the questions.

1 How did they meet?
2 How did their relationship develop?
3 What happened in the end?
4 What makes their relationship work?

c Read the story again. Complete the gaps with the phrases in the list.

A were from very different backgrounds
B didn't want to keep it a secret
C fell in love
D asked the waiter to place the ring in her dessert
E shared their first kiss
F made them stronger as a couple

d C **Communication** How we met **A** *p.109* **B** *p.114*
Find out about the other two couples. Which of the three couples do you think overcame the most problems? Why?


Savannah and Michael


Nick and Tess

e Think of a couple you know well, e.g. your parents or friends. How did they meet? Do you know any couples who met in unusual circumstances?

How we met


Emily and Cyril

Emily is a music lover, and when she was at high school she sang in the school choir. She was very excited to be going with them on a trip to San Francisco. On the journey back, she saw a young man sitting on the coach alone and decided to join him. She knew Cyril from the choir, but they had never really spoken to each other. They spent the nine-hour return trip talking about music. 'It feels like that's where we [1]___,' she says.

Emily really liked Cyril and she knew there was a spark between them, but she didn't think there could be a future. They [2]___. His family were in favour of arranged marriages and dating wasn't culturally acceptable. However, she and Cyril began spending more time together. They were both performing in the school play and used to rehearse every afternoon. That was where they [3]___. A few weeks later, Emily asked Cyril to be her boyfriend. For him it was a really difficult decision as he was sure his family would be against it.

But Cyril decided he liked Emily too much to say no. For the first month, they only saw each other at school. In the end, Cyril told his family, because he [4]___, but it was quite difficult for them to accept the relationship. The couple went to university in different areas of the city, but they used to see each other regularly. Finally, Cyril told his family he was going to propose to Emily and his family were happy for them. Cyril invited Emily to a nice restaurant and [5]___. They got married in September 2019.

'I love that we're best friends,' says Emily. 'We complete each other's sentences and we're on the same wavelength.' As well as their shared passion for music, Cyril enjoys the fact that they both enjoy the same books and restaurants. 'We're both ambitious and passionate,' he says, 'and Emily is always kind and understanding.' Although the cultural differences and family opposition were challenging at first, Emily believes it has [6]___. 'We are still learning about each other's cultures,' she says. 'We're proof that it can work really well if you're open-minded and willing to be patient.'

Adapted from The Guardian

www.frenglish.ru

2 GRAMMAR
past and present habits and states

a **5.16** Listen to John talking about how he met his partner. Where did they meet? Was it a romantic meeting?



b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 John was teaching English in Indonesia.
2 His future wife was a student in his class.
3 She usually arrived for her classes on time.
4 John was carrying a lot of things to class.
5 She made him drop them.
6 She helped him to pick them up.
7 They were friends for a long time before going out together.
8 They've been married for ten years.

c Look at three extracts from the listening. Answer the questions with a partner.

I used to be a teacher...

She didn't use to be very punctual...

We sometimes used to have tea or a beer together...

1 When do we use *used to*? How do we make questions?
2 Are these things probably true now?

d **Grammar Bank** 5B *p.149*

3 PRONUNCIATION & SPEAKING
the letter *s*, *used to*

a Video Watch and repeat the sounds and words.



summer	busy	sure	decision

b **5.18** Write the words in the correct columns according to how *s* (or *se*) is pronounced. Then listen and check.

friends holidays lose music occasion parents
practise singer sport sugar supermarket
unusual use (verb) used to usually

c Answer with a partner.

1 How is *s* usually pronounced at the beginning of a word? What are the two exceptions?
2 What two ways can *s* be pronounced at the end of a word?
3 How is *s* pronounced in vowel + *-sion*?

used to

Remember that *used to* and (*didn't*) *use to* are normally linked, and are both pronounced /ˈjuːstə/.

d **5.19** Listen and write five sentences. Then practise saying them.

e In pairs, tell each other about **TWO** of the following. Give as much information as you can.

Past and present habits

When you were young,...



- what did you use to have for breakfast? What do you usually have now?
- what music did you use to listen to a lot? What do you usually listen to nowadays?
- what books or comics did you use to read? What do you usually read now?
- where did you use to spend your summer holidays? What do you usually do now in the summer?

Is there...

- a friend you used to be really close to, but don't see any more?
- a TV series you used to be addicted to? What kind of programmes do you usually watch now?
- a machine or device you used to use a lot, but don't use any more? What apps or devices do you usually use now to communicate?
- a sport or game you used to play a lot, but which you've given up? What exercise do you do nowadays?

www.frenglish.ru

4 VOCABULARY relationships

a Look at four pictures which show different stages in a relationship. Put them in the order you think they happened.









b Video Watch and check. Do you think it's a typical relationship story? Do you know any couples with a story like this?

c **Vocabulary Bank** Relationships *p.166*

d Think of one of your close friends. Ask and answer the questions with a partner.

- How long have you known them?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?



e What four letters can you put after these 'people' words to form an abstract noun?

friend leader member partner relation

f Complete the sentences with an abstract noun from **e**.

1 My sister and I have a very good _____. We get on really well.
2 My gym _____ expires at the end of the month. I'll need to renew it.
3 One of the qualities a boss needs the most is good _____ skills.
4 Marriage should be an equal _____.
5 Elena Ferrante's *My Brilliant Friend* is about the _____ between two young girls, Lila and Elena.



www.frenglish.ru

5 LISTENING

a You're going to listen to part of a radio programme where the presenters are talking about friendship. With a partner, guess the missing words in the five facts.



b 5.21 Listen to the programme and check. Were you correct?

c Listen again and complete the chart.

Fact 1 some examples	
Fact 2 the reason	
Fact 3 the reason, and the exception	
Fact 4 the reason	
Fact 5 the reason, and a statistic	

d From your experience, do you think these facts are true?

6 SPEAKING

Going on holiday with a friend can end the relationship.



a 5.22 Listen to someone presenting an opinion. How many reasons does she give? Do you agree with her?

b 5.23 Listen to some extracts from **a**. Complete the gaps in the information box.

Presenting an opinion

1 I'm going to _____ _____...
2 The _____ _____ is that...
3 For _____, I went to Greece...
4 _____, if you have an argument...
5 _____ _____ is that...
6 For _____, I once went to Paris...

c Look at the statements below. Tick (✓) the ones you agree with and cross (✗) the ones you don't agree with. Think about your reasons.

- A You can only have two or three close friends.
- B You should never unfollow someone you want to stay friends with.
- C You should never criticize your friends' partners.
- D It's impossible to stay good friends with an ex.
- E You can't be real friends with someone who's much older or much younger than you.
- F Parents should never try to be friends with their children.

d In small groups, each choose one statement you're going to talk about. Prepare what you're going to say, using the plan below.

Statement:	

Do you (strongly) agree, (strongly) disagree, or both agree and disagree?

Reasons and examples (from your own experience or of people you know):

e Take turns to present your opinion. Use the language from the information box. Listen to the other members of your group and then say if you agree or disagree, and why.

www.frenglish.ru

EPISODE 3 PICTURES OF YOU

The day before the show

Practical English permissions and requests

1 SETTING UP BEN'S SHOW



a Video Watch *Setting up Ben's show*. In what two ways does Carla help Ben?

b Watch again. Then circle the correct word.

1 Carla *is* / *isn't* angry with Ben for being late.
2 Carla thinks the photo is worth *more* / *less* than £100.
3 Ben *has* / *hasn't* paid for the gallery space yet.
4 Ben hopes the show will help him make *contacts* / *new friends*.
5 Carla thinks that Ben needs to learn to be a good *businessman* / *photographer*.

2 PERMISSIONS AND REQUESTS

a Video Watch *Permissions and requests*. Write **C** (Carla), **B** (Ben), or **S** (Sue).

1 asks to move the table ___
2 gives permission to open a window ___
3 agrees to get the camera ___
4 asks someone to get coffee ___

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

Asking permission

Ben Hi, Sue! Sorry. Do you [1]_____ if I open some windows? It's very hot in here.
Sue Of [2]_____ not, Ben.
Ben Thanks. Also, is it [3]_____ if we move this table over there?
Sue Yes, [4]_____ OK.

Making requests

Ben Could you do me a big [5]_____?
Carla Oh no, what have you forgotten?
Ben I left my camera at home. I really need it. Would you [6]_____ going to get it?
Carla Not at [7]_____. I'll go and get it right now.
Ben Oh, thank you. Also... Do you think you [8]_____ pick up some coffee while you're out?
Carla I'm on it. Don't worry. But...you owe me one.
Ben Thank you!

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

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







www.frenglish.ru

Permissions and requests

A *Do / Would you mind if I* open the window?
B *No, not at all. / No, go ahead.*

A *Is it OK if I* open the window?
B *Yes, that's OK.*

A *Could you* do me a big favour?
B *Sure. / No problem.*

A *Would you mind* doing me a big favour?
B *Not at all.*

e **Communication** Could you do me a favour? *p.118*
Practise requests.

3 AN UNEXPECTED VISITOR

a Look at the photos. What do you think is happening?





b Video Watch *An unexpected visitor* and check. Then answer the questions.

1 How do you think Carla feels at the end of the scene?
2 How do you think Ben feels?

c Watch again. Who says...? Write **B** (Ben), **C** (Carla), or **I** (Izzy).

1 I'm really proud of you. ___
2 I can take your portrait if you'd like? ___
3 Didn't I lock the door? ___
4 Surely I'm worth more than that? ___
5 Actually, I'd like to talk to you about something. ___
6 Shall we go for a walk? ___
7 I'm going home. ___

d Look at sentences 1–7. Who did the people say them to?

4 SOCIAL ENGLISH

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

A	B
1 Thanks for helping me set up today.	___ Maybe you could take a new one, especially for me.
2 You think it's worth that?	___ Well, you can take your pick.
3 Cheers!	___ Cheers! Thanks for all your help today.
4 I love your photography.	___ Trust me.
5 You can have any print you want as a thank-you.	___ My pleasure.

b Video Watch and check.

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

WHAT DO YOU THINK?

In pairs, talk about the relationships. How do you think Ben and Carla feel about each other? Do you think Ben and Izzy are going to get back together?

www.frenglish.ru

6A Extra information

G passive (all tenses)
V cinema
P regular and irregular past participles

Where was the film made? *I think it was shot in New York.*

1 VOCABULARY cinema



a Video Watch the video and match clips 1–5 to the kinds of film in the list. Do you recognize any of the films, actors, or directors?

- ☐ a biopic
- ☐ a science fiction film
- ☐ a musical
- ☐ a western
- ☐ an animation

b V **Vocabulary Bank** Cinema *p.167*

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

1 *a plot* and *a script*
2 *a musical* and *a soundtrack*
3 *the cast* and *the stars*
4 *a dubbed film* and *a film with subtitles*
5 *the set of a film* and *the film was set in...*
6 *a critic* and *a review*

2 READING

a You're going to read an article about being an extra for a film or on TV. In pairs, can you think of two positive and two negative things about being an extra?

b Read the article. Are your ideas there? Are the following things it mentions **P** (positive), **N** (negative), or **B** (both)?

1 the pay per day
2 the behaviour of the main actors
3 the weather
4 the food
5 waiting at mealtimes
6 having your hair cut
7 being on the screen
8 having a slightly bigger role

The secret life of an extra

When I first signed a contract to be an extra, or 'a human prop' as they are sometimes called, I saw it as an interesting way of earning a second income, but the pay is so bad that after a couple of jobs you soon realize that actually it's more like a hobby. On an average shoot, you are paid about £100 a day, but after tax you're left with less than half of that, not counting what you spend on petrol or train fares to get to each location.



You are not allowed to talk on set and you are not allowed to talk to any of the actors. In fact, the lead actors are not at all interested in you – they look down their noses or completely ignore you. Also, weather conditions tend to be either boiling hot or freezing cold. After spending an entire afternoon in March in the ruins of a castle, my hands were so cold I could hardly sign my name on the paperwork.

The best aspect of the work is the free catering: getting up at 4.00 a.m. isn't so bad when you can go straight in for coffee and a full English breakfast, and lunch almost always involves some sort of pudding with custard. Obviously, you aren't allowed to eat anything before the cast and then the crew, so you stand there while a long queue forms ahead of you.

For period dramas, you get the added benefit of a free haircut and shave, although this can be embarrassing if you've taken a day off sick from your day job and you go into the office the next day looking quite different. You also have the excitement of seeing yourself on screen even though you might not be recognizable to anybody except yourself. But that's your job – to just be part of the background.

There are times when you're chosen to play a bigger part in one scene, and suddenly you feel as if the difference between actor and extra isn't so huge after all. On the other

Adapted from The Guardian

www.frenglish.ru

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

1 For a day's work as an extra you end up with _____ in your pocket.
a about £100 b about £50 c less than £50

2 The important actors _____ extras.
a feel superior to
b are curious about
c are quite interested in

3 The first people to get any food are _____.
a camera operators b extras c actors

4 If you have to have your hair cut for the film, _____.
a you might get paid extra
b you might have a problem at work
c you might not recognize yourself on screen

5 There are moments late at night when you realize that _____.
a the actors work harder than you do
b you deserve to be paid as much as the actors
c the work is more enjoyable than you thought

6 The writer would recommend working as an extra to _____.
a someone who really wants to be an actor
b someone who wants to earn a high salary
c someone who just wants to be in a film

d Why do you think some people enjoy being extras? Would you like to be one? Why (not)?



hand, when you're finally allowed to go home at 2.00 a.m. after walking up and down 50 times wearing a heavy helmet on your head, and the actors still have hours more to go, the job doesn't seem quite so glamorous and you don't mind so much that they earn a lot more money than you.

Would I recommend becoming an extra? As a serious way of making money or getting into the industry, probably not. If, however, you like the idea of dressing up in a velvet suit on a hot summer's day and spending all afternoon in a room full of candles in order to be able to see yourself on the big screen for maybe three seconds and tell your family and friends how you've seen a famous actor up close eating vol-au-vents, then apply now.

3 GRAMMAR passive (all tenses)

a Read four fun facts about extras. What tense or form of the passive are the highlighted verbs?

- When a winter scene [1]is being filmed and actors are all in fur coats, it's usually 30 degrees, but the aircon has [2]to be turned off because of the noise it makes.
- The last film to have large numbers of extras was *Gandhi*, when 300,000 extras [3]were used in the funeral scene. Nowadays, big crowd screens are usually created digitally.
- Extras have to keep quiet. When a crowd scene [4]was being filmed for the film *Jersey Girls*, the extras had to pretend to clap and cheer, but it was all done in silence.
- Phones [5]aren't allowed on set and taking photos is strictly forbidden. An extra once posted photos of a set of a new film online. She [6]has never been employed as an extra since then.

b **Grammar Bank** 6A *p.150*

4 PRONUNCIATION regular and irregular past participles

a Look at the three groups of regular past participles. Match them to the sound pictures.

1 /d/ 2 /t/ 3 /ɪd/

finished released based looked
recorded directed situated acted
filmed used dubbed subtitled

b Video Watch and check. Then watch again and repeat the regular past participles.

c Video Watch the video and repeat the irregular past participles.

d How do you pronounce the past participles in the list? Is each pair the same or different? Write **S** or **D**. Then watch again and check.

paid–said grown–known done–gone
bought–caught written–driven

e 6.5 Listen and change the sentences into the present or past passive.

1 They shot the film in Poland. The film...
The film was shot in Poland.

www.frenglish.ru

5 LISTENING

a Look at these film titles. What do they have in common?

The Fabelmans *West Side Story* *The BFG*
Indiana Jones and the Kingdom of the Crystal Skull
Jurassic Park *Lincoln* *ET* *Jaws*

b Read about the film *Schindler's List*. Have you seen it? If yes, did you like it? If not, would you like to see it? What other Spielberg films have you seen and enjoyed?

Schindler's List is a 1993 biopic directed by Steven Spielberg. The film is based on the true story of Oskar Schindler, a Czech businessman, who saved the lives of more than a thousand Polish-Jewish refugees during the Second World War. The film was shot in black and white. It stars Liam Neeson, Ralph Fiennes, and Ben Kingsley. It is often listed among the greatest films ever made, and it won seven Oscars, including Best Picture and Best Director.

c 6.6 Look at the photos of Dagmara Walkowicz and Spielberg. Where were they and what do you think Dagmara was doing in the black-and-white photo? Listen to Part 1 of an interview with Dagmara and check.

d Listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 When the film company came to Krakow, Dagmara was working as a teacher.
2 She got a job doing translations for them.
3 There was a party at the hotel to celebrate Spielberg's birthday.
4 Spielberg's interpreter was late.
5 Dagmara was very nervous, so she drank a bottle of champagne to give herself courage.
6 Spielberg was very pleased with the way she did her job.





Making notes

When we make notes, we only write down key words, e.g. we write *film set every day* **NOT** ~~*She had to go to the film set every day*~~.

e 6.7 Now listen to three extracts from Part 2 of the interview. Complete the gaps with the key words.

1 I had to go to the film _____ _____ _____ and _____ Spielberg's _____ to the Polish _____, and also to the _____.

2 It was _____ _____, and I often felt as if I was a _____ _____.

3 The _____ _____ was when we had to _____ a _____ _____ and _____ because Spielberg thought it _____ exactly _____.



f 6.8 You're now going to listen to the whole of Part 2. Read the questions. Then listen and write down some of the key words.

1 How many times were some scenes repeated? How did that make Dagmara feel?

2 Why did Spielberg start shouting at her? What happened after that?

3 In general, how did Spielberg treat her? What example does she give?

4 What scenes was she going to appear in as an extra? Why did she not appear in the final version of the film?

5 Did she ever work with Spielberg again?

6 What offer did Spielberg make to Dagmara? Does she regret not accepting it?

g Compare your key words with a partner. Then listen again and try to add more.

h Now, with a partner, answer the questions in **f**. Use your key words.

i Would you like to have done Dagmara's job? Do you think she made the right decision in the end?

6 SPEAKING

a Read the cinema interview. Think about your answers and reasons.



1 Can you think of a film you've seen which...?

- was incredibly funny
- made you feel good
- had a very sad ending
- you've seen several times
- sent you to sleep
- had a memorable soundtrack

2 Do you prefer...?

- seeing films at home or in the cinema
- seeing a English-speaking films
  b other foreign films
  c films from your country
- seeing foreign films dubbed or with subtitles

3 Tell me about a really good film you've seen in the last year.

- What kind of film is it?
- Is it based on a book or on a real event?
- Where and when is it set?
- Who stars in it? Who is it directed by?
- Does it have a good plot?
- Does it have a good soundtrack?
- Why do you like it?

b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

7 WRITING a film review

Writing Bank 6 *p.125* Write a description of a film you would recommend.

www.frenglish.ru

6B In the picture

G modals of deduction: *might*, *can't*, *must*
V the body
P diphthongs

She can't be his mother. *She is his mother. She looks very young for her age.*

1 READING & SPEAKING

a Do you have a profile photo or photos on social media? Why did you choose them? How often do you change them? Show any that you can to a partner.

b Look at six types of profile photo described by a life coach. Are any of these similar to one you use? What do you think it means if you choose them?













c Now read the article and match the types of photo in **b** to their meanings A–F.

What your profile picture says about YOU

A life coach with a background in psychology has suggested that your profile picture might be saying more things about you than you realize. Coach Francesca, who is originally from Romania and now lives in London, has posted a series of popular video tips on social media. She explains why the photo you choose can reveal a lot of different things about your personality.

A _____ **you want people to know you're outgoing**

Extroverts often choose a picture of themselves in a group because this is where they feel safest. 'Extroverts tend to have colourful pictures where they're surrounded by many people,' Francesca says. The photo is often of them and their group of friends doing something exciting, or attending an event such as a festival or concert.

B _____ **you're insecure**

People who have a new profile picture every week tend to be indecisive and don't trust people easily. 'Constantly changing their profile picture can symbolize that the person doesn't have a strong identity,' says Francesca. Another reason for changing your profile picture often could be because someone has hurt you. Francesca recommends changing your profile picture just a few times a year, or if there's a major change in your life.

C _____ **you could be relying too heavily on them**

Francesca suggests that a profile photo of you as half of a couple means you see your partner as part of your own identity. You could have what psychologists call an 'anxious attachment' style, which means you worry that your partner will not reciprocate your feelings for them. There could be a deep-seated fear that they might leave you.

D _____ **you empathize with others**

Francesca says that having pictures with kids or animals shows that you have the ability to understand other people's feelings or take care of other people. The life coach suggests that people who choose this kind of profile picture might be subconsciously trying to appeal to potential partners. This is supported by research from the University of Jaén in Spain, which has shown that men are seen as less intimidating on dating apps when holding a small dog than when pictured alone.

www.frenglish.ru

E _____ **you have a big ego**

Social media was once a place for people to connect and share updates about their lives. However, many people have now become addicted to social media and are desperate to get attention. Rather than genuinely wanting to connect with others, they are using it to boost their own ego. So watch out for people who are looking down in their profile photo. 'Pictures looking down transmit a message of superiority and dominance,' says Francesca.

F _____ **you want to attract a partner**

Finally, Francesca suggests that looking up in your photos is a behaviour designed to appeal to a potential partner. So be careful with this one. 'Pictures looking up transmit a message of inferiority and submissiveness,' she says.

Coach Francesca's social media followers were fascinated by her analysis of profile pictures and even asked for more. 'I want more info,' commented a user. Another user posted that after watching her videos, they were going to change their profile picture immediately!

Adapted from @francescapsychology

d Read the article again. Which type of profile photo does Francesca say shows that...

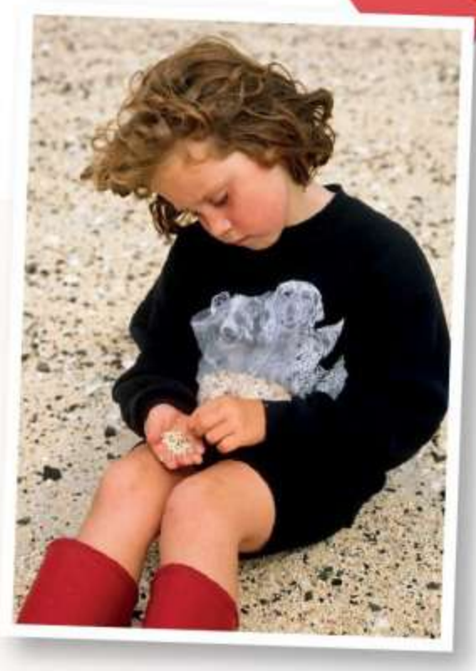
1 you're not very good at making decisions
2 you might be giving out a dangerous message
3 you're afraid that you love somebody more than they love you
4 you may not realize that you want a partner
5 are not comfortable being on your own
6 you mainly want other people to be interested in you

e Talk to a partner.

If your profile photo type is included, do you agree with the interpretation? If not, what is your interpretation of your photo?

Can you think of any friends or family members whose photos fit with the interpretations in the article?

2 GRAMMAR modals of deduction



a 6.9 Listen to two people talking about a photo. Complete the sentences.

A I love your profile picture. How old are you in the photo?
B I [1]_____ be about five or six. Definitely not more than that.
A Where are you?
B Do you know, I can't remember. It [2]_____ be the south of France. My grandmother had a house near Montpellier, so we sometimes spent the summer there.
A It [3]_____ be the south of France – not in summer. You're wearing boots and a sweater! And it doesn't look like a Mediterranean beach.
B No, you're right. It [4]_____ be Scotland, then. We sometimes went there.

b Look at the highlighted modal verbs and answer the questions.

1 Which modal verbs mean *it's possible*? might, _____
2 Which modal verb means *it's very probable*? _____
3 Which modal verb means *it's impossible*? _____

c **Grammar Bank** 6B *p.151*



d Look at the photos of four people. Make four deductions about each person, one with *must*, two with *might / could / may*, and one with *can't* + a phrase from the list. You can use the phrases more than once.

- **be** in his/her 20s / 40s / 50s / 80s
- **be** from Mexico / Asia / the UK
- **be** a millionaire / a space scientist / a model / a sports person / a professor
- **have** an Olympic medal / a fashion company / a grandchild / businesses in Africa / a doll named after him/her
- **be** good at skating / **present** a TV programme

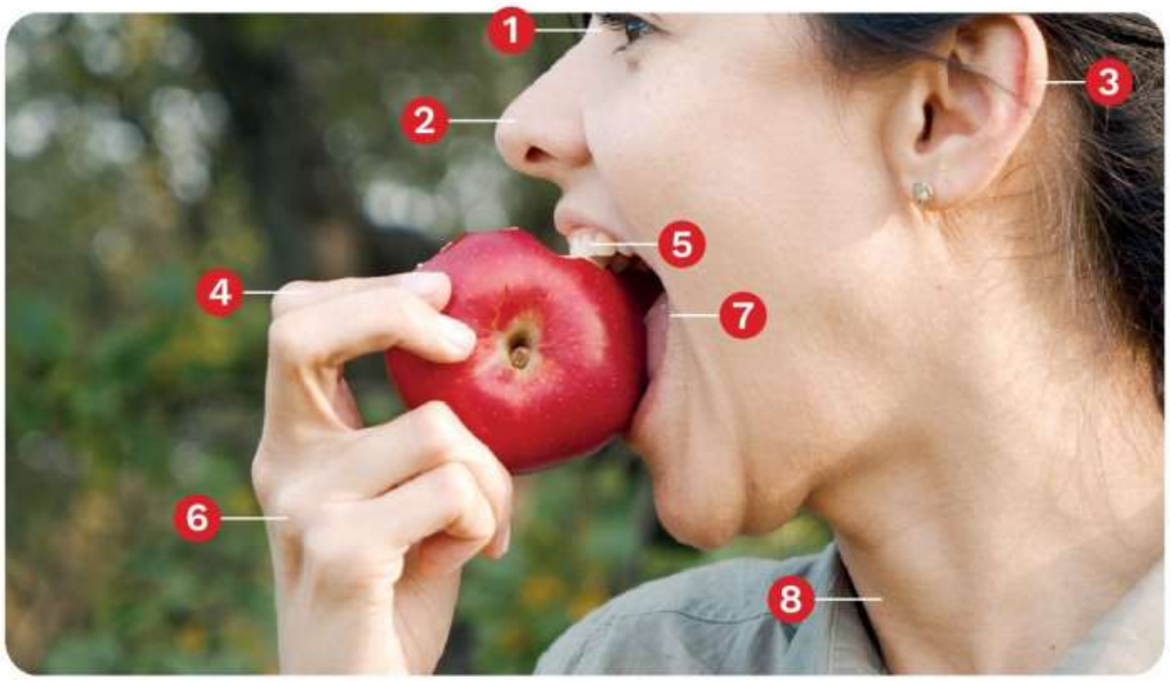
He must be in his 20s. *I think he could be in his 40s.*

e Video Watch and find out who the people are. Were your deductions correct? What else did you learn about them?

www.frenglish.ru

3 VOCABULARY the body

a Look at the photo. Can you name the parts of the body?



b **Vocabulary Bank** The body *p.168*

c Video Watch the video. What are the people doing? What part of the body are they using?

4 PRONUNCIATION diphthongs

a Look at the five sound pictures of diphthongs. Say the sounds aloud. Why do you think the phonetic symbols have two parts?



1	2	3	4	5

b Video Watch and check.

c Write the words from the list in the correct columns.

bite eyes face hair mouth nose shoulders smile stare taste throw toes

d 6.15 Listen and check. Then practise saying the phrases below.

fair hair narr**ow** sh**ou**lders a w**i**de m**ou**th
br**ow**n **eye**s a R**o**man n**o**se a r**ou**nd f**a**ce

5 READING & LISTENING

a Read the definition of *charisma*. Can you name any public figures who you think have charisma?

> **charisma** /kə'rɪzmə/ *n.* the powerful personal quality that some people have which attracts and impresses other people

b Look at the photo of Colin Drury and Danish Sheikh. One is a journalist and one is a charisma coach. Who do you think is who? Why?

c Read the beginning of the article and check your answer to **b**. Then answer the questions.

1 What experience does Danish Sheikh have?
2 Is he successful?
3 What did he do yesterday? Why?
4 What problems does Colin Drury have?

d With a partner, tick (✓) any of the things in the list that you think people with charisma do.

People with charisma...

1 ☐ show other people what they are like
2 ☐ make other people feel important
3 ☐ talk a lot about themselves
4 ☐ never say anything about themselves
5 ☐ are self-confident
6 ☐ stand with their feet apart and arms wide
7 ☐ make eye contact, but don't stare
8 ☐ use a lot of hand gestures
9 ☐ speak very slowly
10 ☐ listen to people carefully

e 6.16 Listen to Colin talking about what he learns. Check your answers to **d**.

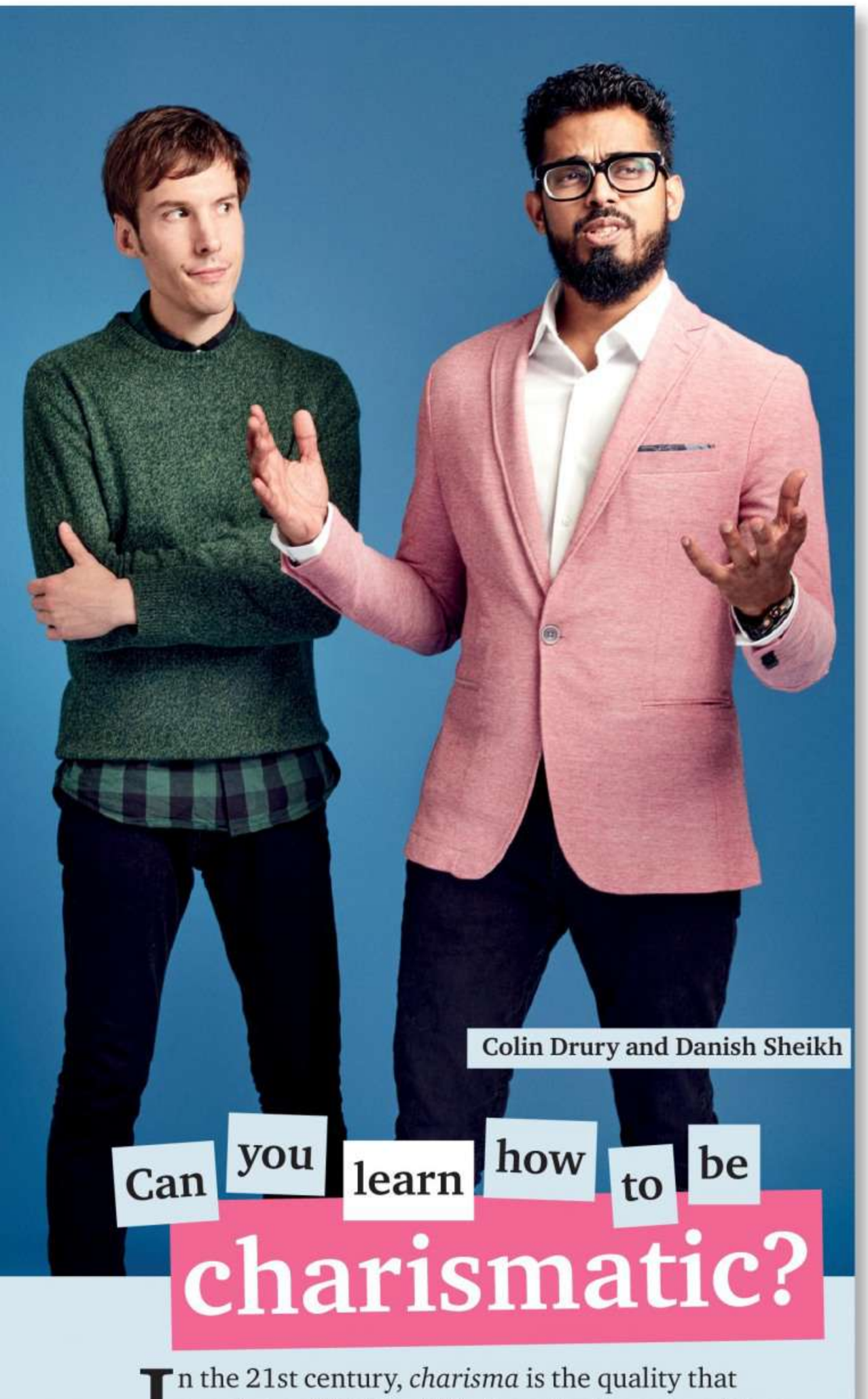
f Listen again. What does Colin say about...?

1 talking about yourself
2 remembering a past success
3 how to enter a room
4 what happens if you aren't really listening

g 6.17 At the end of the two days, Colin has a practical test. Listen and summarize.

1 In the pub, Colin has to...
2 Sheikh helps him by...
3 In the end, Colin thinks that charisma is about...

www.frenglish.ru



Colin Drury and Danish Sheikh

Can you learn how to be charismatic?

In the 21st century, *charisma* is the quality that people in all fields of life, from business to politics, would most like to have. But can you learn it? The man I have just met thinks so. His name is Danish Sheikh, and he is a charisma coach. He has worked with Microsoft, Yahoo, and the BBC, and he thinks he can turn anyone into George Clooney. He charges £150 an hour, and plenty of people are paying. And for two days, I'm going to be his student.

Yesterday, he followed me everywhere and watched how I behaved with people – in shops, in the hairdresser's, and in work meetings. His impressions of me are not good – for example, I can't make conversation, I have negative body language, and I don't smile enough. I also seem bored when I'm talking to people.

'But don't worry!' Sheikh says, cheerfully. 'We're going to fix all this.'

Adapted from The Guardian

h Look at these 'body' phrases from the listening. Can you demonstrate them?

stand with your feet apart
have your chin up and your shoulders back
make eye contact use hand gestures
cross your arms shake hands give a thumbs-up

i Do you think it's possible to teach people to have charisma? Would you ever do a course like this? Why (not)?

6 LISTENING



a Look at Sam wearing four different outfits. Which one do you think suits him best?

b Video Watch *A day with a personal stylist*. Which outfit does Sam like best? What did he think of the experience?

c Watch again. Tick (✓) three things in each group.

What Elin needs to find out about Sam

- what kind of lifestyle he has
- what kind of clothes he wore when he was younger
- where he usually shops for clothes
- what his partner thinks of his clothes
- how he feels about clothes in general

Things Elin thinks are important

- not buying cheap fashion that doesn't last
- checking what you already own before going shopping for clothes
- finding your own style
- having a pair of jeans that makes you feel good
- getting rid of clothes that you never wear

d Do you agree with Elin's tips? Why (not)?

www.frenglish.ru

5&6 Revise and Check

GRAMMAR

Circle a, b, or c.

1 Elliot served, but the ball ___ into the net.
a went b was going c had gone

2 The athlete fell when she ___ towards the finishing line.
a run b was running c had run

3 I didn't realize that you two ___ before.
a didn't meet b weren't meeting
c hadn't met

4 **A** I can't find my glasses anywhere.
B ___ them when you left home this morning?
a Did you wear b Were you wearing
c Had you worn

5 ___ walk to work, or do you drive?
a Do you use to b Do you usually
c Use you to

6 When I was a child, I ___ like vegetables.
a don't used to b didn't used to
c didn't use to

7 ___ do any sport at university?
a Did you use to b Use you to
c Did you used to

8 Lots of famous films ___ in San Francisco.
a have shot b have been shot
c has been shot

9 He hates ___ about his private life.
a asking b being asking
c being asked

10 Why ___ in New Zealand?
a is the film being made
b is the film making
c is making the film

11 Some people believe that Shakespeare ___ all his plays.
a didn't really write
b wasn't really written
c weren't really written

12 **A** I've just rung the doorbell, but there's no answer.
B They ___ in the garden. Have a look.
a can't be b might be c can be

13 I'm 29 and he's a bit older than me, so he ___ in his thirties now.
a must be b may be c can't be

14 **A** Alina and Simon have broken up!
B That ___ true! I saw them together just now.
a mustn't be b might be c can't be

15 **A** Does your sister know Leo?
B She ___ him. I'm not sure.
a can't know b may know
c can know

VOCABULARY

a Write the parts of the body that you use to do these actions.

1 smile _____
2 stare _____
3 smell _____
4 clap _____
5 bite _____

b Circle the correct word or phrase.

1 Arsenal *won* / *beat* Chelsea 2–0.
2 Can you book a tennis *course* / *court* on Friday?
3 Sports players are very careful not to *get injured* / *get fit*.
4 Real Madrid *scored* / *kicked* a goal just before half-time.
5 I *do* / *go* swimming every morning during the week.

c Complete the words.

1 Lucas is a very cl_____ friend. I've known him all my life.
2 My wife and I have a lot in c_____.
3 Gina and I lost t_____ after we both changed jobs.
4 We g_____ to know each other very quickly.
5 Louisa is getting married next month. Her f_____ is Italian.

d Write words beginning with *s* for the definitions.

1 _____ the music of a film
2 _____ the translation of the dialogue of a film on screen
3 _____ _____ images often created by a computer
4 _____ the most important actor in a film
5 _____ a part of a film which happens in one place

e Complete the sentences with one word.

1 I love working _____ at the gym. I go every evening.
2 The player was sent _____ for insulting the referee.
3 My sister and her boyfriend have broken _____.
4 Did you know Amanda is going _____ with Erik's brother?
5 The film is based _____ a famous novel.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds **Consonant sounds**



b Sound Bank *p.174–5* Say more words for each sound.

c Which sound in **a** do the pink letters have in these words?

1 book**ed** 3 eye**s** 5 w**or**ld
2 cr**ow**d 4 sh**ou**lders

d Underline the stressed syllable.

1 re|fe|ree 4 di|rec|tor
2 re|view 5 co|lleague
3 spec|ta|tors

www.frenglish.ru

Can you understand this text?

a Read the article once. What does the article say is the best exercise for all body types?

b Read the article again. Complete the gaps with A–G.

A People with this body type have a wide choice of sports
B For the same reason, it takes them longer to build muscle
C They have broad shoulders and narrow hips, and their arms and legs are muscular
D Everyone is a combination of types
E If a person with this body type is very tall
F It isn't easy for them to lose weight, but they quickly gain muscle
G This body type is not typically agile or fast

Can you understand these people?



Philomena Rachel Aileen Coleen Miranda

Video Watch and choose a, b, or c.

1 Philomena enjoys ___.
a watching tennis b doing gymnastics
c watching diving

2 Rachel says that most people she knows who have been out with someone they met online ___.
a are still with the other person
b married the person they met
c broke up with the person they met

3 Aileen kept a tissue with answers to the exam in ___.
a her pocket b the bathroom c her backpack

4 Coleen ___.
a prefers the *Lord of the Rings* films to the books
b loves the books and the films
c prefers the books to the films

5 Miranda chose a picture for her profile photo because ___.
a she liked how she looked in it
b it was taken in Las Vegas
c it was taken on her wedding anniversary

Can you say this in English?

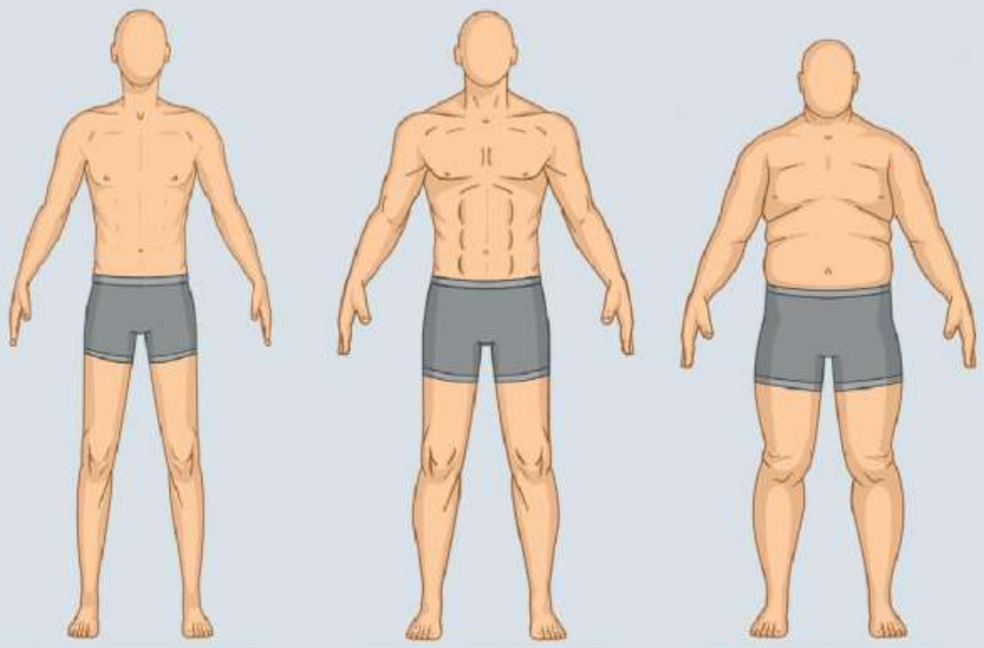
Tick (✓) the box if you can do these things.

Can you...?

1 ☐ tell an anecdote about something that happened to you using the past simple, past continuous, and past perfect
2 ☐ talk about three past and three present habits of yours
3 ☐ describe a film, saying where it was set, what it is based on, who it was directed by, and what you thought of it
4 ☐ make deductions about a photo on a friend's phone using *might be*, *must be*, and *can't be*

WHAT IS THE BEST SPORT FOR YOUR BODY TYPE?

You may have wanted to be a football superstar since you were a child, but this does not mean it is the best sport for you. Both your enjoyment of sport and whether you are actually good at it depends a lot on whether your choice of sport suits your body type. Here are some recommendations for the main body types:



ectomorph mesomorph endomorph

Ectomorph body types are generally tall and slim with little body fat or muscle. Ectomorphs have narrow shoulders, chest, and hips, and thin arms and legs. They have difficulty putting on weight because of a fast metabolism. [1] ___. What suits ectomorphs is endurance sports. Running, swimming, and football are excellent choices for them. [2] ___, basketball is also a good sport for them.

A person with a **mesomorph** body type has the typical shape you imagine when you think of an athlete. [3] ___. Mesomorphs can naturally put on or lose weight and build muscle very easily. [4] ___, such as doing a triathlon (swimming, cycling, running), football, tennis, weightlifting, and other cardio activities.

Endomorphs generally have a higher percentage of body fat. [5] ___. They are often short, with a high waist, and well-developed upper arms and thighs. While an endomorph may not look very athletic, they can be very good at strength sports because of their larger mass. [6] ___, but sports like wrestling, discus-throwing, or weightlifting can work well.

It is important to note that in reality, no one is 100% endomorph or ectomorph. [7] ___. Other factors that affect athletic ability are diet and environment, and genetics also plays a key role. However, the most important thing is to choose a sport you enjoy, because the best exercise of all is the one that you will actually do!

Based on fitness websites

www.frenglish.ru

7A Term time

G first conditional and future time clauses + *when*, *until*, etc.
V education
P the letter *u*

What will you do if you don't pass your exams? *I'll probably retake them.*

1 VOCABULARY education



a Video Watch the video and do the revision test. How many questions did you get right?

b Complete the school subjects. Can you remember the quiz question for each one?

1 his_____
2 geo_____
3 mat_____
4 comp_____
5 phy_____
6 liter_____
7 bio_____
8 chem_____

c 7.1 Listen and check. Underline the stressed syllable.

d V **Vocabulary Bank** Education *p.169*

2 PRONUNCIATION the letter *u*

The letter *u*

The letter *u* is usually pronounced /juː/, e.g. *uniform*, or /ʌ/, e.g. *lunch*, and sometimes /uː/, e.g. *blue*, or /ʊ/, e.g. *put*.

a Put the words from the list in the correct column.

full lunch music pupil put
result rude rules student
study subject true university

/juː/	ʌ	uː	ʊ

b 7.5 Listen and check. Practise saying the words.

c 7.6 Listen and write four questions or sentences.

3 SPEAKING

Interview a partner using the questionnaire. Ask for more information.

What kind of secondary school did (do) you go to?

YOUR EDUCATION

YOUR SCHOOL

- What kind of secondary school / you go to? / it a mixed school or single-sex?
- / you like it?
- How many students / there in each class? Do you think it / the right number?
- What time / your school day start and finish?

SUBJECTS AND HOMEWORK

- What subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get? / you think it / too much?

RULES AND DISCIPLINE

- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict, or not strict enough? Why? What kind of punishments / they use?
- / pupils behave well, or / they misbehave?



www.frenglish.ru

4 LISTENING

a Read the description of a BBC documentary *Back in time for school* and answer the questions.

1 Who is taking part in the programme?
2 What time period do the episodes cover?
3 What is the purpose of the documentary?
4 What do you think might be the most shocking things that the children discovered in the first programme?

Back in time for school

In a BBC documentary, 15 pupils and their teachers embark on an extraordinary time-travelling adventure. They travel through seven eras of British history; from a Victorian classroom in the 1890s through to the beginning of the digital revolution in the 1990s. Everything the students and teachers experience – from the lessons they learn, to the food they eat, technology, discipline, and playtime – is based on historical data and school records from the past. They discover just how much life at school has changed over the past 100 years.



Episode 1: 1890s–1910s

In this first programme, the pupils discover what it was like for the lucky 4% of children from ordinary families who went to school in this period, when education was still mainly for the rich. Lunch is fish pie with a rice pudding. Today's children aren't very enthusiastic, but Victorian schoolchildren would have been grateful for a meal like this. Rules are strict, and one of the pupils is punished by having his left hand tied to the desk. Children are separated into classes for girls and boys: the boys learn Latin, to prepare them for a profession, but the girls are taught how to be housewives. They learn to make beds, clean, and how to put up wallpaper. Towards the end of this period, people are afraid that a war is coming, so the boys are also taught how to fight.

b In which decade do you think these things first happened?

1920s–30s | 1940s–50s | 1960s | 1970s | 1980s | 1990s

1 _____ Girls learn typewriting and boys learn bricklaying.
2 _____ The government gives all children a free bottle of milk.
3 _____ Female teachers have to leave if they get married.
4 _____ The internet is used in schools.
5 _____ Computers are used in schools.
6 _____ Boys and girls are taught together for all subjects.

c 7.7 Now listen to a description of the other episodes from the programme, and check your ideas in **b**.

Glossary
the 11 plus an exam that all children used to take when they were 11 to decide which type of secondary school they should go to
Grammar School a secondary school for academic children who passed the 11 plus
Secondary Modern a vocational school for less academic children who failed the 11 plus
Comprehensive School a secondary school for children of all abilities

d Listen again and answer the questions.

1920s–30s
1 What is Esperanto? What do the teachers use to help them learn it?
2 What is cod liver oil and why do the children have to take it? What else do they do to improve their health?

1940s–50s
3 What was the 'revolution' in education?
4 In what way are girls and boys being taught differently?

1960s
5 What kind of school do the children try out?
6 What subjects do boys and girls still do separately? What subject do they do together?

1970s
7 What examples of new subjects are mentioned?
8 What fashions are the children not allowed to follow at school?

1980s
9 How are school meals different from before?
10 What two examples of PE are mentioned?

1990s
11 What kind of things do the children do in their free time at school?
12 Why will education never be the same again?

e What do you think education was like when your parents were at school? What was the same and what was different from now? What has changed in schools in your country in the 21st century?

www.frenglish.ru

5 GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

a **In pairs, answer the questions.**

1 When was the last time you did an exam? Did you pass or fail?
2 What's the next exam you are going to do? How do you feel about it?
3 What do you usually do the night before an exam?
4 How do you usually feel just before you do an exam?
5 Have you ever failed an important exam you thought you had passed (or vice versa)?



b Video **Olivia is waiting for her A level results. A journalist interviews her at home. Watch Part 1. Then answer the questions.**

1 What's the top grade you can get at A level?
2 Does Olivia think she's passed?
3 What does she want to do if she gets good results?
4 When and where will she get her exam results?
5 How will she celebrate if she gets good results?
6 What will she do if she doesn't get the results that she needs?

c Video **Watch Part 2. What grades did Olivia get? What's she going to do?**

d Video **Can you remember what Olivia said? Try to complete the sentences. Then watch some extracts and check.**

1 They won't give me a place **unless** _____ at least two A*s and an A.
2 **As soon as** _____ tomorrow, I'll go to school and pick them up.
3 I don't want to plan any celebrations **until** _____ the results.
4 **If** I don't get the grades I need, my parents _____ me.
5 **When** _____ a bit more positive, I'll decide what to do.

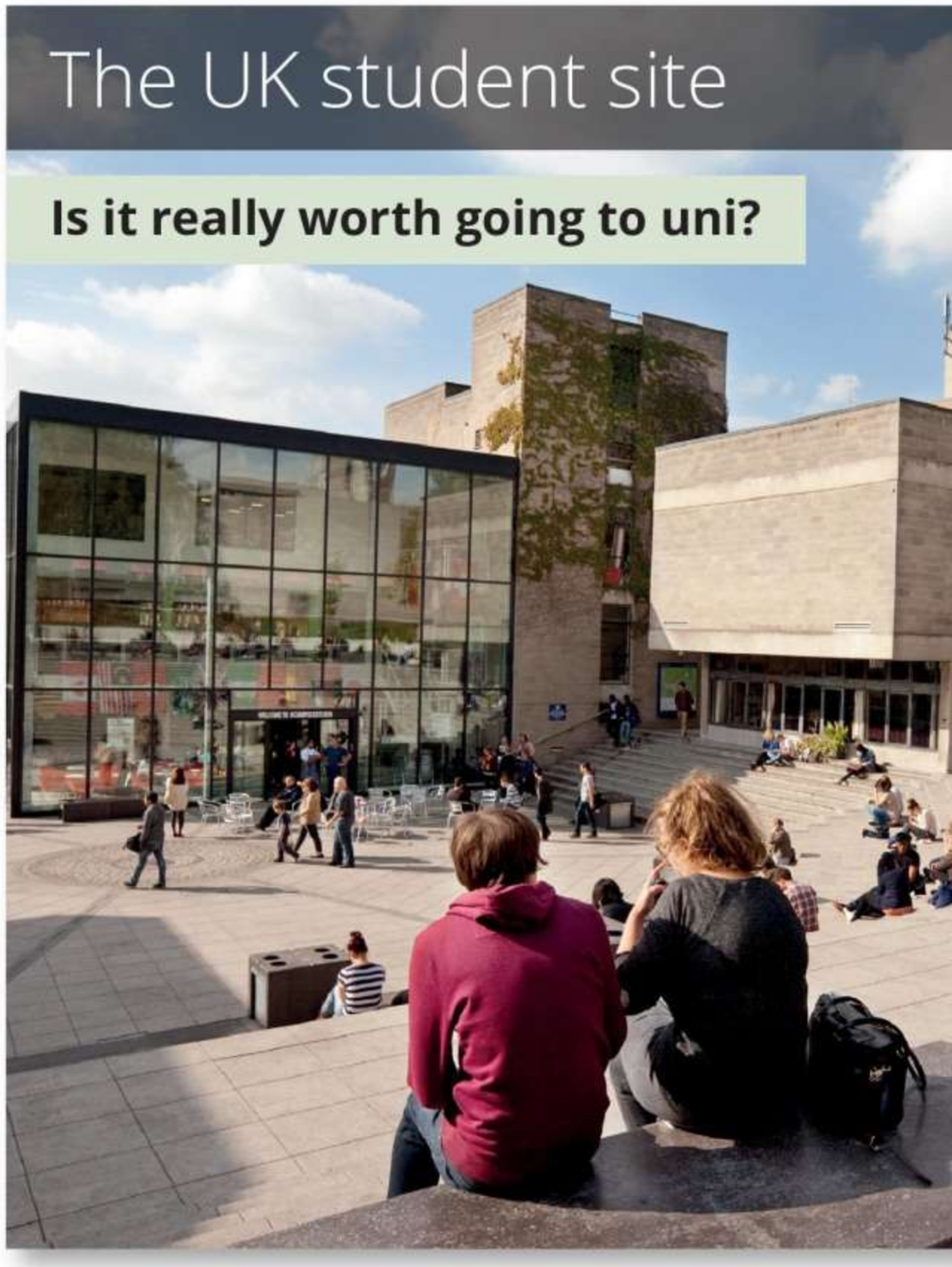
e G **Grammar Bank** 7A *p.152*

f **Ask and answer with a partner. Make full sentences.**

What will you do...?

