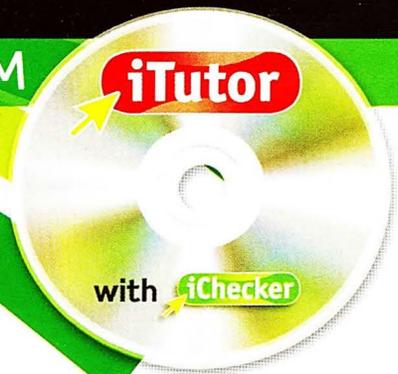


third
edition

ENGLISH FILE

Intermediate Student's Book

with DVD-ROM



www.ZabanBook.com

زبان بوک

Christina Latham-Koenig
Clive Oxenden

OXFORD

Christina Latham-Koenig
Clive Oxenden

www.ZabanBook.com
زبان بک

ENGLISH FILE

Intermediate Student's Book



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

OXFORD
UNIVERSITY PRESS



Grammar

Vocabulary

Pronunciation

6

- 54 **A** Shot on location passives (all tenses) cinema sentence stress
- 58 **B** Judging by appearances modals of deduction: *might, can't, must* the body diphthongs
- 62 **REVISE & CHECK 5&6** 🎬 In the street; Short films *Iconic film locations*

7

- 64 **A** Extraordinary school for boys first conditional and future time clauses + *when, until, etc.* @ *make and let* education the letter *u*
- 68 **B** Ideal home second conditional houses sentence stress
- 72 🎬 PRACTICAL ENGLISH Episode 4 *Boys' night out*

8

- 74 **A** Sell and tell reported speech: sentences and questions shopping, making nouns from verbs the letters *ai*
- 78 **B** What's the right job for you? gerunds and infinitives work word stress
- 82 **REVISE & CHECK 7&8** 🎬 In the street; Short films *Trinity College, Dublin*

9

- 84 **A** Lucky encounters third conditional making adjectives and adverbs sentence stress
- 88 **B** Too much information! quantifiers @ separable phrasal verbs electronic devices, phrasal verbs *ough* and *augh*, linking
- 92 🎬 PRACTICAL ENGLISH Episode 5 *Unexpected events*

10

- 94 **A** Modern icons relative clauses: defining and non-defining compound nouns word stress
- 98 **B** Two murder mysteries question tags crime intonation in question tags
- 102 **REVISE & CHECK 9&10** 🎬 In the street; Short films *The Hound of the Baskervilles*

104 **Communication**

113 **Writing**

122 **Listening**

132 **Grammar Bank**

152 **Vocabulary Bank**

165 **Irregular verbs**

166 **Sound Bank**

Do you drink a lot of coffee?

Yes, but I'm trying to cut down at the moment.

1A Mood food

www.ZabanBook.com



1 VOCABULARY food and cooking

a Do the quiz in pairs.

FOOD QUIZ

Can you think of...?

- ONE** red fruit, **ONE** yellow fruit, **ONE** green fruit
- TWO** kinds of food that some people are allergic to
- THREE** kinds of food that come from milk
- FOUR** vegetables that you can put in a salad
- FIVE** containers that you can buy food in
- SIX** things that people sometimes have for breakfast

b ➤ p.152 Vocabulary Bank *Food and cooking*.

c 1 4)) Listen to these common adjectives to describe food. Do you know what they mean? Then say one kind of food which we often use with each adjective.

fresh frozen low-fat raw spicy takeaway tinned

2 PRONUNCIATION short and long vowel sounds

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

| | | | |
|---|---------------------------------|---|---------------------------------|
| 1  | squid chicken spicy grilled | 5  | sausages roast chocolate box |
| 2  | beef steamed beans breakfast | 6  | raw fork boiled salt |
| 3  | prawns salmon lamb cabbage | 7  | cook sugar mushrooms food |
| 4  | margarine carton jar warm | 8  | cucumber beetroot fruit duck |

b Look at the words in each list. Cross out the word which *doesn't* have the sound in the sound picture.

c 1 5)) Listen and check.

d ➤ p.166 Sound Bank. Look at the typical spellings of the sounds in a.

3 LISTENING & SPEAKING

FOOD & EATING

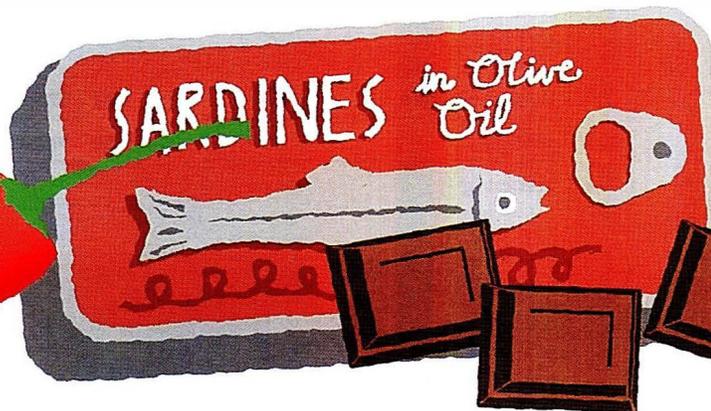
- 1 Is there any food or drink that you couldn't live without? How often do you eat / drink it?
- 2 Do you ever have
 - a ready-made food?
 - b takeaway food? What kind?
- 3 What's your favourite
 - a fruit?
 - b vegetable?
 Are there any that you really don't like?
- 4 When you eat out do you normally order meat, fish, or vegetarian?
- 5 What food do you usually eat
 - a when you're feeling a bit down?
 - b before doing sport or exercise?
 - c before you have an exam or some important work to do?

a 1 6)) Listen to five people talking. Each person is answering one of the questions in *Food & Eating* above. Match each speaker with a question.

- | | |
|---|------------------------------------|
| <input checked="" type="checkbox"/> 4 Speaker A | <input type="checkbox"/> Speaker D |
| <input type="checkbox"/> Speaker B | <input type="checkbox"/> Speaker E |
| <input type="checkbox"/> Speaker C | |

b Listen again and make notes about their answers. Compare with a partner.

c Ask and answer the questions with a partner. What do you have in common?





4 READING

- a Are the foods in the list **carbohydrates** or **proteins**? With a partner, think of four more kinds of food for each category.

cake chicken pasta salmon

- b With a partner, answer the questions below with either **carbohydrates** or **proteins**.

What kind of food do you think it is better to eat...?

- for lunch if you have an important exam or meeting
- for breakfast
- for your evening meal
- if you are feeling stressed

- c Look at the title of the article. What do you think it means? Read the article once to find out, and to check your answers to b.