- as soon as you get home
- if you don't do well in your next exam or test
- when this course finishes
- if it rains at the weekend

6 READING & SPEAKING



a **In pairs, answer the questions that match your situation.**

Are you at university now?
What are you studying? Are you enjoying it? Is there anything you don't like? What are you planning to do when you graduate?

Did you go to university?
Yes What did you study? Did you enjoy it? Was there anything you didn't enjoy?
No Are you happy you didn't go? What are you doing now?

Would you like to go to university?
Yes What would you like to study? Why? Do you think you'll enjoy it?
No Why not? What would you like to do instead?

b **Look at the question on a UK student website. What do you think *Is it really worth...?* means?**

c **Now read the comments and mark them ✓ (= yes, it's worth it), ✗ (= no, it isn't worth it), or S (= it's sometimes worth it).**

d **Which of the comments do you think are true about university education in your country?**

www.frenglish.ru



Comments

1 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.

2 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.

3 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.

4 Since the Covid-19 pandemic, a lot more teaching at uni is online or recorded lectures. I don't think it's good value if you don't see your tutors face to face very often. You could just study from home. I don't think I would choose to go to uni now.

5 It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't.

6 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.

e Look at the photos of Archie, who went to university, and Emily-Fleur, who didn't. Do you think either of them regrets their choice?



Archie Hooper, 23, studied drama in London.



Emily-Fleur Sizmur didn't go to university and runs her own business.

f **C Communication** University or not? **A** *p.110* **B** *p.115* Ask and answer about Archie and Emily-Fleur.

g In your opinion, who made a better decision about university, Emily-Fleur or Archie? Why?

7 SPEAKING

All children should play a team sport at school.



a **7.10** Listen to someone giving their opinion. Does she agree or disagree with the statement? What four points does she make?

b **7.11** Listen to some extracts from **a**. Complete the gaps in the information box.

Organizing and presenting your opinions

The [1]_____ I've chosen is...

I | [2]_____ / partly agree / disagree | agree | for the following reasons:

[3]_____ of all, I think that...

My second [4]_____ is that...

[5]_____ important point is that...

[6]_____,...

c In small groups, each choose a different statement from the list. Decide if you agree or disagree. Write down at least three reasons and put them in order, from most to least important.

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.
- 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 computing, 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.

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

www.frenglish.ru

7B House or home?

I like living with my parents. *I don't. If I could afford it, I'd move out.*

- G second conditional, choosing between conditionals
- V houses
- P sentence stress, the letter c

1 READING & SPEAKING







a With a partner, look at the photos and answer the questions.

1 Where do you think these young people are living? Which do you think is the most comfortable place to live? Why?

2 Which place would you prefer to live in? Why?

3 Where do you live? How comfortable is it? Who do you live with? Do you get on well? Do you argue about anything? What?

b Look at the title of the article. With a partner, think of one advantage and one disadvantage of living with your parents when you're an adult.

c Read the article. Were your ideas in the list?

Things you know if you still live with your parents

In the UK, 28% of adults aged 20–34 are living at home with their parents. This has gone up by 15% in the last ten years. Many have left home and then moved back again because of high living costs. So, what are the pros and cons?

The downside

- It doesn't [1]_____ how old you are, you'll always be a child to them. They'll tell you to put a coat on every time you leave the house.
- It's really [2]_____ when you meet new people to admit you're still sleeping in your childhood bedroom.
- You have to [3]_____ them know all your movements and text them to say you're going to be home late.
- 99% of the time after a night out, your parents will be [4]_____ , waiting for you – even if it's 4.00 a.m. Every day of your life, you [5]_____,'You treat this house like a hotel.'
- You become the household IT technician. If anything goes [6]_____ in the house to do with phones, broadband, or TV, you're called to the rescue.

But on the other hand...

- At weekends, you wake up with the smell of bacon and eggs.
- The fridge and cupboards always have something in them, and generally a lot better than you could [7]_____.
- There's nothing better than home-cooked food, and you've [8]_____ that you'll never be able to cook as well as your parents.
- You've also realized that at home, there's a magical laundry powder that [9]_____ all the stains from your washing and makes it super clean.
- You had no idea how much [10]_____ cost. In fact, you didn't even know until recently that you had to pay for water!

So, despite how much you complain about still living with your parents, you know perfectly well that they've allowed you to save money, you have somewhere (nice) to live for far less than the cost of renting elsewhere, and they fill your stomach with good food. And for that, you're eternally grateful.

Adapted from Metro

www.frenglish.ru

d Read the article again and choose the correct word to complete the gaps.

1 matter / mind
2 embarrassing / embarrassed
3 leave / let
4 wake / awake
5 hear / listen
6 bad / wrong
7 afford / pay
8 realized / known
9 removes / retires
10 notes / bills

e Cover the text and, in pairs, try to remember all the pros and cons of living with your parents.

f Talk to a partner.

- What percentage of young people aged 20–34 do you think live with their parents in your country?
- Are the pros and cons similar in your country?
- Which two advantages and two disadvantages do you think are the most important?
- How do you think parents feel about having their adult children living at home?

2 GRAMMAR second conditional, choosing between conditionals

a Read some comments posted in response to the article in **1**. Do they want to leave their parents' home? Why (not)?



Vivienne@Montreal, Canada

I know there's a good side, but all I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. If I had the money, I'd move out immediately.



Marco@Naples, Italy

I'm perfectly happy living with my parents. If I lived on my own, I'd have to pay rent and do the housework and the cooking. Here, somebody else cooks and cleans, I have a nice room… Why would I want to leave? Even if I could afford it, I wouldn't move out. Not until I get married…



Andrea@Melbourne, Australia

It isn't that my parents aren't good to me – they are. If they weren't, I wouldn't live with them. But I'm 29 and I just don't feel independent.



Carlos@Valencia, Spain

I'd love to move out. I get on well with my parents, but I think I'd get on with them even better if I didn't live at home. My mum drives me mad – it isn't her fault, but she does. And I'd really like to have a dog, but my mum is allergic to them.

b Now answer the questions with a partner.

1 In the highlighted phrases, what tense is the verb after *if*?
2 What form is the other verb?
3 Do the phrases refer to a) a situation that will probably happen soon, or b) a situation they are imagining?

c **Grammar Bank** 7B *p.153*

d **Communication** Guess the sentence **A** *p.110* **B** *p.115* Practise first and second conditionals.

3 PRONUNCIATION & SPEAKING sentence stress

a **7.13** Listen and repeat the sentences. Copy the rhythm.

1 If I **lived** on my **own**, I'd **have** to **pay rent**.
2 If we **get** a **mortgage**, we'll **buy** the **house**.
3 Would you **leave home** if you **got** a **job**?
4 I **won't move out** if I **can't afford** it.
5 If it were **my flat**, I'd be **happy** to **do** the **cleaning**.

b Choose six sentence beginnings and complete them so they are true for you.

If I…

- could live anywhere in my town or city, I'd…
- have some free time this weekend, I'll…
- won a 'dream holiday' in a competition, I…
- could choose any car I liked, I…
- get a new phone this year, I…
- could choose my ideal job, I…
- don't have time to do the homework tonight, I…
- was asked to work abroad for a year, I…
- couldn't use the internet for a week, I…
- feel like going out tonight, I…

c Work with a partner. **A** say your first sentence. Try to get the correct rhythm. **B** ask for more information. Then **B** say your first sentence.

If I could live anywhere in my city, I'd live in the old part.

Why the old part?

www.frenglish.ru

4 VOCABULARY houses

a Video Watch the video. What rooms did Andrea, Beata, and Anna show you? Try to remember four things in each room.

b **Vocabulary Bank** Houses *p.170*

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

1 *the outskirts* and *a suburb*
2 *a village* and *a town*
3 *a roof* and *a ceiling*
4 *a balcony* and *a terrace*
5 *a chimney* and *a fireplace*
6 *the ground floor* and *the first floor*
7 *wood* and *wooden*

5 PRONUNCIATION the letter *c*

a Practise saying the words in groups 1–5.

1 **ca**rpet **ca**stle lo**ca**tion **co**sy **co**untry bal**co**ny **co**oker **cu**pboard **cu**shion **cu**rtains
2 **ci**ty **ci**nema de**ci**de **ce**ntre entran**ce** **ce**iling terra**ce** **cy**cle agen**cy** i**cy**
3 spa**ci**ous spe**ci**al musi**ci**an
4 o**cca**sion a**cco**mmodation a**ccu**se
5 a**cce**nt su**cce**ss a**cci**dent

b Complete the pronunciation rules with /s/, /ʃ/, /k/, or /ks/.

1 *c* before *a*, *o*, or *u* is pronounced _____.
2 *c* before *i*, *e*, or *y* is pronounced _____.
3 *ci* before a vowel is pronounced _____.
4 *cc* before *a*, *o*, or *u* is pronounced _____.
5 *cc* before *e* or *i* is pronounced _____.

c 7.17 Now listen to the words in **a** and check your answers to **b**.

6 READING & LISTENING

a Read about the two people in the photos. Did you know any of this information? Have you ever heard any of their music?



George Frideric Handel (1685–1759) was a German-British composer, well known for his operas, oratorios and anthems. His famous oratorio 'Messiah', and orchestral pieces 'Water Music' and 'Music for the Royal Fireworks' are still immensely popular, and his coronation anthem 'Zadok the Priest' has been performed at every British Coronation since 1727.

Fun fact Handel had a terrible temper – he once threatened to throw an opera singer out of the window!



James (Jimi) Hendrix (1942–1970) was an American guitarist, singer, and songwriter. He is widely regarded as one of the most influential electric guitarists in the history of popular music, and one of the most celebrated musicians of the 20th century. Hendrix had three UK top ten hits ('Hey Joe', 'Purple Haze', and 'The Wind Cries Mary'), and in 1968 his album Electric Ladyland reached number one in the US.

Fun fact Some people believe that there are so many green parakeets in London because Hendrix released two in Carnaby Street in the 1960s.

b Look at some information about a London museum. What is surprising about 23–25 Brook Street?

Handel Hendrix House

Buy your tickets now

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street...

Handel House

The history of Handel's house

Read more >

Hendrix Flat

Find out more about Hendrix's flat

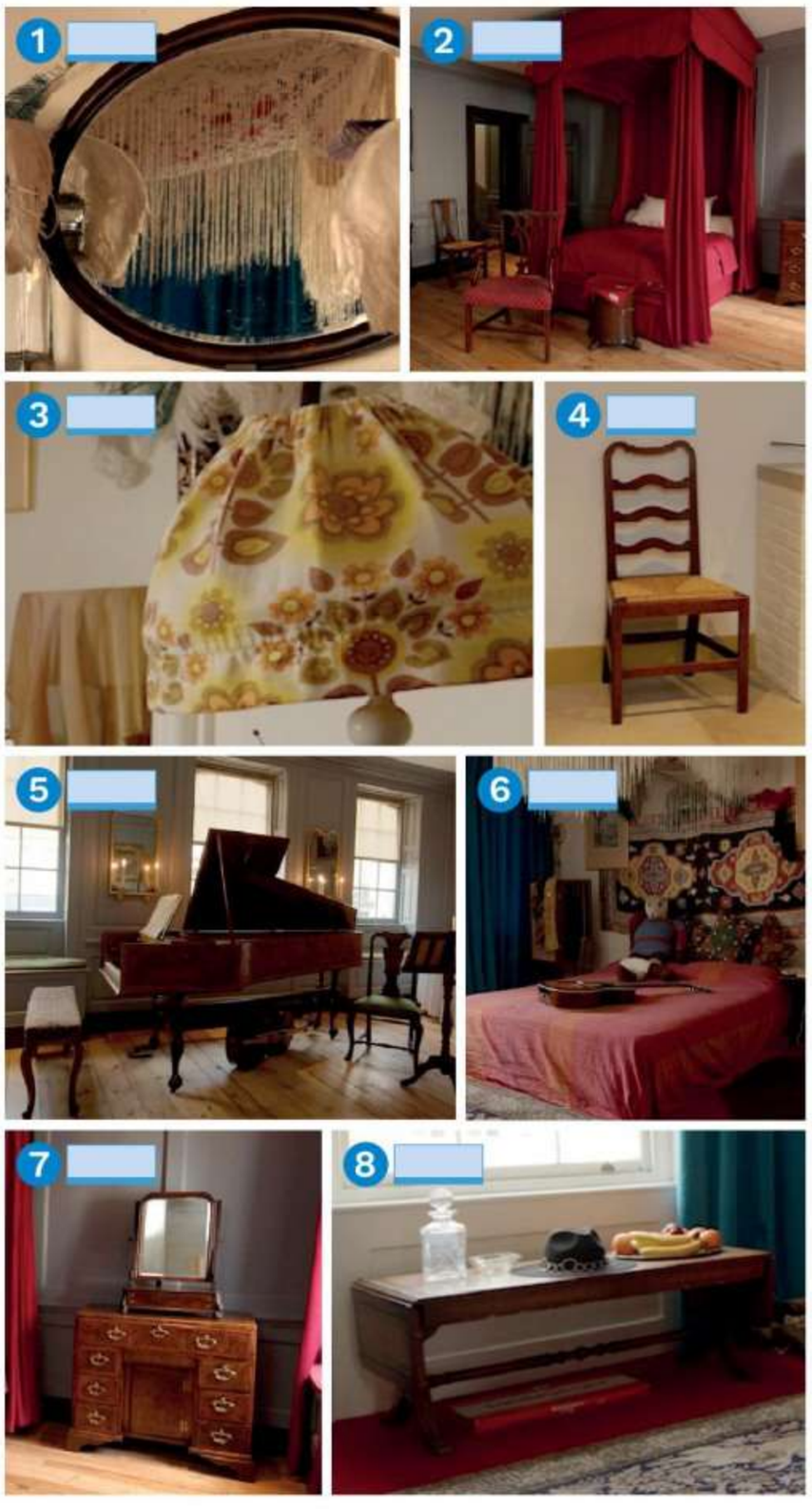
Read more >



Handel Hendrix House

www.frenglish.ru

c Video Look at photos 1–8 from the Handel Hendrix House. Whose house do you think they are in, Handel's (**GFH**) or Hendrix's (**JH**)? Watch *Handel Hendrix House* and check.



d Now look at some facts from the video. Can you remember who each extract is about?

1 ____ However, after becoming a British citizen five years later, he decided to continue renting the house.

2 ____ He moved in briefly in July, before returning to the United States for an extensive tour.

3 ____ There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.

4 ____ The second floor contained the bedroom at the front, with a dressing room at the back where he kept his clothes.

5 ____ In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.

6 ____ He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.

7 ____ In January the following year, he gave a series of press and media interviews and photo shoots in the flat.

8 ____ Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.

9 ____ He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.

10 ____ He died in London at the age of 27, but in a hotel, not in the Brook Street flat.

e Match the words and phrases in the list to definitions 1–5.

move in move to owner settle upper

1 _____ *n* the person to whom sth belongs

2 _____ *v* start living in a place

3 _____ *v* make a place your permanent home

4 _____ *adj* located above sth, e.g. the ~ floor

5 _____ *v* change where you live from one place to another

f Have you ever visited a house where a famous person lived? Where was it? What was it like?



7 SPEAKING & WRITING
describing a house or flat

a Think for a few minutes about what your dream home would be like and make brief notes. Use **Vocabulary Bank** Houses *p.170* to help you.

- Where would it be?
- What kind of house or flat would it be?
- How many rooms would it have?
- What special features would it have?
- What would the decoration be like?

b In groups, describe your dream homes. Give as much detail as possible. Whose do you like best?

c Ⓦ **Writing Bank 7** *p.126* Write a description of your house or flat.

www.frenglish.ru

EPISODE 4 PICTURES OF YOU

Together again?

Practical English making suggestions

1 TALKING IN THE PARK



a Video Watch *Talking in the park*. What kind of conversation do Ben and Izzy have?

a uncomfortable and tense
b polite and friendly
c relaxed and friendly

b Watch again. Then choose the correct answer.

1 Ben finished his course last *week* / *month.*
2 Ben's tutor Andre *has* / *hasn't* helped him with his show.
3 Izzy *is* / *isn't* surprised about Andre.
4 Ben thinks Andre was a *good* / *bad* teacher.
5 Ben *has* / *hasn't* forgotten who Max is.
6 Izzy *has* / *hasn't* changed her mind about Max.
7 Izzy *tells* / *doesn't tell* Ben why she wanted to talk.

2 MAKING SUGGESTIONS

a Video Watch *Making suggestions*. Then number the places 1–5 in the order they talk about them. Where do they decide to go in the end? Why?

- The Red Lion
- Pomodora
- a coffee shop
- Les Amis
- The Nag's Head



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

Izzy Where [1]_____ we go for that drink?
Ben Well, there's a really nice coffee shop up the road. We [2]_____ go there.

Ben Why [3]_____ we go to a pub?
Izzy [4]_____ idea. [5]_____ about The Nag's Head?

Ben Or [6]_____ about The Red Lion?
Izzy It's always too busy in there.

Ben What about [7]_____ to Les Amis?
Izzy That's a great [8]_____.

Izzy So [9]_____ we go there?
Ben [10]_____ not?

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

www.frenglish.ru

Verb forms: infinitive or gerund?

Remember to use the infinitive (without *to*) after *Shall we...?*, *We could...*, *Let's...*, and *Why don't we...?*, e.g. *Shall we go there? Why don't we go to a pub?*

Remember to use the gerund (*-ing*) after *What about...?* and *How about...?*, e.g. *What about going to Les Amis?*

You can also use a noun after *What / How about...?*, e.g. *How about The Red Lion?*

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

e Work in small groups. Make suggestions and try to agree on...

- somewhere to have a drink after class.
- a film to see on Saturday night.
- how to celebrate the end of term.

3 A GREAT OPPORTUNITY

a Video Look at the photos and answer the questions. Then watch *A great opportunity* and check your answers.

1 What do you think Ben and Izzy are talking about?
2 What do you think Carla's just seen?

b Watch again. Then answer the questions.

1 What happened when Max went jogging with Izzy and Ben?
2 What does Izzy say about Ben's photos?
3 What business advice does Izzy give Ben?
4 How does Carla feel at the end of the scene? Why?

4 SOCIAL ENGLISH

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

A	B
1 I finished my course last month. And I passed my exams.	☐ How could I forget?
2 So, what did you want to talk to me about?	☐ I'll tell you over a drink.
3 Do you remember when Max came jogging with us in the park?	☐ Well done!
4 I wanted to ask you something about work.	☐ Yes, it has. I'm looking forward to working with you.
5 Well, it's been really nice seeing you again.	☐ Sure, go ahead.

b Video Watch and check.

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

WHAT DO YOU THINK?

In pairs, talk about Carla. Does she think Izzy is interested in Ben again? Does she think Ben is interested in Izzy? What would you do now if you were Carla? What do you think is going to happen in the last episode?





www.frenglish.ru

8A The right job for you

G choosing between gerunds and infinitives
V work
P word stress

What would you like to do after university? *I'd like to be an accountant. I enjoy working with numbers.*

1 VOCABULARY work



a Look at the picture of Clare at work. With a partner, make guesses about her job.

1 What do you think Clare does?
2 Who do you think the woman in the black suit is?
3 Do you think Clare likes her job?

b Video Watch the video and check your answers to **a**. Then number sentences A–I in the correct order (1–9). Watch again and check.

A She decided to **set up** an online business selling cupcakes.
B 1 Clare **worked for** a marketing company.
C She was **unemployed** and had to **look for a job**.
D One day, they had an argument and Clare **resigned**.
E Her business is **doing very well**. Clare is a success!
F She **applied for** a lot of jobs and sent in CVs.
G She had a **good salary**, but she didn't like **her boss**.
H She had some interviews, but she didn't **get the jobs**.
I She had to work very long hours and **do overtime**.

c Watch the video again without the sound. Say the sentences for each picture.

d V **Vocabulary Bank** Work *p.171*

Words with different meanings

Sometimes the same word can have two completely different meanings, e.g.
*She has a **degree** in economics.*
(= a university qualification)
*It was only four **degrees** this morning.*
(= temperature)

e With a partner, explain the difference in meaning between the pairs of sentences.

1 a He's **running** a business.
  b He's **running** a marathon.
2 a Marion **was fired** last week.
  b When the man **fired** the gun, everyone screamed.
3 a I **work** in a shop.
  b My laptop **doesn't work**.
4 a There's a **market** for this product.
  b There's a **market** where you can buy vegetables.
5 a Steve has set up a **company**.
  b Steve is very good **company**.

2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

1 a|pply /ə'plaɪ/
2 sa|la|ry /'sæləri/
3 re|dun|dant /rɪ'dʌndənt/
4 ex|pe|ri|ence /ɪk'spɪəriəns/
5 o|ver|time /'əʊvətaɪm/
6 per|ma|nent /'pɜːmənənt/
7 qua|li|fi|ca|tions /kwɒlɪfɪ'keɪʃnz/
8 re|sign /rɪ'zaɪn/
9 re|spon|si|ble /rɪ'spɒnsəbl/
10 tem|pora|ry /'temprəri/

b 8.4 Listen and check. Practise saying the words.



www.frenglish.ru

c Think of someone you know who has a job. Prepare answers to the questions below.

- What does he / she do?
- What qualifications does he / she have?
- Is his / her job...?
  – full time or part time
  – temporary or permanent
- Where does he / she work (in an office, at home, etc.)?
- What hours does he / she work?
- Does he / she have to do overtime?
- Does he / she get a good salary?
- Does he / she like the job? Why (not)?
- Would you like to do his / her job? Why (not)?

d Work in pairs. **A** interview **B** about his or her person's job. Ask more questions if you can. Then swap.

I'm going to tell you about my cousin. Her name's Corinne.

What does she do?

3 GRAMMAR choosing between gerunds and infinitives

a Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g. *working*) or *to* + infinitive (e.g. *to work*).

Match your personality to the job

1	I'd like to work as part of a team.	*work*
2	I enjoy _____ people with their problems.	*help*
3	I don't mind _____ a very large salary.	*not earn*
4	I'm good at _____ to people.	*listen*
5	I'm good at _____ quick decisions.	*make*
6	_____ risks doesn't worry me.	*take*
7	I'm happy _____ by myself.	*work*
8	I'm not afraid of _____ large amounts of money.	*manage*
9	I'm good at _____ myself.	*express*
10	I always try _____ my instincts.	*follow*
11	It's important for me _____ creative.	*be*
12	I enjoy _____.	*improvise*
13	_____ complex calculations is not difficult for me.	*do*
14	I enjoy _____ logical problems.	*solve*
15	I find it easy _____ theoretical principles.	*understand*
16	I am able _____ space and distance.	*calculate*

b Read the questionnaire and tick (✓) **ONLY** the sentences that you strongly agree with. Discuss your answers with a partner.

c **C Communication** Match your personality to the job *p.118* Find out the results. Do you agree?

d Look at the sentences in the questionnaire. Complete the rules with the gerund or *to* + infinitive.

1 After some verbs, e.g. *enjoy* and *don't mind*, use _____.
2 After some verbs, e.g. *would like*, use _____.
3 After adjectives, use _____.
4 After prepositions, use _____.
5 As the subject of a phrase or sentence, use _____.

e **G Grammar Bank** 8A *p.154*

f Write something for **FIVE** of the things in the circles.

g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect. *Why?*

Because I think it would be great to...

4 WRITING a covering email

W Writing Bank 8 *p.128* Write an email to send with your CV to apply for a job.

www.frenglish.ru

5 READING & SPEAKING

a Read the first part of an article about the TV programme *Dragons' Den*. Answer the questions.

1 Who are the 'Dragons'?
2 Where do the contestants meet them?
3 How does the programme work?
4 Is there a similar TV programme in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

1 the Dragons invested in and has been successful
2 the Dragons didn't invest in and has been a failure
3 the Dragons didn't invest in, but has been very successful

In the Dragons' Den



From left to right: Steven Bartlett, Peter Jones, Deborah Meaden, Touker Suleyman, Sara Davies

Dragons' Den is a UK TV series which has been on TV every year since the original show in 2005, with similar versions in many different countries. In the UK programme, contestants present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is called 'the Den'. The Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the highest amount the Dragons have ever offered on the programme is £250,000, and the highest percentage of a business contestants have given away is 79%.

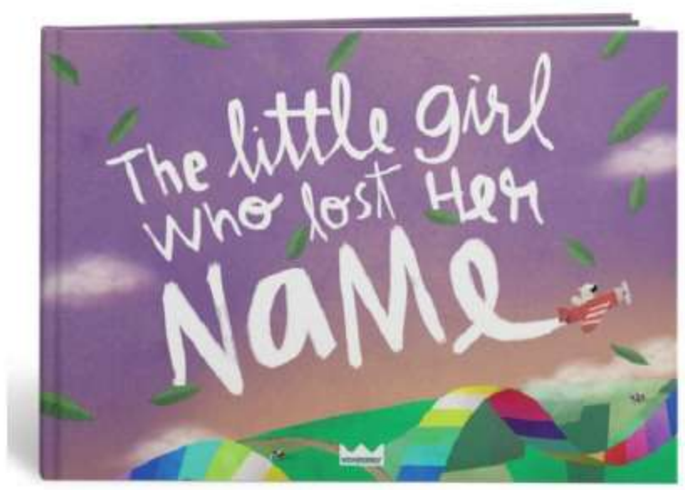
Glossary
den the hidden home of some types of wild animal
entrepreneur a person who makes money by starting or running businesses
make a pitch present something you're trying to sell

Oppo ice cream



Brothers Charlie and Harry Thuillier came up with the idea of a low-calorie ice cream when they were travelling in Brazil. Charlie worked on over 1,000 recipes before coming up with a product they thought worked – an ice cream that tasted delicious, but had fewer calories than an apple. They asked the Dragons for £60,000 in exchange for a 7% share of the business.

Wonderbly



A group of four dads from East London, Asi, Tal, David, and Pedro, asked the Dragons for £100,000 in exchange for 4% of their company. Their product was a personalized book where the child's name appears as the main character in the story. It is called *The Little Boy / Girl Who Lost His / Her Name*, and tells of a child who has lost their name and goes on an adventure to find it.

Eggxactly



James Seddon, an entrepreneur and egg enthusiast, asked the Dragons for £75,000 investment in his new invention, an egg cooker which can boil an egg quickly and easily without using water. He used to find it hard to make the perfect boiled egg for his daughter. His machine uses a microprocessor to calculate the exact time the eggs need to be cooked 'eggxactly' as you like them.

www.frenglish.ru

c **C Communication** Dragons' Den **A** *p.111* **B** *p.116* **C** *p.118*
Work in groups of three. Find out what happened.

d Which (if any) of the three products would you be interested / definitely not interested in buying? Why? Do you think they are, or could be, successful in your country? Why (not)?

6 LISTENING

a Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?



b 8.8 **Listen to Part 1 of an interview with Joe about his experience. Mark the sentences T (true) or F (false).**

1 Joe and Jake applied to be on *Dragons' Den* together.
2 They prepared their pitch very quickly.
3 The show was filmed in Manchester.
4 They didn't do any preparation the night before.
5 They only slept for a few hours the night before the programme.
6 They were the third contestants on that programme.
7 Other contestants waited for up to 12 hours for their turn.
8 They met one of the Dragons while they were waiting to go on.

c Listen again. Correct the **F** sentences.

d 8.9 **Listen to Part 2. What was different about Joe and Jake's experience compared to the other contestants'?**

e Listen again and make notes. What does Joe say about...?

1 smiling at Deborah Meaden
2 Jake's first words
3 'I'm out.'
4 Peter's appearance
5 Jessops
6 the job offer

f 8.10 **Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?**

7 SPEAKING



a Video Watch *A product presentation*. **Would you buy this new product? Why (not)?**

b **Watch the video again. Number the questions 1–5 in the order they answer them.**

A ☐ How much will it cost?
B ☐ What is the product for? Give a detailed description.
C ☐ Who are you? What's the name of your product?
D ☐ Do you have an advertising slogan for the product?
E ☐ Who is the product for?

c Video **Now watch some extracts from the video in a. Then complete the gaps in the information box.**

Presenting a product

1 Hello / Good morning. I'm Max, and _____ is Jasmine.
2 We're here to tell you about our new _____.
3 The _____ of our new product is...
4 We think (*Forever Fresh*) is going to be very _____ because...
5 The _____ is very reasonable.
6 And our _____ is...

d **Work with a partner. Imagine you are going to appear on *Dragons' Den*. Choose one of the products below, or invent your own, and think about your answers to the questions in b.**

an app a chair a dessert a drink a gadget
a lamp a pen a phone a sandwich

e **You are going to present your product to the class together. Spend a few minutes preparing your presentation. Take turns to give the information. Use the language from the information box.**

f **You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.**

www.frenglish.ru

8B Service with a smile?

G reported speech: sentences and questions
V making nouns from verbs
P the letters *ai* and *air*

She said that she was going to complain. *Did they give her a refund?*

1 READING & SPEAKING

a Look at some questions and comments. Who do you think people might say them to: a taxi driver, a doctor, a hairdresser, or a personal trainer? Mark them **TD**, **D**, **H**, or **PT**. Write **A** if you think it could be to all of them.

1 ☐ Could you turn the radio down, please?
2 ☐ I'd like to try something a bit different today.
3 ☐ How many do I have to do?
4 ☐ Is there anything I can take for it?
5 ☐ Not too short, please.
6 ☐ Terrible weather, isn't it?
7 ☐ What do you think it is?
8 ☐ What's the traffic like?
9 ☐ Sorry, I can't do any more.
10 ☐ I had a terrible argument with my partner last night.

b Compare with a partner. Do you agree?

c Read the article and complete the headings with the four jobs in **a**.

d Read the article again. What did or do these people do? Write **S** (Sacha), **D** (Dorothy), **L** (Luke), or **R** (Rachel).

1 ☐ They listened and praised someone for doing the right thing.
2 ☐ They listened and shared a similar experience.
3 ☐ They often hear people saying exactly the same thing.
4 ☐ They sometimes ask a lot of questions, but on other occasions they just listen.



'They treat me like a therapist'

Four people who work with the public talk about the things strangers tell them.

Sacha, _____, 50

Most conversations I have are very simple: How's your day been? How's the weather? How's the traffic? That sort of thing. But occasionally I'll have an interaction that stays with me. Once a young woman in her late 20s got in. When I asked how her day had been, she started crying. She told me that she had been quite ill, and was finding it hard to cope. I told her that it was my first day back at work, because my wife had had the same illness. I pulled over and we both just sat and cried together. It's not unusual for cabbies to have very honest conversations, because people know they are not going to see us again. Passengers treat me like a temporary psychotherapist at times. They have told me about problems in their marriages, failing business relationships, anxiety. I keep driving and keep listening. Some conversations can get quite embarrassing!

Dorothy, _____, 28

I work some of the time in a geriatric ward and, when I'm doing my rounds, I often hear people having funny conversations. One said she'd like to take the doctor home with her, and another said she didn't like the nurse's face. There's a detective element to the conversations I have with my patients – I'm always trying to get to the root of their current health problems and what they need. I always introduce myself to everyone in the room; it's important to break down any barriers and create a friendly atmosphere. I treat everything, from the most minor to the most serious issues. When relatives lose someone, it is never easy. Sometimes it is not just words that are needed. Relatives need you to listen. After all, you were with their loved one in their final moments.

www.frenglish.ru



Luke, _____, 27

Conversations are the best part of my job, because actually it can be quite boring. The main topic is love or relationships. The most special conversation I've had with a client took place very recently. A Somali woman came in to try out some styles for her wedding; she's marrying a man who is half-English and half-French. She wanted two styles, with an evening one that paid homage to her Somali culture. I had spent weeks researching the styles and when I held up the mirror so she could see the final look, she burst into tears. She told me not one member of her family was going to attend because they didn't approve. This hairstyle was her way of incorporating Somali culture into her wedding, so that if her family saw her wedding photographs, they would see that she is still proud of who she is. I told her that she was brave and strong and right for standing up for her belief in love.

Rachel, _____, 26

I often have emotional conversations with my clients because I build a rapport with them. I give every person lots of time and attention. We often talk about problems with dating. One client told me a story about realizing her partner had views she strongly disagreed with. In the end, she left him. I heard the whole story while she was lifting weights. There's one conversation that I overhear every day. 'Bro, you are looking hench' one will say to the other. And the other person will always reply with, 'I'm just trying to be like you, bro.' If you've never heard that conversation in the gym, then you haven't been going enough.

Adapted from The Guardian

Glossary
bro *n, informal* brother, a friendly way of addressing a man
hench *adj, informal* muscular

e **Find words or phrases in the article for definitions 1–8.**

Sacha

1 _____ deal with a difficult situation

2 _____ _____ stopped the car at the side of the road

Dorothy

3 _____ _____ _____ _____ _____ find out the main cause of a problem

4 _____ not important or serious

Luke

5 _____ _____ test or use sth in order to see how good it is

6 _____ _____ _____ started to cry

Rachel

7 _____ a connection or relationship

8 _____ raising sth to a higher position

f **Do you normally chat to taxi drivers, hairdressers, etc.? If yes, what about? If not, why not?**

2 GRAMMAR reported speech

a **Look at three examples of reported speech from the article. Complete the direct speech.**

1 When I asked how her day had been, she started crying.
When I asked her, 'How _____ _____ _____?', she started crying.

2 She told me not one member of her family was going to attend because they didn't approve.
She told me, 'Not one member of my family _____ _____ _____ attend because they _____ _____.'

3 One said she'd like to take the doctor home with her.
One said, 'I _____ _____ _____ take the doctor home with me.'

b **Grammar Bank** 8B *p.155*



c **Video** **Watch the video. Complete the sentences on the screen using reported speech.**

www.frenglish.ru

3 LISTENING

a Have you ever had a problem with luggage when you were travelling, e.g. on a train or flight? What happened?



b 8.13 You're going to listen to a story about bad customer service. First, listen to six extracts and complete the gaps with the verbs in the list.

claim complained contacted dropped offered produced reported throwing

1 They're _____ guitars out there!
2 They immediately _____ to United Airlines.
3 For nine months, he tried to _____ compensation.
4 Dave wrote a song about his experience and _____ a music video to go with it.
5 United Airlines _____ Dave and _____ him a payment.
6 The BBC _____ that United Airlines' share price had _____ by 10%.

c 8.14 Now listen to the whole story. Answer the questions.

1 Why did Dave Carroll write a song?
2 Why did it have such a dramatic effect?

d Try to put the events in the correct order 1–10. Then listen again and check.

- [1] Dave and his band flew from Halifax to Chicago.
- [ ] He wrote a song about his experience.
- [ ] United Airlines contacted him and offered him money.
- [ ] They got their connecting flight to Omaha, Nebraska.
- [ ] Dave discovered that his guitar was damaged.
- [ ] He complained again to United Airlines by phone and email, but they didn't help him.
- [ ] He did a lot of media interviews.
- [ ] The baggage handlers were throwing their guitars, so they complained to airline staff.
- [ ] He put a video of the song on YouTube.
- [10] United Airlines lost a lot of money.

e Have you ever experienced very good or very bad customer service? What happened?

4 VOCABULARY
making nouns from verbs

a Look at some nouns from the guitar story. What verbs do they come from?

compensation complaint payment

b V **Vocabulary Bank** Word building *p.172* Do Part 1.



c Video Watch the video. Make a noun for each clip using one of the verbs on the screen.

1 serve – *service*

5 PRONUNCIATION
the letters *ai* and *air*







a 8.17 Listen and underline the stressed syllable. Then write the words in the correct column according to the pronunciation of *ai* and *air*.

airline bargain certain claim complain contain email explain paid repair waiter

b 8.18 Listen and check. Then answer the questions, according to the pronunciation of the pink letters.

1 How is *ai* usually pronounced a) when it's stressed, b) when it's unstressed? Which word is an exception?
2 How is *air* usually pronounced?
3 Is *said* pronounced /seɪd/ or /sed/?

www.frenglish.ru

6 READING

Going the extra mile 🙂

In the age of social media, a story about a good (or bad) customer service experience is not limited to you and your friends. The best stories can go viral on social networks very quickly, bringing good or bad publicity to companies overnight. Here are five heart-warming true stories that reached millions of people because of the power of the internet.

A Nordstrom

One day, a member of the security staff in a Nordstrom department store noticed a woman crawling around on her hands and knees in the clothes department. She said she was looking for a diamond that had fallen out of her wedding ring while she was trying on clothes earlier that day. The man got down on the floor and searched with her. Then he asked a group of cleaners to help, and they searched, too. Finally, they looked through _____!

B Le Creuset

Anna Kafkalias was delighted to find a Le Creuset casserole worth £270 on sale in a charity shop for £20. Unfortunately, it had no lid. She decided to contact Le Creuset to ask if she could buy a lid separately. The customer service agent said that they had some ex-display items and would be happy to send her one for free. 'She even asked _____.'

C Ritz-Carlton Hotels

Chris Hurn's family spent their holiday at the Ritz-Carlton Hotel in Florida. Unfortunately, when they got home, they realized that they had left Chris's young son's favourite toy, Joshie the giraffe, at the hotel. The child was very upset, so Chris told him that Joshie was staying at the hotel for a bit of extra holiday. That evening, the hotel phoned to say that they had found Joshie. Chris thanked them and explained that he'd told his son that Joshie was having an extra holiday. Two days later, a parcel arrived. In it was Joshie, a present of a Frisbee and a football, and a photograph of _____.

D Trader Joe's

At Christmas a few years ago, in Pennsylvania, USA, it snowed so hard that an 89-year-old man couldn't leave his home. His daughter was worried that he didn't have enough food. She called several stores and asked if they would deliver food to her father's home, but they all said no. Eventually, she spoke to someone at a store called Trader Joe's. They also told her that they didn't deliver – normally. But because she was so worried, they said that they would make an exception. The employee then wished her a Merry Christmas. Half an hour later, the food arrived at her father's house, with _____!

E Apple

A man bought the latest iPad online, but when his wife saw it, she thought it was too expensive, so he immediately sent it back to Apple. He put a Post-it note on the screen that said, 'Wife said no'. Apple employees thought this was very funny, and the story reached two senior managers, who decided to do something about it. They refunded his money, but they also sent the iPad back to him with another Post-it note saying, '_____'.



a Read the introduction to the article. Why is good customer service more important than it used to be?

b Read the five stories. In pairs, try to guess how the last sentence of each story ends.

c C **Communication** Going the extra mile *p.118* Read and check. Were you correct?

d Read the stories again. In which stories...?

1 ▬ ▬ ▬ does someone get what they wanted to buy without paying
2 ▬ ▬ ▬ does someone get something in the post
3 ▬ ▬ is the problem solved on the same day

e Which example A–E do you think...?

- is the funniest
- cost the company most money
- took the company most time
- was the most difficult to organize
- is the best customer service

7 LISTENING & SPEAKING

a What do you think are the top five things that people complain about in hotels?

b Video Watch *How to complain* Part 1 and check your answers to **a**.

c Video Now watch Part 2. Phil, a hotel guest, complains in three situations. What does he do wrong each time? How does he do it better the second time?



d C **Communication** I want to speak to the manager **A** *p.111* **B** *p.116* Role-play two conversations.

e Have you ever complained about something in a hotel, restaurant, or shop? What happened?

www.frenglish.ru

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

1 We'll miss the train if we ___.
  a don't hurry
  b won't hurry
  c didn't hurry

2 If you help me with the washing-up, ___ in five minutes.
  a we'll finish
  b we finish
  c we finished

3 I won't get into university unless ___ good grades.
  a I'll get b I get c I don't get

4 If we moved to a bigger house, we ___ a dog.
  a can have b could have c will have

5 I'd be sad if my brother and his wife ___.
  a break up b 'll break up c broke up

6 If I had a job, I ___ live with my parents.
  a won't b wouldn't c didn't

7 If I won a lot of money, ___ a big house.
  a I'd buy b I'll buy c I buy

8 Samuel's really good at ___ problems.
  a solve b solving c to solve

9 ___ clothes online saves a lot of time.
  a Buying b To buy c Buy

10 I wouldn't ___ that car if I were you.
  a get b getting c to get

11 It's really important ___ the receipt.
  a keep b to keep c keeping

12 He said he ___ to his lawyer tomorrow.
  a will speak b spoke c would speak

13 I asked Helena if ___ coming to the party.
  a she is b she was c was she

14 The little girl ___ that she was lost.
  a told b said us c told us

15 Felicity asked me where ___.
  a did I work
  b I was work
  c I worked

VOCABULARY

a Complete with one word.

1 The UK school year has three _____.
2 Children under five can go to _____ school.
3 UK high schools are called _____ schools.
4 Children who _____ very badly at school may be expelled.
5 A school where you study, eat, and sleep is called a _____ school.

b Circle the correct word.

1 We live in a residential area *in* / *on* the outskirts of Cardiff.
2 The *roof* / *ceiling* in our flat is very low, so don't hit your head!
3 Close the garden *gate* / *door* or the dog might get out.
4 Our flat is *in* / *on* the fifth floor of a large block of flats.
5 On the shelf above the *chimney* / *fireplace* there are some photos.

c Complete the words.

1 I did a lot of ov_____ last week – two hours extra every day.
2 He works night sh_____ at the local factory.
3 It's only a t_____ job, from March to September.
4 I'd like to s_____ up a small business, making children's clothes.
5 Ralph loves being s_____-_____ – it means he's his own boss.

d Complete the sentences with a noun formed from the bold word.

1 I don't like shopping in supermarkets because there is too much _____. **choose**
2 My flatmates and I have an _____ about who does what in the house. **agree**
3 I'm sure the new company will be a _____. **succeed**
4 I made a _____ about the service in the hotel. **complain**
5 We went on a _____ to support the unemployed. **demonstrate**
6 The new staff restaurant is a great _____ on the old one. **improve**
7 If you want to get a job, you need good _____. **qualify**
8 My sister has been working as a _____ for the EU. **translate**
9 Some _____ say that drinking coffee may be good for us. **science**
10 I want an _____ for what happened yesterday. **explain**

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



boot



bull



chair



train

Consonant sounds



key



snake



shower



nose

b Sound Bank *p.174–5* Say more words for each sound.

c Which sound in a do the pink letters have in these words?

1 ceiling 3 repair 5 spacious
2 email 4 roof

d Underline the stressed syllable.

1 se|con|dary 3 de|li|ve|ry 5 a|chieve|ment
2 un|em|ployed 4 a|pply

www.frenglish.ru

Can you understand this text?

a Read the article once. Choose the best title.

1 It's good to...
2 Look, but don't...
3 Pay less if you don't...

b Read the article again. Complete the gaps with the best word or phrase for the context.

1 a break b create c obey
2 a value b weight c cost
3 a able b interested c prepared
4 a choosing between b depending on c thinking of
5 a less b longer c shorter
6 a encourage b tell c don't allow
7 a buying b finding c losing
8 a colleagues b shoppers c sales assistants



_____ TOUCH!

IF YOU want to save money when shopping, [1]_____ the simple rule that you've probably shouted at the kids 100 times: don't touch anything! Touching anything, from a banana to a Ferrari, makes your brain automatically place more [2]_____ on an item.

This has been revealed in a study from Ohio and Illinois state universities, which investigated how much people were [3]_____ to pay for an item before and after touching it. The item was a cheap coffee mug, but just a few seconds of contact made people want to pay more for it than those who had looked but not touched.

The study, published in the journal *Judgment and Decision-Making*, tested 144 people and examined how much they were prepared to pay in an auction for the mug, [4]_____ how long they had held it. The [5]_____ people held the mug, the more they were prepared to pay, with those holding it for ten seconds valuing it at $2.44 and those who held it for 30 seconds valuing it at $3.91.

Some kinds of stores have been using these tactics for years; for example, car showrooms [6]_____ customers to test drive new cars and pet shops give people animals to hold. But Waleed Muhanna, the author of the study, was surprised how quickly people felt that, once they had touched something, it was theirs. 'People become attached and are prepared to pay more to avoid [7]_____ the object,' he said. He hopes that understanding how quickly they can get attached to something may help [8]_____ to make better decisions about what to buy.



Adapted from The Times

Can you understand these people?



Philomena Adina Daniel Scott Coleen

Video **Watch and choose a, b, or c.**

1 Philomena's maths teachers ___.
a made her want to become a teacher herself
b were very inspiring
c weren't as good as her history teacher

2 Adina is happy to buy ___ online.
a anything b most things c food and clothes

3 Daniel remembers being annoyed with a waiter who ___.
a didn't want to serve his table
b complained about the tip
c wasn't polite

4 Scott currently ___.
a only has a small garden b doesn't have a garden
c has a lot of plants in his garden

5 At the start of her career, Coleen thought that a good salary was ___ an enjoyable job.
a more important than b less important than
c as important as

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ describe the schools you went to (or have been to) and say what you liked or didn't like about them
2 ☐ describe your ideal holiday house
3 ☐ say a) what you will do if you don't pass your English exam at the end of the course, b) what you would do if you won a lot of money
4 ☐ report three questions that somebody has asked you today and say what you answered

www.frenglish.ru

9A I was so lucky!

G third conditional
V making adjectives and adverbs
P sentence rhythm, weak pronunciation of *have*

You were really lucky! *Yes, if my plane hadn't been delayed, I would have missed it.*

1 LISTENING

a Read the questions. Say what you would do and why.

What would you do if...?

1 you were lost in a city where you didn't speak the language, and your phone had run out of battery
2 you arrived in a foreign town late at night, and the hostel you had booked into was closed
3 you fell over in the street and hurt yourself, and you saw a group of teenage boys coming towards you
4 you arrived at the airport with very little time before your flight, and there was a huge check-in queue

b Read the beginning of an article from Solo Traveler website about being helped by a stranger. Answer the questions.

1 What was the difficult situation that she was in?
2 What did the stranger do? Why was it especially kind?

Home Start How-to Tips Trips/Deals Stats

Strangers helping strangers



By Tracey Nesbitt

On my very first solo trip, I got completely lost. I was standing on a street corner, in a city where I did not speak the language, trying to read a map and crying. I was terrified that I would miss my train home. When a stranger approached me and put his hand on my arm, I nearly jumped out of my skin. In fact, he was asking if I was lost. He then spoke to me in English and asked whether I needed help. I said that I was trying to find the train station and needed to get there in a hurry. He told me that he was on his way there himself and would show me the way. He walked with me to the entrance of the station. When I turned to thank him, he had already gone, walking back in the direction from which we had just come. I then realized that he had not been going to catch a train at all. He had just taken me there out of kindness.

I have never forgotten that experience and I was interested in hearing more stories like mine, so I asked the Solo Traveler Facebook group, 'What is your favourite story of a kindness received from a stranger while traveling solo?' and people from around the world sent me some really heart-warming stories.

c 9.1 Look at photos A–F and listen to Tracey tell the stories of three more people who were helped by strangers. Match two photos to each story.

d Listen again and check why the following are mentioned.

Story 1 Katya

1 10 p.m.
2 a room in a hostel
3 a bar owner and his wife
4 two in the morning
5 a small hotel

Story 2 Gerry

1 tripped on the kerb
2 bleeding a lot
3 13 or 14 years old
4 some tissues
5 a school nurse

Story 3 Jenn

1 London and then the US
2 several hundred people
3 'What am I going to do?'
4 a flight to Brazil
5 a much shorter line

Glossary
line *n* American English for *queue*. Stand in line = *verb*
sidewalk *n* American English for *pavement*

e Now in groups of three, each retell one of the stories using the photos and the notes above. Help each other to remember the details of the three stories.

f Have you ever helped a stranger, or been helped by a stranger? What happened?



www.frenglish.ru













2 GRAMMAR third conditional

a **Match the sentence halves about the four stories in 1.**

1 If the stranger hadn't been able to speak English to Tracey, ▬

2 If Katya's hostel had been open, ▬

3 If the boys hadn't helped Gerry, ▬

4 If the man hadn't found Jenn the right queue, ▬

A he wouldn't have been treated so quickly.

B she wouldn't have needed a hotel.

C she would have missed her flight.

D he might not have been able to help.

b **Do the sentences in a...?**

a describe how the stories really ended

b imagine what might have happened

c G **Grammar Bank** 9A *p.156*



d Video **Watch the video once. Then watch again and make five third conditional sentences about Keith's bad day. Use the verbs on the screen.**

If he hadn't got up late,...

3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

a 9.3 **Listen and repeat the third conditional sentences in three stages. Copy the rhythm. How is *have* pronounced after *would*?**

1 If I'd **known** you were **ill**,
I would have **come** to **see** you.

If I'd **known** you were **ill**, I would have **come** to **see** you.

2 If the **weather** had been **better**,
we would have **stayed longer**.
If the **weather** had been **better**, we would have **stayed longer**.

3 If I **hadn't stopped** to get **petrol**,
I **wouldn't** have been **late**.
If I **hadn't stopped** to get **petrol**, I **wouldn't** have been **late**.

4 We would have **missed** our **flight**
if it **hadn't** been **delayed**.
We would have **missed** our **flight** if it **hadn't** been **delayed**.

b 9.4 **Listen and write five third conditional sentences.**

c C **Communication** Guess the conditional **A** *p.111* **B** *p.116*
Practise third conditionals.

www.frenglish.ru

4 READING & SPEAKING

a Do you consider yourself in general to be a lucky person? Why (not)?

Topic sentences

In a text, paragraphs usually begin with a *topic sentence*. This sentence tells you what the paragraph is going to be about.

b You are going to read an article about luck. Read topic sentences A–E. Then read the article and match the topic sentences to paragraphs 1–5. Use the highlighted words and phrases to help you.