- d Read the article again. Then with a partner, say in your own words why the following people are mentioned. Give as much information as you can.

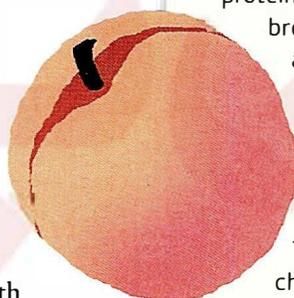
- 1 Dr Paul Clayton
- 2 people on diets
- 3 schoolchildren
- 4 Paul and Terry
- 5 nightclub owners in Bournemouth

- e Find adjectives in the article for the verbs and nouns in the list. What's the difference between the two adjectives made from *stress*?

stress (*noun*) (x2) relax (*verb*) wake (*verb*)
sleep (*verb*) power (*noun*) violence (*noun*)
oil (*noun*)

- f Ask and answer the questions with a partner.

- 1 What time of day do you normally eat protein and carbohydrates? How do they make you feel?
- 2 How often do you eat chocolate? Does it make you feel happier?
- 3 After reading the article, is there anything you would change about your eating habits?



We live in a stressful world, and daily life can sometimes make us feel tired, stressed, or depressed. Some people go to the doctor's for help, others try alternative therapies, but the place to find a cure could be somewhere completely different: in the kitchen.

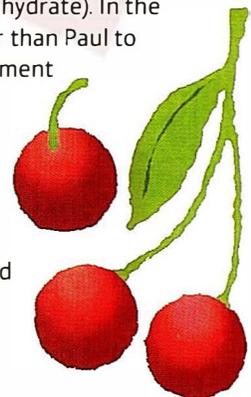
Dr Paul Clayton, a food expert from Middlesex University, says 'The brain is affected by what you eat and drink, just like every other part of your body. Certain types of food contain substances which affect how you think and feel.'

For example, food which is high in carbohydrates can make us feel more relaxed. It also makes us feel happy. Research has shown that people on diets often begin to feel a little depressed after two weeks because they are eating fewer carbohydrates.

On the other hand, food which is rich in protein makes us feel awake and focused. Research has shown that schoolchildren who eat a high-protein breakfast often do better at school than children whose breakfast is lower in protein. Also, eating the right kind of meal at lunchtime can make a difference if you have an exam in the afternoon or a business meeting where you need to make some quick decisions. In an experiment for a BBC TV programme two chess players, both former British champions, had different meals before playing each other. Paul had a plate of prosciutto and salad (full of protein from the red meat), and his opponent Terry had pasta with a creamy sauce (full of carbohydrate). In the chess match Terry felt sleepy, and took much longer than Paul to make decisions about what moves to make. The experiment was repeated several times with the same result.

Another powerful mood food could become a secret weapon in the fight against crime. In Bournemouth in the south of England, where late-night violence can be a problem, some nightclub owners have come up with a solution. They give their clients free chocolate at the end of the night. The results have been dramatic, with a 60% reduction in violent incidents.

Why does chocolate make people less aggressive? First, it causes the brain to release feel-good chemicals called endorphins. It also contains a lot of sugar, which gives you energy, and can help stop late-night tiredness turning into aggression. These two things, together with a delicious taste, make chocolate a powerful mood changer.



Mood food – what the experts say

- Blueberries and cocoa can raise concentration levels for up to five hours.
- Food that is high in protein helps your brain to work more efficiently.
- For relaxation and to sleep better, eat carbohydrates.
- Dark green vegetables (e.g. cabbage and spinach) and oily fish (e.g. salmon) eaten regularly can help to fight depression.

Adapted from a British newspaper



B

6 GRAMMAR

present simple and continuous, action and non-action verbs

a 1 9)) Listen again to some of the things Steve said. Circle the form of the verb he uses.

- 1 This week for example *I cook* / *I'm cooking* nearly every day. We usually *close* / *are usually closing* on Sundays and Mondays, but this Monday is a public holiday.
- 2 The British always *say* / *are saying* that everything is lovely.
- 3 Actually, I think *I prefer* / *I am preferring* that honesty, because it helps us to know what people like.
- 4 Unfortunately, I think *they get* / *they're getting* worse. People *eat* / *are eating* more unhealthily.

b With a partner, say why you think he has chosen each form.

c ► p.132 Grammar Bank 1A. Learn more about the present simple and the present continuous, and practise them.

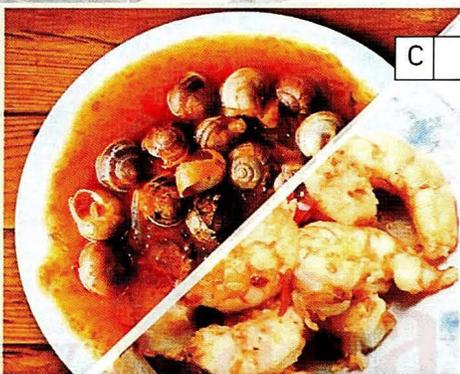
d Make questions to ask your partner with the present simple or continuous. Ask for more information.

On a typical day

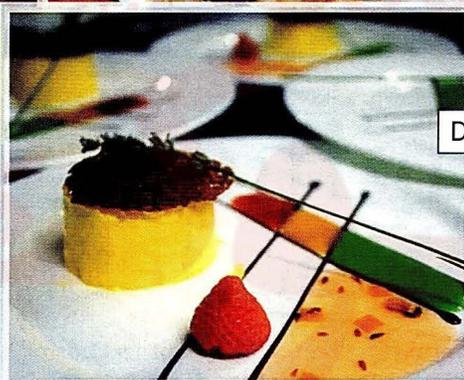
- What / usually have for breakfast?
- / drink Coke or fizzy drinks? How many glasses / drink a day?
- Where / usually have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

At the moment / nowadays

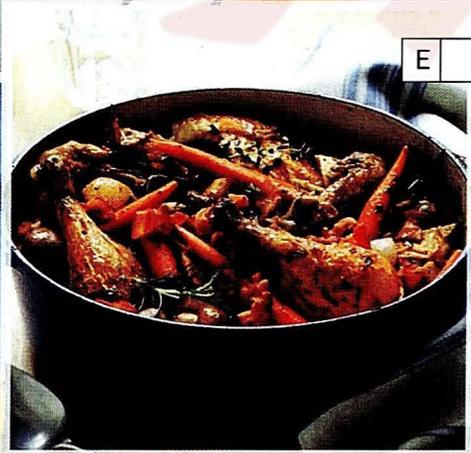
- / need to buy any food today?
- / want anything to eat right now? What?
- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / the diet in your country / get better or worse?



C



D



E

7 SPEAKING

WHAT DO YOU THINK?

- 1 Men are better cooks than women.
- 2 Both boys and girls should learn to cook at school.
- 3 Cheap restaurants usually serve bad food.
- 4 On a night out with friends, where and what you eat isn't important.
- 5 Not all fast food is unhealthy.
- 6 Every country thinks that their cuisine is the best in the world.

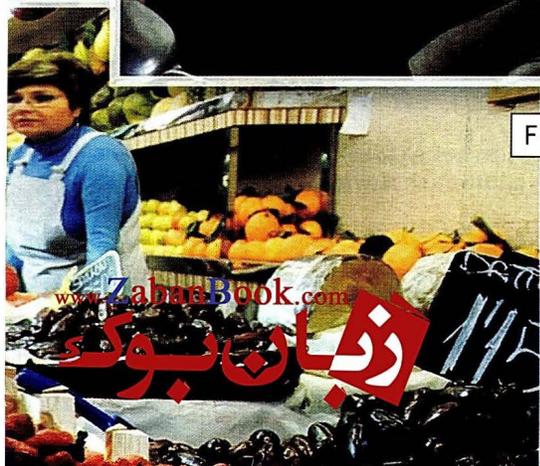
a 1 13)) Listen to two people discussing sentence 1. Who do you agree with more, the man or the woman? Why?

b 1 14)) Listen to the phrases in the **Useful language** box. Copy the intonation.

Useful language: Giving your opinion (1)

| | | |
|----------------|-----------------------|------------------|
| I agree. | I'm not sure. | For example... |
| I don't agree. | (I think) it depends. | In my opinion... |

c In small groups, say what you think about sentences 2–6. Try to use the **Useful language** phrases.



F

G future forms: present continuous, going to, will / won't

V family, adjectives of personality

P sentence stress, word stress, adjective endings

Are you seeing your grandparents this weekend?

No, I'm going to stay at home. I'll probably see them next weekend.

1B Family life

www.ZabanBook.com



1 VOCABULARY & SPEAKING

family

- a Look at some photos showing family members. What's happening in each one? What do you think the relationship is between the people?
- b With a partner, explain the difference between each pair.
 - 1 a father and a parent
 - 2 a mother and a stepmother
 - 3 a brother and a brother-in-law
 - 4 a grandfather and a great-grandfather
 - 5 a nephew and a niece
 - 6 a child and an only child
 - 7 your immediate family and your extended family
- c The BBC recently did a survey of 21st-century families in the UK. Read *Changing – for the better?* and try to guess what the missing percentages are. Choose from the list.

17% 26% 60% 75% 85%

- d 1 15)) Listen and check. Do any of the statistics surprise you? Which ones do you think would be very different if the survey was carried out in your country?
- e Work in small groups. Say what you think and give reasons.

Do you think that...?

- families should have a meal together every day
- children should leave home as soon as they can afford to
- parents should charge their children rent if they live at home and have a job
- parents should be 'friends' with their children on social networking sites, e.g. *Facebook*
- elderly parents should live with their children when they are too old to live alone

Useful language:

Giving your opinion (2)

We often use *should* + verb to say what we think is the right thing or a good thing (to do), e.g.

*I think families **should have** dinner together every day because...*

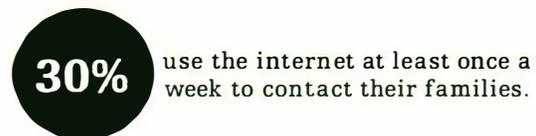
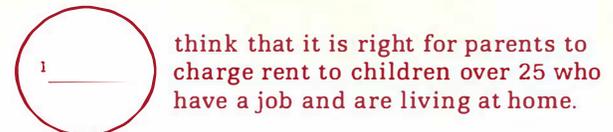
*I don't think parents **should be** friends with their children on Facebook because...*



Changing – for the better?

Family life is changing in the UK – but not in the way we might think. When the BBC did a survey of families in Britain, they expected to find that family relationships were suffering because of the decline in traditional family structures.

However, some of the results were quite surprising...



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

a Match the questions and answers.

- How long has Jane been a writer? _____
- How long has *Adelante África* had a website? _____
- How long has she been working for *Adelante África*? _____

- A Since 2008.
 B For about 22 years.
 C For four years.



b Answer with a partner.

- Are the three questions and answers in a about...?
 - a period of time in the past
 - a period of time from the past until now
 - a period of time in the present
- What's the difference in form between the first two questions and question 3?

c ➤ p.135 Grammar Bank 2B. Learn more about the present perfect with *for* / *since* and the present perfect continuous, and practise them.

3 PRONUNCIATION sentence stress

a 1 49)) Listen once and try to write down the stressed words in the large pink rectangles.

- | | | |
|---|----------|----------|
| 1 | How long | learning |
| | French ? | |
| 2 | | |
| 3 | | ? |
| 4 | | |
| 5 | | ? |
| 6 | | |

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

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

d 1 50)) Listen and make questions.

))) It's snowing. (How long has it been snowing?

4 SPEAKING

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

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

How long have you been using Twitter? (For about a year.

Do you write things on it or do you just read other people's tweets?

Why did you buy a Nissan Juke?

Because it's small, and it's quite 'green'.

How long have you had it?

3B Stereotypes – or are they?

1 READING & SPEAKING

- a In pairs, answer the questions.
- 1 Are you a talkative or a quiet person?
 - 2 Who is...?
 - a the most talkative person in your family
 - b the most talkative person you know
 - 3 Do you think that, generally speaking, women are more talkative than men?
 - 4 What topics do a) men talk about more than women?
b) women talk about more than men?
- b Look at the definition of *stereotype*. Then **A** read the article *Men talk just as much as women* and **B** read the article *A gossip with the girls?* Find answers to questions 1–4.
- stereotype** /ˈsteriətaɪp/ **noun** a fixed idea about a particular type of person or thing, which is often not true in reality. ► **stereotype verb** *In advertisements, women are often stereotyped as housewives.*
- 1 What was the stereotype that the researchers wanted to investigate?
 - 2 Where was the research done?
 - 3 How was the research done?
 - 4 What did the research show?
- c In pairs, tell each other about your article, using questions 1–4 to help you.
- d Now read both articles again and look at the **highlighted** words and phrases, which are commonly used in articles about research. Match them with definitions 1–10.
- 1 *In fact* _____ **adverb** really
 - 2 _____ **verb** make less
 - 3 _____ usually do it
 - 4 _____ **adverb** a little bit
 - 5 _____ **linking word** used to connect or contrast two facts
 - 6 _____ **verb** say that sth is true
 - 7 _____ as said or shown by sb
 - 8 _____ **verb** include several different things in addition to the ones mentioned
 - 9 _____ **adverb** nearly
 - 10 _____ not completely believed, doubted
- e Which of the two pieces of research do you think is...?
- 1 more credible
 - 2 more important
 - 3 more surprising

Men talk just as much as women – can it really be true?