A But is it possible to use these techniques to win the lottery?

B A few years ago, I led a large research project about luck.

C Eventually, we uncovered four key psychological principles.

D In a second phase of the project, I wanted to discover whether it was possible to change people's luck.

E The results revealed that luck is not a magical ability, or the result of random chance.

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

1 In his first research project into luck, the author asked the volunteers to _____.
   a record what happened to them every day
   b answer questions about their jobs
   c live together for a few months

2 In one experiment, the unlucky people _____.
   a didn't count the photographs correctly
   b didn't notice something important in the newspaper
   c were not able to finish the task

3 The researchers concluded that lucky people are generally _____.
   a optimistic
   b hard-working
   c ambitious

4 In a second phase of the project, Wiseman asked his volunteers to _____.
   a change their jobs
   b change their attitude
   c change their lifestyle

5 Wiseman believes that _____.
   a being lucky in your personal life is more important than being lucky at work
   b winning the lottery is as important as being lucky in your personal life
   c winning the lottery is less important than being lucky in your personal life



How to improve your luck and win the lottery twice (possibly)

Richard Wiseman

A British couple have just won £1m in the EuroMillions lottery for a remarkable second time. The chances of this happening are more than 283 billion to one. They are clearly incredibly lucky – but is there anything we can all do to increase the chances of being lucky ourselves?

1 I studied the lives of more than 400 people who considered themselves either very lucky or very unlucky. I asked everyone to keep diaries, complete personality tests, and take part in experiments.

2 Nor are people born lucky or unlucky. Instead, lucky and unlucky people create much of their good and bad luck by the way they think and behave. For example, in one experiment, we asked our volunteers to look through a newspaper and count the number of photographs in it. However, we didn't tell them that we had placed two opportunities in the newspaper. The first was a half-page advert clearly stating, 'STOP COUNTING. THERE ARE 43 PHOTOGRAPHS IN THIS NEWSPAPER.' A second advert later on said, 'TELL THE EXPERIMENTER YOU'VE SEEN THIS AND WIN £150.' The lucky people quickly spotted

www.frenglish.ru



these opportunities, partly because they tended to be very relaxed. In contrast, the unlucky people focused anxiously on the task of counting the photos and so tended not to see the advertisements. Without realizing it, both groups had created their own good and bad luck.

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 **Vocabulary Bank** Word building *p.172*
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.**

www.frenglish.ru

9B Power cut

G quantifiers
V electronic devices
P linking, *ough* and *augh*

You look a bit stressed! *Yes, I have too much work and not enough time!*

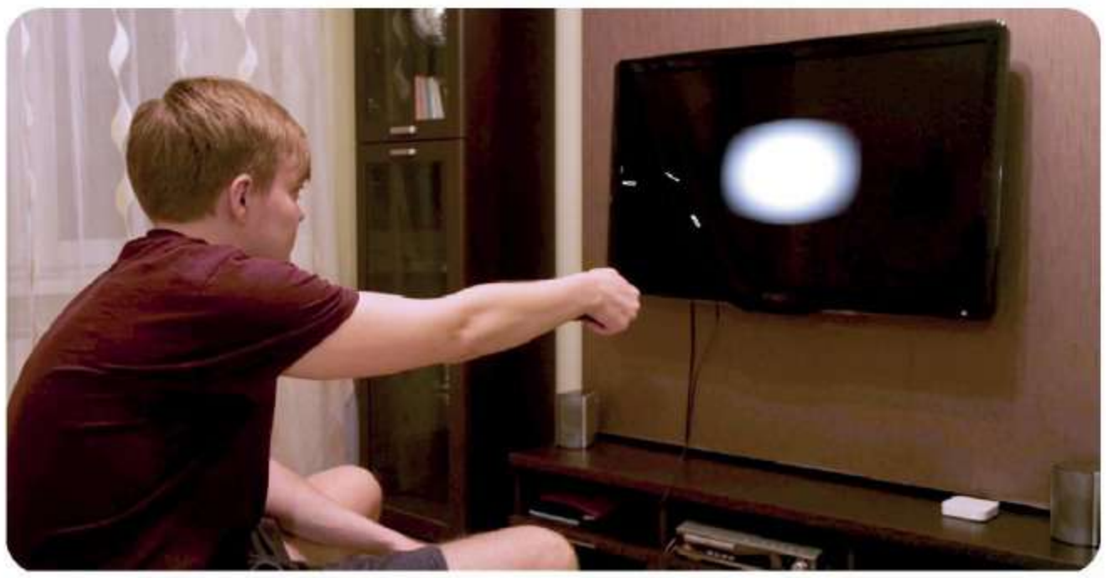
1 VOCABULARY electronic devices

a How many devices do you have with screens? Which one do you use the most?

b Match the words and photos.

- an adaptor /əˈdæptə/
- a charger /ˈtʃɑːdʒə/
- a keyboard /ˈkiːbɔːd/
- a memory stick /ˈmeməri stɪk/
- a (wireless) mouse /maʊs/
- a plug /plʌg/
- a printer /ˈprɪntə/
- a remote control /rɪˈməʊt kənˈtrəʊl/
- a router /ˈruːtə/
- a socket /ˈsɒkɪt/
- a speaker /ˈspiːkə/
- a switch /swɪtʃ/
- a USB-C cable /juːesbiːˈsiː ˈkeɪbl/
- I a voice assistant /ˈvɔɪs əˈsɪstənt/

c 9.7 Listen and check. Then cover the words and test each other.



d Video Watch the video. Match clips 1–10 to sentences A–J.

A I turned down the heating.
B I switched on my laptop.
C I turned up the volume.
D I plugged in my charger.
E I switched off the TV.
F I unplugged the router.
G I installed some software.
H I updated an app.
I I set the alarm for 7.00.
J I deleted a photo.

www.frenglish.ru

2 PRONUNCIATION linking

a 9.8 Listen and repeat A–E. Try to link the words.

A I **turned** it **down**.
B I **switched** it **on**.
C I **turned** it **up**.
D I **plugged** it **in**.
E I **switched** it **off**.

Separable phrasal verbs

Remember that many phrasal verbs are separable, i.e. the object can go between the verb and particle, e.g. ***switch*** *the TV* ***on***, or after the particle, e.g. ***switch on*** *the TV*. However, if the object is a pronoun, it must go between the verb and particle, e.g. *switch* ***it*** *on* **NOT** ~~*switch on* ***it***~~.

b Answer the questions with a partner. Give reasons.

1 Do you normally switch off your computer when you stop using it? Why (not)?
2 Do you ever unplug electronic devices at night to save energy? What about when you go on holiday?
3 What time of year do you tend to turn your heating on / off?
4 Do you normally listen to music with headphones or with a speaker? Why?
5 In your house, do you usually agree about what the temperature should be, or is someone always turning the heating or air conditioning up and down? What about with the volume on the TV?



"WHO TURNED UP THE THERMOSTAT?"

3 LISTENING & SPEAKING



a Imagine there was a power cut in your house. What would you find it most frustrating not to be able to do?

b 9.9 Listen to Chris Stokel-Walker, a journalist from *The Times*, describing his experiment of living for a day with no power. What part of the day do you think he found the most difficult? On the whole, would you say it was a positive or a negative experience for him?

c Listen again. What things couldn't Chris do during his day without power? Make notes for each of these times.

1 7 a.m. – 9 a.m.
2 9 a.m. – midday
3 midday – 2 p.m.
4 2 p.m. – 6 p.m.
5 6 p.m. onwards

d Read some of the expressions Chris uses. What do the **bold** verb phrases mean?

1 I read the news on my tablet and the battery life **drops from 65% to 55%** in a few minutes.
2 Skype calls really **drain the power**.
3 I **close down** unnecessary programs and turn the brightness of my screen down to its lowest level.
4 Finally, my **laptop battery dies** just after lunch.
5 Thankfully, I can continue to **work in the cloud** on my phone.
6 Two and a half years ago, he decided to **live off-grid**.

e Discuss the questions.

1 Are power cuts frequent where you live? What causes them?
2 Think of a time when you've been without power at home. What did you find difficult? Was there anything you liked about not having power?
3 Do you ever suffer from 'battery anxiety'? How low does the battery need to go for you to start worrying?
4 What do you think about people like Chris's friend Joel, who live off-grid? Is it good to live without technology?

www.frenglish.ru

4 GRAMMAR quantifiers

a **With a partner, read sentences 1–6 and think about what the missing words could be. Don't write them in yet.**

1 I used to have _____ _____ of different gadgets, but now I use my phone for almost everything.

2 I'd like to have a better computer, but I don't have _____ _____ to buy one right now.

3 I spend _____ _____ time online. I think I need to take a break.

4 I have a lot of friends on social media, but only _____ _____ of them are close friends.

5 I never watch TV or films on my phone, because the screen isn't _____ _____.

6 I like Apple products, but I can't afford them – I think they're _____ _____.

b **9.10 Now listen and complete the sentences in a. Did you guess correctly?**

c **Grammar Bank** 9B *p.157*

d **Talk to a partner. Are the sentences in a true for you? Say why (not).**

5 PRONUNCIATION *ough* and *augh*

ough* and *augh

Be careful with the letters *ough* and *augh*. There are several different pronunciations. Try to remember how to pronounce the most common words which have this combination of letters.

a **Write the words from the list in the correct column.**

although bought brought caught cough daughter enough laugh thought through tough








/ɔɪ/	/ʌ/ +/f/	/əʊ/	/ɑː/ +/f/	/uː/	/ɒ/ +/f/

b **Video Watch and check. Then watch again and repeat the sounds and words. Which is the most common sound?**

c **9.15 Listen to sentences 1–5. Practise saying them.**

1 I bought a new iPhone, although I thought it was very expensive.

2 My daughter's caught a bad cold.

3 We've been through some tough times.

4 I didn't laugh! It was a cough.

5 You haven't brought enough wine!

6 READING & SPEAKING

a **Work with a partner and answer the questions. Who has a more organized digital life?**

- Approximately how many emails do you have in your inbox? Do you organize them into folders?
- How often do you add new apps on your phone or delete old ones?
- How many photos do you have on your phone? Are they organized into albums? How quickly could you find a photo you wanted to show someone?
- How many friends do you have on social media? How many of them are real friends? Do you ever unfollow your friends?
- How many people in your 'contacts' have you not contacted in the last year?
- How many different passwords do you have? How do you remember them?
- Do you accept cookies when you visit new websites? Why (not)? How often do you unsubscribe from marketing emails?
- What do you do with your old digital devices, e.g. old phones, tablets, etc.?

b **Look at the title of the article and the headings. Tick (✓) the areas of your digital life that you think you need to tidy up.**

c **Read the article and complete the gaps with a verb from the list.**

answer click find forget free up keep recycle update

d **Search the text. Find six words with the prefix *un-* to complete the extracts.**

Tip 1 Why should you have hundreds of un_____ or un_____ emails?

Tip 2 Un_____ software or apps that you don't use.

Tip 4 You can 'un_____' friends without them knowing...

Tip 7 If you get un_____ emails from companies and organizations, don't just delete them – un_____.



www.frenglish.ru

8 ways to tidy up your digital life

A clean, tidy room makes you feel better about your home. In the same way, a tidy phone, tablet, or computer makes you feel better about your digital life. So if your digital life is a mess, try these tips – the benefits are huge.

1 **Inbox messages**
Most people have too many emails in their inbox. You don't have hundreds of unopened or unanswered letters in your house, so why should you have hundreds of unopened or unanswered emails? If you can _____ an email in less than two minutes, do it right away. If it will take longer, don't leave it in your inbox – move it into a 'work in progress' folder and reply later.

2 **Old software or apps**
Uninstall software or apps that you don't use. This will _____ a lot more space on your hard drive or phone.

3 **Photos**
You wouldn't put bad photos in a physical photo album, so don't keep bad photographs (or videos) on your phone – just delete them. Having poor-quality photos just makes it more difficult to _____ a good photo when you need one.

4 **Friends**
Having too many friends on social media makes it more difficult to _____ in touch with the ones you really care about. You can 'unfollow' friends without them knowing, so you won't hurt their feelings.

5 **Contact information**
_____ contact information regularly and delete contacts you no longer need. Most people don't do this often enough.

6 **Passwords**
Use a password manager app, like 1Password. This gives you as many different passwords as you need and remembers them for you. You'll never _____ a password again.

7 **Email marketing**
If you get unwanted emails from companies and organizations, don't just delete them – unsubscribe. It should only take a few seconds. Just _____ on the 'unsubscribe' link at the bottom of the email.

8 **Old devices**
If you've been using technology for any length of time, you probably have a collection of things that you no longer use – memory sticks, USB cables, chargers, old phones, and tablets. If you can't give them to somebody who would use them, _____ old devices properly.



Adapted from Becoming Minimalist website

e **Complete the sentences with *un-* and the words from the list.**

clear comfortable do follow
helpful known lock read

1 Why do you have over 100 _____ emails?
2 If you want to _____ what you've done, press Ctrl+Z.
3 I had to _____ her as she was posting some really annoying things.
4 I can't _____ my phone – I've forgotten the password.
5 The IT Support person was very _____. I still can't print anything.
6 I didn't answer the phone, because it said 'caller _____'.
7 I can't set up the new router – the instructions are really _____.
8 I hate earbuds – I find them really _____.

f **Which of the tips in the article would be most useful for you? Choose your top three. Then discuss your choices in small groups and say why.**

7 WRITING
a 'for and against' essay

Writing Bank 9 *p.129* **Write an essay about the advantages and disadvantages of smartphones.**

www.frenglish.ru

EPISODE 5 PICTURES OF YOU

Ben's big show

Practical English asking indirect questions

1 PAMELA'S ADVICE





a Video Look at the photos. What do you think Izzy is thinking? What advice does Pamela give her? Watch *Pamela's advice* and check.

b Watch again. Then answer the questions.

1 What does Izzy say about...?
   a Ben's photos
   b the meal with Ben
   c the hug

2 What does Pamela say about...?
   a Izzy using Ben's photos
   b Izzy and Ben's break-up

2 ASKING INDIRECT QUESTIONS



a Video Watch *Asking indirect questions*. Then answer the questions.

1 Do they still feel something for each other?
2 Do they both want the same things in the future?
3 Do they want to get back together?

b Video Complete the extracts from the conversation with the phrases in the list. Then watch again and check.

Can you tell me... I'd like to know...
could you tell me... I wonder... Do you know...

Izzy So, [1]_____ what you think of Izzy?
Ben I think she's an awesome person. She's smart. She's funny.

Izzy But you broke up, didn't you? [2]_____ if you think you should get back together.
Ben Well, I think it's complicated...

Ben [3]_____ if you want kids?
Izzy I don't know. It's not really something I think about.

Izzy But I still feel something for you.
Ben [4]_____ if we'll always feel something for each other.

Ben The truth is I'm interested in someone else.
Izzy [5]_____ who it is?

American and British English

smart /smɑrt/ = *intelligent* in American English
smart /smɑːt/ = *well-dressed* in British English

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

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

www.frenglish.ru

Indirect questions

We often put *Can / Could you tell me....?, Do you know...?, I'd like to know..., I wonder...* to make questions less direct or more polite. When we do this, the direct question becomes a normal positive sentence.

Compare:

What do you think *of Izzy?*
Could you tell me ***what you think*** *of Izzy?*

Do you want *kids?*
Do you know ***if*** (or ***whether***) ***you want*** *kids?*

e Make indirect questions by using the beginnings given.

1 'Where's the station?'
Excuse me. Can you tell me _____?

2 'What do you think?'
I'd like to know _____.

3 'Is Jack coming tonight?'
I wonder _____.

4 'What's the time?'
Do you know _____?

5 'What time does the show start?'
Could you tell me _____?

f **Communication** Asking politely for information
A *p.112* **B** *p.117* Practise indirect questions.

3 A HAPPY ENDING?

a Video Watch *A happy ending?* Then number the photos 1–5.











b Watch again. In pairs, use the photos in the correct order to tell each other what you remember from each scene.

4 SOCIAL ENGLISH

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

A	B
1 So I went to Ben's exhibition.	I, um...Yes, actually, I do.
2 Hey, bro!	Emma! It's great to see you!
3 You look exhausted.	Oh, just an old friend.
4 Do you think this is good enough?	Did you? What did you think of his photos?
5 By the way, who was the photographer?	Yeah. There's just been a lot going on this week.

b Video Watch and check.

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

WHAT DO YOU THINK?

In pairs, talk about *Pictures of you*. Did you like the ending? What was the best part of the story for you? What do you think might happen if there were a Season 4? Would you recommend *Pictures of you* to a friend? Why?

www.frenglish.ru

10A Idols and icons

G relative clauses: defining and non-defining
V compound nouns
P word stress

Who is she? *She's the author who wrote* To Kill a Mockingbird.

1 READING & LISTENING

a Read the introduction to an article and look at the photos. Do you recognize any of the people?



The year our heroes died

It is traditional to celebrate the achievements of famous and influential people when they die. However, one year of the 21st century stands out – 2016. In that year, an unusually high number of iconic people died. They were from all walks of life and had achieved many different things, but they were all heroes in their own way.

b Now read about one of the people in the photo. Who do you think it is?

_____ was born in south London in 1947. He was good at singing, and studied art, music, and design at college. He began his career by singing in many different bands, but he was ambitious and talented, and it was soon clear that he should go solo. At the same time, he studied theatre, including mime, and started an arts club. Then, in July 1969, he had his first big hit, when his song about an astronaut coincided with the Apollo 11 moon landing.

During the 70s, he went on stage as a science-fiction character – an intergalactic rockstar visiting a doomed planet Earth. He had unusual eyes, the result of a fight at school when he was 15, which made him seem a little unearthly, and his incredible costumes and performances made him as popular as the Beatles. However, there were professional pressures and problems with drugs. He became extremely thin, and his marriage, which had initially been happy, ended during this period.

By the 1980s, he had changed direction again. A talented actor, he appeared in *The Elephant Man* on Broadway, and in several films, e.g. *The Hunger* alongside Catherine Deneuve and the Second World War drama *Merry Christmas, Mr Lawrence*. He reinvented his musical style and had many huge international hits and concert tours as a global rockstar.

In April 1992, he married the Somalian model Iman and bought a home in New York. These changes in his life inspired him to create new music. Six weeks after the 9/11 attacks in 2001, he performed alongside iconic musicians Paul McCartney, Jon Bon Jovi, Billy Joel, the Who, and Elton John in a big benefit concert.

He had an uncomfortable relationship with fame. At the beginning of his career, he saw it as a way of getting creative freedom, but in later years he hated it. After a heart attack in 2003, he took himself almost entirely out of the public eye. He wanted to move back to London, but he felt more anonymous in New York.

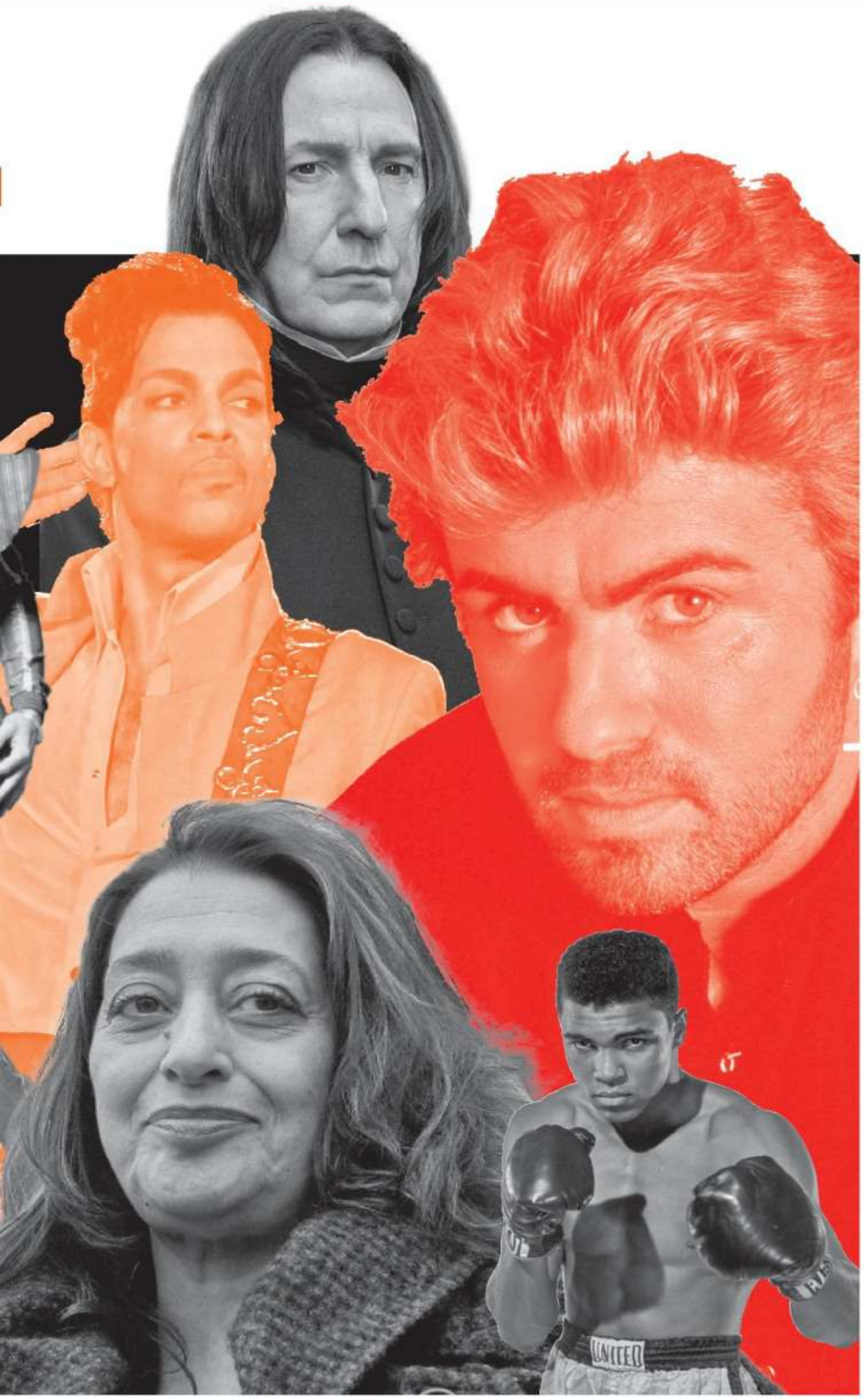
He worked with enormous energy, right up to his death, aged 69, on 10 January 2016. He was still filming the music video for his single, Lazarus, shortly before he died. Francis Whately, who produced several films about him, said, 'There was nothing he wasn't willing to learn about... He was incredibly polite, well informed, utterly charming. But I would question anyone who said they really knew him. I don't think anyone knew him.'

c Read the article again. In which decade did he...?

1960s 1970s 1980s
1990s 2000s 2010s

1 create a new performing persona
2 do a lot of acting
3 get divorced
4 become much more private after a sudden illness
5 have his first big hit
6 make his last record
7 remarry
8 sing at a charity concert
9 hurt one eye

www.frenglish.ru



d Video Watch *The year our heroes died.* Complete the names and occupations of four more people who died in 2016.

1 Alan _____, _____
2 Zaha _____, _____
3 Muhammad _____, _____
4 Carrie _____, _____

e Watch again. Then in groups, try to remember as many facts as you can about each person.

f Make a presentation to the other groups about one of the people. Were there any facts that your group left out?

g Do you particularly admire any of these people? Think of a famous person who you admire. What is it about them that makes you admire them?

2 GRAMMAR relative clauses

a Read five more facts about the people in **1**. Complete the relative clauses with *who*, *whose*, *which*, or *where*. Do you know who the facts are about?

1 After leaving school, he went to Chelsea College of Art, _____ he studied graphic design.
2 He was stalked for a long time by a man _____ was dressed as a giant pink rabbit, and kept appearing at his concerts!
3 His father, _____ name was also Cassius Clay, was a sign and billboard painter.
4 Singer James Blunt, _____ lived with her while recording his first album, called her 'his American mother'.
5 The Al Janoub football stadium in Qatar, _____ was still under construction when she died, was where the 2022 World Cup final was held.

b G **Grammar Bank** 10A *p.158*

c In pairs, look at the photos in **1** again.

A Say a sentence about one of the people beginning *He / She is the actor / writer*, etc. *who / that / whose...*

B Identify the person and add more information about him / her if you can.

Then change roles.

3 SPEAKING

a Look at the questions. How many can you answer?

What do you call...?

1 a person who appears in crowd scenes in films
2 the place with black and white stripes where you cross the road
3 the part of the body you use to taste
4 the thing which covers the top of a house
5 a man who a woman is going to marry

b C **Communication** Relative clauses quiz **A** *p.112* **B** *p.117* Write and ask quiz questions.

4 WRITING a biography

W **Writing Bank 10** *p.130* Write a biography of an interesting or successful person.

www.frenglish.ru

5 LISTENING

a 10.3 Look at four famous examples of British design which featured on stamps. Do you have, or have you seen, any of these things? In which decade do you think they were created? Listen and check.

b 10.4 Now listen to an audio guide for an exhibition about British design. Make notes about the following things.

1 **The red phone box**
- the Post Office
- Liverpool Cathedral and Tate Modern
- red, silver, and blue
- the Royal Academy of Arts in Piccadilly
- libraries and art galleries

2 **The Anglepoise™ lamp**
- suspension systems for cars
- Carwardine's company going bankrupt
- the human arm
- the Anglepoise model 1227
- hospital theatres and military aeroplanes

Glossary
a spring



3 **The Penguin book covers**
- Allen Lane and a railway platform in 1935
- his secretary
- Edward Young and London Zoo
- Agatha Christie and Ernest Hemingway
- orange, blue, and green covers

4 **The miniskirt**
- the Beatles and the first man on the moon
- 'Bazaar' in the King's Road
- Mary Quant's school uniform
- tap dancers and the Mini
- Coco Chanel

c Compare your answers with a partner. Then listen again and add more information.

d Cover the notes and look at the design icons. What facts can you remember about them?

e Which of the four do you think has the most attractive design? What would you consider to be examples of iconic design in your country?

British Design Classics



The red phone box,
designed by Giles Gilbert Scott



The Anglepoise lamp,
designed by George Carwardine



The Penguin book covers,
designed by Edward Young



The miniskirt,
designed by Mary Quant

www.frenglish.ru

6 SPEAKING

a Write the names of people, things, or places in as many of the rectangles as you can.

a famous dead person (who) you admire



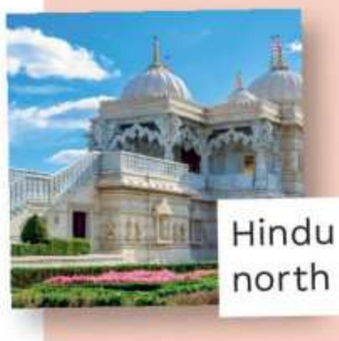
Maria Callas

a famous living person (that) you admire



Yotam Ottolenghi, chef

an iconic landmark (that) you really like



Hindu temple, north London

a company whose design you love



Marimekko

an everyday object (that) you own that you think has a beautiful design



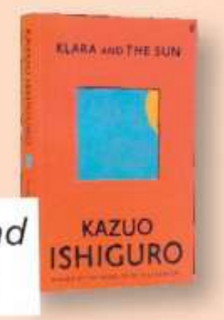
a blue and white mug

an object (which) you would like to own whose design you love



Eames lounge chair

a book cover or a film poster (that) you think has a great design



Klara and the Sun

b In groups, talk about your people, things, and places. Explain why you admire them.

7 VOCABULARY & PRONUNCIATION
compound nouns; word stress

a Match a noun from column **A** to a noun from column **B** to make compound nouns.

A	B
paper	manufacturer
book	street
fashion	box
car	cover
desk	designer
tourist	back
phone	attraction
shopping	lamp

b 10.5 Listen and check. Which one is written as one word? Is the first or second noun usually stressed? Practise saying the compound nouns in **a** with the correct stress.

c In pairs, try to answer all the questions in **three minutes** with compound nouns from Files 1–10.

Compound nouns race

1 What do you call part of a road that only bicycles can use?

2 What do you call the busy time of day when many people are going to work or going home?

3 What do you call a building where people play, e.g. basketball or volleyball?

4 What do you need to book if you want to play tennis with someone?

5 What do you call a long line of cars that can't move?

6 What should you put on when you get into a car?

7 What do you call the person who is in charge of a school?

8 What do you call the music in a film?

9 What kind of books or films are about the future, often outer space?

10 What gadget can you ask to switch on the radio for you?

11 If you are in a lift and you press G, where do you want to go?

12 What do you call a school which is paid for by the government?

www.frenglish.ru

10B And the murderer is...

G question tags
V crime
P intonation in question tags

You were a detective with Scotland Yard, weren't you? *Yes, I was.*

1 VOCABULARY & READING crime

a Have you heard of Jack the Ripper? Do you know anything about him?

b Match the words in the list to definitions 1–9.

detectives /dɪ'tektɪvz/ evidence /'evɪdəns/
murder /'mɜːdə/ murderer /'mɜːdərə/
prove /pruːv/ solve /sɒlv/ suspects /'sʌspekts/
victims /'vɪktɪmz/ witnesses /'wɪtnəsɪz/

1 _____ *n* police officers who investigate crimes
2 _____ *n* people who see something which has happened and then tell others (e.g. the police) about it
3 _____ *n* people who are hurt or killed by somebody in a crime
4 _____ *n* a person who kills another person deliberately
5 _____ *n* the crime of killing a person illegally and deliberately
6 _____ *n* the facts, signs, etc. which tell you who committed a crime
7 _____ *n* people who are thought to be guilty of a crime
8 _____ (a mystery) *v* to find the correct answer to why something happened
9 _____ (sth) *v* to use facts and evidence to show something is true

c 10.6 **Listen and check. Practise saying the words.**

d **Read the article about an unsolved crime and complete the gaps with words from b.**

e **Read the article again and find the answer to these questions.**

1 Where and when did the murders take place?
2 How many murders were there?
3 How long did the murders go on for?
4 What kind of people have been suspects?

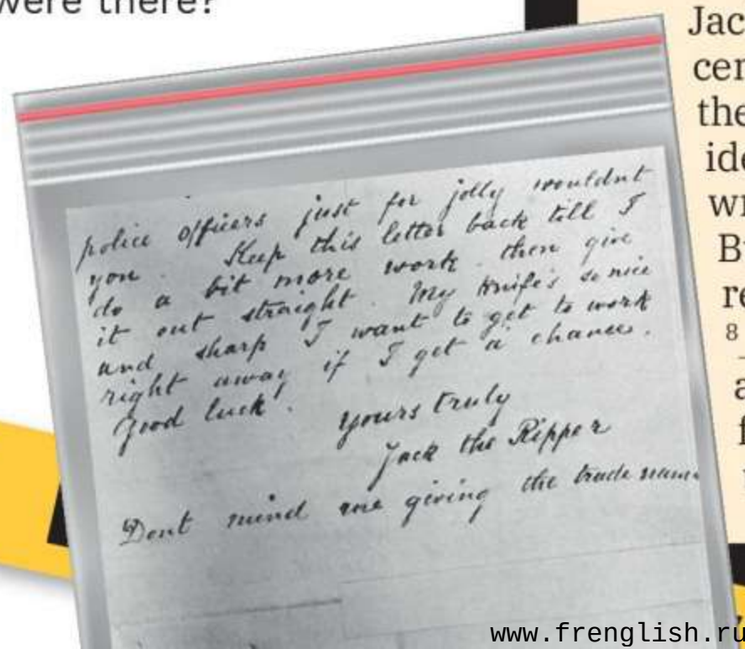
THE GREATEST UNSOLVED CRIME



One of the greatest unsolved [1]*murder* mysteries of all time is that of Jack the Ripper.

In the autumn of 1888, a brutal [2]_____ walked the dark, foggy streets of Whitechapel, in east London, terrorizing the inhabitants of the city. The [3]_____ were all women and the police seemed powerless to stop the murders. There were no [4]_____ to the crimes, so the police had no idea what the murderer looked like. Panic and fear among Londoners was increased by a letter sent to Scotland Yard by the murderer. In the letter, he made fun of the police's attempts to catch him and promised to kill again. It finished, 'Yours truly, Jack the Ripper'. This was the first of many letters sent to the police. The murders continued – five in total. But in November, they suddenly stopped, three months after they had first begun.

Jack the Ripper was never caught, and for more than a century, historians, writers, and [5]_____ have examined the [6]_____, and tried to discover and [7]_____ his identity. Hundreds of articles and books have been written and many films made about the murders. But the question, 'Who was Jack the Ripper?' has remained unanswered. There have been plenty of [8]_____, including a doctor, a businessman, a painter, a sailor, a singer, and even a member of the royal family, and all sorts of people over the years have tried to [9]_____ this real-life murder mystery.



CE EVIDENCE

www.frenglish.ru

2 LISTENING

a **10.7** Listen to Part 1 of an interview with a retired police inspector, who is an expert on Jack the Ripper. Who is Jan Bondeson's suspect? Write 1 in the box and complete his occupation.



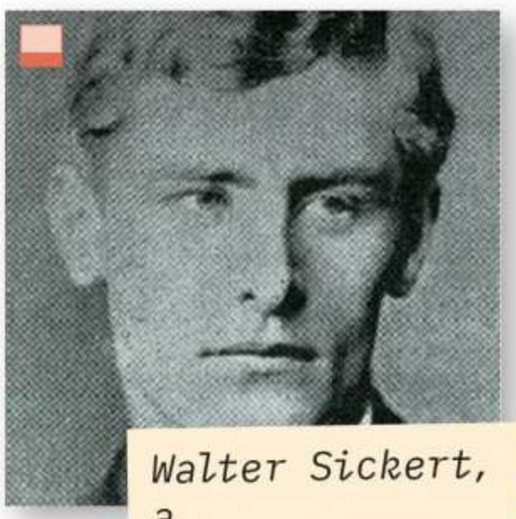
1 Jan Bondeson



2 Bruce Robinson



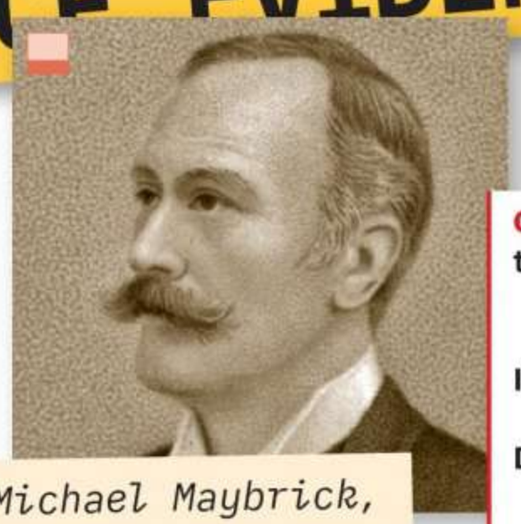
3 Patricia Cornwell



Walter Sickert, a _____



Hendrik de Jong, a _____



Michael Maybrick, a _____

Glossary
the Freemasons a secret society whose members help each other and communicate using secret signs
Isle of Wight an island off the south coast of England
DNA the chemical in the cells of animals and plants that carries genetic information

b Listen again and make notes about Jan Bondeson's theory in the chart.

	1 Jan	2 Bruce	3 Patricia
what evidence there is			
what Inspector Morton thinks			

c **10.8**, **10.9** Repeat for Part 2 (Bruce Robinson's theory) and Part 3 (Patricia Cornwell's theory).

d Which of the three suspects do you think is the most / least credible? Do you know of any famous unsolved crimes in your country?

3 GRAMMAR question tags

a Look at four questions from the interview and complete the gaps.

1 'You were a detective with Scotland Yard, _____ _____?'
2 'It's incredible, _____ _____?'
3 'But he was never arrested, _____ _____?'
4 'But you don't think she's right, _____ _____?'

b **10.10** Listen and check. Now make the direct questions for 1–4. What's the difference between the two types of question?

c **Grammar Bank** 10B *p.159*

4 PRONUNCIATION & SPEAKING intonation in question tags

a **10.12** Listen and complete the conversation between a policeman and a suspect.

P Your surname's Jones, [1]_____?
S Yes, it is.
P And you're 27, [2]_____?
S Yes, that's right.
P You weren't at home last night at 8.00, [3]_____?
S No, I wasn't. I was at the theatre.
P But you don't have any witnesses, [4]_____?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, [5]_____?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

b **10.13** Listen and repeat the statements and question tags. Copy the rhythm and intonation.

c **Communication** Just checking **A** *p.112* **B** *p.117* Role-play a police interview.

d Which TV detective series or murder mystery films are popular in your country at the moment? Do you enjoy watching these kinds of programmes?

www.frenglish.ru

5 READING & LISTENING

a Do you enjoy reading detective stories? If so, do you have a favourite author?

b **10.14** Read and listen to Part 1 of a detective story set in 1890s London. Match the names in the list to characters and places 1–6.

Coburg Square Dr Watson Fleet Street
Jabez Wilson Sherlock Holmes Vincent

1 _____, the narrator
2 _____, a detective
3 _____, a shopkeeper
4 _____, the shopkeeper's new assistant
5 _____, the location of the shop
6 _____, the location of the office of the Red-headed League

c **Read again and answer the questions with a partner.**

1 What kind of person can work for the Red-headed League, according to the advert?
2 What is unusual about the work?

Why do you think...?

- Mr Wilson had to 'be in the office the whole time'
- the office closed after eight weeks

d **10.15** **Now listen to Part 2. Number the events 1–6 in the order they happened.**

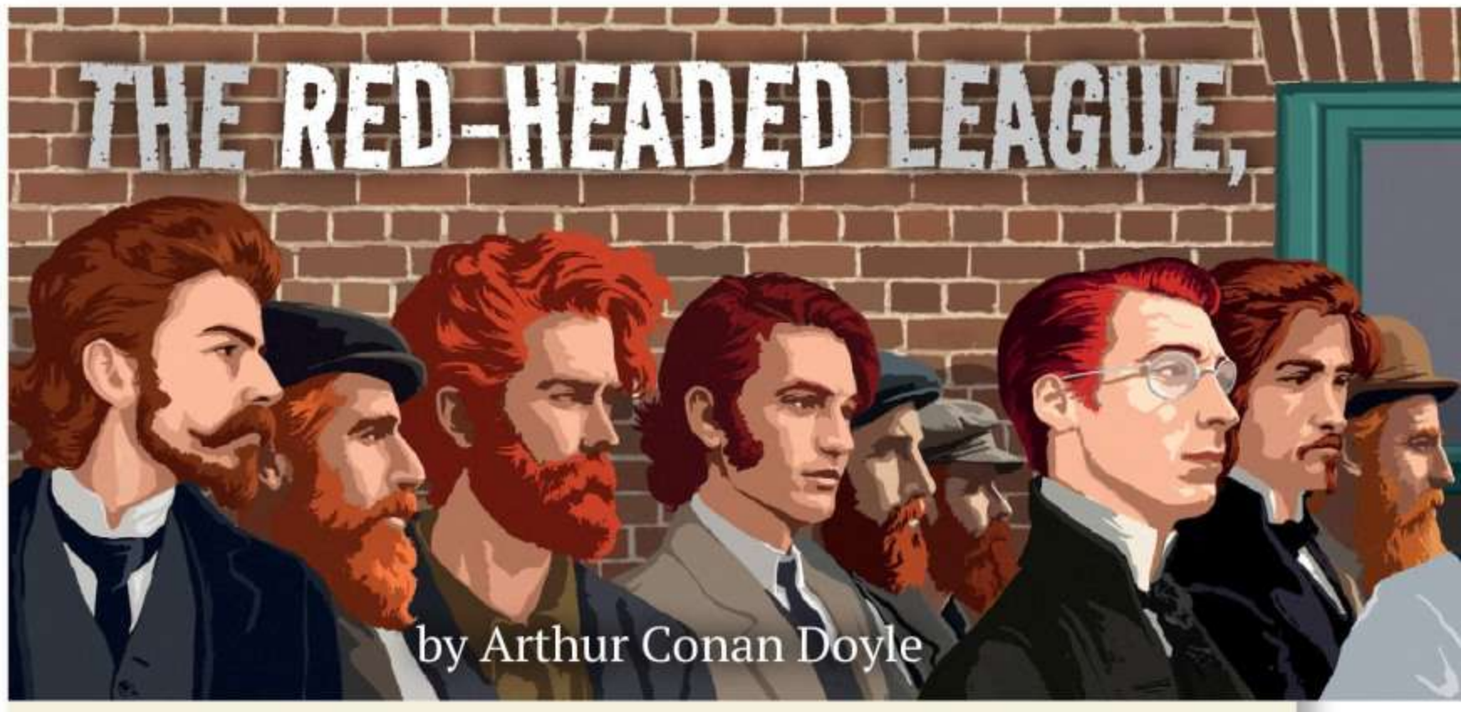
- Holmes examined Jabez Wilson's house.
- Holmes spoke to Vincent.
- Holmes closed his eyes and thought about the problem.
- Holmes and Watson explored what was in the street behind the square.
- Holmes and Watson travelled to Coburg Square.
- Holmes looked at the other houses in the square.

Why do you think Holmes...?

- hit the pavement with his stick
- looked at the knees of Vincent's trousers
- looked at the expensive buildings in the street behind the square

What do you think...?

- Holmes is going to do at 10 o'clock tonight
- the serious crime might be



PART 1

When I arrived at Baker Street one morning, Mr Sherlock Holmes was in conversation with a gentleman with fiery red hair.

'Ah, Watson!' he said, 'This is Mr Jabez Wilson, with a very strange story. Please start again, Sir.'

'Well Mr Holmes, I live above a small shop near the City, in Coburg Square. It is not doing very well just now. About a month before this story begins, I employed a new assistant, but I can only afford him because he comes for half pay. It's strange, because Vincent is very clever. He could earn more money somewhere, but he says he wants to learn the job. His one fault perhaps is that he spends too much time in the cellar, developing his photographs.

Eight weeks ago, Vincent came into the shop with a newspaper in his hand. "Mr Wilson, I wish that I had red hair," he said. "There's a job for The Red-Headed League. The salary is a couple of hundred pounds a year." And he showed me an advertisement. It said:

THE RED-HEADED LEAGUE: Vacancy. All red-headed men above the age of 21 may apply. Salary £4 a week* for light work. Apply in person on Monday at 11 o'clock at our office in Fleet Street.

"The League was founded by an American millionaire," said Vincent. "He was red-headed, and when he died, he left his fortune to men like him. With your red hair, you would surely get the job, Mr Wilson."

I very much needed the money, so on Monday we shut the shop and went to the address. It was a fantastic sight. Fleet Street was crowded with red-headed men, though not many had such a vivid colour as my own. Vincent pushed me through the crowd and we soon found ourselves in the manager's office. He was a small man with hair even redder than mine. He admired my hair greatly, although he pulled it hard to check it was real!

"Congratulations, the job is yours," said the manager. "The hours are 10.00 to 2.00 and the pay is £4 a week. The work is to copy out the Encyclopaedia Britannica. You must be in the office the whole time. If you leave, you will lose the job. When can you start?"

Vincent quickly offered to look after the shop in the mornings, and I went home, very pleased with my good fortune.

The next day, I started work. The manager paid me £4 every week. He checked on me regularly at the beginning, but I never left the office and after a time, he stopped coming. Eight weeks passed, then suddenly, it all came to an end. This morning I went to work as usual, but the office was locked and there was a notice on the door. It said: "The Red-Headed League is dissolved."

I didn't know what to do. Nobody in Fleet Street had heard of The Red-Headed League. Then I thought of you, so I came here.'

'Mr Wilson,' said Holmes, 'I will take your case and give you an answer in a couple of days.'

* a high salary in the 1890s

Glossary
cellar an underground room often used for storing things
the City London's financial and business centre

Adapted from The Adventures of Sherlock Holmes *by Sir Arthur Conan Doyle*

www.frenglish.ru



PART 3

I went to Baker Street at 10.00 that evening. As I entered, I heard the sound of voices. Holmes was with a police officer I knew from Scotland Yard, and another man with a thin face, who Holmes introduced as Mr Merryweather, Director of the City Bank.

We all drove into the City. Holmes didn't say much during the long drive. We reached the same main street we had been in that morning and followed Mr Merryweather down a small path between two buildings. We went through a side door, along a small corridor to a big iron door, then down some steps and through another iron door into a dark passage. Mr Merryweather lit a lantern and eventually we found ourselves in a cellar full of huge boxes.

'We must be quiet,' Holmes said. 'We have at least an hour to wait, for they won't act until Mr Wilson is in bed. We are, Watson, in the cellar of the City Bank. Some robbers are very interested in this cellar at present.'

'It is our French gold,' whispered Mr Merryweather, pointing at the huge boxes. 'It's an unusually large amount to keep in one building. We borrowed it some months ago from the Bank of France.'

'We can't risk the robbers seeing our light, Mr Merryweather,' observed Holmes. 'We must cover that lantern and sit in the dark. I will stand behind this box and you three behind those. When I flash a light, go for them. If they fire, Watson, shoot. They only have one way out, and that is back through the house behind the bank, in Coburg Square.'

'Wilson's shop!' I exclaimed.

'And I have an inspector and two more men there,' said the police officer.

'So now we must be silent and wait,' whispered Holmes. He covered the lantern and left us in absolute darkness.

e 10.16 Read and listen to Part 3. Answer the questions.

1 Who is Mr Merryweather?
2 Where are they waiting?
3 Who are they waiting for?

How do you think the story is going to end?

f 10.17 Listen to Part 4 and check. Were you right?

g With a partner, can you remember how Holmes explained these things?

1 The Red-Headed League was set up to make Mr Wilson...
2 Vincent agreed to work for Mr Wilson for half pay because he needed to...
3 Holmes hit the pavement in front of the shop with his stick to check...
4 Holmes looked at the knees of Vincent's trousers because he wanted to see if...
5 He looked at the expensive buildings in the street behind the square to discover...
6 The office of The Red-Headed League closed after eight weeks because...
7 Holmes enjoys solving cases because...

6 LISTENING



a Video Watch *Queens of crime*. Who do you think had a more interesting life? Who do you think had a happier life?

b Complete the chart with notes on what you remember about the two writers' lives and books.

	Ruth Rendell	Agatha Christie
her life • born • parents • marriages • other things		
her books • first novel • detectives • pseudonyms • approach to crime writing		

c Compare your notes with a partner. Then watch again. Are there any facts that you both missed?

d Have you read any books by Ruth Rendell or Agatha Christie? Did you like them? Are there any other crime novelists whose books you enjoy?

www.frenglish.ru

9&10 Revise and Check

GRAMMAR

Circle a, b, or c.

1 If you ___ on time, we wouldn't have missed the start of the film.
a arrived
b 'd arrived
c would have arrived

2 What ___ if that man hadn't helped you?
a you would do
b you would have done
c would you have done

3 If she ___ me that she was arriving this morning, I would have gone to the airport to pick her up.
a told b would tell c had told

4 I would have finished the exam if I ___ about another ten minutes.
a would have had
b had had
c would have

5 I'm afraid there's ___ time left.
a no b none c any

6 There are ___ good programmes on tonight. I don't know what to watch.
a a lot of b a lot c plenty

7 Is there ___ in the car for me, too?
a room enough
b enough room
c too much room

8 Most people have ___ close friends.
a very little
b very few
c not much

9 Is he the man ___ you met at the party?
a – b whose c which

10 Is that the woman ___ husband is a famous writer?
a who b that c whose

11 *The Starry Night*, ___ was painted in 1889, is by Vincent van Gogh.
a which b what c that

12 I'm very fond of Suzana, ___ I used to share a flat with at university.
a who b – c that

13 They're very rich, ___?
a are they b aren't they c isn't it

14 Your brother's been to New Zealand, ___?
a wasn't he b isn't he c hasn't he

15 You won't be late, ___?
a will you b won't you c are you

VOCABULARY

a Complete the sentences with a word formed from the **bold** word.

1 I left home late, but _____ I got to work on time. **luck**
2 He's _____ with his work. It's always full of mistakes. **care**
3 This sofa is really _____. It's much too hard. **comfort**
4 I love this jacket, but _____ it's too expensive. **fortunate**
5 Don't be so _____! The bus will be here soon. **patience**

b Complete with a verb.

1 It was too hot in the room, so I _____ the heating down.
2 I need to _____ my alarm for 5.30, as I have an early flight.
3 It's a good idea to _____ your computer during a storm.
4 Could you _____ up the volume? I can't hear very well.
5 If you're not watching the TV, please _____ it off.

c Complete the words from the definitions.

1 you use this to change the TV channel r_____ c_____
2 you use this on a computer to write k_____
3 you use this to convert a European plug to a British one a_____
4 it's the place on the wall where you plug things in s_____
5 you use this to move the cursor on a computer m_____

d Complete the compound nouns.

1 b_____ cover
2 fashion d_____
3 desk l_____
4 t_____ attraction
5 phone b_____

e Complete the words.

1 The d_____ was convinced that the man's alibi was false.
2 I'm sure he's guilty, but I can't pr_____ it.
3 Jack the Ripper's v_____ were all women.
4 They are sure they will be able to s_____ the mystery.
5 Walter Sickert is a s_____ in the Jack the Ripper case.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



up horse clock tourist

Consonant sounds



flower witch yacht vase

b Sound Bank *p.174–5* Say more words for each sound.

c Which sound in **a** do the **pink** letters have in these words?

1 c**augh**t
2 c**ou**gh
3 enou**gh**
4 sol**v**e
5 t**ou**gh

d Underline the stressed syllable.

1 comfor|ta|ble
2 a|dap|tor
3 ca|ble
4 wit|ness
5 e|vi|dence

www.frenglish.ru

Can you understand this text?

a Read the article once. Complete headings 1–4.

b Read the article again. Mark the sentences **T** (true), **F** (false), or **DS** (doesn't say).

1 The London Dungeon is both funny and frightening.
2 The Dungeon isn't very popular.
3 You're not allowed to talk to the actors.
4 You can spend as long as you like at the Dungeon.
5 The characters and stories are all historically accurate.
6 The Dungeon is suitable for very young children.
7 Tickets for children under 16 cost half the adult price.
8 Booking online is cheaper than paying on the day.

Can you understand these people?



Sean Adrian Nick Emma Coleen

Video Watch and choose a, b, or c.

1 Sean helped a little girl who had ___.
a left her toy panda on a train
b dropped her toy panda in the station
c lost her toy panda in the car park

2 Because of Google maps, Adrian no longer ___.
a uses his car's satnav b plans his route in advance
c buys maps

3 Nick's favourite detective is ___.
a a female detective in *The Killing*
b a male detective in *The Bridge*
c a female detective in *The Bridge*

4 Emma is going to buy a dress by Maggie Sottero ___.
a because she's getting married
b although they're very expensive
c because she saw some in a magazine

5 Coleen considers she has been lucky ___.
a because she has never had a car accident
b on many occasions
c because she recently survived a car accident

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ complete these three sentences:
If you'd told me about the party earlier,...
I would have bought those shoes if...
I wouldn't have been so angry if...