Research by psychologists at the University of Arizona has shown that the stereotype that women talk more than men may not be true. In the study, hundreds of university students were fitted with recorders and the total number of words they used during the day was then counted.

The results, published in the *New Scientist*, showed that women speak about 16,000 words a day and men speak only **slightly** fewer. **In fact**, the four most talkative people in the study were all men.

Professor Matthias Mehl, who was in charge of the research, said that he and his colleagues had expected to find that women were more talkative.

A GOSSIP WITH THE GIRLS? JUST PICK ANY ONE OF FORTY SUBJECTS

Women are experts at gossiping – and they often talk about trivial things, or at least that's what men have always thought. However **according to** research carried out by Professor Petra Boynton, a psychologist at University College London, when women talk to women their conversations are not trivial at all, and cover many more topics (up to 40) than when men talk to other men.

Women's conversations **range from** health to their houses, from politics to fashion, from films to family, from education to relationship problems. **Almost** everything, in fact, except football. Men **tend to** talk about fewer subjects, the most popular being work, sport, jokes, cars, and women.



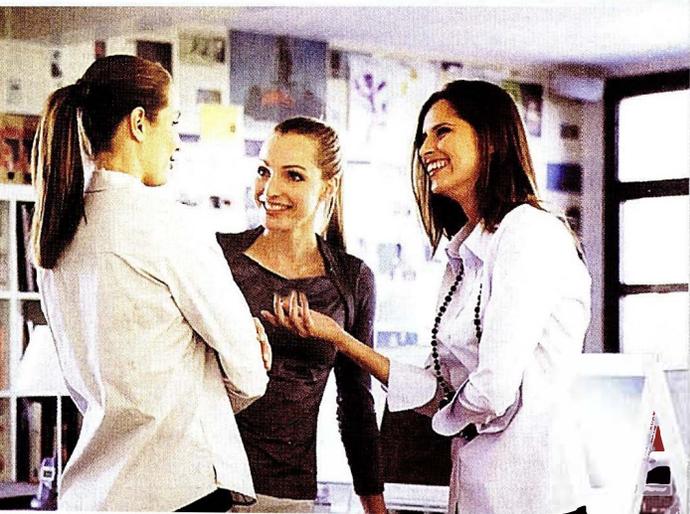


However, they had **been sceptical of** the common belief that women use three times as many words as men. This idea became popular after the publication of a book called *The Female Brain* (2006) whose author, Louann Brizendine, **claimed** that 'a woman uses about 20,000 words per day, **whereas** a man uses about 7,000.'

Professor Mehl accepts that many people will find the results difficult to believe. However, he thinks that this research is important because the stereotype, that women talk too much and men keep quiet, is bad not only for women but also for men. 'It says that to be a good male, it's better not to talk – that silence is golden.'

Professor Boynton interviewed over 1,000 women for her study. She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

Professor Boynton also says that men and women chat for different reasons. In social situations women use conversation to solve problems and **reduce** stress, while men chat with each other to have a laugh or to swap opinions.



2 GRAMMAR articles: a / an, the, no article

- a Complete 1–4 with *a / an, the*, or – (no article).
- 'Have you heard this joke? ___ man with ___ dog walks into ___ bar. ___ man says to ___ barman, "Can I have ___ beer and ___ whisky for my dog...?"'
 - 'I've just read ___ article on ___ internet about how eating ___ strawberries makes you look younger...'
 - 'I'm sure there's something wrong between us because we never go out to ___ dinner or to ___ cinema any more.'
 - 'Did you watch ___ match ___ last night? I can't believe that ___ referee didn't see that it was ___ penalty...'
- b According to the article *A gossip with the girls?*, who do you think would probably say 1–4, a man or a woman?
- c ► p.137 Grammar Bank 3B. Learn more about articles and practise them.

3 PRONUNCIATION

/ə/, sentence stress, /ðə/ or /ði:/?

- a 2 20)) Listen and repeat the sound and words.



a about anniversary cinema problem
relationship spider usually woman

- b 2 21)) Listen and repeat the sentences. Then practise saying them with the /ə/ sound.

- What **are** we **going** to have for lunch **today**?
- I'd like to see a good film **tonight**.
- We need to go in the **other** direction.
- Could you ask the **woman** over there?
- There's a **cinema** and there are lots of shops.

- c 2 22)) Listen and underline five phrases where *the* is pronounced /ði:/ (not /ðə/). Why does the pronunciation change?

the cinema the end the other day the world the sun
the internet the kitchen the answer the Earth

4 SPEAKING

Prove that the research in *A gossip with the girls?* is wrong! Work in pairs or small groups.

If you're a **woman**, try to talk for two minutes about:

football cars computers

If you're a **man**, try to talk for two minutes about:

fashion shopping your family

www.ZabanBook.com

زبان بوک

5 READING & LISTENING

- a Do you think it is a stereotype that women are better than men at looking after small children? Do you know any men who stay at home and look after their children? How do they manage?
- b Look at an illustration from a new book about looking after young children. Can you name some of the things in the picture?



- c Read the beginning of an article about the book. Why did Neil Sinclair write it? In what way is it different from other books about bringing up children?

For six years Neil Sinclair served as a commando with the British army. He had been in lots of dangerous situations, but nothing prepared him for the day when he brought his first baby home from hospital. 'I put the car seat containing my two-day-old son Samuel down on the floor and said to my wife, 'What do we do now?'

When he left the army, Sinclair and his wife agreed that he would stay at home and look after the baby, while his wife went back to work.

'I have done a lot of crazy things, but when I put that baby down I thought: I have a tiny baby and he is crying. What does he want? What does he need? I did not know. It was one of the most difficult days of my life.'

It was at that moment that Sinclair had an idea. 'I found myself thinking how much easier life would be if I had a basic training manual for my baby, like the manual you get when you join the army. I realized

- d 2 23)) Listen to two men talking in the park about the book and mark the sentences T (true) or F (false).



- 1 Miranda is older than Stephen.
 - 2 Miranda's father slept badly the night before.
 - 3 Stephen's father recommends sleeping tablets.
 - 4 Stephen's father hasn't read *Commando Dad*.
 - 5 He likes the website because he enjoys reading about other men's experiences.
 - 6 Stephen's father really likes the book because it helps him and makes him laugh.
 - 7 In *Commando Dad*, BT means 'Baby Trooper' and 'Base Camp' means the kitchen.
 - 8 The author of *Commando Dad* thinks that women are only better than men when the baby is small.
- e Listen again and correct the wrong information.
- f Do you think it's a good idea to have a book and a website on childcare especially for men? Why (not)?

COMMANDO DAD

that somebody needed to write such a manual, and who better to write it than me? I had been a commando, but I was now a stay-at-home dad. I was the man for the job.'

His book, *Commando Dad: Basic Training*, is a set of instructions that explains with military precision and diagrams how new fathers should approach the first three years of their child's life to become a 'first-rate father'.

Adapted from The Times

Glossary

commando *noun* one of a group of soldiers who are trained to make quick attacks in enemy areas

stay-at-home dad *noun* a man who stays at home and looks after the children while his wife goes out to work

reported speech: sentences and questions

reported sentences

| direct statements | reported statements | (4, 33)) |
|---------------------------|--|----------|
| 'I like travelling.' | She said (that) she liked travelling. | |
| '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. | |

- 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.*

Jack 'I really enjoyed my trip.'

*Jack 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.*
- You usually have to change the pronouns, e.g. 'I like jazz.' *Jane said that **she** liked jazz.*
- Using **that** after *said* and *told* is optional.

a Complete the sentences using reported speech.

'I'm in love with another woman.'

My boyfriend told me he was in love with another woman.

- 'I'm selling all my books.' My brother said _____.
- 'I've booked the flights.' Emma told me _____.
- 'Your new dress doesn't suit you.' My mother told me _____.
- 'I may not be able to go to the party.' Matt said _____.
- 'I won't wear these shoes again.' Jenny said _____.
- 'I didn't buy you a present.' My girlfriend told me _____.
- 'I must get a dress for the party.' Rachel said _____.
- 'I haven't been to the gym for a long time.' Kevin said _____.
- 'I found a bargain in the sales.' My sister told me _____.
- 'I can't find anywhere to park.' Luke told me _____.

- 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:

He said he was tired. NOT *He said me...*

After *told* you must use a person or pronoun:

Sarah told Cally that she would call her. NOT *Sarah told that she...*

He told me he was tired. NOT *He told he was...*

reported questions

direct questions reported questions (4, 34))

'Are you married?' She asked him if he was married.

'Did she phone?' He asked me whether she had phoned.

'What's your name?' I asked him what his name was.

'Where do you live?' They asked me where I lived.

- When you report a question the tenses change as in reported statements.
- When a question doesn't begin with a question word, add *if* (or *whether*).
'Do you want a drink?' *He asked me **if** / **whether** I wanted a drink.*
- You also have to change the word order to subject + verb, and not use *do* / *did*.

b Complete the sentences using reported speech.

'Why did you dump your girlfriend?' My friend asked me why I had dumped my girlfriend.

- 'When are you leaving?' My parents asked me _____.
- 'Have you ever been engaged?' She asked him _____.
- 'Will you be home early?' Anna asked Liam _____.
- 'Where do you usually buy your clothes?' My sister asked me _____.
- 'Did you wear a suit to the job interview?' We asked him _____.
- 'Do you ever go to the theatre?' I asked Lisa _____.
- 'What time will you arrive?' He asked us _____.
- 'How much money did you spend in the sales?' I asked my girlfriend _____.
- 'Can you help me?' Sally asked the policeman _____.
- 'What size are you?' The shop assistant asked me _____.

gerunds and infinitives

gerund (verb + -ing)

- 1 I'm not very **good at remembering** names. (4 46))
Katie's **given up smoking**.
 - 2 **Driving** at night is quite tiring.
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, spend, 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 phrasal verbs, e.g. **give up, go on**, etc.
 - The negative gerund = *not + verb + -ing*

the infinitive with to

- 1 My flat is very **easy to find**. (4 47))
- 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**.
- The negative infinitive = *not to + verb*.

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* for a job can be complicated.
 - 3 The manager asked me *not saying* / *not to say* anything about the redundancies.
 - 4 My boss wants me *start* / *to start* work earlier.
 - 5 Be careful *not asking* / *not to ask* her about her boyfriend – they've split up.
 - 6 We carried on *working* / *to work* until we finished.
 - 7 Dave is very good at *solving* / *to solve* logic 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.

- More verbs take the infinitive than the gerund.
- These common verbs can take either the infinitive or gerund with no difference in meaning: **start, begin, continue**, e.g. *It started to rain. It started raining.*

 **Verb + person + infinitive with to**

We also use the infinitive with *to* after some verbs, e.g. *ask, tell, want, would like + person*.
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**. (4 48))
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)

b Complete with a verb from the list in the correct form.

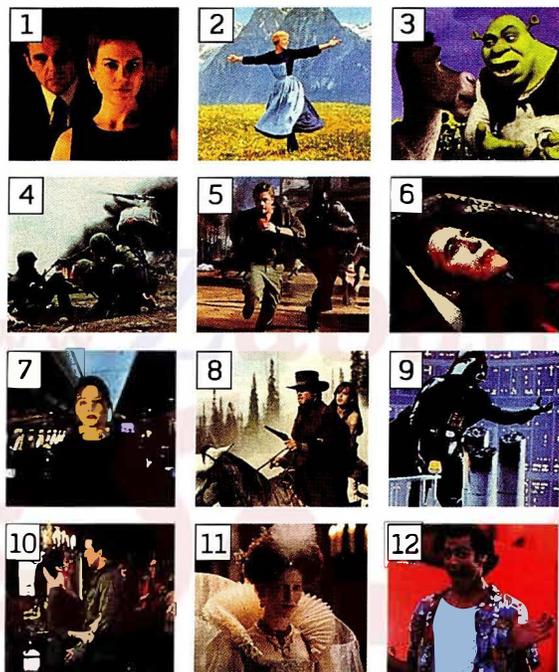
not buy commute do leave lock
 not make retire ~~set up~~ wear not worry

I'd like to set up my own company.

- 1 My parents are planning _____ before they are 65.
- 2 Rob spends three hours _____ to work and back every day.
- 3 Mark's wife told him _____ 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 _____ 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.

1 KINDS OF FILM

a Match the photos with the kinds of films.