2 ☐ describe something that you do too much and something that you don't do enough

3 ☐ describe a person that you admire, saying who they are, what you know about them, and why you admire them

4 ☐ check five things you think you know about somebody using question tags

the London Dungeon

[1] ___ IS THE LONDON DUNGEON?

The London Dungeon brings together amazing actors, special effects, stage performances, scenes, and rides in a truly unique and exciting experience that you see, hear, touch, smell, and feel. It's dark, atmospheric, hilarious, and sometimes a bit scary.

[2] ___ DOES IT WORK?

We've been entertaining audiences at The London Dungeon for over 40 years and it's one of the capital's 'must-see' attractions. We take you on a 90-minute journey through 1,000 years of London's unpleasant past. You and your companions walk through the Dungeon, moving from show to show, guided by our professional actors.



The shows are based on real London history and legends, without the boring bits! You'll get up close and personal with scary characters including Jack the Ripper and the infamous barber of Fleet Street, Sweeney Todd.

It's a theatrical experience. That means authentic sets and theatrical storytelling. On your journey, you'll pass through foggy East London streets and houses, and the horrific torture chamber. Believe us, it's better than a sightseeing trip or boring museum tour of London.

[3] ___ 'S IT FOR?

The London Dungeon is scary fun for everyone except very young guests and very sensitive adults! Our recommended age is 12 years old and above, and guests who are under 16 years of age must be accompanied by an adult over 18 years of age.

[4] ___ AHEAD!

The London Dungeon is particularly brilliant for people who can plan ahead and book online! Not only will you save money, you won't have to wait on the day. We get busy, so make things easy on yourself and book in advance.

Adapted from The London Dungeon website

www.frenglish.ru

Communication

PE1 How fantastic! Student A

a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g. *You're kidding, Oh no!*, etc.

1 My hobby is collecting old English tea cups.
2 I spilled some coffee on my laptop last night and now it doesn't work.
3 I'm going to New York next week.
4 My cat can open the kitchen door.
5 Someone stole my bike yesterday.
6 My grandmother was a Member of Parliament.
7 I won €2,000 in the lottery yesterday!
8 My uncle is 104.
9 My parents met when they were only 15.

b Listen to **B**'s sentences and react with a phrase.

c Tell **B** some real (or invented) news about you for **B** to react. React to **B**'s news.

2A Money Q&A Student A

a Ask **B** your first question. Ask for more information if you can.

What do you spend your money on apart from food, rent, etc.? → *I go out a lot at weekends and...*

b Then answer **B**'s first question. Continue with questions 2–7. If you don't want to answer, say, *I'm sorry, I'd rather not talk about that.*

1 What do you spend your money on apart from food, rent, etc.?
2 What kind of things do you normally buy online? Why don't you buy them in a shop?
3 Have you bought anything nice this week?
4 What's the most expensive thing you've ever bought? Was it worth it?
5 Is there anything you'd love to buy, but can't afford at the moment?
6 Did you get pocket money when you were a child? If yes, did you use to save it or spend it?
7 Do you know someone who has raised money for charity? Which one?

2B Are you hungry? Student A

a Ask **B** your questions. He / She must respond with the phrase in brackets.

1 Is the water cold? (Yes, it's **freezing**.)
2 Was the film funny? (Yes, it was **hilarious**.)
3 Were you tired after the exam? (Yes, I was **exhausted**.)
4 Was the flat dirty? (Yes, it was **filthy**.)
5 Is your suitcase big? (Yes, it's **huge**.)
6 Were you surprised that she passed her test? (Yes, I was **amazed**.)
7 Are you sure that he's coming? (Yes, I'm **positive**.)

b Respond to **B**'s questions. Say *Yes, it's... / I'm...*, etc. + the strong form of the adjective which **B** used in the question. Remember to stress the strong adjective.

Is the soup hot? → *Yes, it's boiling.*

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely* or *really*.

3A I'm a tourist – can you help me? Student A

a Imagine you are an English-speaking tourist in your town / city (or the nearest big town). **B** lives in the town. You are planning to **get around using public transport**. Ask **B** questions 1–5. Get as much information from **B** as you can.

1 What kind of public transport is there?
2 What's the best way for me to get around the city?
3 Can I hire a bike or e-scooter? Are there any cycle lanes?
4 Is it easy to find taxis? How expensive are they?
5 What's the best way to get to the airport from the town centre? How long does it take?

b Then change roles. **B** is an English-speaking tourist in your town / city, and has **hired a car**. Answer **B**'s questions and give as much information as you can.

www.frenglish.ru

5A Fair play Student A

a Read your story and underline any verbs in the past continuous or past perfect.



A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain in 2012. He was winning the race easily, but he stopped running about ten metres before the finishing line. He thought he'd won the race. The crowd were shouting at him – they were telling him to carry on, but he didn't understand them because he didn't speak any Spanish. A Spanish runner, Iván Fernández, was second in the race behind Mutai and he slowed down and told Mutai to keep running. Mutai started running again and crossed the line first. 'I did what I had to do,' said Fernández. 'He was the rightful winner.'

b Cover your story and tell it to **B** using the verb prompts in the list in the correct tenses.

- Abel Mutai compete cross-country race
- win easily stop running think win
- the crowd shout tell him to carry on
- Mutai not understand not speak Spanish
- Iván Fernández be second
- slow down tell Mutai keep running
- Mutai start running cross the line first

A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain. He...

c Now listen to **B**'s story.



5B How we met Student A

a Read the story and answer the questions.

1 How did they meet?
2 How did their relationship develop?
3 What happened in the end?
4 What makes their relationship work?

b Now tell **B** about Savannah and Michael.

c Listen to **B**'s story about Nick and Tess.



Savannah and Michael

When Savannah broke up with her ex, she left her job in London and went to live in Barcelona, where she got a job teaching English. She loved the lifestyle, and quickly found a new group of friends. She also used dating apps to meet new people. Soon, she noticed Mike's profile. He was Australian, and was also living in Barcelona. After a lot of messaging, they met in person for brunch. Instead of a short meal, the date lasted eight hours!

The relationship developed very quickly. Savannah invited Mike to England for Christmas, but after the holiday, when they returned to Barcelona, Mike's visa was running out and he had to go back to Australia. They thought it would be too hard to continue their relationship, so they split up at the end of January. But very soon, the couple realized they didn't want to be apart. Savannah travelled to Australia in the summer and Michael visited London at Christmas. They used to talk on the phone every day, and Mike sent Savannah lots of romantic letters; once, in the month before Valentine's Day, he sent 40 cards with all the different things he loved about her.

Finally, Savannah moved to Sydney and they got engaged in 2020. Unfortunately, then she became seriously ill, but Michael looked after her and when she recovered, they got married in a small ceremony at the local registry office.

Savannah says, 'Mike is the most positive person I've ever met.' Mike says, 'Savannah never thinks about herself. We definitely made the right choice to be together.'

Adapted from The Guardian

www.frenglish.ru

7A University or not? Student A

a Read about Archie.



Archie Hooper, 23, studied drama in London.

I loved my three years at university. I had some lectures and classes, but most of the time I was free to plan my own time. My friends and I studied plays, wrote essays and shared ideas, and we also did quite a lot of acting in our spare time. It was a great three years and at the end of it I decided I wanted to be an actor. After graduating, I moved to Leeds with my girlfriend because she had a job offer with a good starting salary. My plan was to work as a waiter or a shop assistant to pay the rent and bills, and look for a real job at the same time. I've applied for at least 60 acting jobs, but unfortunately, I haven't been successful. I realize now that my university course didn't have enough practical experience and in fact there are more opportunities back in London than here in Leeds.

Right now, I'm working for a delivery company, which isn't much fun, but I'm confident that I will find something better soon. It's difficult at the moment, but I'm only 23 and there's plenty of time. I'm very happy I studied drama. It helped me decide who I want to be.

b Ask **B** your questions about Emily-Fleur.

When did Emily-Fleur leave school? *When she was...*

Questions about Emily-Fleur



1 When did Emily-Fleur leave school?
2 Why didn't she go to university?
3 Where did she get her idea for her business?
4 What was the first wedding she photographed?
5 How did she get more bookings?
6 When did she buy her equipment?
7 Why does she think it was good to start a business young?
8 Why doesn't she envy her friends at university?

c Now answer **B**'s questions about Archie.

7B Guess the sentence Student A

a Look at sentences 1–6 and think of the missing verb phrase (+ = positive, – = negative). **Don't write anything yet!**

1 I'd cook dinner every day if I _____ earlier from work. +
2 If we _____ this summer, maybe we can afford to get a new car. –
3 I think you _____ more if you see it in 3D. +
4 I'd see my grandparents more often if they _____. +
5 I _____ the fish if I were you. It isn't usually very good here. –
6 I _____ if the water was a bit warmer. +

b Read sentence 1 to **B**. If it isn't right, try again until **B** tells you, 'That's right'. Then write it in. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say, 'That's right'. If not, say 'Try again', until **B** gets it right. Continue with 8–12.

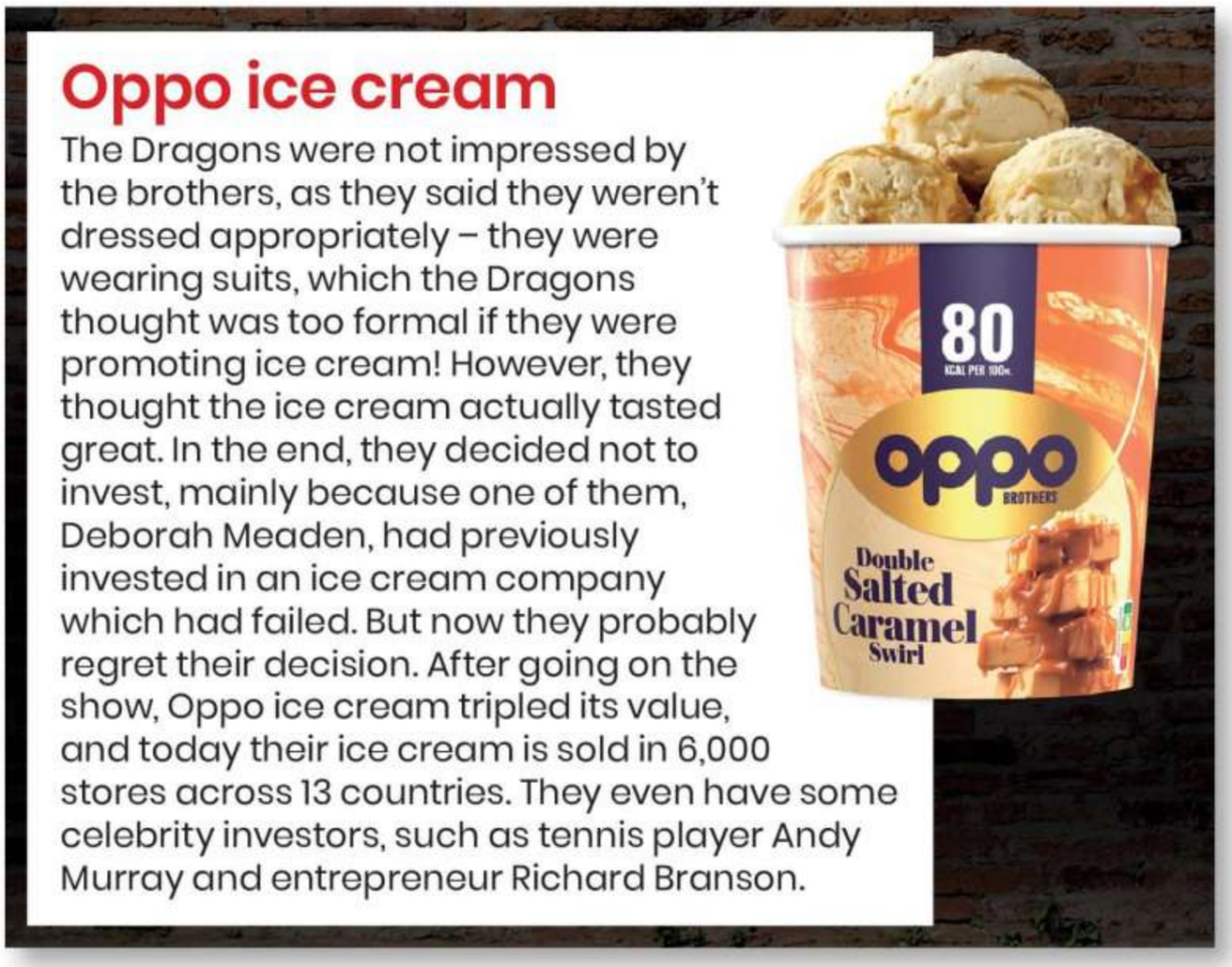
7 I'll **never be able to** buy a house unless my parents help me.
8 If I met my ex in the street, I **wouldn't say hello** to him.
9 If it **wasn't so late**, I'd stay a bit longer.
10 The flight **will be more comfortable** if we go in business class.
11 I wouldn't mind the winter so much if it **didn't get dark** so early.
12 If I had more money, **I'd buy a house** with a beautiful garden.

www.frenglish.ru

8A Dragons' Den Student A

Read about Oppo. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?



Oppo ice cream

The Dragons were not impressed by the brothers, as they said they weren't dressed appropriately – they were wearing suits, which the Dragons thought was too formal if they were promoting ice cream! However, they thought the ice cream actually tasted great. In the end, they decided not to invest, mainly because one of them, Deborah Meaden, had previously invested in an ice cream company which had failed. But now they probably regret their decision. After going on the show, Oppo ice cream tripled its value, and today their ice cream is sold in 6,000 stores across 13 countries. They even have some celebrity investors, such as tennis player Andy Murray and entrepreneur Richard Branson.

8B I want to speak to the manager Student A

Look at the situations and spend a few minutes preparing what you are going to say. Then role-play the conversations.

1 **You're a customer**. You bought something in a clothes shop in the sales yesterday (decide what) and there's a problem (decide what).

Go back to the shop. **B** is the shop assistant. You'd like to change it for another identical one. If you can't, you'd like a refund.

You start.

Excuse me. I bought...

2 **You're the manager of a restaurant.** Your normal chef is off this week and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. **B** is the customer. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to.

B will start.

9A Guess the conditional Student A

a **Look at sentences 1–6 and think of the missing verb phrase (+ = positive, – = negative). Don't write anything yet!**

1 We _____ the hotel if we hadn't used satnav. –

2 If I _____ that it was your birthday, I would have bought you something. +

3 If I _____ about the concert earlier, I would have been able to get a ticket. +

4 The burglar wouldn't have got in if you _____ the window open. –

5 If our best player hadn't been sent off, we _____ the match. +

6 I wouldn't have recognized her if you _____ me who she was. –

b **Read sentence 1 to B. If it isn't right, try again until B tells you, 'That's right'. Then write it in. Continue with 2–6.**

c **Now listen to B say sentence 7. If it's the same as your sentence 7 below, say, 'That's right'. If not, say, 'Try again' until B gets it right. Continue with 8–12.**

7 If we hadn't taken a taxi, we **would have missed** the train.

8 If I hadn't gone to the party that night, I **wouldn't have met** my partner.

9 If I'd known that programme was on last night, I **would have watched** it.

10 If I**'d listened** to my friends, I would never have married James.

11 I **would have gone out** with you last night if I hadn't had to work late.

12 I **wouldn't have been** so angry if you had told me the truth right from the start.

www.frenglish.ru

PE5 Asking politely for information
Student A

a You are a tourist in **B**'s town. You are going to stop **B** in the street. You want to ask questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do shops open on Sundays?
Could you tell me *if shops open on Sundays*?

2 Is there a post office near here?
Do you know _____?

3 What time do banks close here?
Could you tell me _____?

4 Where's the railway station?
Do you know _____?

5 Does the number 21 bus go to the city centre?
Can you tell me _____?

b Ask **B** your indirect questions 1–5. Always begin *Excuse me*.

c Now **B** is a tourist in your town. **B** stops you in the street and asks you some questions. Answer politely with the necessary information.

10A Relative clauses quiz Student A

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who*, *which*, *that*, or *where*, or no relative pronoun when there is a new subject.

1 **a pedestrian** What do you call somebody...?
2 **a loan** What do you call some money...?
3 **fans** What do you call people...?
4 **a boarding school** What do you call a place...?
5 **a coach** What do you call the person...?
6 **traffic lights** What do you call the things...?
7 **golf course** What do you call the place...?
8 **selfish** What do you call somebody...?
9 **a router** What do you call the thing...?

b Ask **B** your question 1.

c Now answer **B**'s question 1.

d Continue with 2–9.

10B Just checking Student A

a You are a police inspector. **B** is a suspect in a crime. Ask **B** the questions below, but don't **write anything down**. Try to remember **B**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7.00 this morning?



b Now check the information with **B** using a question tag.

Your name's Ivan Horváth, isn't it?

You live in Bratislava, don't you?

c Change roles. Now you are the suspect and **B** is the police inspector. Answer **B**'s questions. You can invent the information if you want to.

d **B** will now check the information he / she has. Say, 'Yes, that's right', or 'No, that's wrong' and correct the wrong information.

www.frenglish.ru

PE1 How fantastic! Student B

a Listen to **A**'s sentences and react with a phrase, e.g. *You're kidding, Oh no!* etc.

b Read your sentences 1–9 for **A** to react.

1 I failed my driving test yesterday.
2 My grandfather has just run a marathon at the age of 90.
3 I've been given a grant to study for a year in the USA.
4 My hobby is collecting film posters.
5 I've seen the film *The Lord of the Rings* 50 times.
6 I lost my phone today and I don't know where it is.
7 I'm going to be on a TV reality show next month.
8 My sister knows the guitarist in Coldplay.
9 My dog is 26 years old.

c Tell **A** some real (or invented) news about you for **A** to react. React to **A**'s news.

2A Money Q&A Student B

a Answer **A**'s first question. If you don't want to answer, say, *I'm sorry, I'd rather not talk about that.*

What do you spend your money on apart from food, rent, etc.? — *I go out a lot at weekends and...*

b Then ask **A** your first question. Ask for more information if you can. Continue with questions 2–7.

1 How much do you spend on food and drink each week?
2 Are you good at finding bargains in the sales?
3 Do you ever pay for things with cash or do you always pay with a card or your phone? Are there any shops near you that only accept contactless payment?
4 Do you spend much money on travelling? What was the last trip you went on? Was it expensive?
5 Do you ever give money to charity?
6 Have you ever lent money to anyone? Why (not)? Have you ever borrowed money from your parents? What for?
7 Is the cost of living going up in your country? What kinds of things are getting more expensive?

2B Are you hungry? Student B

a Respond to **A**'s questions. Say *Yes, it's... / it was...*, etc. + the strong form of the adjective which **A** used in the question. Remember to stress the strong adjective.

Is the water cold? — *Yes, it's freezing.*

b Ask **A** your questions. He / She must respond with the phrase in brackets.

1 Is the soup hot? (Yes, it's **boiling**.)
2 Are you afraid of snakes? (Yes, I'm **terrified**.)
3 Was the teacher angry? (Yes, he / she was **furious**.)
4 Is the bedroom small? (Yes, it's **tiny**.)
5 Are the children hungry? (Yes, they're **starving**.)
6 Is the book interesting? (Yes, it's **fascinating**.)
7 Was she happy with the present? (Yes, she was **delighted**.)

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely* or *really*.

3A I'm a tourist – can you help me? Student B

a Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to **get around using public transport**. You live in the town. Answer **A**'s questions and give as much information as you can.

b Then change roles. You are an English-speaking tourist in your town / city. **A** lives in the town. You have **hired a car**. Ask **A** questions 1–5. Get as much information from **A** as you can.

1 What time is the rush hour in this town?
2 Where are there often traffic jams?
3 What's the speed limit? Are there speed cameras anywhere?
4 What will happen if I park somewhere illegal?
5 Where's the nearest tourist attraction outside the city? How long does it take to drive there?

www.frenglish.ru

5A Fair play Student B

a Read your story and underline any verbs in the past continuous or past perfect.



In the Rio Olympics in 2016, athlete Nikki Hamblin from New Zealand was running in a heat for a place in the final of the 5,000 m. During the race, Hamblin tripped and knocked into another competitor, American Abbey D'Agostino, and they both fell to the ground. D'Agostino got up and helped Hamblin to get up too, but then it became clear that D'Agostino had hurt her foot. When Hamblin realized what had happened, she ran next to D'Agostino, and they helped each other to the finish line. Both runners qualified for the final, but D'Agostino couldn't run because of her injury. However, they both received a Fair Play award from the International Olympic Committee.

Glossary
heat one of several races before the final in a competition; the winners go through to the final

b Now listen to **A**'s story.



c Cover your story and tell it to **A** using the verb prompts in the list in the correct tenses.

- Rio Olympics Nikki Hamblin run in heat 5,000 m
- trip knock into D'Agostino both fall
- D'Agostino get up help Hamblin hurt her foot
- Hamblin realize run next to help each other finish line
- qualify for the final D'Agostino not can run both receive award

In the Rio Olympics, a New Zealand athlete called Nikki Hamblin was running in a heat of the 5,000 m. During the race...

5B How we met Student B

a Read the story and answer the questions.

1 How did they meet?
2 How did their relationship develop?
3 What happened in the end?
4 What makes their relationship work?

b Listen to **A**'s story about Savannah and Michael.

c Now tell **A** about Nick and Tess.



Nick and Tess

Nick was living in Bristol when his mother died. It was a really bad time. One day he decided to go to Bordeaux, in France, where there was a Euro 2016 match that he really wanted to see. He couldn't get a ticket, but there were big screens around the city. Tess, a French student, was working at the event. She was giving free footballs to children. Nick saw her and thought she was beautiful. He asked her for a football. She told him to come back at the end of the day and she kept a football especially for him. He asked her out for dinner.

On their first date, they got on really well, but they didn't kiss at the end of the night. The next day, they met again for coffee before Nick travelled home, but there was still no kiss. Tess was disappointed because she liked him. She knew which flight he was catching, so she decided to go to the airport to say a last goodbye. Nick was checking in when she arrived. When he saw Tess, he was amazed. They had their first kiss at the airport.

Over the next few weeks, Nick made two more trips to France. Then Tess moved to London and she and Nick saw each other regularly. The following year, they decided to live together, and they moved to Liverpool, as it was cheaper than London. Their wedding was delayed because of Covid, but they plan to marry soon, in Bordeaux.

Nick says, 'What I love most about Tess is her positivity.' Tess says, 'Nick is so interesting. There's nothing we can't talk about.'

Adapted from The Guardian

www.frenglish.ru

7A University or not? Student B

a Read about Emily-Fleur.



Emily-Fleur Sizmur, 17, runs her own photography business.

I left school at 16. I've never been very interested in school or academic achievement. I still don't know my GCSE results – a friend went to school to pick them up for me, but I've never opened the envelope!

When I left school, I was ready to start a business. Three of my sisters were getting married and I saw a gap in the market for wedding photographers in our area. I'd always loved taking photos and I saw an opportunity to make money doing something I liked. One of my science teachers was getting married and I asked her if I could take some pictures. She agreed and I put up my photos on social media the following day. Within a week, I had bookings for two more weddings. When I'd done six weddings, I spent £3,000 on better equipment.

I don't think my age was a disadvantage, in fact, I think starting out young has been a huge help. People are more prepared to give someone young a chance. If I was 30 and starting out in this business with no experience, I think it would be much more difficult. A lot of my friends are going to university soon, but I don't envy them. They'll have to get out into the real world one day and I'm already here.

Glossary
GCSEs national exams taken by English and Welsh schoolchildren at the age of 16

b Answer **A**'s questions about Emily-Fleur.

c Now ask **A** your questions about Archie.

What did Archie study at university? — *He studied...*

Questions about Archie

1 How long did Archie spend at university?
2 What did he do on a typical day?
3 What did he do after he graduated?
4 What did he plan to do in Leeds?
5 How many jobs has he applied for?
6 What's he doing at the moment?
7 Is he enjoying life?
8 Does he regret studying drama?



7B Guess the sentence Student B

a Look at sentences 7–12 and think of the missing verb phrase (+ = positive, – = negative). **Don't write anything yet!**

7 I'll _____ buy a house unless my parents help me. –
8 If I met my ex in the street, I _____ to him. –
9 If it _____, I'd stay a bit longer. –
10 The flight _____ if we go in business class. +
11 I wouldn't mind the winter so much if it _____ so early. –
12 If I had more money, I _____ with a beautiful garden. +

b Listen to **A** say sentence 1. If it's the same as your sentence 1 below, say, 'That's right'. If not, say 'Try again', until **A** gets it right. Continue with 2–6.

1 I'd cook dinner every day if I **got home** earlier from work.
2 If we **don't go on holiday** this summer, maybe we can afford to get a new car.
3 I think you**'ll enjoy the film** more if you see it in 3D.
4 I'd see my grandparents more often if they **lived nearer**.
5 I **wouldn't have** the fish if I were you. It isn't usually very good here.
6 I**'d go swimming** if the water was a bit warmer.

c Now read sentence 7 to **A**. If it isn't right, try again until **A** tells you, 'That's right'. Then write it in. Continue with 8–12.

www.frenglish.ru

8A Dragons' Den Student B

Read about Wonderbly. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?

Wonderbly



During the pitch, the Dragons were impressed by how quickly the business had grown. But one of the Dragons, a father himself, was so convinced that it was a good idea that he invested all the money they were asking for in exchange for just 5% of the company. It was a clever decision. Wonderbly has now sold over eight million books in countries all over the world, and *The Little Boy / Girl Who Lost His / Her Name* has been translated into many different languages. Another popular book is called *The Birthday Thief*, which uses the child's birth date as the focus of the story.

8B I want to speak to the manager Student B

Look at the situations and spend a few minutes preparing what you are going to say. Then role-play the conversations.

1 **You're a shop assistant in a clothes shop. A** is a customer and is going to come to you with a problem with something he / she bought in the sales yesterday. You can't change it for an identical one because there are no more in his / her size. Try to persuade **A** to change it for something else, because you don't usually give refunds during the sales.

A will start.

2 **You're a customer in a restaurant.** You have just finished your meal and you didn't enjoy it at all (decide what was wrong with it). You complained to the waiter, but the waiter didn't solve the problem. You have asked the waiter to call the manager. **A** is the manager. Try to get at least a 50% discount on your meal.

You start.

Good evening. Are you the manager?

9A Guess the conditional Student B

a **Look at sentences 7–12 and think of the missing verb phrase (+ = positive, – = negative). Don't write anything yet!**

7 If we hadn't taken a taxi, we _____ the train. +

8 If I hadn't gone to the party that night, I _____ my partner. –

9 If I'd known that programme was on last night, I _____ it. +

10 If I _____ to my friends, I would never have married James. +

11 I _____ with you last night if I hadn't had to work late. +

12 I _____ so angry if you had told me the truth right from the start. –

b **Listen to A say sentence 1. If it's the same as your sentence 1 below, say 'That's right'. If not, say 'Try again' until A gets it right. Continue with 2–6.**

1 We **wouldn't have found** the hotel if we hadn't used satnav.

2 If I **had remembered** that it was your birthday, I would have bought you something.

3 If I**'d known** about the concert earlier, I would have been able to get a ticket.

4 The burglar wouldn't have got in if you **hadn't left** the window open.

5 If our best player hadn't been sent off, we **would have won** the match.

6 I wouldn't have recognized her if you **hadn't told** me who she was.

c **Now read sentence 7 to A. If it isn't right, try again until A tells you 'That's right'. Then write it in. Continue with 8–12.**

www.frenglish.ru

PE5 Asking politely for information
Student B

a You are a tourist in **A**'s town. You are going to stop **A** in the street. You want to ask questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do shops close at lunchtime?
Could you tell me *if shops close at lunchtime*?

2 Is there a cash machine near here?
Do you know _____?

3 Where's the nearest chemist's?
Can you tell me _____?

4 What time do buses stop running at night?
Do you know _____?

5 Do banks open on Saturday mornings?
Could you tell me _____?

b **A** is a tourist in your town. **A** stops you in the street and asks you some questions. Answer politely with the necessary information.

c Now ask **A** your indirect questions 1–5. Always begin *Excuse me*.

10A Relative clauses quiz Student B

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who*, *which*, *that*, or *where*, or no relative pronoun when there is a new subject.

1 **shy** What do you call somebody...?
2 **a remote control** What do you call the thing...?
3 **a referee** What do you call the person...?
4 **a cycle lane** What do you call the place...?
5 **a biopic** What do you call a film...?
6 **knee** What do you call the part of the body...?
7 **a nursery school** What do you call the place...?
8 **a colleague** What do you call a person...?
9 **a scooter** What do you call a thing...?

b Answer **A**'s question 1.

c Now ask **A** your question 1.

d Continue with 2–9.

10B Just checking Student B

a You are a suspect in a crime. **A** is a police inspector. Answer **A**'s questions. You can invent the information if you want to.

b **A** will now check the information he / she has. Say, 'Yes, that's right', or 'No, that's wrong' and correct the wrong information.

c Change roles. Now you are a police inspector and **A** is a suspect. Ask **A** the questions below, but **don't write anything down**. Try to remember **A**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7.00 this morning?



d Now check the information with **A** using a question tag.

Your name's John Hatton, isn't it?

You live in New York, don't you?

www.frenglish.ru

PE3 Could you do me a favour? Students A+B

a Look at the verb phrases below. Choose two things you would like somebody to do for you. Think about any details, e.g. how many children you have, how much money you need, etc.

- **look after** (your children, your dog for the weekend, your flat while you're away, etc.)
- **lend you** (some money, their car, etc.)
- **give you** a lift (home, to the town centre, etc.)
- **help you** (with a problem, with your homework, to paint your flat, to choose some new clothes, etc.)

b Ask as many other students as possible. Be polite (*Could you do me a big favour? Would you mind...? Do you think you could...?*) and explain why you want the favour. How many people agree to help you?

8A Match your personality to the job Students A+B

In which group(s) do you have most ticks (✓)? Read the appropriate paragraph to find out which jobs would suit you. Would you like to do any of them?

If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could consider a career in medicine, for example, becoming a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.

If you have most ticks in 5–8, you should consider a job involving numbers, for example, becoming an accountant, or working in the stock market. The world of business would also probably appeal to you, especially sales or marketing.

If you have most ticks in 9–12, you need a creative job. Depending on your specific talents, you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.

If you have most ticks in 13–16, you have an analytical mind. You would suit a job in computer science or engineering. You also have good spatial sense, which would make architecture and related jobs another possibility.

8B Going the extra mile Students A+B

A Nordstrom

Finally, they looked through **all the dirt in their vacuum cleaners and found the woman's diamond**!

B Le Creuset

'She even asked **what colour I wanted, and I received it within a week**.'

C Ritz-Carlton Hotels



In it was Joshie, a present of a Frisbee and a football, and a photograph of **Joshie by the hotel pool**.

D Trader Joe's

Half an hour later, the food arrived at her father's house, with **a note saying that it was free**!

E Apple

They refunded his money, but they also sent the iPad back to him with another Post-it note saying, **'Apple said yes'**.

8A Dragons' Den Student C

Read about Eggxactly. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?

Eggxactly



A few minutes after starting his pitch, everything went wrong for James. He tried to demonstrate how his gadget could make a boiled egg quickly and easily, but at the end of the cooking time, the egg was still raw! James promised that he had tested the product and that it worked, but when the Dragons asked him why this one was faulty, he answered, 'I haven't got a clue'. In spite of the disastrous pitch, two of the Dragons agreed to invest all the money for 20% of the company each. However, later, they changed their minds and the deal fell through. Eggxactly received 2,000 pre-orders, but although you can still find their website online, the product is no longer available.

www.frenglish.ru

Writing Bank

1 Describing a person

a Read the two emails. Why has Carrie written to Gustavo? What does Gustavo think of Carrie's suggestion?

b Read the emails again. In which paragraph (1–4) does Gustavo answer Carrie's questions about Camila?

- ☐ Would they get on well together?
- ☐ What's she doing at the moment?
- ☐ What does she like doing?
- ☐ What's she like?

c Correct five spelling mistakes in Gustavo's email.

d Read Gustavo's reply again. Give two examples of...

Para 1: facts about Camila

Para 2: adjectives he uses to describe her

Para 3: Camila's interests

Para 4: reasons why they'd get on well as flatmates

Modifying adjectives and adverbs in a description

We often use modifiers in a description to change the meaning of adjectives and adverbs.

*She's **very** responsible...*
*She's **a bit** shy...*
*...she's **incredibly** friendly.*
*She's **really** good at photography...*
*Camila's **quite** independent...*

e Read the information box. Then put the modifiers in the correct place in the chart (1 = the most).

Camila is	1 _____ 2 _____ 3 very 4 _____ 5 _____ *	shy. good at photography.

* this can't be used with positive adjectives

f Imagine you received an email asking for a description of a friend. Plan four paragraphs. Make notes to answer the questions in Carrie's email.

g Now write your email. Use your notes in **f** and the language in the information box. Include some of the highlighted phrases, which are typical in a description of this kind.

h Check your email for mistakes in spelling, grammar, and punctuation.

p.15

Subject: An idea x Inbox



From: Carrie Spencer
To: Gustavo Lopez

Hi Gustavo,

Great to hear from you!

You asked about accommodation for your friend, Camila, while she's doing a summer course here in Oxford. Well, I have an idea! You know I share a flat with Jess and Linda? Linda's going to Australia in July, so Camila could stay with us.

Before you mention it to Camila, Jess and I would like to know a bit more about her. What's she doing at the moment? What's she like? And what does she like doing? Do you think we'd get on well together? As you know, we're very outgoing and we have quite a busy social life – friends often come round, but we're also out a lot. We're very tidy too, that's important. Also, Jess has a cat – that might be a problem.

Let me know what you think.

Love, Carrie



From: Gustavo Lopez
To: Carrie Spencer

Hi Carrie,

Thank you so much for your email!

1 I've known Camila for about eight years. She finished Economics at university last year and then she went travelling. Now she's living at home with her parents. She's looking for a job and trying to improve her English.

2 Camila's a good friend. She's really patient and kind, and she hardly ever gets angry. She's sensible and she's very responsable, so I know she'll look after Linda's room. The only problem is that she's a bit shy, but when she gets to know you, she's incredibly freindly.

3 In her free time, Camila loves going to the cinema, especially to see action films. She's really good at fotography, and she always has her camera with her. She likes listenning to music, and I think she'd like to go to a music festival while she's in the UK.

4 I'm sure you would all get on really well together. Camila's quite independant, and she's happy to do things on her own, so you won't have to show her around. She doesn't mind doing housework, so that won't be a problem. And she's good with animals, so I think she'll be fine with Jess's cat!

I think it's a great idea for Camila to stay with you. And of course she's happy to pay rent for the room. Let me know if you're OK to go ahead and I'll tell Camila. I hope it all works out.

Best wishes, Gustavo

www.frenglish.ru

2 A thank-you email

a Read Camila's email. Why did she write to Carrie?

b Read the email again. Match the things Camila says to sections A–F.

1 ___ She asks Carrie to share some photos.
2 ___ She thanks Carrie for her stay.
3 ___ She talks about what she's been doing recently.
4 ___ She apologizes for not writing before.
5 ___ She thanks Carrie again and invites her to visit.
6 ___ She talks about the nice things they did together.

c Complete the email with the phrases from the list.

I loved Oxford I got back from the UK
I really enjoyed it I hope you know that
I didn't take many I've been working
I've also been spending

Informal language

In an email to a person we know, we use:

beginnings and endings

Hi (+ name)

Best wishes, or [1]_____

contractions

I've been really busy since I got back from the UK!

I [2]___ *attaching a photo of my niece.*

imperatives and requests

[3]_____ *Linda for letting me use her room.*

[4]_____ *post your photos of our last meal together?*

We can make emails more informal by omitting words like *I*, *I'm*, and *It's* in:

opening sentences

Great to hear from you!

[5]_____

closing sentences

Looking forward to hearing from you.

[6]_____

d Read the information box. Complete it with words and phrases from the email.

Subject: Thanks x Inbox



C **From: Camila Perez**
To: Carrie Spencer

Hi Carrie,

A Sorry for not writing earlier – I've been really busy since [1]_____!

B Thank you so much for letting me stay with you. I had a great time. [2]_____ – it's even more beautiful than I'd imagined. Also, everyone says that my English is much better now.

C It was a lot of fun being with you and Jess – [3]_____. I have some great memories, for example, the day we went kayaking on the river. I was really bad at it, but thanks for taking me. Please say hello to Jess for me, and thank Linda for letting me use her room.

D I've been a bit stressed for the last few weeks because [4]_____ at a restaurant while I look for a permanent job. It's very hard work, but now I can afford to rent a flat with some friends. [5]_____ more time with my sister and her family – my one-year-old niece is starting to talk now, and she's really funny!

E That's all for now. Thanks again for everything. And [6]_____ you're welcome in Cádiz at any time – my friends would love to meet you.

Hope to hear from you soon.

Love

Camila

F PS I'm attaching a photo of my niece. Can you post your photos of our last meal together? [7]_____.



e Imagine you stayed with some British friends in the UK last month. Plan an email to say thank you. Plan five paragraphs and a postscript (PS). Use the topics in **b** to help you.

f Now write your email. Use your notes in **e** and the language in the information box. Include some of the highlighted phrases, which are typical in an email of this kind.

g Check your email for mistakes in spelling, grammar, and punctuation.

p.23

www.frenglish.ru

3 An article for a website







a Look at the photos of public transport in London. Which one do you think is probably...?

- usually the fastest
- the most dangerous / risky
- the best for sightseeing
- the safest late at night

b Read the article and check your answers to **a**. Then try to remember the information.

1 where you can buy an Oyster card
2 two other ways to pay to travel on the Tube and buses
3 when the bus can be quicker than the Tube
4 what you need to do before you can hire an e-bike or e-scooter
5 the difference between black cabs and minicabs
6 forms of transport that operate 24 hours a day

c Read again and complete gaps 2–7 with the prepositions in the list.

~~around~~ at into off on onto with

Impersonal *you*

When we write an article, we often use ***you*** and ***your*** to talk about people in general.

You *put money on it and top it up when* ***you*** *need to. Then* ***you*** *use* ***your*** *card every time* ***you*** *get on...*

d Read the information box. Find more examples of impersonal *you* in the article.

e Plan an article about transport in your nearest big town or city. Plan at least three paragraphs, one for each different form of transport. Use the ideas in **a** and **b** to help you. What are the advantages of each form of transport?

f Now write your article. Use your notes in **e** and the language in the information box. Use comparatives and superlatives to compare the different forms of transport. Include some of the highlighted phrases, which are typical in an article of this kind.

You are here: **Home** > **Traveller information** > **Transport in London**

Transport in London

The Underground (the Tube)

There are many stations all over London and this is usually the quickest way to get [1]*around* the city. The cheapest way to use the Underground is to get an Oyster card. You put money on it and top it up when you need to. Then you use your card every time you get on or [2]_____ the Tube. You can buy Oyster cards at Tube stations and online. You can also use contactless payment with a bank card, or your phone if you have a payment app. Some Tube lines operate 24 hours a day at the weekend.

Buses

Buses can be quicker than the Underground if there isn't too much traffic. The easiest way to use them, like the Underground, is with an Oyster card, contactless card, or phone. Some buses operate 24 hours a day, so you can also use them late at night. Travelling [3]_____ the top deck of a double-decker bus is a very good way to get to know London and see some of its famous buildings.

Bikes and e-scooters

Bikes are more popular than ever in London, especially [4]_____ commuters. There are quite a lot of cycle lanes, though cyclists always need to take care in traffic. There are also several electric bike and e-scooter hire companies. You need to download an app, then locate the nearest vehicle. It's a fixed rate to unlock a bike or scooter, and then a per-minute rate to ride. When you've finished your ride, you park carefully and go [5]_____ the app to end your ride. It's important to follow the rules of the road, and wear a helmet if you have one.

Taxis and minicabs

London's black taxis (black cabs) are expensive, but they are comfortable, and the taxi drivers know London very well. You normally tell the driver where you want to go before you get [6]_____ the taxi. Minicabs are normal cars which work for a company (for example, Uber) and most people book them with an app. They are usually much cheaper than black taxis. Taxis or minicabs are probably the safest way to travel in London late [7]_____ night.

g Check your article for mistakes in spelling, grammar, and punctuation.

p.31

www.frenglish.ru

4 An email of complaint

a **Read the email and choose the correct options.**

1 Who is Luis Rodriguez writing to?

a a friend he went for a meal with
b his work colleague
c the manager of a business

2 What is the main reason for his complaint?

a the prices in the restaurant
b the rules of the restaurant
c the behaviour of restaurant staff

b **Read the email again. In which paragraph (A–C) does Luis mention the following things?**

1 why he is writing ___
2 something positive about the restaurant ___
3 details about what happened ___
4 his solutions to the problems ___
5 when he visited the restaurant ___

c **Match Luis's notes about his complaints (1–3) to the solutions (A–C) he suggests.**

1 information about dogs not clear ___
2 dog walking around the restaurant ___
3 dog eating from a restaurant plate is unhygienic ___

A staff should stop customers from doing this
B dogs should be kept on a lead
C update the information on your website

Subject: An idea x Inbox



From: Luis Rodriguez
To: The Tulip

Dear Sir or Madam,

A I am writing to complain about my recent visit to The Tulip. I had dinner with some friends there last Saturday, January 15, and I was extremely disappointed with the experience.

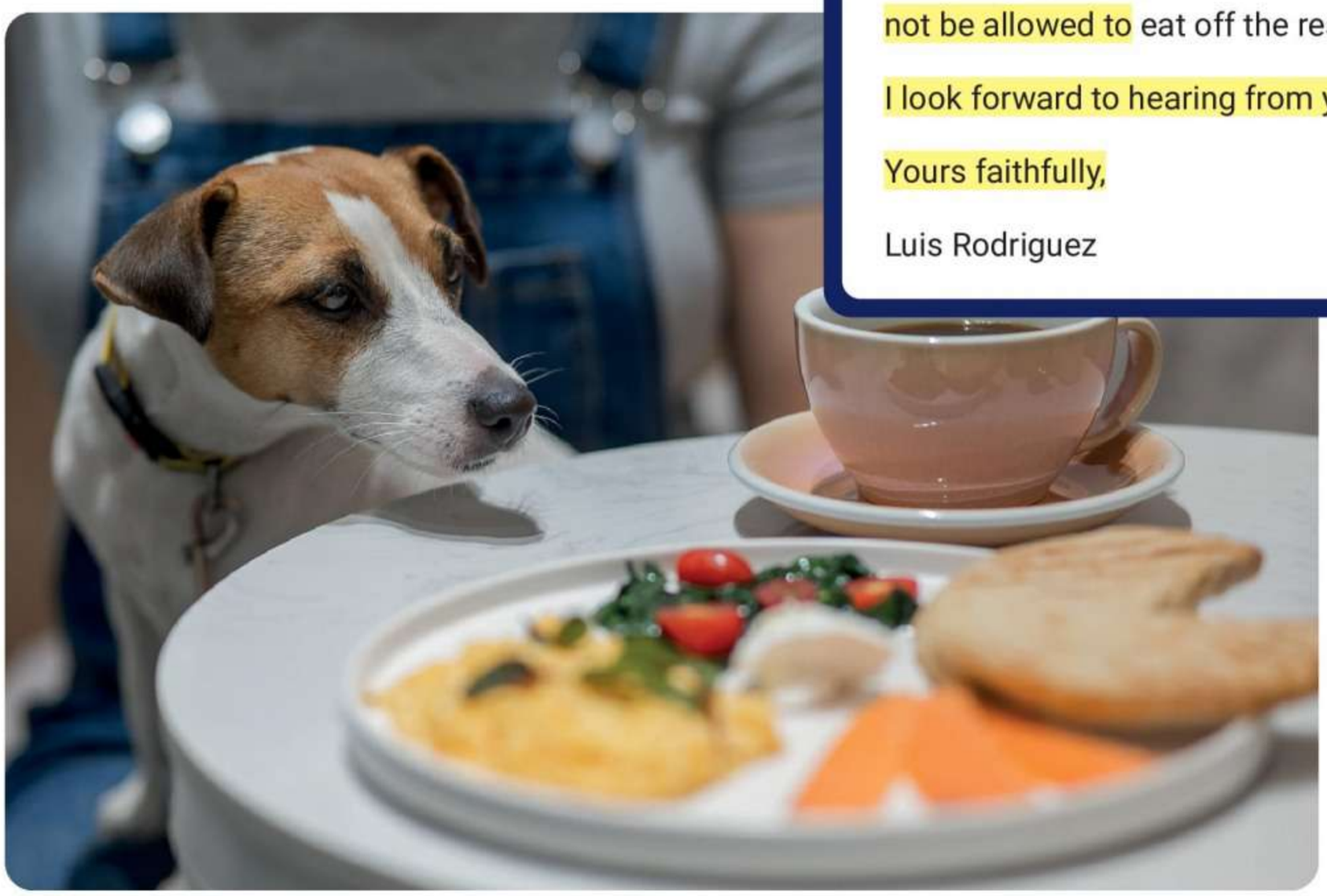
B First of all, I understood from your website that people could take dogs into the bar, but I did not expect to find that they were allowed in the restaurant. When we went to our table, the couple next to us had a dog with them. I do not especially like dogs, but if it had been still and quiet, I would not have had a problem with it. However, the dog wandered around the room and went up to other customers, which I found very unpleasant. On top of this, the dog was given food on a restaurant plate at the end of their meal, which is very unhygienic. However, the waiter did not do anything to stop this.

C I have always enjoyed eating at The Tulip, and I would be grateful if you could rethink your policy to take into account all customers, not only those with dogs. Firstly, the information should be updated on your website to make it clear that there may be dogs in all eating areas. Secondly, your staff should be able to ask people to keep their dogs on a lead and not disturb other customers. Finally, dogs should not be allowed to eat off the restaurant plates.

I look forward to hearing from you.

Yours faithfully,

Luis Rodriguez



Formal language

In an email to a person we don't know, we use:

formal beginnings and endings

When we know the person's name:

Dear Mr / Mrs / Ms (+ surname)
Yours sincerely, (your first name and surname)

When we don't know the person's name:

Dear Sir or Madam,
Yours faithfully, (your first name and surname)

formal opening and closing sentences

I am writing to complain about...
I look forward to hearing from you.

full forms of auxiliary and modal verbs

I have *always enjoyed...* **NOT** ~~*I've always enjoyed*~~
The waiter ***did not do*** *anything to stop this.*
NOT ~~*didn't do*~~

formal requests

I would be grateful if you could...

d Read the information box and look at the highlighted phrases in the email. Then rewrite phrases 1–8 using more formal language.

1 **Hi** Mr Krol! Dear Mr Krol,
2 The table was dirty, **which wasn't very nice**.
3 **I'm not happy about** your new menu.
4 **Best wishes**,
5 **Don't let** children misbehave.
6 **I was surprised that** your prices had increased.
7 **Please write back**.
8 **Please correct** the prices **on your website**.

e Plan an email of complaint about a restaurant meal that you did not enjoy. Plan three paragraphs. Make notes about the problems and possible solutions.

f Now write your email. Use your notes in **e** and the language in the information box. Include some of the highlighted phrases, which are typical in an email of this kind.

g Check your email for mistakes in spelling, grammar, and punctuation.

p.41



www.frenglish.ru

Disastrous journeys!

We asked you to tell us about a time you had a problem when travelling. Begoña from Spain wrote to us...

I live in Alicante, in the south of Spain. A few years ago, my husband and I had rented a house in Galicia, in the north west, for the summer holiday. We were going to drive north to Tarragona to stay for a few days with some friends and [1]then drive west from Tarragona to Galicia.

At first, the journey was fine. We were using our new satnav and it took us right to the door of our friends' house. Three days later, we continued our journey. We put in the name of the small town in Galicia, Nigrán, which was our final destination. We started off, obediently following the instructions. [2]_____, after a while, we realized that [3]_____ driving west, we were going north. In fact, we were quite near Andorra, on the border with France, [4]_____ I was sure we were going in the wrong direction, [5]_____ my husband thought we should do what the satnav was telling us. It was only when we started seeing mountains that he admitted this couldn't be the right



way. Eventually, we stopped, got out an old map, and then turned round. We had wasted nearly two hours going in the wrong direction!

It was an awful journey, [6]_____ as well as getting lost, we had another problem. We were nearly at our destination, and we stopped for a coffee at a café, but [7]_____ we got back onto the motorway, we realized that we had left our dog under the table in the café! For the second time that day, we had to turn round and go back. Luckily, the dog was still there! And in the end, [8]_____ the beginning of our trip was a disaster, we had a wonderful holiday!

a Read a travel story that a reader sent to a magazine. Why did Begoña and her husband get lost? What else went wrong?

b Read the story again and number the things Begoña mentions in the correct order 1–7.

- ___ where they were going and why
- ___ what happened on the way
- ___ who she was with
- 1 when she made the journey
- ___ what happened in the end
- ___ another problem that they had
- ___ what they decided to do

c Complete gaps 2–8 with a connecting word or phrase from the list.

although as soon as because but
however instead of so ~~then~~

Time expressions

When we write a story, we use time expressions to:

start the story

A few / Some years ago,...
One day last year,...

order events

at first,... three days later,... and then,...
after a while,... it was only when..., eventually,...

end the story

finally,... at last,... in the end,...

d Read the information box. Find eight time expressions in the story.

e Circle the correct time expression in sentences 1–6.

1 *One day last year / Three days later*, we decided to go camping for the weekend.
2 *At first / After a while* it started to rain, so we decided to go back to the campsite.
3 *When / In the end* we got back to our tent, we changed our wet clothes.
4 We arrived on time at the station, but *then / finally* we went to the wrong platform.
5 *It was only when / At last* we arrived in Frankfurt that we realized our mistake.
6 *Eventually / A few minutes later* we arrived at our hotel. It had been the longest journey of my life!

f Plan a story about a journey where something went wrong. Use the list in **b** in the correct order to organize your story.

g Now write your story. Use your notes in **f** and the language in the information box. Include some of the connecting words and phrases in **c**, which are typical in a story of this kind.

h Check your story for mistakes in spelling, grammar, and punctuation.

p.51

www.frenglish.ru

Classic films you must see

Please post your suggestions



Guillermo del Toro's Pinocchio (2022)

1. This version of *Pinocchio* was directed by Guillermo del Toro and Mark Gustafson. It's an animated film, and is based on the Italian novel *The Adventures of Pinocchio* by Carlo Collodi. It stars Gregory Mann as the voice of Pinocchio, together with Ewan McGregor, Finn Wolfhard, and Cate Blanchett. *Guillermo del Toro's Pinocchio* won an Oscar for Best Animated Feature in 2023.
2. Del Toro's version of *Pinocchio* is set in Italy. However, in the film, the action takes place in a real historical moment: the period when Mussolini was becoming popular. It was filmed in studios in Mexico and the USA.
3. The story is about a man called Geppetto who makes a puppet out of wood. Geppetto is lonely because his son, Carlo, has died. The puppet, Pinocchio, comes to life, but, unlike Carlo, he's very naughty and he doesn't listen to Geppetto – for example, he doesn't go to school when he should. Pinocchio can't die and although he is run over by a lorry, he soon comes back to life again. Pinocchio leaves home and joins first the circus, and then the army. All this time, Geppetto is looking for him, but then Geppetto is swallowed by a sea monster and lives in its stomach. In the end, Pinocchio saves Geppetto, but the ending isn't completely happy.
4. I strongly recommend *Guillermo del Toro's Pinocchio*. It's beautifully made, and it has an important message: you don't have to be perfect for people to love you. There are many different versions of Pinocchio, but for me, this is the best.

a Read the film review. What is the message of the film?

b Read the review again. Match paragraphs 1–4 to the topics in the list. What tense do we use to talk about the plot of a book or film?

- ___ the plot:
- ___ general information:
- ___ recommendation:
- ___ setting:

Making a paragraph plan

When we are writing a text, we organize similar information into three or four groups. We use these groups to write paragraphs. Before we start writing, it's useful to make a paragraph plan.

c Read the information box. Then match the things in the list to the topics in **b**.

the type of film the director what the story is about
the stars the ending reasons you like it
any prizes it won when and where the story takes place
where it was filmed

d Look at the highlighted phrases in the review. Then complete the sentences about some more classic films.

1 *Napoleon* _____ Ridley Scott.
2 The action in *Star Wars: The Force Awakens* _____ a galaxy far, far away.
3 *Sully*, with Tom Hanks, _____ a true story about a pilot called Chesley Sullenberger.
4 *The Imitation Game* _____ Benedict Cumberbatch as scientist Alan Turing.
5 *The Great Gatsby* _____ New York in the 1920s.
6 A classic ghost story, *The Sixth Sense* _____ a boy who can see dead people.
7 Most of Spielberg's *West Side Story* _____ locations in New York City.
8 _____ *Oppenheimer*. It's an absolutely brilliant film.

e Plan a review of a film that you would recommend. Plan four paragraphs. Make notes on the topics in **c**.

f Now write your review. Use your notes in **e** and the paragraph plan in **b**. Include some of the highlighted phrases, which are typical in a review of this kind.

g Check your review for mistakes in spelling, grammar, and punctuation.

p.61

www.frenglish.ru

7 Describing a house or flat

a The website HomeRent.com is for people who want to rent out their homes for holidays. Read two posts from the website. Would you like to rent either of these places? Why (not)?

b Read the posts again and answer the questions for both homes.

Paragraph 1

1 Where exactly is it?

Paragraph 2

2 How many rooms are there, and what are they like?

3 Is there any outdoor space?

Paragraph 3

4 What's the neighbourhood like?

5 How far is it from places of interest?

6 What public transport is there?

Paragraph 4

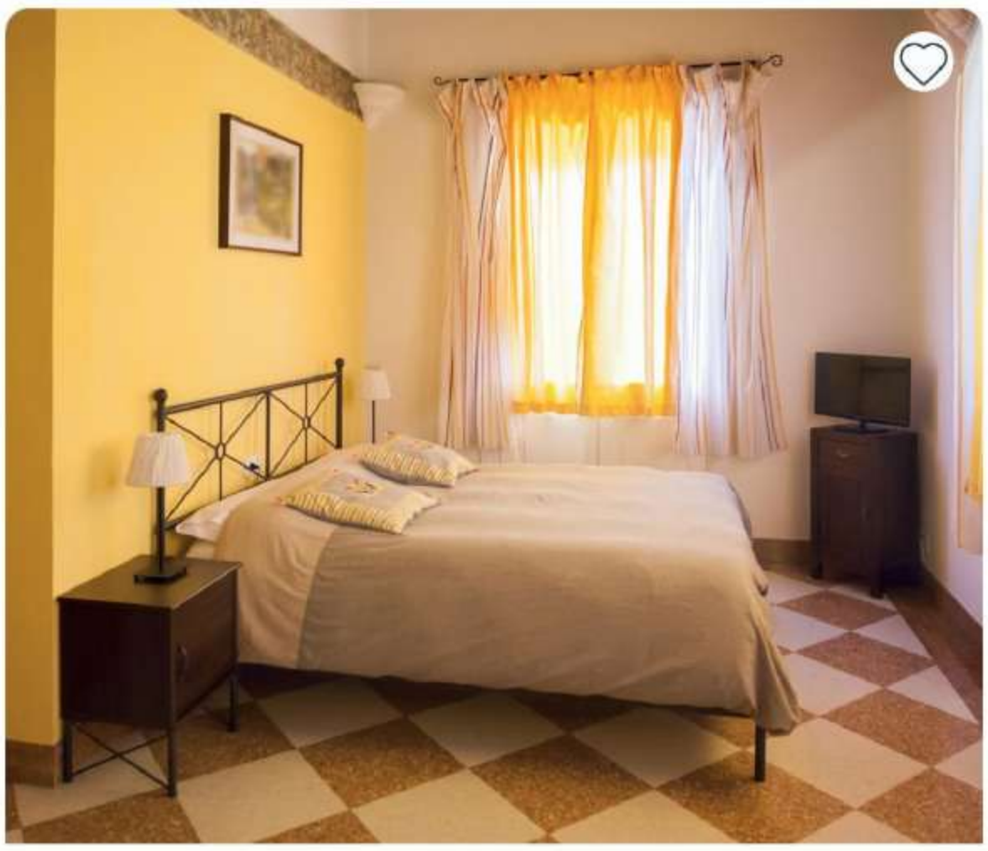
7 Who is it most suitable for?

8 Are there any house rules?



Hon

HomeRent.com



Fabulous one-bedroom flat in Florence

1 This flat is perfectly situated in Florence with a stunning view of the Palazzo Vecchio and Piazza della Signoria. It is on the second floor of a lovely old building.

2 This attractive flat has a spacious double bedroom, a sunny living room, a fully equipped kitchen with a dining area, and a large bathroom with shower. There is a flat-screen TV in the living room and there is also wi-fi and air conditioning.

3 The neighbourhood, San Giovanni district, is in the centre of the city. The area is mainly pedestrian, and the Uffizi Gallery, Piazza della Repubblica, and Piazza del Duomo are all very near. It's a 15-minute walk from Firenze Santa Maria Novella railway station.



4 The flat is ideal for a couple who would like to go sightseeing in this beautiful city. It is a no-smoking house and no pets are allowed.

www.frenglish.ru

Add your home Log in

Search



Beach villa in Kusadasi, Türkiye

1 Kusadasi is a ~~*nice*~~ beautiful holiday resort on the west coast of Türkiye, 80 km south of Izmir.

2 The house has three double bedrooms, a living room, a *nice* kitchen, and two bathrooms. All the rooms have air conditioning, and the bedrooms have their own balconies. There is a *nice* terrace with a table and chairs, so you can eat outside. There are *nice* views of the beach and the mountains. There is a communal area with a *nice* garden and a swimming pool.



3 The house is walking distance from several *nice* beaches, where you can do a lot of different water sports. It's also a short drive from the mountains, so you can go hiking. There are regular buses to both the beaches and the mountains.

4 This house is *nice* for a family with children, or for three couples. It is not suitable for pets.

Using adjectives to persuade the reader

When we describe something we want to rent out or sell, we use positive adjectives to make it attractive to the reader.

*This **wonderful** cottage has a **cosy** living room. Enjoy **relaxing** summer evenings on the **huge** terrace.*

c Read the information box. Then read about the flat in Florence again. Underline the adjectives that help to 'sell' the flat? What do they mean?

d Now read about the villa in Türkiye again. Improve the description by replacing the adjective *nice* with a positive adjective from the description of the flat. Often there is more than one possibility.



e Imagine you want to rent out your home to tourists. Plan a description for a website. Plan four paragraphs. Make notes on the questions in **b**.

f Now write your description. Use your notes in **e** and the advice in the information box. Include some of the highlighted phrases, which are typical in a description of this kind.

g Check your description for mistakes in spelling, grammar, and punctuation.

p.75

eflnet.com

www.frenglish.ru

8 A covering email

a Read the job advertisement and answer the questions.

1 How many job areas are they recruiting for?

2 Which three job requirements are mentioned?

3 What do you need to do to apply?

b Now read the covering email. In which area is Ricardo applying for a job?

c Read the covering email again. Circle the appropriate phrase in 1–8. Is the language formal or informal? Why?

Including relevant information

When we apply for a job, we send a CV (*curriculum vitae*) describing our qualifications, skills, and experience, and a covering email explaining why we would be suitable for the role. To plan the covering email, we refer to the advertisement and identify the main job requirements. Then, in the email, we include information about ourselves that connects with these requirements.

d Read the information box. Which information in the email matches the job requirements?

e Choose a job from the advert. Plan a covering email (to send with your CV) to apply for the job. Make notes on the information you can include that connects with the job requirements in the advert.

f Now write your covering email. Use your notes in **e** and write in a formal style. Include some of the highlighted phrases, which are typical in an email of this kind.

g Check your covering email for mistakes in spelling, grammar, and punctuation.

p.79



We are looking for hard-working, enthusiastic, and energetic people to work at the next World Athletics Championships.

There are vacancies in the following areas:

- Administration
- Hospitality and catering
- Translation and language services
- Medical support

All applicants must have appropriate training and experience, and a B1 level of English is a minimum requirement.

Send your CV and a covering email (in English) to: **recruitment@wac.com**

Subject: Job application x Inbox

From: Ricardo Suarez <Suarezr@chatchat.com>
To: recruitment@wac.com

Dear [1]*Sir or Madam / Mr or Ms*,

[2]*I am writing / I'm writing* in response to the job advertisement on the Sports Today website for people to work at the next World Athletics Championships. [3]*I'd like / I would like* to apply for a job in Medical support.

I have a degree in Physiotherapy from the University of São Paulo. [4]*I've been working / I have been working* at a rehabilitation centre in Bristol since September 2024, and last year I was promoted to senior physiotherapist. I am hoping to open my own practice in the future.

[5]*About / Regarding* my level of English, I passed the B2 exam two years ago. I am currently attending classes and I hope to take the C1 exam in June this year.

[6]*I'm sending you / I attach* my CV for your reference.

[7]*Hope to hear from you soon! / I look forward to hearing from you.*

[8]*Yours sincerely, / Yours faithfully,*

Ricardo Suarez

www.frenglish.ru

9 A 'for and against' essay

a Look at the title and read the essay. Is the writer generally for or against Wikipedia?

b Cover the text and try to remember...

1 three good things about Wikipedia.

2 three bad things about it.

Wikipedia, for and against



1 Wikipedia is an online encyclopaedia. It has become the main source of information for millions of people every day and is a wonderful resource. However, it has both advantages and disadvantages.

2 On the one hand, Wikipedia has information about more or less everything and the information is easy to find. Secondly, Wikipedia usually gives a good basic introduction to a topic. It also gives links and references to other sources, so it is easy to find out more if you want to.

3 On the other hand, there are also disadvantages. For example, the information on Wikipedia is sometimes inaccurate, which is a problem if it is your only source of information. In addition, you don't know who has written the articles. It may be an expert, but it may be an amateur, and sometimes there is a personal or political bias as well.

4 In conclusion, if you are looking for information, Wikipedia is a useful tool, although you can't always rely on it. It is an excellent place to start, but it shouldn't be your only source – it is important to get your information from other more reliable places, too.

c Read the essay again. Match paragraphs 1–4 to the sections in the list.

- advantages
- the writer's opinion
- introduction: what Wikipedia is
- disadvantages

Adding and contrasting information

When we want to **add** information, we can use *also*, *in addition*, *as well*, and *too*.

When we want to **contrast** information, we can use *however*, *although*, *but*, and *on the one hand / on the other hand*.

d Read the information box. Then circle the correct options.

1 Electric cars are still very expensive, *although / as well* prices are coming down.

2 Desktops have a larger memory than laptops. They *however / also* usually last longer.

3 Many students like taking notes on a tablet, *on the one hand / but* others prefer a pen and paper.

4 There's no paper in the printer, and it's run out of ink, *too / however*.

5 You can use the app to check your bank account. *In addition / Although*, you can use it to send and receive money.

6 Earbuds are more convenient than headphones. *As well / On the other hand*, the sound quality isn't always as good.

7 It's very easy to pay contactless for everything. *However / Also*, this can cause problems for people who don't have a bank card.

e Read the beginning of another 'for and against' essay. Then make notes in the chart with your ideas.

Smartphones – for and against

Nowadays, a phone isn't just for phone calls. Most people have a smartphone, with many different apps and constant access to social media…

Advantages	Disadvantages

f Plan your essay. Plan four paragraphs. Use the sections in **c**. Complete the introduction and decide your own opinion.

g Now write your essay. Use your notes in **f** and the language in the information box. Include some of the highlighted phrases, which are typical in an essay of this kind.

h Check your essay for mistakes in spelling, grammar, and punctuation.

p.95

www.frenglish.ru

10 A biography

a Do you know anything about Umberto Eco? What book is he most famous for?

b Read the biography and check. Then complete it with non-defining relative clauses A–E.

A who was a German art teacher
B which sold 15 million copies
C which produced a variety of cultural programmes
D where he became friends with artists, painters, musicians, and writers
E which is a murder mystery

Umberto Eco
(1932–2016)



1 Umberto Eco was born in Italy in 1932. He was a novelist, critic, and academic. When he was young, he loved reading everything from comics to classic novels. His father, who was an accountant, wanted Umberto to be a lawyer, but he decided to study philosophy and literature at the University of Turin.

2 After he graduated, he worked for Radiotelevisione Italiana, [1]___. During this time, he started to write novels.

3 In September 1962, he married Renate Ramge, [2]___. They had a son and a daughter. They lived in an apartment in Milan, [3]___. In the 1970s, Umberto Eco started teaching at Bologna University, and during the 1980s and 1990s, he was a visiting professor at Harvard and Columbia universities in the USA.

4 Umberto Eco is best known for his hugely successful novel *The Name of the Rose*, [4]___. It was published in 1980 and made into a film six years later. The book, [5]___, is set in a 14th-century Italian monastery. It made him an international literary star. However, Eco did not enjoy his fame – he said, 'I don't feel free any more'.

5 Umberto Eco died in 2016, on 19th February. He was 84 and had cancer.

c Read the biography again. Match the information to each paragraph.

childhood death family first book first job fame greatest achievement illness later life studies

Paragraph 1: _____ _____
Paragraph 2: _____ _____
Paragraph 3: _____ _____
Paragraph 4: _____ _____
Paragraph 5: _____ _____

Using the correct preposition

In a biography, we often refer to specific times or places, so it is important to use the correct prepositions. Remember the rules:

Time: ***in*** with months and years, ***on*** with specific days or dates, ***during*** / ***in*** with periods of time
*Umberto Eco died **in** 2016, **on** 19th February.*

Place: ***in*** with specific buildings, towns, cities, and countries, ***at*** with generic places, e.g. school, university.
*They lived **in** an apartment **in** Milan. Umberto Eco started teaching **at** Bologna University.*

d Read the information box. Then complete the sentences with the correct preposition.

1 Louise Bourgeois was a French American artist. She was born _____ Paris _____ 1911, _____ Christmas Day.
2 After leaving school, she studied maths _____ Sorbonne University, but later studied art _____ the *École des Beaux-Arts* and the *École du Louvre*.
3 _____ 1938, she opened her own gallery _____ a building next door to where her father worked, and _____ the same year, she married Robert Goldwater, an American art professor.
4 They soon moved to New York, but _____ their early years there, for example, _____ the Second World War, Louise struggled to break into the art scene. Later, _____ the 1950s, she became friends with other famous artists such as Mark Rothko and Jackson Pollock, and became more confident.
5 One of her most famous works is a giant spider sculpture called *Maman*, which stands outside the Guggenheim Museum _____ Bilbao.



e Plan a short biography of an interesting or successful person who has died this century. Plan five paragraphs. Make notes on the information in **c**.

f Now write your biography. Use your notes in **e** and the language in the information box. Include some of the highlighted phrases, which are typical in a biography of this kind.

g Check your biography for mistakes in spelling, grammar, and punctuation.

p.99

www.frenglish.ru

Listening

1.12

1 **A** So what are you going to do next year, dear? Are you going to go to university? Adam? Can you hear me?
B Sorry, Gran. What did you say?
A I said, are you going to go to university next year?
B No, Gran. I've already told you loads of times. I'm not going to go to university. I'm going to look for a job. I need to earn some money.
A All right dear, you don't need to shout. What's the time now?
B Ten to four. Shall I make you a cup of tea?
A Yes, please, dear. That'd be very nice.

2 **A** Bye. See you tomorrow.
B Bye. Hey, what do you mean tomorrow? Aren't you coming back tonight?
A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.
B Who else is going?
A Oh, just the usual crowd. You don't know any of them.
B Well, make sure you don't go to bed too late. And don't forget to...
A Bye.
B Where's your coat? You can't go out like that. It's going to be cold tonight!
A Bye!

3 **A** Can I use your car tonight?
B No, you can't.
A You said you didn't need it. Why can't I borrow it?
B Because you won't look after it. You'll drive too fast.
A I won't, I promise, I'll drive really slowly. I'll be really careful.
B Oh, all right then.
A Thanks. See you.

1.22

Adam's story

I think there was always some rivalry between my brother and me, probably because I was the eldest and when I was 16 and he was 12, I was allowed to have a lock on my bedroom door so that I could have some privacy – but he wasn't, he couldn't lock his door and he hated that because I could go into his room whenever I liked, but he couldn't go into mine. Anyway, one day we were arguing about something, I can't actually remember what it was now, and he got very angry and he chased me, and I ran into my bedroom and I locked the door, and of course that made him even angrier, and he started kicking the door. He was wearing these heavy boots – you know, Doc Martens or something like that – and he kicked the door really hard and the door was damaged. Of course, my parents came running when they heard the noise and when they saw the door was broken they were furious. And both of us were punished, which I thought was terribly unfair, because it wasn't me who broke the door. And on top of it all they didn't repair the lock for quite a long time. So unfair!

Cecile's story

So, when I was very young, about four, I started having violin lessons and I had a mini violin to practise on. At the beginning I loved it, but as soon as I got a bit better, maybe when I was six, and I could play little tunes my parents told my older brother that he had to practise with me every day – he had to accompany me on the piano when I played my tunes. Now my older brother, he was seven years older than me and he was very good at music, he could play the piano really well, and he really didn't want to have to practise with me. So, every day after school I would get my violin out, but as soon as we started each piece, he would deliberately start playing the piano part faster and faster and of course I couldn't keep up. I got terribly frustrated and I used to just end up bursting into tears and crying and crying. My mother always told him not to do it, but he didn't take any notice, and after a while I refused to practise with him, and later I just stopped playing. I'm absolutely sure the reason I gave up the violin was my brother. We get on OK now though.

3.11

Presenter On today's programme we're talking about how to drive safely. There's a great book called *Survive the Drive* that has lots of useful tips, and we asked Tom, our transport and travel correspondent, to take a look. Welcome, Tom.

Tom Thank you.

Presenter So, tell us – what's the most dangerous thing you can do while you're driving? Obviously, we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.

Tom Well, this is really surprising, top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact, if you're feeling very emotional, it'd be better not to drive at all!

Presenter Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?

Tom This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some sweets. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.

Presenter And number three?

Tom Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realize that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact, this is a really common cause of accidents on motorways.

Presenter So the message is, don't be distracted.

Tom Yes, exactly. If you're driving fast, you can travel over 100 metres in less than three seconds. And a lot can happen in three seconds.

Presenter So that's the top three – what about other things to avoid?

Tom Well, at number four is adjusting your satnav, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. Sixty per cent of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. And at number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.

Presenter And the last two?

Tom The seventh is eating or drinking, because again you normally take one hand off the wheel, and the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.

Presenter So how would you summarize the research? What did you find most interesting?

Tom I think for me the most interesting thing is that some of these things don't seem very dangerous and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

www.frenglish.ru

3.12

A Personally, I don't think people should need a driving licence for an e-scooter. You don't need a driving licence for a bike after all.

B I agree. In my opinion, e-scooters are more like bicycles than cars. But I think people shouldn't be allowed to ride them on the pavement. It's very dangerous for pedestrians. I think there are lots of accidents when people ride them on the pavement.

A It depends. Sometimes the road's too dangerous for e-scooters. But I agree, I don't think people need to have a driving licence to ride them.

3.18

A Generally speaking, I think it's true that only children are self-confident. They spend a lot of time with adults, so they learn to discuss things, and in general, they behave in a more grown-up way.

B I agree. On the whole, I think that only children are more independent than children with brothers and sisters.

C I don't think it's true that only children are self-confident. They tend to spend a lot of time by themselves and they can be quite quiet and shy around other people. Also, because they don't have brothers or sisters they aren't usually very good at sorting out problems with other children.

3.21

Interviewer Welcome to the podcast, and today we're going to talk about a fascinating topic: how colour became linked to gender in some countries. I'm with Dora Vanette, a lecturer in the history of design. Dora, thanks for joining us today. Let's start with JeongMee Yoon's 'The Pink and Blue Projects'.

Dora Yes, sure, well, in 'The Pink and Blue Projects', the artist photographed children's rooms – the boys' rooms are full of blue things, and the girls' rooms are full of pink ones.

Interviewer That's quite a familiar sight for most people. Is this something we need to worry about?

Dora I think the photos are disturbing because they show how these two colours dominate for children, especially with toys. Toys become the way that gendered ideas influence a child's developing mind.

Interviewer Has the 'pink for girls, blue for boys' rule always been around?

Dora Actually, not at all. Until about 1940 the colours didn't have these meanings at all. From the 1700s to around the 1850s, white was the preferred colour for children's clothes. Between 1850 and about 1940, both genders dressed in pink and blue, but pink was thought to be a strong colour suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

Interviewer Oh really? That's so interesting. So when did our modern blue and pink idea come in?

Dora Well, from 1940 to 1950, the convention of 'blue for boys, pink for girls' was established in childrens' clothes, and this idea gradually expanded to include the toys girls and boys played with, even though only 30% of toys were labelled for girls or boys at this time.

Interviewer So when did this change, I mean, when did toys start being marketed almost exclusively to either boys or girls?

Dora In about the early 1960s. The American company Hasbro started producing soldier dolls called GI Joes, and they were marketed to boys – they became incredibly popular. And at the same time, the even more famous and very pink Barbie doll was also introduced. With GI Joe and Barbie, the idea of certain toys for girls and different ones for boys very quickly became widely accepted. Toys for girls encouraged them to play at being wives and mothers, while toys for boys encouraged them to be adventurous and aggressive.

Interviewer Did the pink and blue fashion continue through the 1970s?

Dora Actually, during the 70s, with feminist activism, gender-neutral colours like red and yellow became more popular both for clothes and toys. But by the 1980s, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

Interviewer Is it really the parents who push their children in these directions, or do the children themselves choose the colours?

Dora Well, there's a famous book called *Cinderella Ate My Daughter*, by Peggy Orenstein and she describes a problem that many mothers face today, when they find that their daughters actually choose to be a 'pretty pink princess' without any encouragement from their parents, actually sometimes even with opposition from their parents.

Interviewer Why do you think this is?

Dora Well, mainly because they want to fit in, to belong to a group.

Interviewer Do you think gendered toys are more a problem for girls? I mean, that girls suffer because their parents don't buy them construction toys or science toys?

Dora No, not at all, it affects both. In fact, even in the 21st century, it seems to be a lot more socially acceptable for girls to be interested in science toys than for boys to like dolls.

Interviewer Well, thank you so much, Dora, that was fascinating.

Dora I'd just like to add that JeongMee Yoon's daughter is now grown-up and pink is apparently no longer her favourite colour!

4.10

Presenter Good afternoon to all. In today's modern manners programme, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly and you don't know what to do about it, just call us here on 0207 946 0671.
And our first caller is Belinda from Salisbury. Hi Belinda, tell us about your rude relatives.

Belinda Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that whenever she comes for a meal she criticizes my cooking. I'm not a professional obviously, but I think I'm a pretty good cook and it really annoys me, especially after I've spent hours making something really nice.

Presenter OK, so Sarah, over to you. How should Belinda deal with her mother-in-law?

Sarah Hi, Belinda. I know this won't be easy, but when she does this I think you ought to be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her because she won't change her opinion – and it won't make you feel better either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.

Presenter Thanks very much for that, Sarah. And our next caller is Damien from Sheffield. Hi Damien, I think you're going to tell us about a problem with your brother, is that right?

Damien Yes, that's right.

Presenter So what's the issue?

Damien Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.

Presenter Sarah, what do you think that Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?

Sarah Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely, but directly, say how you feel. You can add a reason like, as

www.frenglish.ru

you say, you've just redecorated, but to be honest, you don't really have to give a reason.

Presenter Well, that's very clear advice, thanks Sarah. And finally Miranda from Stirling. Hi, Miranda. Tell us about your problem.

Miranda Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

Presenter Sarah, what should Miranda do with her nightmare nephew?

Sarah You must speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a bit when he's visiting. And at the beginning of his next visit, welcome him but give him some rules for your house. Say 'Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper — you mustn't write on the walls.' He won't mind, and in the long run your sister will be grateful.

4.11

A Well, I don't think people should eat and drink in the cinema. I mean, a film only lasts about two hours. I think people should have a meal before or after a film.

B Yes, I agree, I think it's bad manners to eat in the cinema, especially noisy food like crisps. Some cinemas nowadays are more like restaurants! You get a menu and then somebody brings the food and drink to your seats. I think it's rude to eat noisy food when other people are trying to watch the film.

C I don't think you have to ban food altogether, just noisy food. It's nice to maybe have a drink and a snack like a bar of chocolate. That doesn't make a noise.

A Yes, it does! I hate it when people unwrap a bar of chocolate, or sweets. The paper always makes such a noise!

B It really annoys me, too. If people want to eat and drink when they see a film, they should stay at home and watch the film on TV.

5.8

Part 1

Interviewer What made you want to become a referee?

Juan My father was a referee, but that didn't influence me – in fact the opposite because I saw all the problems that he had as a referee. But as a child I was always attracted by the idea and at school I used to referee all kinds of sport – basketball, handball, volleyball, and of course football. I was invited to join the Referee's Federation when I was only 14 years old.

Interviewer Were you good at sport yourself?

Juan Yes, I was a very good handball player. People often think that referees become referees because they're frustrated players, but this is just not true in most cases in my experience.

Interviewer What was the most exciting match you ever refereed?

Juan It's difficult to choose one match as the most exciting. But I remember some of the Real Madrid–Barcelona matches, for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.

Interviewer What was the worst experience you ever had as a referee?

Juan The worst? Well, that was something that happened very early in my career. I was only 16 and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

Interviewer Do you think that there's more cheating in football than in the past?

Juan Yes, I think so.

Interviewer Why?

Juan I think it's because there's so much money in football today that it's become much more important to win. Also football is much faster than it used to be, so it's much more difficult for referees to detect cheating.

Interviewer How do footballers cheat?

Juan Oh, there are a few ways, but for me the worst thing in football today is what we call 'simulation' or diving. Diving is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest. However, since FIFA introduced Video Analysis Referee, what we call VAR, it's much easier to be sure if a foul was really committed or not.

5.9

Part 2

Interviewer What's the most difficult thing about being a referee?

Juan The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at 100 kilometres an hour. Also important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.

Interviewer Do you think that the idea of fair play doesn't exist any more?

Juan Not at all. On the contrary, I think fair play does exist – the players who cheat are the exceptions.

Interviewer Finally, who was the best player you ever saw in your career as a referee?

Juan I have to say Leo Messi.

Interviewer Why is he special for you?

Juan Well, a study was done on him which showed that Messi could run faster with the ball than many footballers can do without the ball. But apart from his great ability, what I always admired about him was that he wasn't a typical superstar footballer. In public and in his personal life his behaviour was always very normal. That's unusual for such a famous player.

5.14

A I'm going to tell you about a time when I saw a really exciting sports event. This happened many years ago when I was working as an interpreter for a sports team.

B Wow! What sport was it?

A It was handball, women's handball. The team, they were Spanish, were in the final of the Champions League, and they were playing a Danish team. I was sitting on the bench with the players, because I had to translate anything that the referees said.

B That sounds exciting.

A It was very exciting, because a Spanish team had never won the Champions League, and everybody thought the Danish team were going to win. And by half time, the Spanish team were losing by eight goals, which is a lot in handball.

B What happened next?

A Suddenly every time the Danish team tried to score a goal, our goal keeper stopped it. And every time she stopped one, the Spanish team then counter-attacked and got a goal themselves. And in the end they won the match.

B How amazing!

A Yes, we couldn't believe it. We were all jumping up and down, we were so happy. I'll never forget it.

www.frenglish.ru

5.16

Well, I used to be a teacher, and I taught English to adults in Indonesia for a few years, and I met my wife there, um, in the school that I was working in. She was a student at the school – ah, not my class, I should point out – just a student at the school, and one day in the corridor I was walking to class, and she was running through the corridor because she was late for class – she didn't use to be very punctual in those days. And she crashed into me, and I was on my way to class, so I was carrying a whole load of things and I dropped all my books, all my papers, all my pens...they went all over the floor. And did she help me to pick them up? Nope! She just ran off, laughing; she thought it was very funny. So...you could say it wasn't love at first sight. But we became friends after that, and we sometimes used to have tea or a beer together. And after being friends for, I think, three years, we got together – became boyfriend and girlfriend – and then a few years later, we got engaged, and then we got married – and now we've been married for 12 years.

5.21

Rickie You're listening to Radio Oxford and I'm Rickie Hammond.

Joanna And I'm Joanna Keys.

Rickie Now, I wonder how many of you know what today is? Well, it's Friendship Day! All over the world today people are celebrating those wonderful people called friends.

We've been doing some research this morning about friends and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?

Joanna Friends fact number one

Animals have friends, too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals like chimpanzees, horses, elephants, dolphins, and even bats can form friendships for life. And they even make friends with animals that aren't from their species!

Rickie Friends fact number two

We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with our online friends that we don't have time for our real friends. But in fact the opposite is true. A doctor in Psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up friendships. And why is that? Because with social media it's easier to stay in touch. In the past we used to lose touch with friends because of distance or lack of time. So now you know...

Joanna Friends fact number three

Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work makes you more productive and more creative. And I can believe that because, you know, if you have friends at work you're going to be happier, which in turn probably makes you work better. Just one thing though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.

Rickie Friends fact number four

Love can make you lose two friends. Yep, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience that's true.

Joanna Friends fact number five

So this is the last one, and it's good news! Friendship is good for your health. People who have a lot of friends are less stressed and live longer. Research shows that you are 50% more likely to have a long life if you have a good social network.

So now we're asking you to choose a song for a special friend. Call us or text us on 08081 570 892. The lines are open now, and our first caller is Mandy from Didcot.

Caller Hi, Joanna! Can you play 'I'll be there for you' for my best friend? Her name's Annie and I love her to bits...

5.22

A I'm going to talk about going on holiday with a friend. I think it's a bad idea to go on holiday with only one friend. The main reason is that with a group of people, everyone can choose different activities, and there's always someone to do something with you. For example, I went to Greece with a group of friends, and some people went to the beach every day, but other people went to see the temples and museums. It worked really well. Also, if you have an argument with one person, there are other people to talk to instead.

B So true.

A Another reason is that you might not know your friend as well as you think. For instance, I once went to Paris with a friend, and we did a lot of sightseeing, and I walk very fast, but she walked really, really slowly and it was so annoying. It didn't end the relationship. I mean, we're still friends, but we've never been on holiday together again.

6.6

Part 1

Interviewer So tell me, how did you get involved in the film, Dagmara?

Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film and I got a job there as a production assistant, preparing and translating documents and the script.

Interviewer But how did you get the job as Steven Spielberg's interpreter?

Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

Interviewer How did you feel about that?

Dagmara I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

6.8

Part 2

Interviewer So what exactly did you have to do?

Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

Interviewer So, was it a difficult job?

Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right and Spielberg started shouting at me because he was stressed. Eventually, we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?

www.frenglish.ru

Dagmara Not at all. I mean, he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

Interviewer Did you ever get to be an extra?

Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one, I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the 40s, though!

Interviewer Have you ever worked with Spielberg again?

Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end, I decided not to go.

Interviewer Do you regret it?

Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

6.16

Danish Sheikh tells me that people with charisma do two basic things. They project their own personality, but at the same time they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next 48 hours I learn a lot.

Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.

People with charisma also feel confident. Sheikh gives me advice to help me feel more confident, for example, when I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.

Body language is also important. We practise it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.

Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.

At the end of the two days, I have a practical test...

6.17

At the end of the two days, I have a practical test. I go to a pub with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think English people really like it when a stranger starts speaking to them, but we laugh and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms, that kind of thing.

As we leave the pub, we shake hands. He says that the course has been good for me, and he gives me a thumbs-up. So have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that anyway; it's about understanding who you are better, and showing the best version of yourself.

7.7

Episode 2: the 1920s–1930s

In this episode the children learn Esperanto. This language of international communication was invented in the 19th century and became popular in the period between the two World Wars. It was called 'the language of peace'. To help them learn it, teachers use the latest technology – a record player, or 'gramophone' as it was called then. There are school medical checks, and the children have to take a spoonful of a medicine called cod liver oil every day, for extra vitamins – they all hate it! Children of all ages also have to have a sleep every afternoon, as it's considered important for their health. In lessons, the girls aren't happy when they discover that the boys are studying science, while they have to look after dolls to teach them how to look after babies when they have them! And it's not just the female pupils who are treated differently; female teacher Sue must leave when she gets married.

Episode 3: the 1940s–1950s

The Second World War has ended, and a revolution in education has begun. There is a new exam for children called the 11 plus which separates the academic and less academic children. Health is still very important, and children get a free bottle of milk every day. Learning is all based on memorizing facts. The girls now do some academic subjects like English and history, but they also do some 'girls' subjects; for example, they have 'deportment' lessons, where they practise balancing books on their heads to learn how to walk gracefully. For the boys, on the other hand, apart from doing all their academic subjects, they also go cross-country running – a sport where they run long distances in the countryside. This is because being athletic was now considered very important.

Episode 4: the 1960s

In the 60s, the class try out a different school called a Secondary Modern. Education is now less formal, and they study vocational subjects to prepare them for certain types of jobs. Boys and girls are separated again: typewriting for girls and bricklaying for boys. Then there's cookery for girls, and the boys learn to drive, something that is considered a vital skill for male school leavers. They still have to do maths, though, and this is one of the few lessons where boys and girls are mixed.

Episode 5: the 1970s

In the 1970s, the children are at a new type of school called a Comprehensive. Finally, boys and girls are mixed for all lessons. The curriculum expands to include new subjects like business and air travel – they even have a life-size model plane in the classroom. Although education now is more experimental, school rules are still strict, especially as regards uniform and appearance, and the children rebel. The girls want to wear short skirts and the boys want to have long hair, both of which are forbidden. Three of the pupils in the programme are kept in after school as a punishment for breaking the rules!

Episode 6: the 1980s

The pupils arrive in the 1980s, where technology is changing fast. In the maths class, they try out a computer for the first time. School meals have also changed. Fast food is now served in a canteen, and children can choose what they want to eat – for the very first time they can have chips! The only area where boys and girls do different things is in PE lessons. Boys still have to do cross-country running, for example, but the girls can take part in a new sport – rhythmic gymnastics.

Episode 7: the 1990s

By the 1990s, many of the changes at school are to do with extra-curricular activities and how pupils spend their free time. The children raise money for charity by performing a fashion show for their friends and family. In break time, they exchange football stickers, or play with toys such as the Game Boy and their pet Tamagotchis. But the biggest change of all takes place in their computer class. They get the chance to use an early dial-up modem, and access the very first world wide website. Education will never really be the same again.

www.frenglish.ru

7.10

The topic I've chosen is 'All children should play a team sport at school'.
I completely agree for the following reasons.
First of all, I think that doing any kind of sport is a really positive thing for children. It's good for their health and apparently, it helps children to learn better.
My second point is that team sports are good for building relationships. Children learn how to work together.
Another important point is that they can use the team skills they learn from sport in other areas of their life.
Finally, being part of a team is a great experience. It doesn't matter if you're not good at a sport – you can still enjoy playing the game with your friends.

8.8

Part 1

Interviewer Whose idea was it to go on the programme?

Joe It was my idea. I applied without telling my business partner Jake. Of course, I never really expected to get on it. But then they phoned me from the BBC and said, 'You're on the programme', so that's when I told him.

Interviewer Did you spend a long time preparing your pitch?

Joe Yes. We worked really hard, and we practised a lot so that we knew the pitch word for word. The evening before the show we actually went for a run – up in Manchester, where it's filmed – and we went running together just repeating the pitch over and over again.

Interviewer How did you feel when you arrived at the Den?

Joe Erm, well, we were told to get to the set at about 11.00 the night before, because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at half five in the morning.

Interviewer What time did you actually do your pitch?

Joe Erm, 11.30. So we were lucky because we were the first in that particular programme.

Interviewer Why lucky?

Joe Because we didn't have to wait too long. The other contestants spent ages just waiting around. Some of them – the ones who are on last – had to wait 12 hours!

Interviewer Did you meet the Dragons before you went in to do the pitch?

Joe No. You're not allowed to. Like, if you go to the toilet before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

8.9

Part 2

Interviewer What were the Dragons like?

Joe Well, they're obviously told by the producers to be really unfriendly and aggressive. So I remember thinking, when the doors opened and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden, because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.

Interviewer Did you think you did a good presentation?

Joe Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both thought, when he got the introduction wrong, that it was going to go badly, but it didn't.

Interviewer So what happened after you'd done your pitch?

Joe Yeah, well, four of the Dragons said, 'I'm out'. They said they weren't interested. So we were feeling pretty depressed, pretty negative.

Interviewer And then?

Joe The last Dragon was Peter. And he's quite scary – he's incredibly tall, over two metres. And at first he really criticized us. But then he told us he had a big chain of camera shops called Jessops and they were starting online printing and photo framing as part of their business. And then he said, 'I've got 15 guys in Hong Kong (SAR) trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job.'

Interviewer Were you very surprised?

Joe Totally, because it had never happened on Dragons' Den before. In ten years, they'd never offered someone a job.

Interviewer So he offered you jobs just like that?

Joe Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.

Interviewer With a good salary?

Joe Very.

Interviewer So what did you do?

8.10

Part 3

Joe It was very stressful because we knew we had to make a decision immediately. So Jake said, 'Yes, let's take the jobs', but I said, 'You don't want to work for Jessops'. And he stayed silent and I said, 'I don't want to work for Jessops'. I mean, neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely..., it was ridiculous.

Interviewer So you said no?

Joe That's right.

Interviewer Have you ever regretted saying no?

Joe No, not for a second. It was still early days for us then, so we were still kind of having fun and enjoying running our own business. And things worked out well for us. Frame Again was successful, and eventually we sold the business.

Interviewer But not to one of the Dragons?

Joe No, but that would have been perfect!

8.14

Hello and welcome to *How's Business?* Today we're going to look at how social media can make a big difference for some businesses. And I'd like to start with the story of Dave Carroll, a Canadian singer-songwriter, who had a very bad experience with United Airlines.
Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago. As they were waiting to get off the plane in Chicago, they heard another passenger say, 'My God! They're throwing guitars out there!'
One of the band members looked out of the plane window, and saw that the baggage handlers, who were taking the luggage off the plane, weren't being careful with the band's guitars – they were throwing them. The band were very worried and they immediately complained to United Airlines, but nobody listened to them.
When they arrived in Omaha, Dave discovered that part of his very expensive Taylor guitar had been damaged. It cost him $1,200 to get it repaired. For nine months he tried to claim compensation from United Airlines. He phoned and emailed their offices in Halifax, Chicago, and New York without success. In the end he even suggested that instead of money, they could give him $1,200 of flight tickets. But after all his complaints and suggestions, United simply said, 'No'.
So, what else could a singer-songwriter do? Dave wrote a song about his experience, and produced a music video to go with it. The song was called 'United Breaks Guitars'. He posted the video on YouTube and it was a huge hit. The song reached number 1 on the iTunes music store within a week. Dave decided to produce two more videos, which he also posted on YouTube.
Four days later, after one million views of the first video, United Airlines contacted Dave and offered him a payment – they said he had one chance to accept, and he wouldn't get a better offer from them.
He refused, and suggested they gave the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV, and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows where, of course, he retold the story of how 'United Breaks Guitars'. He did over 200 interviews in the first three months!
Dave Carroll's favourite guitar was damaged, but in the end United Airlines were the bigger losers. After the bad publicity, the BBC reported that United Airlines' share price had dropped by 10% within four weeks,

www.frenglish.ru

which means that the company lost an incredible $180 million. It would have been much cheaper to repair Dave's guitar. Since, then, Dave's first music video has had over 22 million views.

9.1

Here are three of the best stories people sent to me at Solo Traveler. First, Katya. Katya was in Argentina to see the famous Iguazu Falls. She'd just arrived in Puerto Iguazu, the nearest town to the falls. It was 10 p.m. at night. She'd booked a room in a hostel, but when she tried to find it, it just didn't seem to exist. She walked around town for a long time, but she had no luck, and in the end, she stopped at a bar and asked the owner and his wife for help. It turned out that the hostel had given her the wrong address. The kind bar owner ended up driving her around town at two o'clock in the morning to try to find the hostel. In the end, they found the place, but the front desk was closed for the night. So then the bar owner drove her to a small hotel that was still open, so she could get a room for the night. He even negotiated the price for her as he was worried it would be too expensive, so it only cost her the same as the hostel. Katya says she can't believe how incredibly kind he was.

What a great story. Now, this is Gerry's story.

Gerry was on a solo trip to France. While he was in Paris, one day he was in a hurry. He ran across the street and tripped on the kerb. He fell flat on his face on the sidewalk and cut his face badly – it was bleeding a lot. He was lying on the sidewalk, and a group of boys, about 13 or 14 years old, came over to him. They helped him to stand up and they took him to sit down on a bench. One of the boys gave him some tissues to stop the bleeding. Then another boy ran to a nearby school to ask the school nurse to have a look at Gerry, and all the other boys helped him to walk slowly along the road to the school. They couldn't go in with him, so they waved goodbye and ran off. Gerry says that the whole experience could have been much worse, but the kindness of those young men really cheered him up.

And finally, this is what happened to Jenn. Jenn was at the airport in Lisbon. She was on her way first to London and then back to the US. She thought she'd allowed plenty of time to check in, but when she got to the airport, there was a huge line, of several hundred people. She was absolutely convinced that she would miss her flight – she was panicking, and talking aloud to herself, saying, 'What am I going to do?' Then a man in the line asked her, in English, if he could help. She explained that she had a flight to London and the man told her she was actually in the line for a flight to Brazil. He wasn't sure where she needed to be, but he stepped out of his line, found the line she needed to be in, which was much shorter, and showed her where to go. The person behind him saved his place while he made sure Jenn was OK. Jenn says if it wasn't for the kindness of this man, she would have had a complete panic attack!

I love these stories of the kindness of strangers. Keep sending your stories in – we love to hear from all those solo travelers out there.

9.9

We're more dependent on power than ever before, thanks to our phone addiction, and because many people work from home more often, using laptops. So how difficult would life be for 24 hours without power? I decided to find out.

7 a.m. – 9 a.m.
Laptop battery: 95% Phone battery: 100%
Tablet battery: 65%

It's ten minutes since my alarm went off. I set it on my phone, which I charged overnight – my last blast of electricity for the next 24 hours. Already I'm realizing quite how dependent we are on power. My usual morning shower isn't possible. Neither is breakfast. I look sadly at the electric kettle. I can't even boil some water in a saucepan. My hob needs power. My toaster needs power. Everything in my modern home seems to need power. I read the news on my tablet and the battery life drops from 65% to 55% in a few minutes. Uh-oh.

9 a.m. – midday
Laptop battery: 72% Phone battery: 91%
Tablet battery: 55%

I sit down to work at my laptop. By 10 a.m., it's down to 72% battery. Someone gets in touch to ask me to Skype, but Skype calls really drain the power. I close down unnecessary programs and turn the brightness of my screen down to its lowest level. I can't use the wi-fi because my internet router is turned off. I can only use my mobile data, but I decide not to use it because I'm worried that it will use up my phone battery very quickly. A researcher at Queensland University of Technology, who has studied 'battery anxiety', says that when our battery life drops to 20%, we start thinking about what we actually need to do compared to what we want to do. Do we need to scroll through TikTok? I think we all know the answer to that.

Midday – 2 p.m.
Laptop battery: 39% Phone battery: 86%
Tablet battery: 54%

Normally for lunch, I'd reheat yesterday's pizza in the oven. But that's not possible, so I eat cold meats, and drink a warm Diet Coke, because the fridge is also off! I'm trying to avoid opening the fridge as much as possible; if the door is shut, food should be OK for four to six hours in the fridge, and 15 to 24 hours in the freezer before you need to throw it away.

2 p.m.–6 p.m.
Laptop battery: 0% Phone battery: 69%
Tablet battery: 36%

Finally, my laptop battery dies just after lunch. Thankfully, I can continue to work in the cloud on my phone. I do this for a while, but the small screen makes typing very difficult and I want to shout at the screen! I go for a walk – only I can't listen to music or the radio on my phone, as I usually would. I think nostalgically of the battery-operated Walkman of the 1980s...

6 p.m. onwards
Laptop battery: 0% Phone battery: 44%
Tablet battery: 26%

There's not much power left and it's getting dark. How on earth did people keep themselves busy in the evenings before electricity? I call a friend named Joel. Two and a half years ago, he decided to live off-grid and now he lives in a tent in a field. I ask Joel what to do with my long Friday evening. He thinks for a minute. 'Cook yourself a really nice meal,' he says, sounding very chilled. 'But I have an electric cooker,' I say. Joel's surprised – he cooks his food outside over a fire. Then I have a flash of inspiration. My car has enough petrol in it to get to a takeaway. As my phone charge drops to 20%, I drive out to pick up dinner. For the next hour, my girlfriend and I sit in the dark eating fried chicken. Then we decide to have an early night. And with hardly any phone battery left, I won't be able to rely on my alarm to wake me up tomorrow.

10.4

1 The red phone box

In 1924, the Post Office organized a competition to design a new phone box. The winner was the architect Giles Gilbert Scott, who also designed Liverpool Cathedral and the building that is now Tate Modern. The first phone box was built in London in 1926. It was painted red to make it easy to see at a distance, although Scott had originally suggested silver with a blue interior. With the arrival of mobile phones in the 21st century, people didn't need phone boxes any more, and most of them have now been removed. However, today they are considered design icons of historic importance, and several are now tourist attractions, including one of the original ones next to the Royal Academy of Arts in Piccadilly. Others have found new lives in local communities, as mini-libraries or art galleries, and a very few still survive as working phones.

2 The Anglepoise lamp

George Carwardine was an engineer, who specialized in suspension systems for cars. He worked for car manufacturers for several years, but when the company he was working for went bankrupt, he decided to set up a small company on his own. He had a little workshop in his garden, and there he designed a lamp which could be moved in different directions, inspired by the human arm. He licensed his design to a company which made the springs for his lamps, and in 1935 they brought out the three-spring Anglepoise desk lamp. It was an instant success, and the exact same model, the Anglepoise 1227, is still made today. Carwardine later developed many variations on the original design, including lamps for hospital operating theatres and for military aeroplanes. But it is the classic ever-popular Anglepoise 1227 which is today considered an iconic British design.

www.frenglish.ru

3 The Penguin book covers

Penguin books was started in 1935, although the classic cover was not designed until eleven years later. In 1935, publisher Allen Lane was at a bookstall on a railway platform looking for something to read, but he could only find magazines. He decided that people needed to be able to buy books that were good quality fiction, but cheap, and not just in traditional bookshops but also on railway stations and in chain stores.

Lane wanted a dignified but amusing symbol for the new books and his secretary suggested a penguin, so graphic designer Edward Young was sent to London Zoo to make drawings of penguins. The first Penguin paperbacks appeared in the summer of 1935. They included the works of Agatha Christie and the American writer Ernest Hemingway. The classic book cover was designed by Young in 1946. The books were colour coded – orange for fiction, blue for biography, and green for crime. The way people thought about books had changed forever – the paperback revolution had begun.

The cover designs of Penguin books have changed a lot over the years, but the original 1946 cover, which is considered a design icon, was recently brought back, and is also used on mugs, notebooks, and other items.

4 The miniskirt

The 1960s was famous for many things from the Beatles to the first man on the moon, but the miniskirt remains one of the decade's most long-lasting icons. Mary Quant was a British fashion designer, who had a boutique called Bazaar in the King's Road, the most fashionable shopping street of the time. As a girl, she had always tried to make her school uniform skirt shorter, 'to be more exciting-looking'. In 1966, she saw a group of tap dancers at a nearby school in very short skirts, with socks and dance shoes. This inspired her to create the miniskirt, which she named after her favourite car, the Mini. However, the miniskirt was not popular with everyone. Coco Chanel described it as 'just awful'. But Quant's customers loved it. Before the 1960s, young women had been expected to dress like their mothers, but this was about young people looking young. Although 1960s fashion soon changed to the long hippy clothes of the 1970s, the miniskirt has never disappeared, and is still worn today by women of all ages all over the world.

10.7

Part 1

Interviewer Good morning and thank you for coming, Mr Morton – or should it be Inspector Morton – you were a detective with Scotland Yard, weren't you?

Morton Yes, that's right. For 25 years. I retired last year.

Interviewer People today are still fascinated by the identity of Jack the Ripper, over 130 years after the crimes were committed. It's incredible, isn't it?

Morton Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.

Interviewer So what can you tell us about some of the new theories about his identity?

Morton Well, a recent new theory was put forward by a crime historian called Jan Bondeson. He thinks that Jack the Ripper was a Dutch sailor called Hendrik de Jong.

Interviewer What evidence does he have?

Morton Well, de Jong was definitely a murderer. He killed four women in Holland and Belgium, including two of his ex-wives. He also travelled to London a lot, and he was there when the Jack the Ripper murders took place. He also matches the descriptions we have of Jack the Ripper.

Interviewer How credible is his theory?

Morton Well, even Dr Bondeson says that it's impossible to know for certain if de Jong was Jack the Ripper. I would say it's possible, but there isn't really enough conclusive evidence.