- an **action** film /'ækʃn film/
- an **animation** /æni'meɪʃn/
- a **comedy** /'kɒmədi/
- 1 a **drama** /'drɑ:mə/
- a **historical** film /hɪ'stɒrɪkl film/
- a **horror** film /'hɒrə film/
- a **musical** /'mju:zɪkl/
- a **rom-com** /'rɒm kɒm/
- a **science fiction** film /'saɪəns 'fɪkʃn film/
- a **thriller** /'θrɪlə/
- a **war** film /wɔ: film/
- a **western** /'westən/

b (3 33)) Listen and check.

c Think of a famous film for each kind.

d What kind of film is often...?

funny violent exciting scary moving

e What kind of films do you / don't you like? Why?

film and movie

Film and movie mean the same, but movie is more common in American English.

2 PEOPLE AND THINGS

a Match the nouns and definitions.

audience /'ɔ:diəns/ east /kə:st/ extra /'ekstrə/ plot /plot/
review /rɪ'vju:/ scene /si:n/ script /skɪpt/ sequel /'si:kwəl/
soundtrack /'saundtræk/ special effects /'speʃl i'fekts/
star /stɑ:/ subtitles /'sʌbtaitlz/

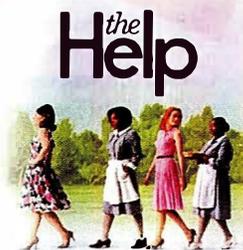
- 1 cast all the people who act in a film
- 2 _____ (also *verb*) the most important actor or actress in a film
- 3 _____ the music of a film
- 4 _____ the story of a film
- 5 _____ a part of a film happening in one place
- 6 _____ the people who watch a film in a cinema
- 7 _____ a film which continues the story of an earlier film
- 8 _____ images often created by a computer
- 9 _____ the words of the film
- 10 _____ a person in a film who has a small unimportant part, e.g. in a crowd scene
- 11 _____ the translation of the dialogue into another language
- 12 _____ an article which gives an opinion on a new film, book, etc.

b (3 34)) Listen and check. Cover the definitions and look at the words. Remember the definitions.

3 VERBS AND PHRASES

a Match sentences 1–6 with sentences A–F.

- 1 It was **directed** by Tate Taylor.
- 2 It was **dubbed** into other languages.
- 3 Viola Davis **played the part of** Aibileen Clark.
- 4 The film is **set** in Mississippi in the USA during the 1960s.
- 5 It is **based on** the novel of the same name by Kathryn Stockett.
- 6 It was **shot (filmed) on location** in Greenwood, Mississippi.



- A It was situated in that place at that time.
- B He was the director.
- C This was her role in the film.
- D The voices of foreign actors were used.
- E It was an adaptation of the book.
- F It was filmed in the real place, not in a studio.



be on

be on = being shown on TV or at the cinema

What's **on** TV tonight?

What's **on** at the cinema at the moment?

b (3 35)) Listen and check. Cover 1–6 and look at A–F. Remember 1–6.

ENGLISH FILE

the best way to get students talking

English File third edition gives you **motivating, enjoyable lessons** that work.

- A proven balance of Grammar, Vocabulary, Pronunciation, and skills.
- Engaging topics, tasks, and activities that get students talking on every page.
- A complete teaching and learning package.



NEW for English File third edition

Student's Book > Fresh, lively lessons relevant to students' lives and learning needs.

iTutor > Revise, review, and improve, with video, audio, and interactive activities including iChecker Progress Checks.

Video > Practical English drama, In the Street interviews, and Short films.

third
edition

Oxford > making **digital** sense

For students

- Student's Book (with or without Online Skills) with **iTutor**
- Workbook (with or without key)
- Student's website
www.oup.com/elt/englishfile
- English File Pronunciation app

For teachers

- Teacher's Book with Test and assessment CD-ROM
- iTools
- Class audio CDs
- Class DVD
- Teacher's website

English Sounds Pronunciation Chart
based on an original idea and design
by Paul Seligson and Carmen Dolz.

OXFORD
UNIVERSITY PRESS

www.oup.com

www.ZabanBook.com
زبان بوک

for all your testing needs
online go to
oxfordenglishtesting.com

| |
|------|
| CEFR |
| B2 |
| B1 |
| A2 |

third
edition

ENGLISH FILE

Intermediate Workbook with key

www.ZabanBook.com

زبان بوک

Christina Latham-Koenig
Clive Oxenden
with Jane Hudson

OXFORD

Christina Latham-Koenig
Clive Oxenden
with Jane Hudson

www.ZabanBook.com

ENGLISH FILE

Intermediate Workbook with key



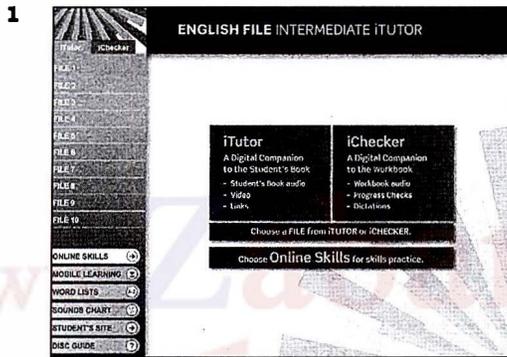
Paul Seligson and Clive Oxenden are the original co-authors of
English File 1 and *English File 2*

www.ZabanBook.com
زبان بوک

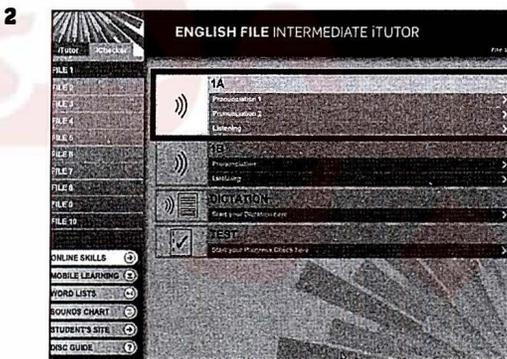
OXFORD
UNIVERSITY PRESS

STUDY LINK iChecker

Audio: when you see this symbol  iChecker, go to the iTutor disc in the back of your Student's Book. Load the disc in your computer.



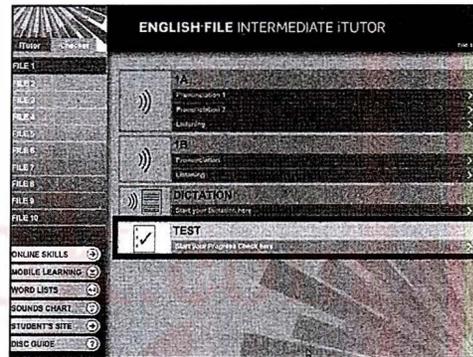
Choose the 'iChecker' tab at the top left of the screen.