10.8

Part 2

Interviewer The next recent theory I'm interested in comes from the film director Bruce Robinson, who wrote a book in 2016 called *They All Love Jack*. What can you tell us about it?

Morton Bruce Robinson is convinced that Jack the Ripper was in fact Michael Maybrick, the brother of one of the original suspects, James Maybrick. He thinks that the style of the murders indicates that there was a connection with the Freemasons – which both brothers were.

Interviewer What did Michael do?

Morton He was a popular singer and composer of songs at the time, and Robinson thinks that the Ripper's letters are similar in style to some of his songs, and the fact that they were posted from so many different parts of the UK makes sense because Michael was on tour at the time. Robinson thinks he was a psychopath, and was responsible for at least 16 more murders that took place in England later. He even thinks that Michael went on to murder his brother James.

Interviewer But he was never arrested, was he?

Morton No, he wasn't. However, Bruce thinks that by 1893 the police had begun to suspect him, but because many of the police themselves were Freemasons, they allowed him to escape to the Isle of Wight, where he lived for the rest of his life.

Interviewer And what do you do think?

Morton I think the book is well researched, but I don't really believe his conspiracy theory, that the police knew it was Michael and let him get away. I think the reason the Ripper was never caught was because the police were incompetent, not corrupt.

10.9

Part 3

Interviewer Finally, let's talk about Patricia Cornwell's research. In her 2002 book *Jack the Ripper – Case Closed,* she said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?

Morton Well, she mainly used DNA analysis. She actually spent over £2,000,000 buying 32 paintings by Sickert. She cut up one of them to get the DNA from it – people in the art world were furious.

Interviewer I can imagine.

Morton And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell said that she was 99% certain that Walter Sickert was Jack the Ripper.

Interviewer And now she's written a new book with more evidence.

Morton Yes, it's called *Ripper: The Secret Life of Walter Sickert*. She says she's found new evidence, including letters which were written by Jack the Ripper and by Walter Sickert on the same very unusual type of paper. She also points out that some of his paintings are very violent and frightening.

Interviewer But you don't think she's right, do you?

Morton Well, I think she might be right. She has a lot of evidence, although I don't think it's completely reliable. And a lot of people think she's wrong!

Interviewer So, who do you think the murderer was?

Morton I can't tell you because I don't know.

Interviewer Do you think we'll ever solve the mystery?

Morton Yes, I think one day the mystery will be solved. Some new evidence will appear that proves 100% who Jack the Ripper was, and we'll be able to say that the case is finally closed. But at the moment it's still a mystery, and people like a good mystery.

www.frenglish.ru

10.15

Part 2

Holmes What do you think, Watson?

Watson said Holmes, when our visitor left. 'It's a mystery to me,' I answered. 'What are you going to do?'

Holmes Think. Don't speak to me for 50 minutes!

Watson Holmes settled himself in his chair and closed his eyes. Just when I thought he had fallen asleep, he suddenly jumped up out of his chair.

Holmes Come on, Watson, let's visit Coburg Square.

Watson We took the Underground and walked a short way to Coburg Square. It was a poor little place with small brick houses. On one house there was a sign with 'Jabez Wilson' in white letters. It was the shop of our red-haired client. Holmes looked it all over. He hit the pavement in front of the shop with his stick two or three times. He walked slowly up and down the street, looking carefully at the other houses. Finally, he went to the front door of the shop and rang the bell. It was opened by a young man with a pale face.

Holmes Can you tell me how to get to the Strand?

Watson asked Holmes.

Vincent Third right, fourth left.

Watson answered the man, closing the door. 'That was Mr Wilson's assistant, Vincent,' I said. 'Did you ask the way so that you could see him?'

Holmes Not him.

Watson said Holmes. 'What then?' I asked.

Holmes I wanted to see the knees of his trousers. Now let's explore what's in the next street.

Watson We turned the corner out of Coburg Square into one of the main streets in the City. It was difficult to believe that these expensive shops and businesses were immediately behind the buildings in the poor square.

Holmes Let me see.

Watson said Holmes.

Holmes Here we have a tobacconist, a newspaper shop, a vegetarian restaurant, and the City Bank...

Watson He looked thoughtful. Then he said,

Holmes I have some business to do. This case is serious. Be ready tonight at 10.00. I hope we will be in time to prevent a serious crime. There may be some danger, so bring your gun.

Watson He waved goodbye and disappeared into the crowd.

10.17

Part 4

Watson We waited and waited. From my position behind the box, I could see across the stone floor of the cellar. Suddenly I saw a thin line of light. A small hole opened in the floor and a hand appeared. Then one of the stones was pushed up, and we could see the light from a lantern. A pale face appeared, and then a young man climbed out of the hole and pulled up after him another man with bright red hair. It was Vincent and the manager from the office of the Red-Headed League! Sherlock Holmes jumped out from his hiding place and he caught Vincent. He had a gun, but Holmes hit his hand and the gun fell to the floor. The second man quickly went back down the hole.

Holmes He won't escape.

Watson cried Holmes.

Holmes The police are waiting for him.

Vincent Oh really?

Watson said Vincent.

Vincent Congratulations. You have been very clever.

Holmes You too.

Watson said Holmes.

Holmes Your red-headed idea was very new and effective.

Watson Vincent was taken to the police station, and Mr Merryweather thanked Holmes for catching the bank robbers. Back at Baker Street, Holmes explained everything.

Holmes You see, Watson, the only possible reason for The Red-Headed League was to get Mr Wilson out of his shop for a few hours every day. They put in the advertisement, they set up the office of The Red-Headed League and then Vincent went to work for Mr Wilson. He needed to persuade him to apply for the job. When I heard that Vincent was working for half pay and spent a lot of time in the cellar, I realized that he was doing something there which took many hours a day for several months. It had to be a tunnel to another building. When I hit the pavement with my stick, I discovered that the shop's cellar was behind the shop, not in front. When I looked at Vincent's knees, I saw that they were dirty from hours of digging. I walked round the corner and saw that the City Bank was directly behind Mr Wilson's shop. Then I felt I had solved the problem. So I called the police and the bank director.

Watson 'But how did you know that they were planning to do the robbery tonight?' I asked.

Holmes Well, when they closed the office of The Red-Headed League, it was a sign that they didn't care about Mr Wilson any more, so I was sure that they had completed the tunnel. But they needed to act quickly before the tunnel was discovered.

Watson 'You solved it beautifully!' I exclaimed.

Holmes Thank you, Watson. It saved me from being bored.

www.frenglish.ru

present simple and continuous, action and non-action verbs

present simple: *I live*, *he works*, etc.

1 I **live** in Santiago. She **works** in a restaurant. 1.9
We **don't eat** meat. Jacob **doesn't wear** glasses.
Where **do** you **live**? **Does** the supermarket **open** on Sundays?
2 She usually **has** cereal for breakfast.
I**'m** never late for work.
We only **eat out** about once a month.

1 We use the present simple for things that are always true, or happen regularly.

- Remember the spelling rules for third person singular, e.g. *lives*, *studies*, *watches*.
- Use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QuASI** (**Qu**estion word, **A**uxiliary, **S**ubject, **I**nfinitive) to help you with word order in questions.
  Do you know David? What time does the film start?

2 We often use the present simple with adverbs of frequency, e.g. *usually*, *never*, or expressions of frequency, e.g. *every day*, *once a week*.

- Adverbs of frequency go before the main verb and after *be*.
- Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be* + verb + *ing*

A **Is** your sister still **going out** with Adam? 1.10
B No, they broke up. She **isn't going out** with anyone now.
The phone**'s ringing**. Can you answer it?
House prices **are going up** very fast at the moment.

- We use the present continuous (**NOT** the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
- Remember the spelling rules, e.g. *liv**ing***, *study**ing***, *get**ting***.
- We also use the present continuous for future arrangements (see **1B**).

action and non-action verbs

A What **are** you **looking for**? 1.11
B My car keys.
A I'll help you in a moment.
B But I **need** them now!

A What **are** you **cooking**? It **smells** delicious.
B I**'m making** pasta.
A Great! I **love** pasta.

- Verbs which describe **actions**, e.g. *cook*, *make*, can be used in the present simple or continuous.
  *I**'m making** lunch. I usually **make** lunch at the weekend.*
- Verbs which describe **states** or **feelings** (**NOT** actions), e.g. *be*, *need*, *love*, are **non-action verbs**. They are not usually used in the present continuous, even if we mean 'now'.
- Common non-action verbs are: *agree*, *be*, *believe*, *belong*, *depend*, *forget*, *hate*, *hear*, *know*, *like*, *love*, *matter*, *mean*, *need*, *prefer*, *realize*, *recognize*, *remember*, *seem*, *suppose*, *want*.
- Verbs of the senses are normally also non-action, e.g. *look*, *smell*, *taste*, and *sound*.

Verbs that can be both action and non-action

A few verbs have an action and a non-action meaning, e.g. *have* and *think*.
I can't talk now. I'm having lunch. = action (*have lunch*)
I have a cat now. = non-action (possession)
What are you thinking about? = action (*think about sth*)
I think this music's great. = non-action (opinion)

a Circle the correct form, present simple or continuous.

I don't believe / *I'm not believing* that you cooked this meal yourself.

1 Come on, let's order. The waiter *comes* / *is coming*.
2 Kate *doesn't want* / *isn't wanting* to have dinner now. She isn't hungry.
3 The head chef is ill, so he *doesn't work* / *isn't working* today.
4 The bill *seems* / *is seeming* very expensive to me.
5 We've had an argument and now we *don't speak* / *aren't speaking* to each other.
6 I *think* / *am thinking* my diet is quite healthy these days.
7 *Do we need* / *Are we needing* to go shopping today?
8 Can I call you back? *I have* / *I'm having* lunch right now.
9 I didn't use to like oily fish, but now *I love* / *I'm loving* it!
10 Your cake is wonderful! It *tastes* / *is tasting* like one my mother used to make.

b Complete with the present simple or present continuous forms of the verbs in brackets.

We *don't go* to Chinese restaurants very often. (not go)

1 I _____ high cholesterol, so I never _____ fried food. (have, eat)
2 _____ you _____ any vitamins at the moment? (take)
3 Don't eat the spinach if you _____ it. (not like)
4 _____ your boyfriend _____ how to cook fish? (know)
5 We _____ takeaway pizzas once a week. (order)
6 What _____ your sister _____? It _____ delicious! (make, smell)
7 You look sad. What _____ you _____ about? (think)
8 I _____ the diet in my country _____ worse. (think, get)
9 How often _____ you _____ seafood? (have)
10 I _____ usually _____ red meat. (not cook)

p.11

www.frenglish.ru

future forms: present continuous, *be going to*, *will / won't*

be going to + infinitive

future plans and intentions 1.13

My sister**'s going to adopt** a child.
Are you **going to buy** a new car or a second-hand one?
I**'m not going to go** home for the holidays. It's too far.

predictions 1.14

Barcelona **are going to win**. They're playing really well.
Look at those black clouds. I think it**'s going to rain**.

- We use *be going to* (**NOT** *will / won't*) when we have already decided to do something. **NOT** ~~*My sister will adopt a child.*~~
- We also use *be going to* to make a prediction about the future, especially when we have some evidence (e.g. *we can see black clouds*).

present continuous: *be* + verb + *-ing*

future arrangements 1.15

Lorna and Jamie **are getting** married in October.
We**'re meeting** at 10 o'clock tomorrow in Angelo's office.
Ali**'s leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *be going to* for future plans / arrangements and often you can use either.
  - *be going to* shows that you have made a decision.
    We're going to get married next year.
  - the present continuous emphasizes that you have made the arrangements.
    We're getting married on October 12th. (= we've booked the venue)
- We often use the present continuous with verbs relating to travel arrangements, e.g. *go*, *come*, *arrive*, *leave*, etc.

  He's arriving tomorrow and leaving on Thursday.

will / shall + infinitive



instant decisions, promises, offers, predictions, future facts, suggestions 1.16

1 I**'ll have** the steak. (instant decision)
I **won't tell** anybody where you are. (promise)
I**'ll carry** that bag for you. (offer)
You**'ll love** New York! (prediction)
Next year Christmas Day **will be** on a Thursday. (future fact)
2 **Shall** I **help** you with your homework? (offer)
Shall we **eat** out tonight? (suggestion)

1 We use *will / won't* (**NOT** the present simple) for instant decisions, promises, and offers.
NOT ~~*I carry that bag for you*~~.

- We can also use *will / won't* for predictions, e.g. *I think Barcelona will win*, and to talk about future facts, e.g. *The election will be on 1st March.*

2 We use *shall* (**NOT** *will*) with *I* and *we* for offers and suggestions when they are questions.

a Circle the correct form. Tick (✓) the sentence if both are possible.

The exam *will be* / *is being* on the last Friday of term.

1 *Will* / *Shall* we invite your parents for Sunday lunch?
2 **A** It's Alice's birthday tomorrow.
B Oh, really? *I'm making* / *I'll make* a cake.
3 *I'm not having* / *I'm not going to have* dinner with my family tonight.
4 *Are you going to go* / *Will you go* to Lee's party next weekend?
5 You can trust me. *I'm not telling* / *I won't tell* anyone what you told me.
6 **A** What are you doing on Sunday?
B *We're visiting* / *We'll visit* my grandparents.
7 I think the birth rate *will go down* / *is going down* in my country in the next few years.
8 My grandfather is *going to retire* / *retiring* at the end of the month.
9 *Shall* / *Will* I help you with the washing-up?

b Complete **B**'s responses with a correct future form. Use contractions if possible.

A What's your mother going to do about her car?
B She*'s going to buy* a second-hand one. (buy)

1 **A** I'm going to miss you. Please stay in touch.
B I promise I_____ every day. (phone)
2 **A** What are Alan's plans for the future?
B He_____ a degree in engineering. (do)
3 **A** Can I see you tonight?
B No, I_____ late. Maybe Saturday? (work)
4 **A** Are you ready to order?
B Yes, I_____ the prawns, please. (have)
5 **A** There's nothing in the fridge.
B OK. _____ we _____ a takeaway? (get)
6 **A** I don't have any money, so I can't go out.
B No problem, I_____ you some. (lend)
7 **A** Shall we have a barbecue tomorrow?
B No, the weather forecast says it_____. (rain)
8 **A** We land at about 8.00.
B _____ I _____ you up from the airport? (pick)

p.13

www.frenglish.ru

2A

Grammar Bank

present perfect and past simple

present perfect simple: *have / has* + past participle (*worked*, *seen*, etc.)

1 **past experiences** 2.8
I**'ve inherited** some money, but I **haven't spent** it.
Sally **has** never **met** Bill's ex-wife.
Have you ever **lost** your credit card?

2 **recent past actions**
I**'ve cut** my finger!
Too late! Our train **has** just **left**!

3 **with *yet* and *already* (for emphasis)**
I**'ve** already **seen** this film twice. Can't we watch another one?
My brother **hasn't found** a new job yet. He's still looking.
'**Have** you **finished** your homework yet?' 'No, not yet.'

1 We use the present perfect for past experiences when we don't say exactly when they happened.
- We often use *ever* and *never* when we talk or ask about past experiences. They go before the main verb.

2 We use the present perfect for recent past actions when we focus on the present result.
- In this context we often use *just* before the main verb.

3 We also use the present perfect with *yet* and *already*.
- We use *already* in + sentences. It goes before the main verb.
- We use *yet* with − sentences and ?. It goes at the end of the phrase.
- For irregular past participles, see **Irregular verbs** *p.173*.

past simple (*worked*, *stopped*, *went*, *had*, etc.)

They **got** married last year. 2.9
I **didn't have** time to do my homework.
What time **did** you **wake up** this morning?

- We use the past simple for finished past actions (when we say, ask, or know when they happened).

present perfect or past simple?

I**'ve been** to Tokyo twice. 2.10
(= in my life up to now)
I **went** there in 2010 and 2023. (= on two specific occasions)
I**'ve bought** a new computer. (= I don't say exactly when, where, etc.)
I **bought** it last Saturday. (= I say when)

- We use the present perfect (**NOT** the past simple) to talk about past experiences and recent past actions **when we don't specify a time**.
- We use the past simple (**NOT** the present perfect) to ask or talk about finished actions in the past, **when the time is mentioned or understood**. We often use a past time expression, e.g. *yesterday*, *last week*, etc.

a Complete the conversations with the present perfect form of the verb in brackets and an adverb from the list. You can use the adverbs more than once.

already ever just never yet

A Why are you smiling?
B I've just found a €50 note! (find)

1 **A** _____ you _____ _____ first class? (travel)
B No, never. It's too expensive!

2 **A** When are you going to buy a motorbike?
B Soon. I _____ _____ _____ nearly €1,000. (save)

3 **A** _____ you _____ the phone bill _____? (pay)
B No, sorry. I forgot.

4 **A** _____ your parents _____ _____ you money? (lend)
B Yes, but I paid it back as soon as I could.

5 **A** How does eBay work?
B I don't know. I _____ _____ _____ it. (use)

6 **A** What are you celebrating?
B We _____ _____ _____ the lottery! (win)

7 **A** Why haven't you got any money?
B I _____ _____ _____ my salary. I bought a new phone last week. (spend)

8 **A** Would you like a coffee?
B No, thanks. I _____ _____ _____ one. (have)

b Are the **bold** phrases right or wrong? Tick (✓) or cross (✗) them. Correct the wrong phrases.

I've never been in debt. (✓)
How much **has your new camera cost**? (✗)
How much did your new camera cost?

1 Marek **has just inherited** €5,000 from a relative.
2 **Did your sister pay** you back yet?
3 **We booked our holiday** online a month ago.
4 **When have you bought** that leather jacket?
5 **They've finished paying back** the loan last month.
6 **We haven't paid** the gas bill yet.
7 **Have you ever wasted** a lot of money on something?
8 I'm sure **I haven't borrowed** any money from you last week.
9 **I spent my salary** really quickly last month.
10 **Have you seen** the Batman film on TV yesterday?

p.20

www.frenglish.ru

present perfect + *for* / *since*, present perfect continuous

present perfect + *for* / *since*

They**'ve known** each other for ten years. 2.11
Julia**'s had** that bag since she was at university.
A How long **have** you **worked** here?
B Since 1996.
A How long **has** your brother **had** his motorbike?
B For about a year.

- We use the present perfect + *for* or *since* to talk about something which started in the past and is still true now.
  They've known each other for ten years. (= they met ten years ago and they still know each other today)
- We use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- We use *for* + a period of time, e.g. *for two weeks*, or *since* + a point of time, e.g. *since 2023*.
- Don't use the present simple with *for* / *since*. **NOT** ~~*They know each other for a long time.*~~

present perfect continuous: *have / has been* + verb + *-ing*

1 How long **have** you **been learning** English? 2.12
Nick **has been working** here since April.
They**'ve been going out** together for about three years.
2 **A** Your eyes are red. **Have** you **been crying**?
B No, I**'ve been** chopping onions.

1 We use the present perfect continuous with *for* and *since* with **action verbs** (e.g. *learn*, *work*, *go*, etc.) to talk about actions which started in the past and are still true now.

- With non-action verbs, we use the present perfect simple (**NOT** continuous). **NOT** ~~*They've been knowing each other for ten years.*~~
- Don't use the present continuous with *for* / *since*. **NOT** ~~*I am working here for two years.*~~

2 We can also use the present perfect continuous for continuous or repeated actions which have been happening very recently. The actions have usually just finished or have visible present results.

I**'ve** (I **have**) You**'ve** (You **have**) He / She / It**'s** (He **has**) We**'ve** (We **have**) They**'ve** (They **have**)	**been working** here for two years.
I **haven't** (I **have not**) You **haven't** He / She / It **hasn't** (He **has not**) We **haven't** They **haven't**	**been working** here for two years.

Have you **been working** here for two years?	Yes, I **have.**	No, I **haven't.**
Has she **been working** here for two years?	Yes, she **has.**	No, she **hasn't.**

live* and *work

live and *work* are often used in either the present perfect simple or present perfect continuous with the same meaning.
I've lived *here since 2010.*
I've been living *here since 2010.*

a Write sentences in the present perfect continuous.

How long / you / work here?
How long have you been working here?

1 She / study English for three years.
2 How long / they / watching TV?
3 It / rain / since lunchtime.
4 I / not live / here for very long.
5 How long / you / learn to drive?

b Circle the correct form. Tick (✓) if both are possible.

Harry *is* / *has been* unemployed since last year.

1 We've had our new flat *for* / *since* six months.
2 Hi Abdul! How are you? I *haven't seen* / *haven't been seeing* you for ages!
3 How long *have you known* / *do you know* your husband?
4 I've *worked* / *been working* as a teacher for five years.
5 I'm exhausted! *I'm cleaning* / *I've been cleaning* the kitchen for two hours.

c Make present perfect sentences (with *for* or *since* if necessary). Use the continuous form if possible.

I / work for a charity / eight years
I've been working for a charity for eight years.

1 we / know each other / we were children
2 the children / play computer games / two hours
3 your sister / have that hairstyle / a long time?
4 I / love her / the first day we met
5 my internet connection / not work / yesterday
6 how long / you / wait?
7 I / be a teacher / three years
8 it / snow / 5.00 this morning
9 Sam / not study enough recently
10 you / live in Los Angeles / a long time?

p.23

www.frenglish.ru

3A

Grammar Bank

choosing between comparatives and superlatives

comparing two people, places, things, etc.

1 My car is a bit **older than** yours. 3.7
Berlin is **more expensive than** Budapest.
This test is **less difficult than** the last one.
Olive oil is **better** for you **than** butter.
2 The new sofa isn't **as comfortable as** the old one.
I don't have **as many** books **as** I used to.

1 We use comparative **adjectives** + *than* to compare two people, places, things, etc.

- Regular comparative adjectives: spelling rules
  old → *old**er*** *big* → *big**ger*** *easy* → *eas**ier***
  modern → ***more*** *modern* *difficult* → ***more*** *difficult*
- Irregular comparative adjectives:
  good → *better* *bad* → *worse* *far* → *further / farther*
- One-syllable adjectives ending in *-ed*:
  bored → ***more*** *bored* *stressed* → ***more*** *stressed*
  tired → ***more*** *tired*

2 We can also use (*not*) *as* + adjective + *as* to make comparisons.

Object pronouns (*me*, *him*, etc.) after *than* and *as*

After *than* or *as* we can use an object pronoun (*me*, *him*, *her*, etc.) or a subject pronoun (*I*, *he*, *she*, etc.) + auxiliary verb.
She's taller than ***me***. OR *She's taller than* ***I am***. **NOT** ~~*She's taller than I.*~~

They're not as busy as ***us***. OR *They're not as busy as* ***we are***. **NOT** ~~*They're not as busy as we.*~~

the same as

We use *the same as* to say that two people, places, things, etc. are identical.
Her dress is ***the same as*** *mine.*

comparing two actions

1 My father drives **faster than** me. 3.8
He walks **more slowly than** I do.
Real Madrid played **worse** today **than** last week.
2 Max doesn't speak English **as well as** his wife.
I don't earn **as much as** my boss.

1 We use comparative **adverbs** to compare two actions.

- Regular comparative adverbs:
  spelling rules *fast* → *fast**er*** *slowly* → ***more*** *slowly*
  carefully → ***more*** *carefully*
- Irregular comparatives:
  well → *better* *badly* → *worse*

2 We can also use (*not*) *as* + adverb + *as* to make comparisons.

superlatives

Kevin is **the tallest** player in the team. 3.9
Oslo is **the most expensive** capital city in Europe.
The small bag is **the least expensive**.
Lucas is **the best student** in the class.
Who dresses **the most stylishly** in your family?
That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- We form superlatives like comparatives, but we use *-est* instead of *-er* and *the most / least* instead of *more / less*.
- We normally use *the* before superlatives, but we can also use possessive adjectives, e.g. ***my*** *best friend*, ***their*** *most famous song*.
- We often use a superlative with the present perfect + *ever*.
  It's the best book I've ever read.

in after superlatives

Use *in* (**NOT** ~~*of*~~) before places after a superlative.
It's the longest bridge in the world. **NOT** ~~*of the world*~~
It's the best beach in England. **NOT** ~~*of England*~~

a Complete with the comparative or superlative of the **bold** word (and *than* if necessary).

What's *the fastest* way to get to the airport? **fast**
1 I think skiing is _____ horse-riding. **easy**
2 This is _____ train I've ever been on. **hot**
3 A motorbike is _____ a scooter. **powerful**
4 I drive _____ my partner. **slowly**
5 _____ time to travel is on holiday weekends. **bad**
6 _____ I've ever driven is from Naples to Milan. **far**
7 The London Underground is _____ the subway in New York. **old**
8 I think that travelling by train is _____ form of transport. **relaxing**
9 Of all my family, my mum is _____ driver. **good**

b Complete with one word.

Going by motorboat is *more* exciting than travelling by ferry.
1 A coach isn't as comfortable _____ a train.
2 It's _____ most expensive car we've ever bought.
3 The traffic was worse _____ we expected.
4 This is the longest journey I've _____ been on.
5 He gets home late, but his wife arrives later than _____.
6 The _____ interesting place I've ever visited is Venice.
7 I leave home at the same time _____ my brother.
8 He drives _____ carefully than his girlfriend – he's never had an accident.
9 We don't go abroad _____ often as we used to.
10 What's the longest motorway _____ the world?

p.30

www.frenglish.ru

articles: *a / an*, *the*, no article

a / an

1 It's **a nice house**. 3.14
She's **a lawyer**.
2 I saw **an old man** with **a dog**.
3 What **an awful day**!
4 I have classes three times **a week**.

- We use *a / an* with singular countable nouns:

1 when we say what something is or what somebody does.
2 the first time we mention a thing / person.
3 in exclamations with *What...!*
4 in expressions of frequency.

the

1 I saw an old man with a dog. **The dog** was barking. 3.15
2 **The bell** rang and my father opened **the door**.
The children are at school.
3 **The moon** goes round **the Earth**.
4 I'm going to **the cinema** tonight.
5 It's **the best** restaurant in town.

- We use *the*:

1 when we talk about something we've already mentioned.
2 when it's clear what we're referring to.
3 when there's only one of something.
4 with places in a town, e.g. *cinema*, *theatre*.
5 with superlatives.

no article

1 Is it true that **girls** often learn to read earlier than **boys**? 3.16
Love is more important than **money**.
2 She's not **at home** today.
I get back **from work** at 5.30.
3 I never have **breakfast**.
I'm going to the theatre **on Tuesday**.
4 See you **next week**.

- We don't use an article:

1 when we are speaking in general (with plural and uncountable nouns), e.g. *I love flowers*. Compare: *I love* ***the flowers*** *in my garden*. (= the specific flowers in that place)
2 with some nouns, e.g. *home*, *work*, *school*, *church*, after *at / to / from*.
3 before meals, days, and months.
4 before *next / last* + day, week, etc.

a Circle the correct form.

I love *weddings* / *the weddings*!

1 Ariana is *nurse / a nurse* in a hospital. *A hospital / The hospital* is a long way from her house.
2 What *a horrible day / horrible day*! We'll have to eat our picnic in *the car / a car*.
3 My wife and I like *love stories / the love stories*, but our children prefer *the war films / war films*.
4 We go to *theatre / the theatre* about *once a month / once the month*.
5 I'm having *dinner / the dinner* with some friends *the next Friday / next Friday*.
6 My boyfriend is *chef / a chef*. I think he's *the best cook / best cook* in the world.
7 I'm not sure if I closed *the windows / windows* before I left *the home / home* this morning.
8 In general, I like *dogs / the dogs*, but I don't like *dogs / the dogs* that live next door to me.
9 I got to *the school / school* late every day *the last week / last week*.
10 I think *happiness / the happiness* is more important than *money / the money*.

b Complete with *a / an*, *the*, or – (no article).

A What does *the* guidebook say about Pizzeria Marco?
B It says that it's *a* great restaurant.

1 **A** How often do you go to ___ gym?
B About three times ___ week. But I never go on ___ Fridays.
2 **A** What time does ___ train leave?
B In 40 minutes. Can you drop me off at ___ station on your way to ___ work?
3 **A** What ___ amazing dress!
B Thanks. I bought it in ___ sales ___ last month.
4 **A** What's ___ most interesting place to visit in your town?
B Probably ___ castle. It's ___ oldest building.
5 **A** What shall we do ___ next weekend?
B Let's invite Toni for ___ lunch. We could eat in ___ garden.
6 **A** Do you like ___ cats?
B Not really. I prefer ___ dogs. I think they're ___ best pets.
7 **A** Is your mum ___ housewife?
B No, she's ___ teacher. She's always tired when she finishes ___ work.
8 **A** Have you ever had ___ problem in your relationship?
B Yes, but we solved ___ problem and we got married.
9 **A** When is ___ meeting?
B They've changed ___ date. It's on ___ Tuesday now.

p.33

www.frenglish.ru

4A

Grammar Bank

obligation and prohibition: *have to*, *must*, *should*

have to / must + infinitive

1 You **have to** switch off your phone during take-off and landing.
You **must** be on time tomorrow because there's a test. 4.3
2 I love MoMA! You **have to** go when you're in New York.
You **must** see this film – it's amazing!
3 I **had to** wear a uniform at my primary school.
I hate **having to** get up early. My interview is at 9.00.
Do you **have to** work on Saturdays?
Must I switch my phone off now?

1 *have to* and *must* are normally used to talk about obligation, or something that it is necessary to do.

- *have to* and *must* have a very similar meaning and you can usually use either form. *have to* is more common for general, external obligations, e.g. rules and laws. *must* is more common for specific (i.e. on one occasion) or personal obligations. Compare:

  I have to wear a shirt and tie at work.
  (= it's the rule in this company)
  I must buy a new shirt – this one is too old now.
  (= it's my own decision)

2 We can also use *have to* or *must* for strong recommendations.

3 *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.

must is a modal verb. It only exists in the present, but it can be used with a future meaning.

don't have to

You **don't have to** pay – this museum is free. 4.4
You **don't have to** go to the party if you don't want to.

mustn't

You **mustn't** park here. 4.5
You **mustn't** eat that cake – it's for the party.

- We use *don't have to* when there is no obligation to do something and *mustn't* when something is prohibited.
- *don't have to* and *mustn't* are completely different.

  Compare:
  You don't have to drive – we can get a train. (= you can drive if you want to, but it isn't necessary / obligatory)
  You mustn't drive along this street. (= it's prohibited, against the law) **NOT** ~~*You don't have to drive along this street.*~~
- We can often use *can't* or *not allowed to* instead of *mustn't*.
  *You **mustn't** / **can't** / **'re not allowed to** park here.*

should / shouldn't + infinitive

1 You **should** take warm clothes with you to Dublin. It might be cold at night.
You **shouldn't** drink so much coffee. It isn't good for you. 4.6
2 I think the government **should** do something about unemployment.

1 We use *should* to give advice or an opinion. *should* is not as strong as *must / have to*.

- *should* is a modal verb. The only forms are *should / shouldn't*.
- We can use *ought to / ought not to* instead of *should / shouldn't*.

  You ought to take warm clothes with you to Dublin.
  You ought not to drink so much coffee.

2 We use *should* to give an opinion – to say if we think something is the right or wrong thing to do.

a Circle the correct form. Tick (✓) if both are possible.

You *don't have to* / *mustn't* use your phone in quiet zones.

1 Do you think we *should* / *ought to* text Dad to tell him we'll be late?
2 You *don't have to* / *mustn't* send text messages when you are driving.
3 A pilot *has to* / *must* wear a uniform at work.
4 You *should* / *must* go to the Uffizi when you're in Florence.
5 I *have to* / *must* speak to my phone company. My last bill was wrong.
6 We *don't have to* / *mustn't* hurry. We have plenty of time.
7 When I was at school we *had to* / *must* wear a horrible uniform.
8 You *shouldn't* / *don't have to* walk on the grass. They've just planted flowers there.

b Complete with the correct form of the verb in brackets.

If the line's engaged, you'll have to call back later. (you / have to)

1 _____ do a lot of homework when you were at school? (you / have to)
2 _____ take my tablet out of my bag at Security? (I / must)
3 My sister is a nurse, so some weeks _____ work nights. (she / have to)
4 _____ ever _____ have an operation? (you / have to)
5 Saturdays are the best day of the week. I love _____ get up early. (not have to)
6 I don't think _____ wear boots inside their house. (we / should)
7 The exhibition was free, so _____ pay. (I / not have to)

p.39

www.frenglish.ru

ability and possibility: *can*, *could*, *be able to*

can / could

I **can** speak three languages fluently. 4.13
Leila **can't** come tonight. She's ill.
Our daughter **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.

- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to* + infinitive.

be able to + infinitive

1 Archie **has been able to** swim since he was three. 4.14
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You**'ll be able to** practise your English in Australia.
2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to** come to yesterday's meeting.

1 We use *be able to* + infinitive for ability and possibility, especially where there is no form of *can*, e.g. present perfect, infinitive, gerund, future, etc.
2 We sometimes use *be able to* in the present and past (instead of *can / could*), usually if we want to be more formal.

a **Circle the correct form. Tick (✓) if both are possible.**

I've always wanted to *can* / *be able to* dance salsa.

1 My son *couldn't / wasn't able to* speak until he was nearly two years old.
2 She's much better after her operation. She'll *can / be able to* walk again soon.
3 He hasn't *could / been able to* mend my bike yet. He'll do it tomorrow.
4 It's the weekend at last! I love *can / being able to* go out with my friends.
5 When we lived on the coast, we used to *can / be able to* go to the beach every day.
6 I *can't / 'm not able to* send any emails at the moment. My computer isn't working.
7 I *could / was able to* read before I started school.
8 We won't *can / be able to* go on holiday this year because we need a new car.
9 Amira's pleased because she's finally *could / been able to* find a part-time job.
10 Alex *can / is able to* speak Portuguese fluently after living in São Paulo for ten years.

b **Complete with the correct form of *be able to* (+, −, or ?).**

I've never been able to scuba dive.

1 Her phone has been switched off all morning, so I _____ talk to her yet.
2 I don't like noisy bars. I like _____ have a conversation without shouting.
3 I _____ leave home when I get a job.
4 We're having a party next Saturday. _____ you _____ come?
5 You need _____ swim before you can go in a canoe.
6 I can speak five languages. I hate _____ communicate with people in their own language.
7 Fortunately, firefighters _____ rescue everybody from the burning house.
8 I'm very sorry, but we _____ come to your wedding next month. We'll be on holiday.
9 You're looking worse. _____ you _____ contact the doctor yet?
10 The manager _____ see you right now because she's in a meeting.

p.42

www.frenglish.ru

5A

Grammar Bank

past tenses: simple, continuous, perfect

past simple: *worked*, *stopped*, *went*, *had*, etc.

They **were** in Mexico in 2016. 5.10
A South African athlete **won** the race.
The plane **didn't arrive** on time.
What time **did** you **get up** this morning?
When I **lived** in Paris, I often **went** to watch Paris St-Germain.

- We use the past simple for finished actions in the past (when we say, ask, or know when they happened).
- We can also use it for repeated actions in the past.
- Remember **Irregular verbs** *p.173*.

past continuous: *was / were* + verb + *-ing*

1 What **were** you **doing** at six o'clock last night? 5.11
2 I **was driving** along the motorway when it started snowing.
3 While I **was doing** the housework, the children **were playing** in the garden.
4 It was a cold night and it **was raining**. I **was watching** TV in the living room.

1 We use the past continuous to talk about an action in progress at a specific time in the past.

- Remember, we don't use the past continuous with non-action verbs.
NOT ~~*We stopped at a garage because we were needing petrol.*~~

2 We often use the past continuous to describe a past action in progress which was interrupted by another action (expressed in the past simple). The two actions are usually linked by *when* or *as*.

3 We often use the past continuous with *while* for two actions happening at the same time.

4 We often use the past continuous to describe what's happening at the beginning of a story or anecdote.

past perfect: *had* + past participle

When they turned on the TV, the match **had** already **finished**. 5.12
As soon as I shut the door, I realized that I**'d left** my keys on the table.
We couldn't get a table in the restaurant because we **hadn't booked**.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:

  *When John arrived, they **went out**.* (= first John arrived and then they went out)

  *When John arrived, they **had gone out**.* (= they went out before John arrived)

using narrative tenses together

It was a cold night and it **was raining**. 5.13
I **was watching** TV in the living room. Suddenly I **heard** a knock at the door. I **got up** and **opened** the door. But there **was** nobody there. The person who **had knocked** on the door **had disappeared**.

- We use the past continuous (*was raining*, *was watching*) to set the scene.
- We use the past simple (*heard*, *got up*, etc.) to say what happened.
- We use the past perfect (*had knocked*, *had disappeared*) to say what happened before the previous past action.

a Circle the correct form.

When the teacher collected the exam papers he saw that Robbie *cheated* / *had cheated*.

1 They didn't play well in the match although they *were training* / *had trained* every evening.
2 Omar had an accident as he *cycled* / *was cycling* to work.
3 I left work early because I *wanted* / *was wanting* to watch the match.
4 There was a lot of traffic, and when we arrived, the match *already started* / *had already started*.
5 The captain *didn't score* / *hadn't scored* any goals when the referee sent him off.
6 My son got injured while he *played* / *was playing* basketball last Saturday.
7 When the snowstorm started, we *stopped* / *had stopped* skiing and went back to the hotel.
8 New Zealand *didn't lose* / *hadn't lost* any of their previous games when they played in the quarter-finals.
9 The referee suspended the match because it *was raining* / *rained* so hard.

b Complete with the past simple, past continuous, or past perfect.

The marathon runner *was sweating* when she *crossed* the finish line. (sweat, cross)

1 The accident _____ when they _____ home. (happen, drive)
2 The crowd _____ when the referee _____ the final whistle. (cheer, blow)
3 I _____ Hannah at first because she _____ so much. (not recognize, change)
4 The police _____ my sister on the motorway because she _____ a seat belt. (stop, not wear)
5 Some of the players _____ while the coach _____ to them. (not listen, talk)
6 We _____ use the ski slope because it _____ enough. (not can, not snow)
7 They _____ play tennis because they _____ a court. (not able to, not book)
8 The player _____ a yellow card because he _____ his shirt after scoring a goal. (get, take off)

p.50

www.frenglish.ru

5B

Grammar Bank

past and present habits and states

1 I **used to teach** English when I was living abroad. 5.17
He **didn't use to do** any exercise, but now he runs marathons.
I **never used to like** football, but I watch it every week now.
We **used to be** close friends, but we don't talk to each other any more.
That hotel **used to have** a swimming pool, but they closed it.
Did they **use to live** in the city centre?
Didn't you **use to have** long hair?

2 I **usually meet** my friends at weekends.
I **don't normally go out** during the week.
English houses **usually have** gardens.
Do you **normally walk** to work?

1 For past habits and states, we use *used to / didn't use to* + infinitive.

- *used to* does not exist in the present tense. **NOT** ~~*I use to get up at 8.00 during the week.*~~
- We use *used to* for things that were true over a period of time in the past. *used to* often refers to something which is not true now. *I used to do a lot of sport.* (= I did a lot of sport for a period of time in the past, but now I don't)
- We often use *never used to* instead of *didn't use to*.
- *used to / didn't use to* can be used with action verbs (e.g. *go*, *do*) and non-action verbs (e.g. *be*, *have*).
- We can also use the past simple to describe past habits (often with an adverb of frequency).

  We (often) went to France for our holidays when I was a child.

2 For present habits, we use a verb in the present simple, often with an adverb of frequency, e.g. *usually* or *normally*.

used to or past simple?

We can use *used to* or the past simple (often with an adverb of frequency) for repeated actions or states and the meaning is the same.

I used to live in Singapore as a child. I lived in Singapore as a child.

We used to go to the cinema on Saturdays. We often went to the cinema on Saturdays.

But we have to use the past simple if:
– we mention exact dates or number of times.
– the action happened only once.

We went to the cinema on Saturday.

any more and *any longer*

We often use *not... any more / any longer* (= not now) with the present simple to contrast with *used to*.

I used to go to the gym, but I don't (go) any more / any longer.

be used to and *get used to*

Don't confuse *used to / didn't use to* (*do sth*) with *be used to* or *get used to* (*doing sth*).

I am used to getting up *early every day.* (= I am accustomed to it – I always do it, so it is not a problem for me)

Lola ***can't get used to living*** *in Delhi.* (= She can't get accustomed to it, it's a problem for her)

a Are the highlighted verb forms right (✓) or wrong (✗)? Correct the wrong ones.

When I was a teenager I use to have very short hair. ✗
used to have

1 I didn't used to like my maths teacher when I was at school.
2 Do you usually tell close friends about your problems?
3 My sister never didn't use to want children, but now she's got four!
4 How used you to keep in touch in the days before the internet?
5 They used to go on holiday together every winter because they all love skiing.
6 That couple have three kids, so they don't usually go out at night.
7 Did your parents use to meet each other at university?
8 My husband use to work for a bank, but now he's unemployed.
9 We love the theatre. Nowadays, we use to go to a play at least once a month.

b Complete with *used to* + infinitive or *usually* + present simple (⊞, ⊟, or ?) and a verb from the list.

argue be ~~eat~~ eat out get on go
have play speak watch work

My brother didn't use to eat vegetables, but now he loves them.

1 We _____ a lot in common, but now we're completely different.
2 We _____ to bed early during the week because we have to get up at 6.00 a.m.
3 I _____ TV on my phone, but now I often do.
4 _____ you _____ football on Sunday mornings? Could I join you next weekend?
5 They love sushi, so they _____ in Japanese restaurants.
6 Where _____ your husband _____ before he got the job in the bank?
7 My sister has lost a lot of weight. She never _____ so slim.
8 _____ you _____ a lot with your parents when you were a teenager?
9 Nina _____ really well with her flatmates, but they occasionally argue about housework.
10 My ex-boyfriend _____ to me, but now he calls me quite often.

p.53

www.frenglish.ru

6A

Grammar Bank

passive (all tenses)

1 A lot of films **are shot** on location. 6.4
When **is** our car **being repaired**?
Artem's bike **has been stolen**.
The director died when the film **was being made**.
You**'ll be picked up** at the airport by one of our staff.
This bill **must be paid** tomorrow.
I love **being given** a massage.
2 The new concert hall **will be opened** by the King.
Napoleon **was directed** by Ridley Scott.

1 We often use the passive (*be* + past participle) when it isn't said, known, or important who does an action.

Artem's bike has been stolen. (= somebody has stolen Artem's bike, but we don't know who). In passive sentences, the object of the verb becomes the new subject.

2 If we want to say who did the action, we use *by*.

- We can often say things in two ways, in the active or in the passive. Compare:

  Napoleon *was directed by Ridley Scott.* (= we want to focus more on the film)

  Ridley Scott directed Napoleon. (= we want to focus more on the director)
- We form negatives and questions in the same way as in active sentences.

  Some films ***aren't shot*** *on location.*
  Is *your car* ***being repaired*** *today?*
- We often use the passive to talk about processes, e.g. scientific processes, and in formal language, such as news reports.

  Then the water ***is heated*** *to 100 degrees...*
  Many buildings in the city ***have been damaged*** *by the earthquake.*

a **Circle the correct form, active or passive.**

The college *built* / *was built* in the 16th century.

1 The costumes for the show *are making* / *are being made* by hand.
2 The story *inspired* / *was inspired* him to make a film.
3 This castle *hasn't inhabited* / *hasn't been inhabited* for nearly a century.
4 His latest film *set* / *is set* in Vietnam in the 1960s.
5 The film *will shoot* / *will be shot* in the autumn.
6 The actors *aren't recording* / *aren't being recorded* the dialogue until next week.
7 The house *wasn't using* / *wasn't being used* by the owners during the winter.
8 The make-up artist *has transformed* / *has been transformed* the actor into a monster.
9 They *hadn't owned* / *hadn't been owned* the company for very long before they went bankrupt.
10 The photo *took* / *was taken* by my husband on the balcony of our hotel.

b **Complete with the passive so that the meaning is the same. Only use *by* if necessary.**

People don't use this room very often.
This room *isn't used very often*.

1 They subtitle a lot of foreign films.
A lot of foreign films _____.
2 García Márquez wrote *Love in the Time of Cholera* in 1985.
Love in the Time of Cholera _____ in 1985.
3 Someone is repairing my laptop at the moment.
My laptop _____ at the moment.
4 They haven't released the DVD of the film yet.
The DVD of the film _____.
5 They won't finish the film until the spring.
The film _____ until the spring.
6 You have to collect the tickets from the box office.
The tickets _____ from the box office.
7 They hadn't told the actor about the changes in the script.
The actor _____ about the changes in the script.
8 Damien Chazelle directed *La La Land*.
La La Land _____.
9 They've already recorded the soundtrack.
The soundtrack _____.
10 They were interviewing the director about the film.
The director _____ about the film.

p.59

www.frenglish.ru

modals of deduction: *might*, *can't*, *must*

***might* (when you think something is possibly true)**

Diego's phone is switched off. He **might** be on the plane now, or just boarding. 6.10
Laura **might not** like that skirt. It's not really her style.

***can't* (when you are sure something is impossible / not true)**

Daniel **can't** earn much money in his job. He's still living with his parents. 6.11
That woman **can't** be Bruno's wife. Bruno's wife has dark hair.

***must* (when you are sure something is true)**

The neighbours **must** be out. There aren't any lights on in the house. 6.12
Your sister **must** have a lot of money if she drives a Porsche.

- We often use *might*, *can't*, or *must* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't*. Compare:

  The neighbours must be out. There aren't any lights on in the house.

  The neighbours can't be out. All the lights are on in the house. **NOT** ~~*The neighbours mustn't be out.*~~
- We can use *may* instead of *might* and we can use *could* in positive sentences.

  Jack could (or *may*) *be at the party – I'm not sure.*
- We don't use *can* instead of *might* / *may*. **NOT** ~~*He can be on the plane now.*~~
- We often use *be* + gerund after *might* / *must* / *can't*.

  They must be having a party – the music's very loud.



The neighbours must be out. There aren't any lights on in the house.



The neighbours can't be out. All the lights are on in the house.

a Match the sentences.

He might be American. D
1 He can't be a university student.
2 He must be cold.
3 He might be going to the gym.
4 He could be lost.
5 He must be married.
6 He must be a tourist.
7 He can't be enjoying the party.
8 He may not have a job.
9 He can't be a businessman.

A He's carrying a sports bag.
B He's carrying a camera and a guide book.
C He's looking at a map.
~~D He's wearing a baseball cap.~~
E He's looking at job adverts online.
F He isn't talking to anybody.
G He isn't wearing a suit.
H He's wearing a wedding ring.
I He's wearing school uniform.
J It's freezing and he isn't wearing a jumper.

b Complete with *must*, *might* (*not*), or *can't*.

A What does Pete's new girlfriend do?
B I'm not sure, but she *might* be a doctor. I think she works at the hospital.

1 **A** Do you know anyone who drives a Ferrari?
B Yes, my nephew. I don't know his salary, but he _____ earn a fortune!

2 **A** Why don't you buy this dress for your mum?
B I'm not sure. She _____ like it. It's a bit short for her.

3 **A** My sister works as an interpreter for the EU.
B She _____ speak a lot of languages to work there.

4 **A** Did you know that Maxim's parents have split up?
B Poor Maxim. He _____ be very happy about that.

5 **A** Are your neighbours away? All the curtains are closed.
B I'm not sure. I suppose they _____ be on holiday.

6 **A** Where's your colleague today?
B She _____ be ill. She called to say that she was going to the doctor's.

7 **A** I'm looking forward to seeing Carolina! I haven't seen her for years.
B You _____ recognize her – she's lost a lot of weight.

8 **A** My daughter has been out every night this week.
B She _____ be working very hard.

9 **A** Why is Tina so happy?
B I'm not sure, but she _____ have a new partner.

10 **A** Where does your boss live?
B I don't know, but he _____ live near the office because he commutes every day by train.

p.63

www.frenglish.ru

first conditional and future time clauses + *when*, *until*, etc.

first conditional sentences: *if* + present simple, *will / won't* + infinitive

- We use first conditional sentences to talk about a possible / probable future situation and its consequence.

1 If you **work** hard, you**'ll pass** your exams. 7.8
The teacher **won't be** very pleased if we**'re** late for class.
2 **Come** and see us next week if you **have** time.
3 Alison **won't get** into university unless she **gets** good grades.
I **won't go** unless you **go**, too.

1 We use the present tense (**NOT** the future) after *if* in first conditional sentences. **NOT** ~~*If you'll work hard, you'll pass all your exams.*~~
2 We can also use an imperative instead of the *will* clause.
3 We can use *unless* + present simple + instead of *if...not* in conditional sentences. Compare: *Alison won't get into university if she* ***doesn't get*** *good grades.*

future time clauses

We**'ll have** dinner when your father **gets** home. 7.9
As soon as you **get** your exam results, **call** me.
I **won't go** to bed until you **come** home.
I**'ll have** a quick lunch before I **leave**.
After I **finish** university, I**'ll** probably **take** a year off and travel.

- We use the present tense (**NOT** the future) after *when*, *as soon as*, *until*, *before*, and *after* to talk about the future.

a **Complete with the present simple or future with *will* and the verbs in brackets.**

If I fail my exams, I'll take them again next year. (take)
1 That girl _____ into trouble if she doesn't wear her uniform. (get)
2 If you give in your homework late, the teacher _____ it. (not mark)
3 Don't write anything unless you _____ sure of the answer. (be)
4 Matias will be expelled if his behaviour _____. (not improve)
5 They'll be late for school unless they _____. (hurry)
6 Ask me if you _____ what to do. (not know)
7 Johnny will be punished if he _____ at the teacher again. (shout)
8 My sister _____ university this year if she passes all her exams. (finish)
9 I _____ tonight unless I finish my homework quickly. (not go out)
10 Call me if you _____ some help with your project. (need)

b **Circle the correct word or expression.**

I won't go to university *if* / *unless* I don't get good results.
1 Don't turn over the exam paper *after* / *until* the teacher tells you to.
2 Please check the water's not too hot *before* / *after* the kids get in the bath.
3 Your parents will be really happy *when* / *unless* they hear your good news.
4 I'll look for a job in September *before* / *after* I come back from holiday.
5 The schools will close *unless* / *until* it stops snowing soon.
6 The job is very urgent, so please do it *after* / *as soon as* you can.
7 We'll stay in the library *as soon as* / *until* it closes. Then we'll go home.
8 Nicolas will probably learn to drive *when* / *until* he's 18.
9 You won't be able to speak to the head teacher *unless* / *if* you make an appointment.
10 Give Mummy a kiss *before* / *after* she goes to work.

p.70

www.frenglish.ru

7B

Grammar Bank

second conditional, choosing between conditionals

second conditional sentences: *if* + past simple, *would / wouldn't* + infinitive

1 **If** I **had** a job, I**'d get** my own flat. 7.12
If Tomas **spoke** good English, he **could get** a job in that new hotel.
I **would get on** better with my parents **if** I **didn't live** with them.
I **wouldn't do** that job **unless** they **paid me** a really good salary.
2 **If** your sister **were** here, she**'d know** what to do.
If it **was** warmer, we **could have** a swim.
3 **If** I **were** you, I**'d buy** a new computer.

- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence.
If I had a job... (= I don't have a job, I'm imagining it)

1 We use the past simple after *if* and *would / wouldn't* + infinitive in the other clause.

- We can also use *could* instead of *would* in the other clause.

2 After *if*, we can use *was* or *were* with *I*, *he*, and *she*.

3 We often use second conditionals beginning *If I were you, I'd...* to give advice. We don't normally use *If I was you...*

Choosing between the first or second conditional

Using a first or second conditional usually depends on how probable you think it is that something will happen.
If I have time, I'll help you. (= this is a real situation, it's possible that I'll have time – first conditional)
If I had time, I'd help you. (= this is a hypothetical / imaginary situation, I don't have time – second conditional)

***would / wouldn't* + infinitive**

We also often use *would / wouldn't* + infinitive (without an *if* clause) when we talk about imaginary situations.
*My ideal holiday **would be** a week in the Bahamas.*
*I**'d** never **buy** a car as big as yours.*

a **Write second conditional sentences and questions.**

I wouldn't live with my parents if I didn't have to. (not live, not have to)

Would you work from home if your company allowed it? (work, allow)

1 Ricardo _____ commute every day if he _____ from home. (not have to, work)

2 If they _____ such a noisy dog, they _____ better with their neighbours. (not have, get on)

3 I _____ that bike if I _____ you – it's too expensive. (not buy, be)

4 _____ we _____ our house if somebody _____ us enough money? (sell, offer)

5 If we _____ in the country, we _____ for more walks. (live, go)

6 _____ you _____ a flat with me if I _____ half the rent? (share, pay)

7 If my sister _____ her room more often, it _____ such a mess. (tidy, not be)

8 You _____ me like this if you really _____ me. (not treat, love)

9 If we _____ the kitchen white, _____ it _____ bigger? (paint, look)

10 I _____ a house with a garden if I _____ gardening so much. (not buy, not enjoy)

b **First or second conditional? Complete with the correct form of the verb in brackets.**

I'll stay with my sister if I have to go to Berlin for my job interview. (stay)

I'd buy my own flat if I had enough money. (have)

1 My kids _____ earlier if they didn't go to bed so late. (get up)

2 Where _____ you _____ if you go to university? (live)

3 If you _____ your exams, what will you do? (not pass)

4 I'd buy a bigger house if I _____ sure we could afford it. (be)

5 We couldn't have a dog if we _____ a garden. (not have)

6 How will you get to work if you _____ your car? (sell)

7 If we sit in the shade, we _____ sunburnt. (not get)

8 If you could change one thing in your life, what _____ it _____? (be)

9 He won't be able to pay next month's rent if he _____ a job soon. (not find)

10 If she made less noise, her neighbours _____ so often. (not complain)

p.73

www.frenglish.ru

choosing between gerunds and infinitives

gerund (verb + *-ing*)

1 I'm not very **good at working** in a team. 8.5
Katie's **given up smoking**.
2 **Looking for** a job can be depressing.
Shopping is my favourite thing to do at weekends.
3 I **hate not being** on time for things.
I **don't mind getting up** early.

- We use the gerund (verb + *-ing*)

1 after prepositions and phrasal verbs.

2 as the subject of a sentence.

3 after some verbs, e.g. *hate*, *don't mind*.

- Common verbs which take the gerund include: *admit*, *avoid*, *deny*, *dislike*, *enjoy*, *feel like*, *finish*, *hate*, *keep*, *like*, *love*, *mind*, *miss*, *practise*, *prefer*, *recommend*, *spend time*, *stop*, *suggest*, and some phrasal verbs, e.g. *give up*, *go on*, etc.
- The negative gerund = *not* + verb + *-ing*.

like, _love_, and _hate_

In American English, *like*, *love*, and *hate* are followed by the infinitive with *to*. This is becoming more common in British English too, e.g. *I like to listen to music in the car.*

the infinitive with *to*

1 My flat is very **easy to find**. 8.6
2 Liam is saving money **to buy** a new car.
3 My sister has never **learned to drive**.
Try not to make a noise.

- We use the infinitive + *to*:

1 after adjectives.

2 to express a reason or purpose.

3 after some verbs, e.g. *want*, *need*, *learn*.

- Common verbs which take the infinitive include: (*can't*) *afford*, *agree*, *decide*, *expect*, *forget*, *help*, *hope*, *learn*, *need*, *offer*, *plan*, *pretend*, *promise*, *refuse*, *remember*, *seem*, *try*, *want*, *would like*. More verbs take the infinitive than the gerund.
- The negative infinitive = *not to* + verb.
- These common verbs can take either the infinitive or gerund with no difference in meaning: *start*, *begin*, *continue*. *It started to rain. It started raining.*

Verb + person + infinitive with *to*

We also use the infinitive with *to* after some verbs + person, e.g. *ask*, *tell*, *want*, *would like*.
Can you ask the manager ***to come****?*
She told him not ***to worry****.*
I want you ***to do*** *this now.*
We'd really like you ***to come****.*

the infinitive without *to*

1 I **can't drive**. 8.7
We **must hurry**.
2 She always **makes** me **laugh**.
My parents didn't **let** me **go** out last night.

- We use the infinitive without *to*:

1 after most modal and auxiliary verbs.

2 after *make* and *let*.

Verbs that can take a gerund or an infinitive, but the meaning is different

Try to be *on time.* (= make an effort to be on time)
Try doing *yoga.* (= do it to see if you like it)
Remember to phone *him.* (= don't forget to do it)
I ***remember meeting*** *him years ago.* (= I have a memory of it)

a Circle the correct form.

I'm in charge of *recruiting* / *to recruit* new staff.

1 It's important for me *spending* / *to spend* time with my family.
2 *Applying* / *Apply* to go to university abroad can be complicated.
3 I want *to do* / *doing* my shopping this morning.
4 My boss wants *open* / *to open* a new office.
5 Be careful *not asking* / *not to ask* her about her boyfriend – they've split up.
6 We went on *working* / *to work* until we finished.
7 Mehmet is very good at *solving* / *to solve* problems.
8 The best thing about weekends is *not going* / *not to go* to work.
9 Layla gave up *modelling* / *to model* when she had a baby.
10 I went on a training course *to learning* / *to learn* about the new software.

b Complete with a verb from the list in the correct form.

not buy commute do leave lock
not make retire ~~set up~~ wear not worry

I'd like to set up my own company.

1 My parents are planning _____ before they are 65.
2 Ela spends three hours _____ to work and back every day.
3 Markus and his wife agreed _____ about the problems he had at work.
4 Did you remember _____ the door?
5 In the end, I decided _____ the shoes because they were very expensive.
6 The manager lets us _____ work early on Fridays.
7 All employees must _____ a jacket and tie at work.
8 Please try _____ any more mistakes in the report.
9 I don't mind _____ overtime during the week.

p.79

www.frenglish.ru

reported speech: sentences and questions

reported sentences

direct statements	reported statements
'**I like** shopping.'	She said (that) **she liked** shopping.
'**I'm** leaving **tomorrow**.'	He told her (that) **he was** leaving **the next day**.
'**I'll** always love **you**.'	He said (that) **he would** always love **me**.
'**I passed** the exam!'	She told me (that) **she had passed** the exam.
'**I've** forgotten **my** keys.'	He said (that) **he had** forgotten **his** keys.
'**I can't** come.'	She said (that) **she couldn't** come.
'**I may** be late.'	He said (that) **he might** be late.
'**I must** go.'	She said (that) **she had to** go.

8.11

- We use reported speech to report (i.e. to tell another person) what someone said.
- When the reporting verb (*said*, *told*, etc.) is in the past tense, the tenses in the sentence which is being reported usually change like this:
  present → past
  will → *would*
  past simple / present perfect → past perfect

When tenses don't change

When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.

Adam *'I **can't come** tonight.'*
*I've just spoken to Adam and he said that he **can't come** tonight.*

Tomas *'I **really enjoyed** my trip.'*
*Tomas told me that he **really enjoyed** his trip.*

- Some modal verbs change, e.g. *can* → *could*, *may* → *might*, *must* → *had to*. Other modal verbs stay the same, e.g. *could*, *might*, *should*, etc. *'I might come back next week.' He said he **might** come back next week.*
- We usually have to change the pronouns.
  *'I like jazz.' Rebecca said that **she** liked jazz.*
- Using *that* after *said* and *told* is optional.
- If you report what someone said on a different day or in a different place, some other time and place words can change, e.g. *tomorrow* → *the next day*, *here* → *there*, *this* → *that*, etc.
  *'I'll meet you **here tomorrow**.' He said he'd meet me **there the next day**.*

say and *tell*

Be careful – after *said*, don't use a person or an object pronoun.
Sarah said that she was tired. **NOT** ~~*Sarah said me that she was tired.*~~
After *told*, you must use a person or object pronoun.
*Sarah told **me** that she was tired.* **NOT** ~~*Sarah told that she...*~~

reported questions

direct questions	reported questions
'**Are you** married?'	She asked him if **he was** married.
'**Did** Lucy **phone**?'	He asked me whether Lucy **had phoned**.
'What**'s your** name?'	I asked him what **his** name **was**.
'Where **do you live**?'	She asked me where **I lived**.

8.12

- When we report a question, the tenses change as in reported statements.
- When a question doesn't begin with a question word, we add *if* (or *whether*).
  *'Do you want a drink?' He asked me **if** / **whether** I wanted a drink.*
- We also have to change the word order to subject + verb and not use *do* / *did*.

a Complete using reported speech.

'I'm in love with you.'
My boyfriend told me *he was in love with me*.

1 'I'm selling all my books.'
My friend Luis said _____.

2 'I've booked the flights.'
Georgia told me _____.

3 'Your new dress doesn't suit you.'
My mother told me _____.

4 'I may not be able to go to the party.'
Juan said _____.

5 'I won't wear these shoes again.'
Cristina said _____.

6 'I didn't buy you a present.'
My brother told me _____.

7 'I can't find anywhere to park.'
Luke told me _____.

b Complete using reported speech.

'Why did you break up?'
My friend asked me *why we had broken up*.

1 'When are you leaving?'
My parents asked me _____.

2 'Have you ever been married?'
She asked him _____.

3 'Will you be home early?'
Anna asked Christof _____.

4 'Where do you usually buy your clothes?'
My sister asked me _____.

5 'Did you wear a suit to the job interview?'
We asked him _____.

6 'Do you ever go to the theatre?'
I asked Lisa _____.

7 'Can you help me?'
Sabrina asked the policeman _____.

p.83

www.frenglish.ru

third conditional

If I**'d known** you had a problem, I **would have helped** you. 9.2
If Paul **hadn't gone** to Brazil, he **wouldn't have met** his wife.
Would you **have gone** to the party if you**'d known** Lisa was there?
You **wouldn't have lost** your job if you **hadn't been** late every day.

- We normally use third conditional sentences to talk about hypothetical / imaginary situations in the past, i.e. how things could have been different in the past. Compare:

  Yesterday I got up late and missed my train. (= the real situation)

  If I hadn't got up late yesterday, I wouldn't have missed my train. (= the hypothetical or imaginary past situation)
- To make a third conditional, we use *if* + past perfect and *would have* + past participle. **NOT** ~~*If I would have known you had a problem...*~~
- The contraction of both *had* and *would* is *'d*.

  If I'd known you had a problem, I'd have helped you.
- We can use *might* or *could* instead of *would* to make the result less certain.

  If she'd studied harder, she might have passed the exam.

a **Match the sentence halves.**

	Billy wouldn't have injured his head	D	A if you'd gone to university?
1	If I hadn't seen the speed camera,		B you wouldn't have caught a cold.
2	Albert might have got the job		C if she'd told you the truth?
3	She would have hurt herself badly		~~D if he'd worn his helmet~~.
4	If Suzanna and Rory hadn't caught the same train,		E they wouldn't have met.
5	What would you have studied		F if he'd been on time for his interview.
6	How would you have got to the airport		G if they'd come with us.
7	If you'd worn a warmer coat,		H if she'd fallen down the stairs.
8	Your parents would have enjoyed the trip		I I wouldn't have slowed down.
9	Would you have been annoyed		J if the trains had been on strike?

b **Complete the third conditional sentences with the correct form of the verbs in brackets.**

If Tom hadn't gone to university, he wouldn't have got a job with that company. (not go, not get)

1 If you _____ me to the station, I _____ my train. (not take, miss)
2 We _____ the match if the referee _____ us a penalty. (not win, not give)
3 You _____ the weekend if you _____ with us. (enjoy, come)
4 If I _____ the theatre tickets online, they _____ more expensive. (not buy, be)
5 Andreas _____ his wife's birthday if she _____ him. (forget, not remind)
6 If the police _____ five minutes later, they _____ the thief. (arrive, not catch)
7 If you _____ me the money, I _____ to go away for the weekend. (not lend, not be able)
8 That girl _____ in the river if you _____ her arm! (fall, not catch)
9 We _____ the hotel if we _____ the signpost. (not find, not seen)
10 If I _____ about the job, I _____ for it. (know, apply)

p.89

www.frenglish.ru

9B

Grammar Bank

quantifiers

large quantities

1 My daughter has **a lot of apps** on her phone. 9.11
Nina has **lots of clothes**.
I've been there **loads of times**.
2 James eats **a lot**.
3 There aren't **many cafés** near here.
Do you have **many** close **friends**?
Do you watch **much TV**?
I don't eat **much chocolate**.
4 Don't run. We have **plenty of time**.

1 We use *a lot of* or *lots of* in ⊞ sentences. We can also use *loads of*, but it's more informal.
2 We use *a lot* when there is no noun, e.g. *He talks a lot*. **NOT** ~~*He talks a lot of.*~~
3 *much* / *many* are normally used in ⊟ sentences and ?, but *a lot of* can also be used.
4 We use *plenty of* in ⊞ sentences. (= more than enough)

small quantities

1 **A** Do you want some more ice cream? 9.12
B Just **a little**.
The town only has **a few cinemas**.
2 I'm so busy that I have **very little time** for myself.
Sarah isn't popular and she has **very few friends**.
3 I have **less free time** than I used to have.
There are **fewer flights** in the winter than in the summer.

1 We use *little* + uncountable nouns, *few* + plural countable nouns.
• *a little* and *a few* = some, but not a lot.
2 *very little* and *very few* = *not much* / *many*.
3 The comparative of *little* is *less* and the comparative of *few* is *fewer*.

more or less than you need or want

1 I don't like this city. It's **too big** and it's **too noisy**. 9.13
You're speaking **too quietly** – I can't hear you.
2 There's **too much traffic** and **too much noise**.
There are **too many tourists** and **too many cars**.
3 There aren't **enough parks** and there aren't **enough trees**.
The buses aren't **frequent enough**.
The buses don't run **frequently enough**.

1 We use *too* + adjective or adverb.
2 We use *too much* + uncountable nouns and *too many* + plural countable nouns.
3 We use (*not*) *enough* before a noun, e.g. (*not*) *enough eggs* / *milk*, and after an adjective, e.g. *It isn't big enough*, or an adverb, e.g. *You aren't walking fast enough.*

zero quantity

1 There **isn't any milk** in the fridge. 9.14
We **don't have any eggs**.
2 There**'s no milk** in the fridge. We **have no eggs**.
3 **A** How many eggs do we have?
B **None**. I've used them all.

1 We use *any* + uncountable or plural noun for zero quantity with a ⊟ verb.
2 We use *no* + uncountable or plural noun with a ⊞ verb.
3 We use *none* (without a noun) in short answers.

a Circle the correct word or phrase. Tick (✓) if both are possible.

My husband has *too much* / *too many* gadgets.

1 I just have to reply to *a few* / *a little* emails.
2 Do you spend *much* / *many* time on social media?
3 My bedroom is a nice size. There's *enough room* / *plenty of room* for a desk.
4 I know *very few* / *very little* people who speak two foreign languages.
5 My brother has downloaded *a lot of* / *lots of* apps onto his new phone.
6 I have some cash on me, but not *a lot* / *a lot of*.
7 Their new TV is *too* / *too much* big. It hardly fits in the living room.
8 *There aren't any* / *There are no* potatoes. I forgot to buy some.
9 My niece isn't *old enough* / *enough old* to play with a games console.
10 I don't have *a lot of* / *many* close friends.

b Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong ones.

My nephew got lots of video games for his birthday. ✓
I don't post much photos online. *many photos*

1 'How many presents did you get?' 'A lot of!'
2 I buy fewer e-books than I used to because I prefer physical books.
3 There isn't no time to walk there. We'll have to get a taxi.
4 Please turn that music down. It's too much loud!
5 There aren't many good programmes on TV tonight.
6 My broadband isn't enough fast for me to download films easily.
7 I get too much emails at work. It takes me ages to read them all!
8 **A** How much fruit do we have? **B** Any. Can you buy some?
9 There are only a little people that I can talk to about my problems.
10 Katarina has plenty of money, so she always has the latest phone.

p.94

www.frenglish.ru

10A

Grammar Bank

relative clauses: defining and non-defining

defining relative clauses (giving essential information)

1 Prince is the singer **who** (**that**) wrote *Purple Rain*. 10.1
I'm looking for a book **which** (**that**) teaches you how to relax.
That's the house **where** I was born.
2 Is Frank the man **whose** brother plays for Manchester United?
It's a tree **whose** leaves change colour in autumn.
3 I've just had a text from the girl (**who** / **that**) I met on the flight to Peru.
This is the phone (**which** / **that**) I bought yesterday.

- We use a defining relative clause (= a relative pronoun + verb phrase) to give essential information about a person, place, or thing.

1 We use the relative pronoun *who* for people, *which* for things / animals, and *where* for places.

- We can use *that* instead of *who* or *which*.

2 We use *whose* to mean 'of who' or 'of which'.

3 In some relative clauses, the verb after *who*, *which*, or *that* has a different subject, e.g. *She's the girl who I met on the train* (the subject of *met* is *I*). In these clauses, *who*, *which*, or *that* can be omitted.

She's the girl I met on the train.

- *where* and *whose* can never be omitted. **NOT** ~~*Is that the woman dog barks?*~~
- We can't omit *who* / *which* / *that* / *where* if it's the same subject in both clauses. **NOT** ~~*Julia's the woman works in the office with me.*~~

non-defining relative clauses (giving extra non-essential information)

This painting, **which** was painted in 1860, is worth millions of pounds. 10.2
Last week I visited my aunt Jacinta, **who**'s nearly 90 years old.
Burford, **where** my grandfather was born, is a beautiful little town.
My neighbour, **whose** son goes to my son's school, has just remarried.

- We use a non-defining relative clause to give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.

This painting, ~~which was painted in 1860,~~ is worth millions of pounds.

- Non-defining relative clauses must go between commas (or a comma and a full stop).
- In these clauses, we can't leave out the relative pronoun (*who*, *which*, etc.).
- In these clauses, we can't use *that* instead of *who* / *which*.
NOT ~~*This painting, that was painted in 1860, is worth millions of pounds.*~~

a Complete with *who*, *which*, *where*, or *whose*.

Minneapolis is the city where Prince was born.

1 Rob and Corinna, _____ have twins, often need a babysitter.
2 Downing Street, _____ the British Prime Minister lives, is in central London.
3 The sandwich _____ you made me for lunch was delicious.
4 The woman _____ lived here before us was a writer.
5 David Bowie, _____ songs inspired us for nearly 50 years, died in 2016.
6 My computer is a lot faster than the one _____ I used to have.
7 The *Mona Lisa*, _____ has been damaged several times, is now displayed behind glass.
8 Look! That's the woman _____ dog bit me last week.
9 On our last holiday we visited Prague, _____ Kafka was born.
10 We all went to the match except Angela, _____ doesn't like football.
11 That man _____ you saw at the party was my boyfriend!
12 That's the park _____ I learned to ride a bike.

b Look at the sentences in **a**. Tick (✓) the ones where you could use *that* instead of *who* / *which*. Circle the relative pronouns which could be left out.

c Add commas (,) where necessary.

Stephanie, who lives next door to me, is beautiful.

1 This is the place where Jon crashed his car.
2 The castle that we visited yesterday was amazing.
3 Beijing which is one of the world's biggest cities has a population of over 25 million.
4 Adele's *25* which was released in 2015 is one of the best-selling albums of the last ten years.
5 These are the shoes which I'm wearing to the wedding tomorrow.
6 Danielle and Bruce who got married last year are expecting their first baby.

p.99

www.frenglish.ru

question tags

positive verb, negative tag	negative verb, positive tag
It's cold today, **isn't it**?	**She isn't** here today, **is she**?
You're Polish, **aren't you**?	**You aren't** angry, **are you**?
They live in Athens, **don't they**?	**They don't** eat meat, **do they**?
The match finishes at 8.00, **doesn't it**?	**Lucy doesn't** drive, **does she**?
Your sister worked in the USA, **didn't she**?	**You didn't** like the film, **did you**?
We've met before, **haven't we**?	**Mike hasn't** been to Las Vegas before, **has he**?
You'll be OK, **won't you**?	**You won't** tell anyone, **will you**?
You'd lend me some money, **wouldn't you**?	**Blanca wouldn't** resign, **would she**?

10.11

- Question tags (*is he?*, *aren't they?*, *do you?*, *did we?*, etc.) are often used to check something you already think is true.

  Your name's Maria, isn't it?

- To form a question tag, we use:

  – the correct auxiliary verb, e.g. *be* / *do* / *have* / *will* / *would*, etc. in the correct form, e.g. *do* / *don't*, etc. for the present, *did* / *didn't* for the past, *will* / *won't*, etc. for the future.

  – a pronoun, e.g. *he*, *it*, *they*, etc.

  – a negative auxiliary verb if the sentence is positive and a positive auxiliary verb if the sentence is negative or with *never*, e.g. *You never do the washing-up, do you?*

a Match the question halves.

	You know that man,	G	A didn't you?
1	You're going out with him,		B will you?
2	You haven't told your family about him,		C did you?
3	You met him last month,		D won't you?
4	You were at the same party,		E have you?
5	You didn't know he was a criminal,		F weren't you?
6	You aren't happy in the relationship,		~~G don't you?~~
7	You never want to see him again,		H are you?
8	You'll tell us the truth,		I aren't you?
9	You won't tell any lies,		J don't you?
10	You understand what I'm saying,		K do you?

b Complete with a question tag (*are you*, *isn't it*, etc.).

Your name's Leonardo, *isn't it*?

1 Your brother works at the police station, _____?
2 They don't have any proof, _____?
3 That man isn't the murderer, _____?
4 You were a witness to the crime, _____?
5 The police have arrested someone, _____?
6 The woman wasn't dead, _____?
7 That girl took your handbag, _____?
8 He won't go to prison, _____?
9 You haven't seen the suspect, _____?
10 They couldn't find enough evidence, _____?

p.103

www.frenglish.ru

Food and cooking

Vocabulary Bank

1 Food

a Match the words and photos.

Fish and seafood

- crab /kræb/
- lobster /'lɒbstə/
- mussels /'mʌslz/
- prawns /prɔːnz/
- salmon /'sæmən/
- squid /skwɪd/
- tuna /'tjuːnə/

Meat

- beef /biːf/
- chicken /'tʃɪkɪn/
- duck /dʌk/
- lamb /læm/
- pork /pɔːk/

Fruit and vegetables

- aubergine /'əʊbəʒiːn/ (*AmE* eggplant)
- avocado /ævə'kɑːdəʊ/
- beans /biːnz/
- beetroot /'biːtruːt/
- cabbage /'kæbɪdʒ/
- cherries /'tʃeriz/
- courgette /kɔː'ʒet/ (*AmE* zucchini)
- cucumber /'kjuːkʌmbə/
- grapes /greɪps/
- lemon /'lemən/
- mango /'mæŋgəʊ/
- melon /'melən/
- peach /piːtʃ/
- pear /peə/
- raspberries /'rɑːzbəriz/
- red pepper /red 'pepə/

b 1.2 Listen and check.

ACTIVATION Talk to a partner. Are there any things in the list that you...?

a love

b hate

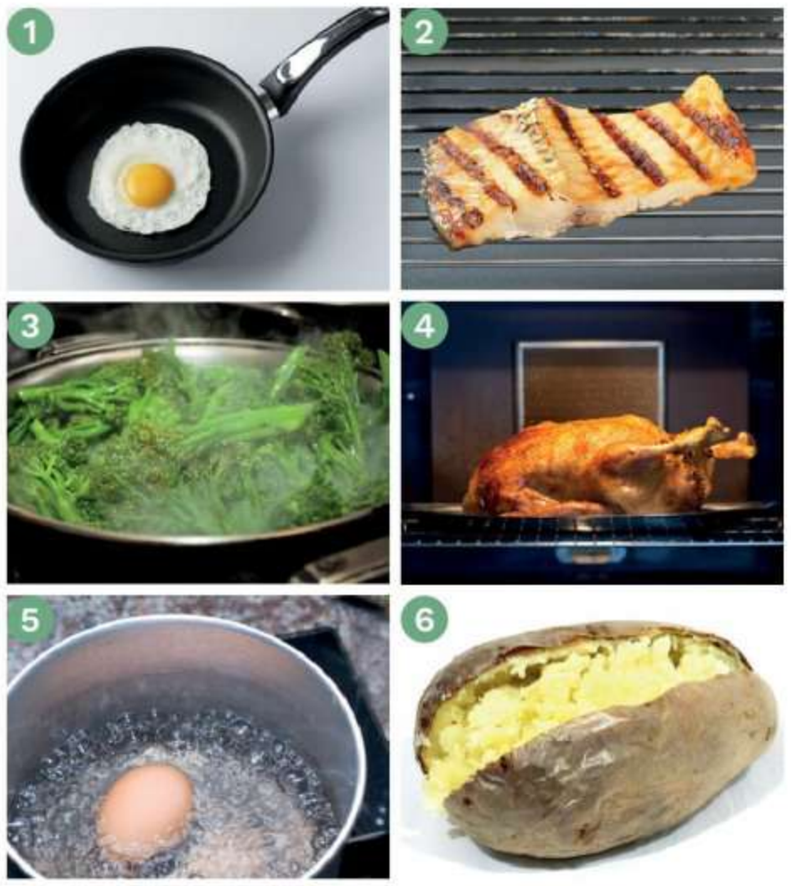
c have never eaten

Are there any other kinds of fish, meat, fruit, or vegetables that are very common in your country?



2 Cooking

a Match the words and photos.



- baked /beɪkt/
- boiled /bɔɪld/
- fried /fraɪd/
- grilled /grɪld/
- roast /rəʊst/
- steamed /stiːmd/

b 1.3 Listen and check.

ACTIVATION Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

3 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

down on out (x2)

1 I **eat** _____ a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.

2 I'm trying to **cut** _____ _____ coffee at the moment. I'm only having one cup at breakfast.

3 The doctor told me that I should completely **cut** _____ all cheese and dairy products from my diet.

b 1.4 Listen and check. p.8

www.frenglish.ru

Personality

1 What are they like?

a Complete the sentences with adjectives from the list.

affectionate /əˈfekʃənət/ ambitious /æmˈbɪʃəs/
anxious /ˈæŋkʃəs/ bossy /ˈbɒsi/ charming /ˈtʃɑːmɪŋ/
competitive /kəmˈpetətɪv/ honest /ˈɒnɪst/
imaginative /ɪˈmædʒɪnətɪv/ independent /ɪndɪˈpendənt/
insecure /ɪnsɪˈkjʊə/ mature /məˈtʃʊə/ moody /ˈmuːdi/
patient /ˈpeɪʃnt/ rebellious /rɪˈbeljəs/ reliable /rɪˈlaɪəbl/
self-confident /self ˈkɒnfɪdənt/ ~~selfish~~ /ˈselfɪʃ/
sensible /ˈsensəbl/ sensitive /ˈsensətɪv/ sociable /ˈsəʊʃəbl/
spoilt /spɔɪlt/ stubborn /ˈstʌbən/

1 Selfish people think about themselves and not about other people.
2 _____ children are rude and behave badly because they are given everything they want.
3 _____ people behave like adults.
4 _____ people always tell the truth and never steal or cheat.
5 _____ people have an attractive personality and people like them.
6 _____ people have common sense and are practical.
7 _____ people are friendly and enjoy being with other people. **SYN** *outgoing*
8 _____ people are often worried or stressed.
9 _____ people have a good imagination.
10 _____ people like doing things on their own, without help.
11 _____ people like telling other people what to do.
12 _____ people are not confident about themselves.
13 _____ people can be easily hurt or offended.
14 _____ people never change their opinion or attitude about something.
15 _____ people can wait for a long time or accept difficulties without getting angry.
16 _____ people want to be successful in life.
17 _____ people are ones who you can trust or depend on. **SYN** *responsible*
18 _____ people are sure of themselves and their abilities.
19 _____ people don't like obeying rules.
20 _____ people have moods that change quickly and often.
21 _____ people always want to win.
22 _____ people show that they love or like other people very much.

b 1.19 Listen and check.

ACTIVATION Which adjectives do you think are positive?

2 Negative prefixes

Negative prefixes

un-, *in-*, and *dis-* are common negative prefixes.

in- changes to *im-* (before *b*, *m*, and *p*), *ir-* (before *r*), and *il-* (before *l*).

a Which prefix do you use with these adjectives? Put them in the correct column.

~~ambitious~~ friendly honest imaginative kind mature organized patient reliable responsible selfish sensitive sociable tidy

un- / dis-	*in- / im- / ir-*
unambitious	



b 1.20 Listen and check. Which adjective + prefix has a positive meaning?

ACTIVATION Cover the columns. Say the adjectives with prefixes.

False friends: *sensible*, *sensitive*, and *sympathetic*

Some words in English are very similar to words in other languages, but have different meanings. Be careful with these three adjectives, which may be false friends in your language.

sensible = practical (**NOT** ~~*easily upset*~~)
sensitive = easily hurt (**NOT** ~~*practical*~~)
sympathetic = kind to sb who is hurt or sad (**NOT** ~~*nice, friendly*~~)

p.14

www.frenglish.ru

Money

Vocabulary Bank

1 Verbs

a Complete the sentences with a verb from the list in the correct form. **b** 2.1 Listen and check.

be worth /bi wɜːθ/ borrow /ˈbɒrəʊ/ can't afford /kɑːnt əˈfɔːd/ charge /tʃɑːdʒ/ cost /kɒst/ earn /ɜːn/ ~~inherit~~ /ɪnˈherɪt/ invest /ɪnˈvest/ lend /lend/ owe /əʊ/ raise /reɪz/ save /seɪv/ transfer /trænsˈfɜː/ waste /weɪst/

1	My uncle is going to leave me £2,000 when he dies.	I'm going to *inherit* £2,000.
2	I put some money aside every week for a holiday.	I _____ money every week.
3	Andy has promised to give me €50 until next week.	He has promised to _____ me €50.
4	I need to ask my mum to give me £20 until Friday.	I need to _____ £20 from my mum.
5	I often spend money on stupid things.	I often _____ money.
6	I don't have enough money to buy that car.	I _____ to buy that car.
7	I usually have to pay the mechanic £100 to service my car.	The mechanic _____ me £100.
8	These shoes are quite expensive. They are $200.	They _____ $200.
9	Jim gave me £100. I haven't paid it back yet.	I _____ Jim £100.
10	I want to buy shares in a company because I want to make a profit.	I want to _____ some money.
11	I work in a supermarket. My salary is £2,000 a month.	I _____ £2,000 a month.
12	I could sell my house for about €200,000.	My house _____ about €200,000.
13	We'll get people to give money for a new hospital.	We'll _____ money for the new hospital.
14	I want to move some money from my bank account into my son's account.	I want to _____ some money to my son.

2 Prepositions

a Complete the **Preposition** column with a word from the list.

~~by~~ for (x2) from in into on to

		Preposition
1	Would you like to pay cash or **pay** ▬ card?	*by*
2	I **paid** ▬ the dinner last night. It was my birthday.	_____
3	I **spent** £50 ▬ books yesterday.	_____
4	My uncle **invested** all his money ▬ property.	_____
5	I don't like **lending** money ▬ friends.	_____
6	I **borrowed** a lot of money ▬ the bank.	_____
7	They **charged** us €60 ▬ a bottle of wine.	_____
8	I never **get** ▬ debt. I hate owing people money.	_____

b 2.2 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

3 Nouns

a Match the nouns and definitions.

account /əˈkaʊnt/ ~~bill~~ /bɪl/ budget /ˈbʌdʒɪt/ contactless payment /ˌkɒntæktləs ˈpeɪmənt/ donation /dəʊˈneɪʃn/ insurance /ɪnˈʃʊərəns/ loan /ləʊn/ mortgage /ˈmɔːgɪdʒ/ tax /tæks/

1	*bill*	a piece of paper that shows how much money you have to pay for something
2	_____	the place in a bank where you keep your money
3	_____	money that you pay to the government
4	_____	money that somebody (or a bank) lends you
5	_____	money that you have available and a plan of how to spend it, e.g. *a holiday ~*
6	_____	money you borrow from a bank to buy a house
7	_____	a fast way of paying where you hold your card or phone over a reader and don't use your PIN
8	_____	money that you pay to a company and then they pay if you are ill, or if you lose or break something
9	_____	money given to an organization to help them

b 2.3 Listen and check.

4 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

back off on out

1 I took _____ €200 from a cash machine.
2 Can I pay you _____ the money you lent me next week?
3 I have to live _____ my parents while I'm at university.
4 It's difficult for me and my wife to live _____ only one salary.

b 2.4 Listen and check.

p.18

www.frenglish.ru

Transport

1 Public transport and vehicles

a Match the words and photos.

- coach* /kəʊtʃ/
- ferry /'feri/
- lorry /'lɒri/ (*AmE* truck)
- motorbike /'məʊtəbaɪk/
- motorway /'məʊtəweɪ/ (*AmE* freeway)
- scooter /'skuːtə/ e-scooter /'iːskuːtə/
- tram /træm/
- the Underground /'ʌndəgraʊnd/ (*AmE* subway)
- van /væn/

* *coach* also means part of a train



b 3.1 Listen and check.

2 On the road

a Complete the compound nouns.

belt /belt/ camera /'kæmərə/ ~~crash~~ /kræʃ/
crossing /'krɒsɪŋ/ fine /faɪn/ hour /aʊə/ jam /dʒæm/
lane /leɪn/ lights /laɪts/ limit /'lɪmɪt/ rank /ræŋk/
station /'steɪʃn/ works /wɜːks/ zone /zəʊn/



car crash



cycle _____



parking _____



pedestrian _____



petrol _____



road _____



rush _____



seat _____



speed _____



speed _____



taxi _____



traffic _____



traffic _____



zebra _____

b 3.2 Listen and check.

ACTIVATION Cover the compound nouns and look at the photos. Remember the compound nouns.

3 How long does it take?

How long does it take?

We use *take* (+ person) + time + *to get* (*to* / *from*) to talk about the duration of a journey, etc.

*It **takes** about an hour to get from London to Oxford by train.*
*It **took** (**me**) more than an hour to get to work yesterday.*
***How long does it take** (**you**) to get to school?*

Talk to a partner.

1 How do you get to work / school? How long does it take?
2 How long does it take to get from your house to the town centre?

4 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

end look pick run set

1 We _____ **off** at 7.00 in the morning to try to avoid the traffic.
2 I arrive at 8.15. Do you think you could _____ me **up** at the station? (*opp* **drop off**)
3 Always check the address you put in your satnav or you may _____ **up** in the wrong place.
4 We're going to _____ **out of** petrol soon. Let's stop at the next petrol station.
5 _____ (or **Watch**) **out**! You're going to crash!

b 3.3 Listen and check.

p.28

www.frenglish.ru

Dependent prepositions

Vocabulary Bank

1 After verbs



a Complete the **Preposition** column with a word from the list. You can use some words more than once.

about at between for in of on to with

		Preposition
1	He **apologized** ▬ the police officer ▬ driving fast.	to, for
2	I never **argue** ▬ my husband ▬ money.	_____, _____
3	We're **arriving** ▬ Milan on Sunday.	_____
4	We're **arriving** ▬ Malpensa Airport at 3.45.	_____
5	Could you **ask** the waiter ▬ the bill?	_____
6	Do you **believe** ▬ stereotypes?	_____
7	Who does this book **belong** ▬?	_____
8	I can't **choose** ▬ these two bags.	_____
9	We might go out. It **depends** ▬ the weather.	_____
10	I **dreamed** ▬ my childhood last night.	_____
11	Don't **laugh** ▬ me! I'm doing my best!	_____
12	I'm really **looking forward** ▬ the party.	_____
13	If I **pay** ▬ the meal, can you get the drinks?	_____
14	This music **reminds** me ▬ our honeymoon in Italy.	_____
15	I don't **spend** a lot of money ▬ clothes.	_____
16	We need to **talk** ▬ Anita ▬ her school report.	_____, _____

b 3.22 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

2 After adjectives

a Complete the **Preposition** column with a word from the list. You can use some words more than once.

about at for from in of on to with

		Preposition
1	My brother is **afraid** (scared / frightened) ▬ bats.	of
2	She's really **angry** ▬ her boyfriend ▬ last night.	_____, _____
3	I'm very **close** ▬ my elder sister.	_____
4	This exercise isn't very **different** ▬ the last one.	_____
5	We're really **excited** ▬ going to Brazil.	_____
6	Krakow is **famous** ▬ its main square.	_____
7	I'm **fed up** ▬ sitting in this traffic jam.	_____
8	I'm very **fond** ▬ my little nephew. He's adorable.	_____
9	I've never been **good** ▬ sport.	_____
10	Eat your vegetables. They're **good** ▬ you.	_____
11	My sister is very **interested** ▬ astrology.	_____
12	She's very **keen** ▬ cycling. She does about 50 km every weekend.	_____
13	I don't like people who aren't **kind** ▬ animals.	_____
14	She used to be **married** ▬ a pop star.	_____
15	I'm really **pleased** ▬ my new scooter.	_____
16	My dad was very **proud** ▬ learning to ski.	_____
17	Why are you always **rude** ▬ waiters and shop assistants?	_____
18	Rachel is **worried** ▬ losing her job.	_____
19	I'm **tired** ▬ walking. Let's stop and have a rest.	_____

b 3.23 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

Gerunds after prepositions

Remember that after a preposition, we use a verb in the gerund (+ *-ing*).

We're really excited ***about going*** *to Brazil.*
I'm tired ***of walking****.*

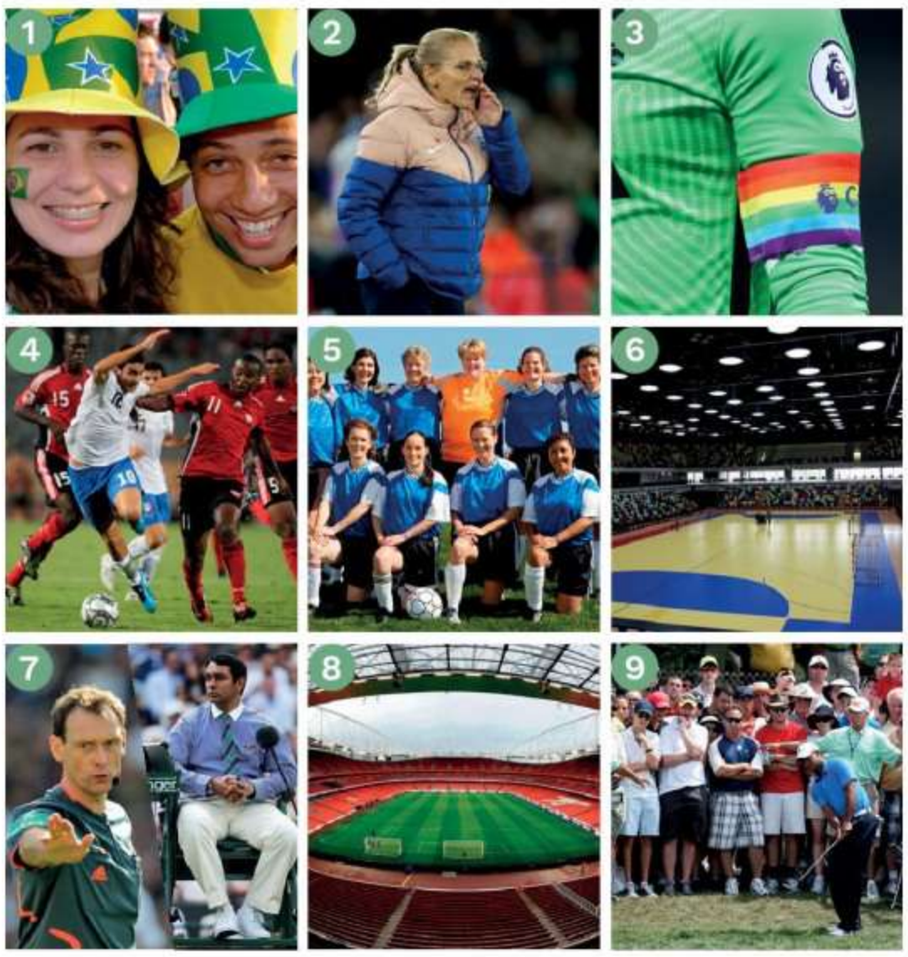
p.35

www.frenglish.ru

Sport

1 People and places

a Match the words and photos.



- ▬ captain /ˈkæptɪn/
- ▬ coach /kəʊtʃ/
- I fans /fænz/
- ▬ players /ˈpleɪəz/
- ▬ referee /refəˈriː/ / umpire /ˈʌmpaɪə/
- ▬ spectators /spekˈteɪtəz/ / the crowd /kraʊd/
- ▬ sports hall /ˈspɔːts hɔːl/
- ▬ stadium /ˈsteɪdiəm/
- ▬ team /tiːm/

b 5.2 Listen and check.

c Match the sports and places.

circuit /ˈsɜːkɪt/ course /kɔːs/
~~court~~ /kɔːt/ pitch /pɪtʃ/ pool /puːl/
slope /sləʊp/ track /træk/

1 tennis / basketball *court*
2 football / rugby / hockey _____
3 swimming / diving _____
4 athletics _____
5 Formula 1 / motorcycling _____
6 golf _____
7 ski _____

d 5.3 Listen and check.

ACTIVATION Test a partner.

A (book open) Say a sport, e.g. *tennis*.

B (book closed) Say where you do it, e.g. *tennis court*.

2 Verbs

win* and *beat

You *win* a match, competition, medal, or trophy.
You *beat* another team or person, e.g. *PSG beat Chelsea*.

a Complete with the past tense and past participles.

beat	*beat*	_____
win	_____	_____
lose	_____	_____
draw	_____	_____

b Complete the **Verb** column with the past tense of a verb from **a**.

		Verb
1	Spain ▬ with Brazil 2–2.	_____
2	Milan ▬ Chelsea 3–0.	_____
3	Milan ▬ the match 3–0.	_____
4	The Chicago Bulls ▬ 78–91 to the Boston Celtics.	_____

c 5.4 Listen and check **a** and **b**.

d Complete the **Verb** column with a word or phrase from the list.

do get fit get injured go kick score throw ~~train~~

		Verb
1	Professional sportspeople have to ▬ every day.	*train*
2	Don't play tennis on a wet court. You might ▬.	_____
3	A footballer has to try to ▬ the ball into the goal.	_____
4	I've started going to the gym because I want to ▬.	_____
5	Our new striker is going to ▬ a lot of goals.	_____
6	Would you like to ▬ swimming this afternoon?	_____
7	My brothers ▬ yoga and t'ai chi.	_____
8	In basketball, players ▬ the ball to each other.	_____

e 5.5 Listen and check.

3 Phrasal verbs

a Match the highlighted phrasal verbs to their meanings A–D.

1 ▬ It's important to warm up before you do any exercise.
2 ▬ My daughter works out every afternoon.
3 ▬ The player got a red card and was sent off.
4 ▬ My team was knocked out in the semi-finals.

A was eliminated
B do exercise, usually at a gym
C was told to leave the pitch, court, etc.
D do light exercise to get ready for a match, for example

b 5.6 Listen and check.

p.48

www.frenglish.ru

Relationships

Vocabulary Bank

1 Verb phrases

a Look at the pictures and complete the sentences with a verb or verb phrase in the past tense.

be together become friends break up
get engaged get in touch get married
get on get to know go out together
have (sth) in common lose touch ~~meet~~

1 I *met* Bilal when I was studying at university.
2 We _____ each other quickly because we went to the same classes.
3 We soon _____.
4 We discovered that we _____ a lot _____. For example, we both liked art and music.
5 We _____ in our second term and we fell in love.
6 We _____ for two years.
7 In our last term at university, we started to argue a lot and we _____ (or split up).
8 After we left university, we _____ because I moved to London.
9 Five years later, we _____ again on social media. We were both still single.
10 This time we _____ better than before, maybe because we were older.
11 After two months, we _____.
12 We _____ last summer. A lot of our old university friends came to the wedding!



b Video Watch the video again and check.

ACTIVATION Cover the sentences. Use the pictures to retell the story.

2 People

a Match the words and definitions.

classmate /ˈklɑːsmeɪt/
close friend /kləʊs ˈfrend/
colleague /ˈkɒliːg/ ~~couple~~ /ˈkʌpl/ ex /eks/
fiancé (male) / fiancée (female) /fiˈɒnseɪ/
flatmate /ˈflætmeɪt/ partner /ˈpɑːtnə/

1 *couple* two people who are married or in a romantic relationship
2 _____ your husband, wife, boyfriend, or girlfriend
3 _____ the person that you are engaged to be married to
4 _____ a person that you share a flat with
5 _____ a person that you work with
6 _____ (*colloquial*) a person that you used to have a relationship with
7 _____ a very good friend that you can talk to about anything
8 _____ a person who is in the same class as you at school or college

b 5.20 Listen and check.

ACTIVATION Cover the definitions and look at the words. Remember the definitions.

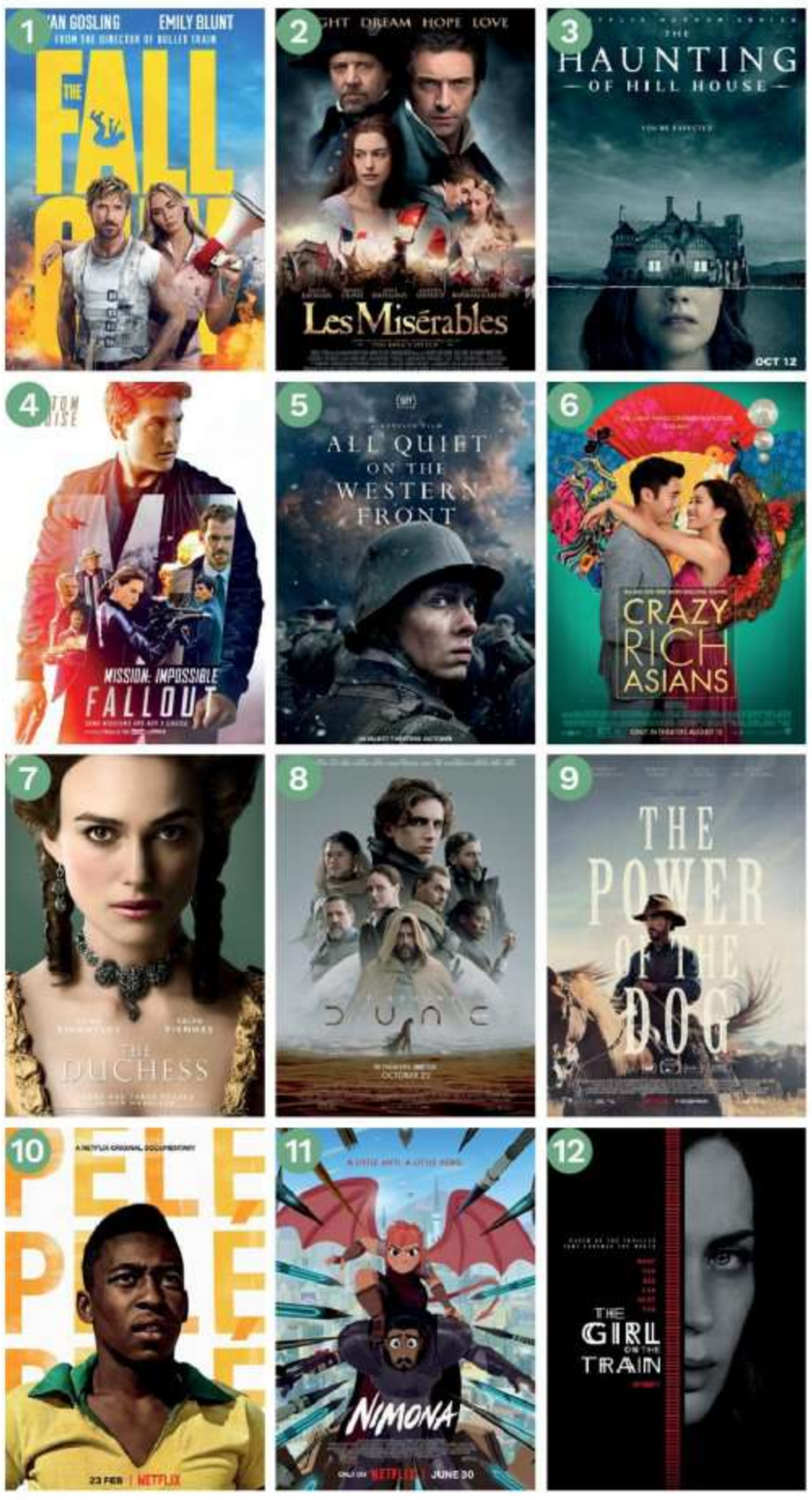
p.54

www.frenglish.ru

Cinema

1 Kinds of film

a Match the kinds of films and photos.



- an action film /ˈækʃn fɪlm/
- an animation /ænɪˈmeɪʃn/
- a biopic /ˈbaɪəʊpɪk/
- a comedy /ˈkɒmədi/
- a period drama /ˈpɪəriəd drɑːmə/
- a horror film /ˈhɒrə fɪlm/
- a musical /ˈmjuːzɪkl/
- a rom-com /ˈrɒm kɒm/ (romantic comedy)
- a science fiction film /ˌsaɪəns ˈfɪkʃn fɪlm/
- a thriller /ˈθrɪlə/
- a war film /ˈwɔː fɪlm/
- a western /ˈwestən/

b 6.1 Listen and check.

ACTIVATION Talk to a partner. Think of a famous film for each kind of film in **a**. What kind of films do you / don't you like? Why?