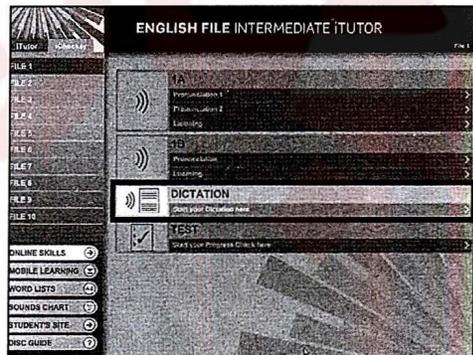
Choose the File. Then select the audio track from lesson A or B.

You can transfer audio to a mobile device, e.g. your iPod, from the 'mobile learning' folder on the disc.

File test: At the end of every File, there is a test. To do the test, select 'Test' from the 'File' menu.



Dictation: At the end of every File, there is a dictation exercise. To do the dictation, select 'Dictations' from the 'File' menu.



There is also more practice available on the English File website: www.oup.com/elt/englishfile

No copying or file sharing

This digital resource is protected by international copyright laws. You must not modify, adapt, copy, store, transfer or circulate the contents of this resource under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale.

1A Mood food

1 VOCABULARY food and cooking

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

1 **beans** grapes peach raspberry
The others are all fruit.

2 chicken duck lamb salmon
The others are all _____.

3 beetroot cabbage pear pepper
The others are all _____.

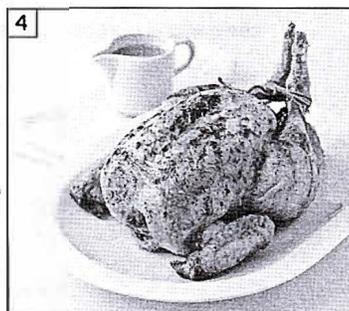
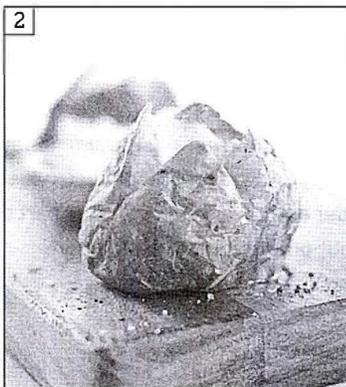
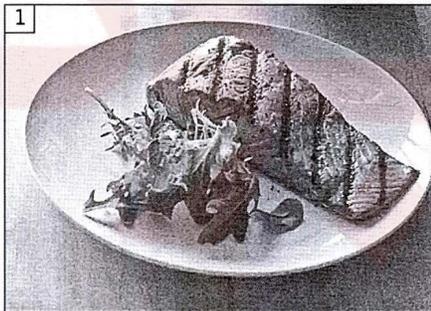
4 aubergine lemon mango melon
The others are all _____.

5 crab mussels beef prawns
The others are all _____.

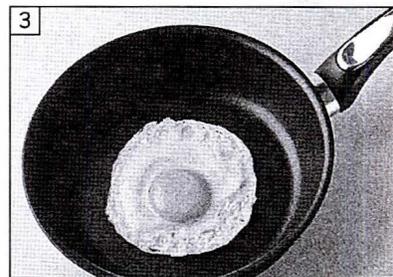
6 cabbage cherry courgette cucumber
The others are all _____.

b Complete the crossword.

Clues down ↓



Clues across →



c Complete the sentences with the words in the box.

fresh frozen low-fat raw spicy takeaway **tinned**

- Tinned tomatoes usually last for about two years.
- I don't feel like cooking. Let's get a _____ for dinner.
- Are there any _____ peas in the freezer?
- I'm not very keen on _____ fish, so I never eat sushi.
- Hannah's on a diet, so she's bought some _____ yoghurt to have for dessert.
- They eat a lot of _____ food in Mexico.
- We buy _____ bread from the baker's every morning.

2 PRONUNCIATION short and long vowel sounds

a Write the words in the chart.

beef carton chicken chocolate cook crab
cucumber jar mango peach fork prawns
sausage squid sugar tuna

| | | | |
|---|---|--|--|
| 1  fish | 2  tree | 3  cat | 4  car |
| _____ | <u>beef</u> | _____ | _____ |
| 5  clock | 6  horse | 7  bull | 8  boot |
| _____ | _____ | _____ | _____ |

b **Checker** Listen and check. Then listen again and repeat the words.

Pronouncing difficult words

c Write the words.

- 1 /'bɔɪld/ boiled
- 2 /'kæbɪdʒ/ _____
- 3 /'spɑːsi/ _____
- 4 /rəʊst/ _____
- 5 /greɪps/ _____
- 6 /fru:t/ _____
- 7 /beɪkt/ _____
- 8 /'melən/ _____
- 9 /'əʊbæʒi:n/ _____

d **Checker** Listen and check. Then listen again and repeat the words.



3 GRAMMAR present simple / continuous, action and non-action verbs

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

- 1 Does your girlfriend like seafood?
- 2 Lucy's in the kitchen. She makes a cup of tea.
She's making
- 3 Are you eating out every weekend?
- 4 I don't know what to cook for dinner.
- 5 Are you thinking the fish is cooked now?
- 6 We're having lunch with my parents every Sunday.
- 7 My mother's in the garden. She's cutting the grass.
- 8 I'm not wanting any potatoes with my fish, thanks.
- 9 Do you prefer steamed rice to fried rice?
- 10 Jack's on the phone. He orders some pizzas.

b Complete the sentences with the present simple or continuous form of the verbs in brackets.

- 1 Our neighbours grow all of their own vegetables. (grow)
- 2 My mother _____ usually _____ at the weekend. (not cook)
- 3 Do you want to come for lunch on Sunday?
We _____ roast lamb. (have)
- 4 We _____ tonight because there's a football match on TV. (not go out)
- 5 _____ you usually _____ your birthday with your family? (spend)
- 6 That restaurant _____ delicious mussels at lunchtime. (serve)
- 7 How often _____ you _____ in a typical week? (eat out)
- 8 I _____ a starter because I'm not hungry. (not have)
- 9 We _____ often _____ steak. (not buy)
- 10 My boyfriend's on a diet so he _____ on fried food. (cut down)

4 READING

a Read the article once and put the headings in the correct place.

- A Can I eat apples?
 B How can I prevent serious illnesses?
 C How should I start the day?
 D Do I really need to eat five a day?



The truth about healthy eating

Food experts are always telling us what we should and shouldn't eat, but they often give us different advice. Our food writer, Teresa Gold, has had a look at all the information to work out what is fact and what is fiction.