2 People and things

a Match the nouns and definitions.

audience /ˈɔːdiəns/ ~~cast~~ /kɑːst/ critic /ˈkrɪtɪk/ extra /ˈekstrə/ plot /plɒt/ prop /prɒp/ review /rɪˈvjuː/ scene /siːn/ script /skrɪpt/ sequel /ˈsiːkwəl/ set /set/ soundtrack /ˈsaʊndtræk/ special effects /ˈspeʃl ɪˈfekts/ star /stɑː/ subtitles /ˈsʌbtaɪtlz/ trailer /ˈtreɪlə/

1 cast all the people who act in a film
2 _____ (also *verb*) the most important actor in a film
3 _____ the music of a film
4 _____ the story of a film
5 _____ a part of a film which happens in one place
6 _____ the people who watch a film in a cinema
7 _____ a film which continues the story of an earlier film
8 _____ images often created by a computer
9 _____ a series of short scenes from a film, shown in advance to advertise it
10 _____ the words of a film
11 _____ a person who is employed to play a very small part in a film, usually as a member of a crowd
12 _____ the translation of the dialogue of a film on screen
13 _____ an article which gives an opinion about a new film
14 _____ the place where a film is being shot
15 _____ an object used by actors during a performance
16 _____ a person who writes film reviews for the press

b 6.2 Listen and check.

3 Verbs and verb phrases



a Match sentences 1–6 to sentences A–F.

1 The film **is based on** the life of an opera singer.
2 It **is set in** New York during the 1940s.
3 It **is directed by** Stephen Frears.
4 Hugh Grant **plays the part of** Florence's husband and manager.
5 It **was shot** (or **filmed**) **on location** in Liverpool.
6 It **is dubbed** into other languages.

A It is situated in that place at that time.
B He is the director.
C This is his role in the film.
D The words are spoken in a different language by foreign actors.
E The film is an adaptation of a true story.
F It was filmed outside the studio.

b 6.3 Listen and check.

ACTIVATION Cover 1–6 and look at A–F. Remember 1–6. Then think of another film you know well and say sentences 1–6 about the film.

p.58

www.frenglish.ru

The body

Vocabulary Bank

1 Parts of the body

a Match the words and photos.

- arms /ɑːmz/
- back /bæk/
- chin /tʃɪn/
- ears /ɪəz/
- eyes /aɪz/
- face /feɪs/
- feet /fiːt/ (*sing* foot /fʊt/)
- fingers /ˈfɪŋgəz/
- hands /hændz/
- head /hed/
- knees /niːz/
- legs /legz/
- lips /lɪps/
- mouth /maʊθ/
- neck /nek/
- nose /nəʊz/
- shoulders /ˈʃəʊldəz/
- stomach /ˈstʌmək/
- teeth /tiːθ/ (*sing* tooth /tuːθ/)
- thumb /θʌm/
- toes /təʊz/
- tongue /tʌŋ/



b 6.13 Listen and check.

ACTIVATION In pairs, point to a part of the body for your partner to say the word.

Possessive pronouns with parts of the body

In English, we use possessive pronouns (*my*, *your*, etc.) with parts of the body.
Give me your hand. **NOT** ~~*Give me the hand.*~~

2 Verbs related to the body

a Complete the sentences with a verb from the list in the correct tense.

~~bite~~ /baɪt/ clap /klæp/ kick /kɪk/ nod /nɒd/ point /pɔɪnt/ smell /smel/ smile /smaɪl/ stare /steə/ taste /teɪst/ touch /tʌtʃ/ whistle /ˈwɪsl/

1 Don't be frightened of the dog. He won't bite .
2 Jason _____ the ball too hard and it went over the wall into the next garden.
3 Mmm! Something _____ delicious! Are you making a cake?
4 The stranger _____ at me for a long time, but he didn't say anything.
5 Can you _____ the sauce? I'm not sure if it needs more salt.
6 My dog always comes back when I _____.
7 Don't _____ the oven door! It's really hot.
8 The audience _____ when I finished singing.
9 The teacher suddenly _____ at me and said, 'What's the answer?' I hadn't even heard the question!
10 He's a very serious person – he never _____.
11 Everybody _____ in agreement when I explained my idea.

b 6.14 Listen and check. Which parts of the body do you use to do the things in **a**?

p.64

www.frenglish.ru

Education

Vocabulary Bank

1 The school system in the UK and the US

a Complete the text about the UK with words from the list.

boarding /'bɔːdɪŋ/ degree /dɪ'griː/ head /hed/
nursery /'nɜːsəri/ ~~primary~~ /'praɪməri/ private /'praɪvɪt/
pupils /'pjuːplz/ secondary /'sekəndri/ state /steɪt/
students /'stjuːdnts/ terms /tɜːmz/

In the UK



Children start [1]*primary* school when they're five. Before that, many children go to [2]_____ school, e.g. between the ages of two and four, but this is not compulsory. From 11–18, children go to [3]_____ school. The majority of schools in the UK (about 90%) are [4]_____ schools, which means that they are paid for by the government and education is free. The other ten per cent are [5]_____ schools, where parents have to pay. A few of these are [6]_____ schools, where children study, eat, and sleep. Children at primary school are often called [7]_____ and children at secondary school are usually called [8]_____, as are people who are studying at university. The person who is in charge of a school is called the [9]_____ teacher. The school year is divided into three [10]_____.

If you want to go to university, you have to take exams called A levels in your last year at school. If your results are good enough, you get a place. A person who has finished university and has a [11]_____ is called a graduate.

b 7.2 Listen and check.

c Complete the text about the US with words from the list.

college /'kɒlɪdʒ/ ~~elementary~~ /elɪ'mentri/
grades /greɪdz/ high /haɪ/ kindergarten /'kɪndəgɑːtn/
semesters /sɪ'mestəz/ twelfth grade /'twelfθ greɪd/

In the US

The school system is divided into three levels, [1]*elementary* school, middle school (sometimes called junior high school), and [2]_____ school. Schoolchildren are divided by age groups into [3]_____. The youngest children start in [4]_____ (followed by first grade) and continue until [5]_____, which is the final year of high school. The school year is divided into two [6]_____. Higher education in the US is often called [7]_____.

d 7.3 Listen and check.

ACTIVATION Cover the texts. With a partner, remember the different types of school (starting from the lowest level) in both countries.

2 Discipline and exams

a Complete the texts with a verb from the list in the correct form.

~~not be allowed to~~ /nɒt biː ə'laʊd tə/
be expelled /bi ɪk'speld/ be punished /bi 'pʌnɪʃt/
cheat /tʃiːt/ let /let/ make /meɪk/
misbehave /misbɪ'heɪv/

A Discipline is very strict in our school. We [1]*aren't allowed to* switch on our phones during class and they don't [2]_____ us bring unhealthy food for lunch, like crisps or fizzy drinks. Most students behave well, but if you [3]_____, for example, talk too much in class, you'll [4]_____ and the teacher will probably [5]_____ you stay behind after class. If you do something more serious, like [6]_____ in an exam, you might even [7]_____.

fail /feɪl/ pass /pɑːs/ get the result /get ðə rɪ'zʌlt/
revise /rɪ'vaɪz/ take /teɪk/ (or *do*)

B Marc has to [1]_____ an important English exam next week. He hopes he'll [2]_____, but he hasn't had much time to [3]_____, so he's worried that he might [4]_____. He won't [5]_____ until July.

b 7.4 Listen and check.

ACTIVATION Cover the texts and look at the verbs. Explain what they mean.

make, let, and *allow*

My French teacher ***made me do*** *extra homework.*
Our IT teacher ***lets us play*** *games every Friday.*
*The head does****n't allow us to take*** *our phones to school.*

We use *make* and *let* with an object pronoun and the infinitive without *to*. We use *allow* with an object pronoun and the infinitive + *to*.

let and *allow* have a similar meaning. We often use *allow* in the passive, e.g. *We're allowed to play games every Friday*, but we can't use *let* in the passive **NOT** ~~*We're let play games...*~~

p.68

www.frenglish.ru

Houses

Vocabulary Bank

1 Where people live

a Complete the **Preposition** column with *in* or *on*.

		Preposition
1	I live ▬ **the country**, surrounded by fields.	*in*
2	I live ▬ **the outskirts** of Oxford, about three miles from the centre.	_____
3	I live ▬ **a village** (**a town** / **a city**).	_____
4	I live in Cromer, a small town ▬ **the east coast**.	_____
5	I live ▬ **the second floor** of a large block of flats.	_____
6	I live ▬ Croydon, a **suburb** of London about 15 miles from the city centre.	_____

b 7.14 Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

ACTIVATION Talk to a partner. Describe where you live.

2 Parts of a house

a Match the words and pictures.

- ▬ attic /ˈætɪk/
- ▬ balcony /ˈbælkəni/
- ▬ basement /ˈbeɪsmənt/
- ▬ chimney /ˈtʃɪmni/
- ▬ entrance /ˈentrəns/
- ▬ gate /geɪt/
- ▬ ground floor /graʊnd ˈflɔː/ (*AmE* first floor)
- ▬ path /pɑːθ/
- ▬ roof /ruːf/
- ▬ steps /steps/
- ▬ terrace /ˈterəs/ (patio /ˈpætɪəʊ/)
- ▬ top floor /tɒp ˈflɔː/
- ▬ wall /wɔːl/

b 7.15 Listen and check.

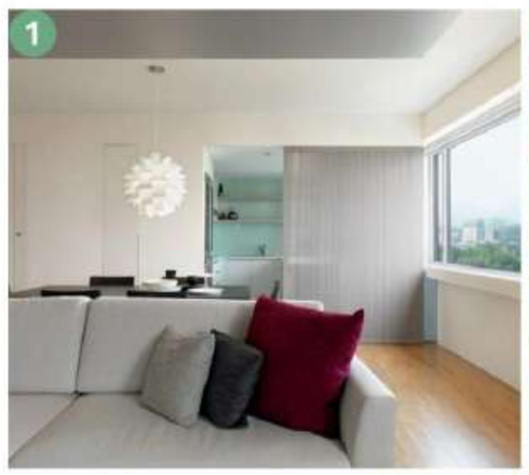


3 Describing a house or flat

a Match the descriptions and photos.

▬ I live in a cottage in the country. It's old and made of stone and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.

▬ I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.





b 7.16 Listen and check. Focus on how the highlighted words and phrases are pronounced.

***chimney* or *fireplace*?**

In English, *chimney* only refers to the structure on the roof of the house.

Fireplace is the place where you burn wood or coal. For some nationalities, *chimney* is a 'false friend'.

***roof* or *ceiling*?**

Roof is the top part of a house. *Ceiling* is the top part of a room.

ACTIVATION Cover the descriptions and look at the photos. Describe the rooms.

p.74

www.frenglish.ru

Work

Vocabulary Bank

1 Verb phrases

a Complete the sentences with a verb or verb phrase from the list.

applied for /ə'plaɪd fɔː/ do /duː/ ~~do overtime~~ /duː 'əʊvətaɪm/ got promoted /gɒt prə'məʊtɪd/ resign /rɪ'zaɪn/ retire /rɪ'taɪə/ run /rʌn/ set up /set ʌp/ was made redundant /wəz meɪd rɪ'dʌndənt/ was sacked /wəz sækt/ work shifts /wɜːk ʃɪfts/

1	Dan has to *do overtime*.	He has to work extra hours.
2	Matt _____ last week.	He was given a more important job.
3	Most nurses have to _____.	Sometimes they work during the day and sometimes at night.
4	A man in our department _____ yesterday. (or *be fired*)	The boss told him to leave.
5	Paolo _____.	He lost his job because the company didn't need him any more.
6	The director of the company is going to _____. (*AmE* quit)	He has decided to leave his job.
7	Lilian is going to _____ next month.	She's 65 and she's going to stop working.
8	Isobel has _____ a business selling clothes online.	She had the idea and has started doing it.
9	Everyone in the office has to _____ a training course.	They need to learn how to use the new software.
10	Mandy _____ a job online.	She replied to an advert and sent in her CV.
11	My parents _____ a language school in Brighton.	They employ six teachers, who teach English to foreign students.

b 8.1 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

ACTIVATION Do you know anybody who has applied for a job / got promoted / been made redundant / resigned / been sacked (fired) / retired recently?

2 Saying what you do

a Match the adjectives and definitions.

freelance /'friːlɑːns/ part-time /pɑːt 'taɪm/ self-employed /ˌself ɪm'plɔɪd/ temporary /'temprəri/ unemployed /ʌnɪm'plɔɪd/

talking about people

1	I'm _____.	without a job
2	He's _____.	working for himself
3	He's a _____ designer.	working for different companies

talking about a job or work

4	It's a _____ job.	(*opp* permanent) only a short contract, e.g. for six months
5	It's a _____ job.	(*opp* full-time) only a few hours a day

b Complete the sentences with *at*, *for*, *in*, or *of*.

1 I **work** *for* (in) a multinational company.
2 I'm _____ **charge** _____ the Marketing Department.
3 I'm **responsible** _____ customer loans.
4 I'm _____ school (university).
5 I'm _____ my third year at university.

c 8.2 Listen and check **a** and **b**.

3 Word building

a Make nouns from the verbs by adding *-ment*, *-ion*, or *-ation*. Make any other necessary changes.

	Noun		Noun
1 promote	*promotion*	4 employ	
2 apply		5 qualify	
3 retire		6 resign	

b Make nouns for the people who do the jobs by adding *-er*, *-or*, *-ian*, or *-ist*. Make any other necessary changes.

	Noun		Noun
1 science		4 pharmacy	
2 law		5 farm	
3 music		6 translate	

c 8.3 Listen and check **a** and **b**. Underline the stressed syllable in the new words.

ACTIVATION Cover the **Noun** columns and look at 1–6 in **a** and **b**. Remember the nouns. Then think of two more jobs ending in *-er*, *-or*, *-ian*, or *-ist*.

p.78

www.frenglish.ru

Word building

1 Making nouns from verbs

a Make nouns from the verbs in the list and write them in the correct column.

achieve /əˈtʃiːv/ agree /əˈgriː/ argue /ˈɑːgjuː/ attach /əˈtætʃ/ choose /tʃuːz/ compensate /ˈkɒmpənseɪt/ complain /kəmˈpleɪn/ consider /kənˈsɪdə/ deliver /dɪˈlɪvə/ demonstrate /ˈdemənstreɪt/ explain /ɪkˈspleɪn/ fail /feɪl/ improve /ɪmˈpruːv/ lose /luːz/ manage /ˈmænɪdʒ/ pay /peɪ/ respond /rɪˈspɒnd/ sell /sel/ serve /sɜːv/ succeed /səkˈsiːd/ tempt /tempt/ treat /triːt/ value /ˈvæljuː/

+ -ation	+ -ment	new word
	achievement	

b 8.15 Listen and check. Underline the stressed syllable in the nouns.

ACTIVATION Test a partner. Then change roles.

A (book open) Say the verb.
B (book closed) Say the noun.

c Complete the questions with a noun from **a** in the singular or plural.

1 Have you ever been on a *demonstration*? What were you protesting about?
2 Have you ever opened an email _____ that contained a virus? What happened?
3 Do you often have _____ with your family? What about?
4 Do you prefer reading grammar _____ in your own language, or do you think it's better to read them in English?
5 Have you ever made a _____ to a company and got _____?
6 Do you think that there's too much _____ when you're shopping, e.g. for a new phone?
7 In a restaurant, what's more important for you, the food or the _____?

d 8.16 Listen and check.

ACTIVATION With a partner, ask and answer the questions in **c**. p.84

2 Making adjectives and adverbs

Adjective prefixes and suffixes

We often make adjectives from nouns by adding a suffix. Some common suffixes are: *-y*, e.g. *sun – sunny*; *-ate*, e.g. *passion – passionate*; *-able / -ible*, e.g. *fashion – fashionable*; *-ful*, e.g. *use – useful*.

Nouns which end in *-ence* often make the adjective with *-ent*, e.g. *violence – violent*.

To make a negative adjective, we usually add a prefix, e.g. *un-*, *im-*, etc. (See **Vocabulary Bank** Personality *p.161*.) However, some adjectives that end in *-ful* make the negative by changing the suffix *-ful* to *-less*, e.g. *useful – useless*, *hopeful – hopeless*.

a Look at the adjectives and adverbs from the noun *luck* in the chart below. Complete the chart.

	adjectives		adverbs	
noun	+	−	+	−
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate		
comfort				
patience				
care				

b 9.5 Listen and check.

c Complete the sentences with the correct form of the **bold** noun.

1 The beach was beautiful, but *unfortunately* it rained almost every day. **fortune**
2 My new shoes are very _____. I wore them all day yesterday and they didn't hurt at all. **comfort**
3 He did the exam quickly and _____, and so he made lots of mistakes. **care**
4 We were really _____. We missed the flight by just five minutes. **luck**
5 Jack is a very _____ driver! He can't stand being behind someone who is driving slowly. **patience**
6 It was a bad accident, but _____ nobody was seriously hurt. **luck**
7 It was raining, but fans waited _____ in the queue to buy tickets for tomorrow's concert. **patience**
8 The roads will be very icy tonight, so drive _____. **care**
9 The temperature dropped to minus ten degrees, but _____, we were all wearing warm coats. **fortune**
10 The bed in the hotel was incredibly _____. I hardly slept at all. **comfort**

d 9.6 Listen and check. p.91

www.frenglish.ru

Irregular verbs

Infinitive	Past simple	Past participle
be /bi/	was /wɒz/ were /wɜː/	been /biːn/
beat /biːt/	beat	beaten /'biːtn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt /dremt/ (also *dreamed*)	dreamt (also *dreamed*)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /iːt/	ate /eɪt/	eaten /'iːtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /kiːp/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːn/	learnt /lɜːnt/ (also *learned*)	learnt (also *learned*)
leave /liːv/	left /left/	left

Infinitive	Past simple	Past participle
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /miːn/	meant /ment/	meant
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shine /ʃaɪn/	shone /ʃɒn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
smell /smel/	smelt /smelt/ (also *smelled*)	smelt (also *smelled*)
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

www.frenglish.ru

Vowel sounds

Sound Bank

	usual spelling	! but also
fish	**i** bill dish fit pitch since ticket	pretty decided women busy village physics
tree	**ee** beef speed **ea** peach team **e** refund sequel	people magazine key niece receipt
cat	**a** mango tram tax bank carry crash	
car	**ar** garden charge starter **a** cast pass drama	aunt laugh heart
clock	**o** cost lorry bossy plot off on	watch want sausage because
horse	**(o)or** score floor **al** bald wall **aw** draw prawns	warm course thought caught audience board
bull	**u** full put **oo** cook look foot good	could should would woman
boot	**oo** food moody cartoon **u*** rude argue **ew** few flew	suitcase juice move shoe soup through queue
computer	Many different spellings. /ə/ is always unstressed. other nervous about complain information camera	
bird	**er** term prefer **ir** dirty circuit **ur** turn nursery	learn work world worse journey
egg	**e** lemon lend text spend plenty cent	friendly healthy jealous already many said
up	**u** public subject unlucky duck hurry rush	money tongue someone couple touch enough

	usual spelling	! but also
train	**a*** save gate **ai** fail brain **ay** may say	break steak great weight grey they
phone	**o*** broke stone frozen slope **oa** coach roast	owe elbow although shoulders aubergine
bike	**i*** bite retire **y** cycle shy **igh** lights flight	buy eyes height
owl	**ou** hour mouth proud ground **ow** town brown	
boy	**oi** boiled noisy coin spoilt **oy** enjoy unemployed	
ear	**eer** beer engineer **ere** here we're **ear** beard appearance	really idea serious
chair	**air** airport upstairs fair hair **are** stare careful	their there wear pear area
tourist	Not a very common sound. euro furious plural sure	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. happy angry hungry	
/u/	Not a very common sound. education usually situation	

* especially before consonant + *e*

short vowels long vowels diphthongs

www.frenglish.ru

Consonant sounds

	usual spelling	! but also
 **parrot**	**p** propose pupil transport trip **pp** apply shopping	
 **bag**	**b** beans bill probably crab **bb** dubbed stubborn	
 **key**	**c** court script **k** kind kick **ck** track lucky	chemist's school stomach account squid
 **girl**	**g** golf grilled forget colleague **gg** aggressive luggage	
 **flower**	**f** food roof **ph** pharmacy nephew **ff** traffic affectionate	laugh enough
 **vase**	**v** van vegetables travel invest private believe	of
 **tie**	**t** taste tidy stadium strict **tt** attractive cottage	worked passed
 **dog**	**d** director graduate comedy afford **dd** address middle	bored failed
 **snake**	**s** steps likes **ss** boss assistant **ce/ci** ceiling cinema	scene science cycle
 **zebra**	**z** lazy freezing **s, se** cosy loves toes lose nose	
 **shower**	**sh** show punish cash selfish **ti (+ vowel)** ambitious explanation **ci (+ vowel)** spacious sociable	sugar sure chef machine
 **television**	Not a very common sound. confusion decision revision usually courgette	

	usual spelling	! but also
 **thumb**	**th** throw thriller healthy maths path teeth	
 **mother**	**th** the that with further together	
 **chess**	**ch** change cheat **tch** match pitch **t (+ure)** picture future	
 **jazz**	**j** jealous just **g** generous manager **dge** fridge judge	
 **leg**	**l** limit salary reliable until **ll** sell rebellious	
 **right**	**r** result referee primary fried **rr** borrow terrace	written wrong
 **witch**	**w** war waste western motorway **wh** whistle which	one once
 **yacht**	**y** yet year yoghurt yourself **before u** university argue	
 **monkey**	**m** mean romantic charming arm **mm** summer swimming	lamb
 **nose**	**n** neck honest none chimney **nn** tennis winner	knee knew
 **singer**	**ng** cooking going bring spring **before g / k** tongue think	
 **house**	**h** hands helmet behave inherit unhappy perhaps	who whose whole

voiced unvoiced

www.frenglish.ru

OXFORD
UNIVERSITY PRESS

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

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

© Oxford University Press 2025

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 466250 5 Student Book Classroom Presentation Tool

First published in 2025

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

The authors would like to thank all the teachers and students round the world whose feedback has helped us to shape English File.

The authors would also like to thank: all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.

Finally very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their support and encouragement. Christina would also like to thank her children Joaquin, Marco, and Krysia for their constant inspiration.

The publisher and authors would also like to thank the following for their invaluable feedback on the materials: Megan Watkins, Brian Brennan, Irene Iglesias, Marcos Norelle Ferreira Victor, Cynthia Christine Ebert, Gustavo Gouveia, Magdalena Muszynska, Dagmara Lata, Jenny Holden, Louisa Dixon, Philip Drury, Rachel Stone, Gyula Kiss, Erika Feszl, Eva Misky.

The publisher and authors would like to thank Jane Hudson for her work on the Revise and Check pages, Writing Bank, and Grammar Bank.

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.9 Adapted from 'How you should eat: the new rules' by Peta Bee, 16 May 2022, The Times. © The Times/News Licensing. Reproduced by permission; p.10 Quotation reproduced by permission of Marianna Leivaditaki; p.19 Adapted from 'My no-spend year and how I survived' by Damian Whitworth, 18 January 2017, The Times. © The Times/News Licensing. Reproduced by permission; p.24 Excerpts adapted from 'Covid heroes 2020: From Sir Captain Tom Moore to Marcus Rashford, the faces that have inspired us' by Olivia Petter, 28 December 2020, The Independent. Reproduced by permission; p.27 Adapted from 'Leftover Pret a Manger baguettes go to homeless', Devon Live, www.devonlive.com. Reproduced by permission of Reach Publishing Services Limited; p.29 Adapted from 'Watch us race to London Heathrow by cab, the Heathrow Express and new Elizabeth Line' by Nicky Kelvin, 9 June 2022, The Points Guy, https://thepointsguy.com. Reproduced by permission; p.32 Adapted extracts from 'Understanding Generalizations and Stereotypes' by Sally Raskoff. Copyright © 2012 by W.W. Norton & Company, Inc., from Everyday Sociology Blog. Reproduced by permission of W. W. Norton & Company, Inc.; p.32 Illustration by DR Ink for Fawcett Society. Reproduced by permission of Fawcett Society; p.35 Interview with Dora Vanette has been written by our authors and audio is recorded with an actor voicing Dora Vanette. Included with permission; p.38 Extract from 'Michael Sheen stops performance to ask audience member to switch off phone' by Corrie David, 9 July 2021, WalesOnline. Reproduced by permission of Reach Publishing Services Limited; p.40 Extract abridged and adapted from Manners: A Modern Field Guide by Kay Plunkett-Hogge and Debora Robertson. © 2021 Kay Plunkett-Hogge and Debora Robertson. Reprinted by permission of HarperCollins Publishers Ltd; p.43 Abridged and adapted from 'Jason Arday: he learned to talk at 11 and read at 18 – then became Cambridge's youngest Black professor' by Charlie Brinkhurst-Cuff, 11 July 2023, The Guardian. Copyright Guardian News & Media Ltd 2024. Reproduced by permission; p.47 Adapted from 'How to be the Perfect Car Passenger' from www.autonational.co.uk. Reproduced by permission; p.52 Adapted from 'How we met: 'None of my Indian friends had girlfriends. But I liked her too much to say no' by Lizzie Cernik, 17 January 2022, The Guardian. Copyright Guardian News & Media Limited 2024. Reproduced by permission; p.58 Adapted from 'The secret life of an extra: don't talk, don't eat and don't go home till 2am' by Anonymous, 26 December 2026, The Guardian. Copyright Guardian News & Media Limited 2024. Reproduced by permission; pp.62–63 Extracts adapted from Francesca Tighinean's tips for choosing the right profile photo on social media, @francescapsychology. Reproduced by permission; p.65 Adapted from 'I am not naturally magnetic': can you learn how to be charismatic?' by Colin Drury, 17 December 2016, The Guardian. Our audio recording uses an actor to voice Colin Drury. Copyright Guardian News & Media Limited 2024. Reproduced by permission; p.69 Extracts abridged and adapted from 'Back in Time for School – Episodes', www.bbc.co.uk. © Wall to Wall Media. Reproduced by permission; p.72 Adapted from '24 things you know if you still live with your parents' by Vicky Chandler, 10 February 2015, Metro. © dmg media licensing. Reproduced by permission; pp.74–75 information about Handel Hendrix House is included with permission; pp.82–83 Adapted extracts from 'Passengers treat me like a therapist': what the taxi driver hears at work' by Tobi Oredein, 8 December 2018, The Guardian. Copyright Guardian News & Media Limited 2024. Reproduced by permission; p.84 Adapted from 'United breaks guitars' by Dave Carroll, www.davecarrollmusic.com. Reproduced by permission; p.87 Extract from 'Breakthroughs, tips and trends: look, but don't touch' by Simon Crompton, 17 January 2009, The Times. © The Times/News Licensing. Reproduced by permission; p.88 Adapted from 'Strangers Helping Strangers: Locals Show Kindness to Solo Travelers' by Tracey Nesbitt, 17 May 2022, Solo Traveler, https://solotravelerworld.com. Our audio recording uses an actor to voice Tracey Nesbitt. Reproduced by permission; pp.90–91 Adapted from 'How to improve your luck and win the lottery twice (possibly)' by Richard Wiseman, 2 April 2015, The Guardian. Copyright Guardian News & Media Limited 2024. Reproduced by permission; p.93 Adapted from 'Could I survive a blackout? My day without power' by Chris Stokel-Walker, 10 October 2022, The Times. Our audio recording uses an actor to voice Chris Stokel-Walker © The Times/News Licensing. Reproduced by permission; p.95 Adapted extracts from '25 Areas of Digital Clutter to Minimize' by Joshua Becker, www.becomingminimalist.com. Reproduced by permission; p.107 Text about The London Dungeon is reproduced by permission; p.109 Adapted from 'How we met: 'He sent 40 Valentine's cards with all the different things he loved about me' by Lizzie Cernik, 6 February 2023, The Guardian. Copyright Guardian News & Media Limited 2024. Reproduced by permission; p.114 Adapted from 'How we met: 'She was giving out free footballs, and I thought she was really beautiful' by Lizzie Cernik, 21 February 2022, The Guardian. Copyright Guardian News & Media Limited 2024. Reproduced by permission; p.115 Adapted from 'Who needs uni? How to be successful without a degree' by Emily-Fleur Sizmur, 10 August 2014, originally published in Express. Reproduced by permission of Emily-Fleur Sizmur.

Sources: p.21 'Warning: WhatsApp 'mum and dad' scam continues' 2 March 2022, www.which.co.uk; p.30 www.pnas.org; p.34 information from www.jeongmeeyoon.com; p.85 story originally reported in www.huffpost.com; p.98 quotation from 'David Bowie did not know he was dying until final few months' by Hannah Ellis-Petersen, The Guardian, Jan 2017; p.100 'Short but sweet: The miniskirt' by Katya Foreman, Oct 2014, www.bbc.co.uk; pp.104–105 Adapted from 'The Red-Headed League' from The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle, 1892.

Commissioned photography by: Dennis Kitchen Studio, Inc, Gareth Boden and MM Studios.

Pronunciation chart artwork by: Ellis Nadler

Illustrations by: Joelle Avelino, Peter Bull, Simon Clare, Jon Fletcher, Sarah Goodreau/Advocate Art, Joanna Kerr, Fabian Slongo/Advocate Art, Garry Walton/Meiklejohn, Kipper Williams.

Video stills: Digeo Productions

Video production by: Creative Listening (Pictures of you); Digeo Productions (all other videos).

The publisher would like to thank the following for their permission to reproduce photographs: 123RF (inbj, Jason Swalwell, Linda Cooke, Vyacheslav Ryaschikov); Aegean: Recipes from the Mountains to the Sea by Marianna Leivaditaki. Published by Kyle Books. Photography: Elena Heatherwick; Alamy (Aflo Foto Agency, Agencja Fotograficzna Caro, AKP Phot, Album, Alex Segre, Associated Press/Jim Cooper, BFA, Caspar Benson/fStop Images GmbH, Ceri Breeze, Chris Dorney, Clement Philippe, Corbis Super RF, D.Hurst, David Gee, David R. Frazier Photolibrary, Inc., DBURKE, Elizabeth Whiting & Associates/Alamy Stock Photo, Ferenc Szelepcsenyi, FlixPix, Gastromedia, Granger, NYC./Granger Historical Picture Archive, horst friedrichs, Ian Dagnall, imagebroker, Imagedoc, Ivan Vdovin, Jack Sullivan, James Marchington/LatitudeStock, Jonathan Larsen/Diadem Images, Justin Kase z12z, Karen Spencer, Kumar Sriskandan, Landmark Media, Lisa Top, Lusoimages, Marcin Rogozinski, Mark Davidson, Mark Henderson, Newscom, OnTheRoad, Oote Boe 2, PA Images, Pat Tuson, Paul Fearn, Paul Trinity, PBWPIX, Peter Titmuss, Photo12/7e Art/See-Saw Films/New Zealand Film Commission, PhotoAlto, RGB Ventures/SuperStock, Richard Heyes, Ringo H.W. Chiu, Silas Manhood, Stadium Bank, Tetra Images, The Print Collector, Universal/Courtesy Everett Collection, V&A Images, VPC Coins Collection, WARNER BROS. PICTURES, Yorkshire Pics, ZUMA Press); Anglepoise (Image courtesy of Anglepoise); ArenaPAL (Johan Persson); Dr Jan Bondeson; Dave Carroll; Cartoonstock (Elmer Parolini); John Evans; Diario de Navarro (Calleja); Emily Done; Denise Dorrance; Fawcett Society; Getty Images (ANDER GILLENEA, Chip Somodevilla, domoyega, Gary M. Prior, Hulton Deutsch, Ian Walton/Staff, Jean Catuffe, Michael Ochs Archives/Stringer, Michael Putland, Nigel French/Allstar, The Stanley Weston Archive, Theo Wargo, UroshPetrovic, UroshPetrovic, Vincenzo Lombardo, Andy Sacks/Photographer's Choice, Bill Varie/Corbis, Chris Ryan, Digital Vision, Flashpop, Fotosearch, Graham Chadwick, Issarawat Tattong, James Baylis – AMA, Jenna Woodward Photography/Flickr Open, JOCHEN LUEBKE, John Madere, Kevin C. Cox, Kris Timken/Digital Vision, Manu Vega, Matthew Stockman/Getty Images Sport, MEDITERRANEAN, Minas Panagiotakis/Stringer, monkeybusinessimages, Oliver Strewe, Philipp Nemenz/Lifesize, Pool, RgStudio, Roberto Serra – Iguana Press, Ryan McVay, Shane Anthony Sinclair/BAFTA, Steve Wisbauer/Photodisc, Stuart C. Wilson, tavor, Tom and Steve, Tony Anderson, track5, Travelpix Ltd, whitemay/iStock Unreleased, Win Initiative); Becky Green (Wass); Guardian News & Media Ltd 2017; Savannah Hodge; JeongMee Yoon; Nick Jones; Chris Latham-Koenig; Mariana Leivaditaki; The London Dungeon; Tracey Nesbitt; Oppo; Oxford University Press (Andrew Scherbackov, BananaStock, Darko 1981, faungfupix, Masterfile, Maxim Lupascu/Dreamstime, Mikadun); Alex Parrish; Alex Rawlings; Graeme Robertson/Copyright Guardian News & Media Ltd 2024; Shutterstock (Andriy Blokhin, anna.spoka, Claudio Divizia, hamdi bendali, VectorIcon2003, Andrew Price, David Hartley, Ken McKay/ITV, Kevin Hodgson/SPP, Lucy Young, Mcpix Ltd, Nils Jorgensen, Shutterstock, Tottenham Hotspur FC); Emily-Fleur Sizmur; The Telegraph (Eddie Mulholland/The Telegraph, Julian Broad); The Times/News Licensing; Dagmara Walkowicz; Wonderbly.

The publisher would like to thank the following for permission to reproduce videos:

Shutterstock Video

1A.1a (man selling fruit,Lahore Qalandars7), (market stall owner restocking potatoes,rightclickstudios), (Shopper choosing a whole, Sia Footage), (Fish market and fishmonger, Nardavar), (Local Cheeses at farmers market, Fevziie), (Jars of herbs and spices, Sheila Fitzgerald) *1A.5b* (Close-Up of Cooking Bacon and Egg, Only 4K Ultra HD), (Boiled lobster, Paul Wolve), (Squeezing lemon on lobster, Mr.Wanchai Kenanan), (working in a busy restaurant kitchen, wavebreakmedia), (Goats graze in the shade of olive trees, Kurakin Alexander), (handful of olives, Road4Stock) *1A.5b* (Close-Up of Cooking Bacon and Egg, Only 4K Ultra HD), (Boiled lobster, Paul Wolve),

www.frenglish.ru

(Squeezing lemon on lobster, Mr.Wanchai Kenanan), (working in a busy restaurant kitchen, wavebreakmedia), (Goats graze in the shade of olive trees,Kurakin Alexander), (handful of olives, Road4Stock) *1A.5d* (Seine river, NicoElNino), (Shopping street Quito Equador, Ivo Antonie de Rooij), (Bolon mixto, Juan Carlos Cabrera) *2A.1c* (salesman in bakery communicates with customer, M_Agency), (Little girl putting the coin into a clear glass jar, Kaikoro), (calling for waiter and paying for coffee, Milk Image-a Films), (Man shocked at price of shirt , Vital9s), (happy couple talking to adviser & signing document, Helen Fields Hotelfoxtrot), (Man at ATM, ElevenStudio), (managing personal monthly budget, fizkes), (Laptop frameless screen, guteksk) *3A.1a* (electric car driving along a bridge, brave rabbit), (Businessman going to work on bike, Big Shot Theory), (motorcycle on a scenic forest road, Supamotionstock.com), (Red bus passing camera, Velvet Gold 1), (Courier Gets out of Delivery Truck, Gorodenkoff), (Young Businessman Riding on Electric Scooter, Bigrain) *3B.6c* (Shopping woman chooses lady's handbag in stor, Grustock), (closeup view of young woman daughter video calling old senior parents, fizkes), (angry couple of two mature people gesturing, Your files), (mum and cute little kid daughter laugh, fizkes), (Airliner landing reflecting in the windows, max.ku), (Waiting date frustrated worry, MAYA LAB), (Young couple reviewing invoices, dualstock), (Angry man cleaning after naughty pug, TommyStockProject), (10 years old boy skier racing fast down the slope, Sergey Novikov), (Frightened wild cat growling at big rough collie dog, atiger) *5A.1d* (High School Volleyball game, krylova_nlp), (Rugby 7s Men European Championship, leimmagini), (Injured Football player and Stretchers, Michael Cola), (Ice Hockey Rink Arena, Gorodenkoff) *6B.3c* (Close-up face of a young woman biting a ripe red apple, Artem Ermilov), (Theatre audience clapping the performers, Helen Fields Hotelfoxtrot), (family looking at landscape, Oleksii Synelnykov) *7B.6c* (Westminster Abbey, Establishing Aerial View, taurusphoto), (New York City panorama, marchello74) *8B.4c* (Top view long thinking and making right choice between healthy and junk food, IHarbingerI), (couple enjoying a face massage, Art_Vision), (arguing while cooking in kitchen, motion.pl), (Shaking hands, MAYA LAB), (Public demonstration on the street, oneinchpunch) *9B.1d* (Man sitting on the couch in the living room and watching TV, Media Whale Stock), (adjusting digital central heating thermostat, Monkey Business Images), (opening the laptop, guteksk7), (Install Program Process Animation, ninefotostudio), (Setting an alarm on a mobile phone, MVideos), (Unplugging White Internet Cable From Wireless Router, k49red)

Shutterstock Images

1A.5b (Apple Pie, Brent Hofacker), (olive groves of Greece, Ilya Osovetskiy), (souvlaki, thelefty) 1B.1 (UK Flags, AVA Bitter), (map of united kingdom on blue background, djunger), (don't speak, not talking, silent icon, Vusal Adgozalov), (hand drawn comic message bubbles, Diana Hlevnjak), (Home vector image, Iconbunny11), (Mobile Phone Line Icon, DOUBLE SLASH), (Vector survey icon, Dacian Galea), Wall calendar template, Dmitry Kostrov) (Set of circle percentage diagrams, Humdan) *3A.3f* (Award medals, mei yanotai) *6A.1a* (HE RISE OF SKYWALKER 2019 de J.J. Abrams Daisy Ridley, Collection Christophel / Alamy Stock Photo) *6B.2* (Dominic McVey at Front's Soho office, Shutterstock), (Dominic McVey at Front's Soho office, Shutterstock), (Astronomical Telescope Starry night, Allexxandar), (young woman on the electric scooter, r.classen), (Illustration Africa Regions Map, Zoa.Arts), (Very Rich Man Bathing In His Money, EPS), (Abstract oil texture background, Adelina ART), (Mexico Map, The Hornbills Studio), (A rough textured orange concrete wall ,Mchris melville), (Abstract colorful unique background, Artur Shomalevich), (International Space Station with astronauts, Vadim Sadovski) *7A.1a* (The Po river aerial panoramic view, saiko3p), (Apple Computers website on MacBook, Hadrian), (Scientist Newton sitting under the tree, tutti-frutti), (Human skeleton in front, profile and back, Olga Bolbot), (Chemical elements, Jason Winter) 10B (Flying parachute isolated, La Gorda), (Heydar aliyev center surrounded by clouds in winter, TAJ Photoz), (a postage stamp printed in Liberia showing Muhammad Ali, catwalker)

Pond5

1A.1a (Shelves Of Pasta In The Supermarket, Pippocarlot), (Fruit & Veg Stall, arthurcauty), (Checking eggs, El_Boykovich), (Pile Of Bread At The Market, dynuky) *2A.1c* (Charity fun run, Not showing on Pond5 anymore) *3A.1a* (Pan Of High Speed Train, Elmwood), (Businesswoman hailing a cab, Spotmatik), (Truck On The Road In Beautiful Sunset, WKProduction), (Tram Passing On A Street In Vienna, ChrisMVisuals) *3B.6c* (People Meet Passengers From The Airplaine, Paha_L) *5A.1d* (Team Training Soccer Football Session, netsay), (Olympic Stadium Rome Charity Football Match, canbedone), (Soccer Referee Showing Red Card, CabbageVP), (Running For Exercise And Warm Up For Practice, Peopleimages), (Track Runner Athlete Warming Up, Jio) *6B.3c* (Child Portrait Smelling Roses, ArtZone), (Whistling Into Camera, FabianSiepen), (Goalkeeper Takes Goal Kick, BlackBoxGuild), (Woman Cooking, motion_poland) 8B.4c (Couple Tipping Friendly Bellhop Employee, DC_Studio), (Happy Couple Make Choice With Car Tires,AlexeyPlatonov), (Online Grocery Shopping Delivery, purplevideos), (Mouse Cursor Clicking Attach Files Button, ninefotostudio), (Climber To Reach The Summit, nik7ch) *9B.1d* (Pressing Power Button To Turn Off The Laptop, Yago_buzzit), (Plug White Phone Charger Adapter Into The Wall, FellowNeko), (Hand With Remote Control. Change Volume On Tv, recpoint_pro)

Getty Video

1A.5b (Venetian fortress in Rethymnon, Andrea Pistolesi), (Fishing boats travel on the sea near Crete, WNET Visions), (Fresh fish stall at the food market, a-plus image bank), (Fishing boats travel on the sea near Crete, WNET Visions), (stuffed vine leaves with rice, Mehmet Hilmi Barcin) *1A.5d* (Marbella coast, Maciej Grabowicz), (Traditional Ecuadorian plate, David Ruiz), (Chania, Crete, Robert Harding Video), (Exmouth Market street scenes, ITN) 5A.1d (Tracking shot of a teenage adaptive tennis player serving, JGalione), (athlete running at men's track, Edwin Tan) (SLO MO Soccer referee showing a yellow card, Simonkr), (London gets set to host final at Wembley, ITN), (Football coach talking to his team, Hispanolistic), (Diverse crowd turning heads side to side in unison in bleachers, Beyond Our Reality Productions Inc.) *6A.1a* (Mexican director Guillermo del Toro at AFI Festival with new film Pinocchio, AFPTV), (Celebrity Sightings In Los Angeles, Hollywood To You/Star Max), (The Power Of The Dog Interviews, Getty Images), (Film, Premiere of 'The Theory of Everything', ITN), (Richard E Grant speaks at Star Wars, The Rise Of Skywalker premiere, Press Association) (Maggie Aderin-Pocock speaks on stage during a discussion about 'The Sky at Night at 60', Tabatha Fireman) *6B.3c* (young woman's mouth, Sean Anthony Eddy) *9B.1d* (Noriko Sakai Performs In Hong Kong, VCG) *10B* (Alan Rickman interview - A little chaos, Mark Case), (very Early Boxer Muhammad Ali (Cassius Clay) Boxing Tunney Morgan Hunsaker, American Professional Boxer, Jennava Laska), (Muhammad Ali says to the camera that he is the greatest, NBC News Archives), (Cassius Clay and Bundini say float like a butterfly and sting like a bee, NBC News Archives), (Heydar Aliyev Center, Juan Carlos Munoz)

Getty images

1A.5d (Aerial view of Canterbuty, Alexey_Fedoren) *1B.1* (Cartoon Earth globe spinning, Vetta) *2B.8a* (Prue Leith, Lorentz Gullachsen), (Paul Hollywood, Comic Relief) *6B.2* (Jacqueline Gold - book launch party, Dave M. Benett), (Bell Pottinger Summer Party, David M. Benett), (Wang Deshun walks the runway during the Sheguang Hu show, VCG), (Luz Acosta poses during a photo session, Jam Media), (Luz Acosta Mexican Weightlifting, Jam Media), (Luz Mercedes Acosta of Mexico competes in the weightlifting event held at the Beijing, Paul Gilham), (Luz Mercedes Acosta Valdez of Mexico competes in the Women's 63kg Weightlifting final, Laurence Griffiths), (Olympics Day 4 – Weightlifting, Laurence Griffiths), (Mexican Luz Acosta poses on the podium, AFP), (Luz Acosta Mexican Weightlifting - Photo Shoo t, Jam Media), (CNE 'Municipal Hospital No.2' in Kramatorsk, Anadolu Agency), (BFI & Radio Times TV Festival - Day 3, Tabatha Fireman), (Maggie Aderin-Pocock, BAFTA - 2018 British Academy Television Craft Awards, Jamie Simonds/ BAFTA) (Maggie Aderin-Pocock, Observer UK, September 21, 2014, Richard Saker) *7a.1a* (Professor writing on the board, Witthaya Prasongsin) *7B.6c* (Old chromolithograph map of Central London, mikroman6) *7B.6c* (George Frideric Handel, Print Collector / Contributor), (performing compositions by George Frideric Handel, DEA / A. DAGLI ORTI / Contributor), (Messiah, Universal History Archive / Contributor), (Georg Friedrich Handel (1685–1759), now blind, being accompanied to the organ, DE AGOSTINI PICTURE LIBRARY / Contributor), (The Jimi Hendrix Experience, "Ron Howard/Popperfoto"), (Jimi Hendrix in London at his Mayfair flat, "Mirrorpix"), (Jimi Hendrix pose for photos at a multi band press conference titled 'The British Are Coming', Michael Ochs Archives), (contact sheets of images captured on January 4, 1969 by photographer Barrie Wentzell inside the Hendrix Flat, "DANIEL LEAL"), (Jimi Hendrix Live At The Royal Albert Hall, David Redfer), (Jimi Hendrix Live At The Royal Albert Hall, David Redfern), (Jimi Hendrix Live At The Royal Albert Hall, David Redfern), (Jimi Hendrix Live At The Royal Albert Hall, David Redfern), (Death Of Jimi Hendrix, GAB Archive) *10b* (Cambridge Jones Portraits - Alan Rickman, Cambridge Jones), (Fisher Family, Hulton Archive), (Dame Elizabeth Taylor Diamond Jubilee Birthday, Ethan Miller), (21st Annual Screen Actors Guild Awards - Press Room, Ethan Miller), (The Star Wars Holiday Special, CBS Photo Archive), (Star Wars - The Force Awakens - UK Film Premiere, Fred Duval), (Debbie Reynolds With Daughter At Airport, Bettmann), (Carrie Fisher and Paul Simon..., Images press), (On the set of Star Wars - Episode IV - A New Hope, Sunset Boulevard), (21st Annual Screen Actors Guild Awards - Press Room, Jason LaVeris), (Mark Hamill and Carrie Fisher, Lynn Goldsmith), (Portrait Of Carrie Fisher, Lynn Goldsmith), (Portrait Of The Cast Of Star Wars, The Empire Strikes Back, Mark Sennet), (Medal Winners, Central Press / Stringer), (Celebrity Fight Night IX with Muhammad Ali - Backstage and Show, Michael Caulfield Archive / Contributor), (Muhammad Ali, Bettmann), (Boxer Muhammad Ali Defeating Sonny Liston, Bettmann), (Marion Barry, Dick Gregory, Afro Newspaper/Gado), (Muhammad Ali, The Stanley Weston Archive), (Muhammad Ali presents his new book, Evening Standard), (XXVI Summer Olympic Games, Michael Cooper), (The last hurrah, Chris Smith/Popperfoto) (Muhammad Ali In Training, Fred W. McDarrah)

Alamy Images

1A.5b (Fresh fish stall at the food market, a-plus image bank), (Moro restaurant wine bar in Exmouth Market, Roberto Herrett) *2B.8a* (The Great British bake-off, Everett Collection Inc) *6A.1a* (Guillermo del Toro's Pinocchio, Lifestyle pictures / Alamy Stock Photo), (West Side Story, Moviestore Collection Ltd / Alamy Stock Photo), (THE POWER OF THE DOG (2021), Moviestore Collection Ltd / Alamy Stock Photo), (EDDIE REDMAYNE, THE THEORY OF EVERYTHING, 2014, Maximum Film / Alamy Stock Photo) *6B.2* (MBE, Steve Paddon), (Dominic McVey, PA Images), (Univerrsity of Wales Trinity St. David, Kathy deWitt), (Wang Deshun ice-skates on the frozen Houhai lake, Imaginechina Limited), (Warriors of Heaven and Earth Tian di ying xiong Year, Photo 12), (Warriors of Heaven and Earth Tian di ying xiong Year, Photo 12), (Wang Deshun poses as he arrives at the Ermenegildo Zegna, Imaginechina Limited), (82-year-old Chinese model Wang Deshun, Imaginechina Limited), (Wang Deshun ice-skates on the frozen Houhai lake in Beijing, Imaginechina Limited), (Dr Maggie Aderin Pocock winner of the new talent award, WENN Rights Ltd), (A doll created to honour British scientist Dr Maggie Aderin-Pocock, Raj Valley) *7A.1a* (Flying Fortress bombers during a World War 2, GL Archive / Alamy Stock Photo), ('THE LORD OF THE RINGS, THE TWO TOWER". SUPPLIED BY MR- TV-FILM-STILL, ZUMA Press, Inc. / Alamy Stock Photo) *7B.6c* (Jimi Hendrix (1942 - 1970), World History Archive) *10B* (DIE HARD -1988 ALAN RICKMAN, Moviestore Collection Ltd), (ALAN RICKMAN, ROBIN HOOD - PRINCE OF THIEVES, AJ Pics), (Daniel Radcliffe and Alan Rickman, Associated Press), (Harry Potter and the Order of the Phoenix, Entertainment Pictures), (TRULY MADLY DEEPLY, Alan Rickman, Juliet Stevenson, Michael Maloney, Everett Collection Inc), (Alan Rickman as Professor Severus Snape, PictureLux / The Hollywood Archive), (Helen Mirren as Cleopatra and Alan Rickman as Mark Antony, LMK MEDIA), (Movie poster of Die Hard, Eddie Gerald), (Dame Zaha Mohammad Hadid, World History Archive), (Zaha Hadid, drew farrell), (Muhammad Ali in his second match with Leon Spinks, Trinity Mirror / Mirrorpix), (VIETNAM WAR - HELICOPTER, GRANGER - Historical Picture Archive), (Love Actually 2003 USA Heike Makatsch, Alan Rickman, Photo 12), (FISHER,FORD, STAR WARS - EPISODE VII - THE FORCE AWAKENS, 2015, AJ Pics)

Other

1A.5d (Moro food, Christina Latham-Koenig) *7B.6c* (Handel Hendrix House floorplan, Haines Phillips Archetects) *9B.1d* (Updating app on phone/ Deleting photos on phone, Digeo Productions)

Pictures of You videos: Creative Listening

Alamy Stock Video: (Danita Delimont, Hugh Threlfall)

Getty video: (Captamotion, M W Hunt)

Pond5 exclusive: (MassimilanoF)

Shutterstock video: (bh-2, elRoce, Yau Ming Low, Georgethefourth)

Shutterstock images: (alice-photo, Cktravels.com, Guliveris, Jono Photograohy, Kate Scott, PodPad, Paolo Paradiso, Petra Figueroa, Richard Thornton, rightclickstudios, trekandshoot, William Barton, ZGPhotography).

www.frenglish.ru