1 C

A full-English breakfast will certainly stop you feeling hungry, but it's high in calories which means that you'll put on weight if you have it regularly. A healthier option is to have just the egg. Boil it instead of frying it, and eat it with a piece of toast made with brown bread. Breakfast cereals are very high in sugar, so if you feel like cereal, have muesli – with no added sugar. You can also get your first vitamins of the day by drinking a glass of freshly-squeezed orange juice.

2 _____

Fruit and vegetables contain the vitamins and minerals we need to stay healthy. But five is actually a fictional number thought up by an American nutritionist. She looked at what the average person ate and doubled it. According to more recent research, the right number is actually eight. The research shows that people who have eight pieces of fruit and vegetables a day are much less likely to suffer from heart disease than those who eat three.

3 _____

This particular fruit has had some bad publicity because dentists say it can harm our teeth. While it's true that apples do contain a little sugar, they are also a source of fibre. Nutritionists say that we need about 18g of fibre a day, and a medium apple – peel included – contains about 3g. Some varieties contain more fibre than others, so you should choose carefully.

4 _____

The key to good health is a balanced diet which contains fats and carbohydrates as well as proteins, vitamins, and minerals. Fats may be high in calories, but they also contain vitamins. According to the World Cancer Research Fund, you should only have about 500g of red meat per week – a steak is about 100g. One type of food on its own won't kill or cure you, but eating the right amount of the right food will stop you getting ill.

b Read the article again. Mark the sentences T (true) or F (false).

- 1 A full-English breakfast every morning isn't good for you. T
 2 The best breakfast is any type of cereal. _____
 3 An American nutritionist carefully calculated the amount of fruit and vegetables we should eat. _____
 4 We should eat more than five pieces of fruit and vegetables per day. _____
 5 Apples contain a lot of sugar. _____
 6 All apples have the same amount of fibre. _____
 7 Fats can be good for us. _____
 8 You can eat as much red meat as you want to. _____

c Look at the highlighted words and phrases. What do you think they mean? Use your dictionary to look up their meaning and pronunciation.

5 LISTENING

a **Checker** Listen to a radio phone-in programme about the article in exercise 4. Tick (✓) the caller(s) who completely agree with it.

- A William C Harry
 B Kate D Rosie

b Listen again and answer the questions.

Which caller...?

- 1 thinks that some fruit and vegetables are unhealthy _____
 2 says that most children prefer fast food _____
 3 eats very little fruit _____
 4 is very healthy because he/she eats a lot of fruit and vegetables _____

c Listen again with the audioscript on p.69.

USEFUL WORDS AND PHRASES

Learn these words and phrases.

- carbohydrates /kɑ:bəʊ'haidreɪts/
 protein /'prəʊti:n/
 awake /ə'weɪk/
 oily /'ɔɪli/
 powerful /'paʊəfl/
 relaxed /rɪ'læks/
 sleepy /'sli:pi/
 stressful /'stresfʊl/
 violent /'vaɪələnt/
 ready-made food /redi meɪd 'fu:d/

www.ZabanBook.com



1B Family life

1 GRAMMAR future forms

a Complete the sentences with the correct form of the verbs or phrases on the right.

- | | |
|--|---|
| 1 My brother hates his job. <u>He's going to look for</u> a new one. | he / look for (an intention) |
| 2 Don't worry about the drinks. _____ for them. | I / pay (an offer) |
| 3 _____ some more coffee? | I / make (an offer) |
| 4 Do you think _____ before you're 30? | you / get married (a prediction) |
| 5 _____ to my cousin's wedding. We'll be on holiday. | we / not go (an arrangement) |
| 6 A Are you ready to order? | |
| B Yes, _____ the steak. | I / have (an instant decision) |
| 7 _____ 21 on my next birthday. | I / be (a fact) |
| 8 _____ your parents for a meal this weekend? | we / invite (a suggestion) |
| 9 I'm going to the shops. _____ long. | I / not be (a promise) |
| 10 _____ a party for my grandmother's 80th birthday tomorrow. | we / have (an arrangement) |

b Complete the dialogues with the correct future form of the verbs in brackets.



- 1 **A** Are you going away this weekend? (go away)
B No, we _____ here. Why? (stay)
A We _____ a barbecue. Would you like to come? (have)



- 2 **A** I'm too tired to cook. _____ we _____ a Chinese takeaway? (order)
B Good idea. I _____ the restaurant. What do you want for your starter? (call)
A I _____ spring rolls, please. (have)



- 3 **A** What time _____ you _____ in the morning? (leave)
B I _____ the six o'clock train. (get)
A I _____ you a lift to the station, then. (give)



- 4 **A** What _____ you _____ tonight? (do)
B I _____ the new James Bond film. Do you want to come? (see)
A No, thanks. I've seen it. You _____ it! (love)



- 5 **A** _____ I _____ you do the washing up? (help)
B OK. I _____ and you can dry. But please be careful with the glasses. (wash)
A Don't worry. I _____ anything! (not break)

7B Ideal home

1 GRAMMAR second conditional

a Match the sentence halves.

- | | |
|---|-------------------------------------|
| 1 If we had the time, | <input checked="" type="checkbox"/> |
| 2 I would like my flat more, | <input type="checkbox"/> |
| 3 Luke would be able to get a job in Berlin | <input type="checkbox"/> |
| 4 If my sister didn't work so hard, | <input type="checkbox"/> |
| 5 If we bought a bigger house in the country | <input type="checkbox"/> |
| 6 If they could live anywhere they wanted to, | <input type="checkbox"/> |
| 7 We'd have more privacy | <input type="checkbox"/> |
| 8 I wouldn't want to live in London, | <input type="checkbox"/> |

- a she could spend more time with her children.
 b they'd move to France.
 c if he could speak better German.
 d ~~we'd do the housework ourselves.~~
 e if we didn't have to share a flat.
 f unless I earned a lot of money
 g if it was on the top floor.
 h we'd be able to have a dog.

b Complete the sentences with the correct form of the verbs in brackets. Use the second conditional.

- If I had more time, I'd paint my room myself. (have, paint)
- Lucy's room _____ cleaner if she _____ it more often. (be, tidy)
- I _____ my car to work if I _____ a parking space. (not take, not have)
- _____ you _____ your job if you _____ a lot of money? (keep, win)
- Jack _____ his mother every day if he _____ a girlfriend. (not call, have)
- We _____ so often if our cooker _____ broken. (not eat out, not be)
- If I _____ with my neighbours because of a big problem, I _____ house. (fall out, not move)
- If our house _____ so small, you _____ all stay the night. (not be, can)
- _____ you _____ if you _____ your alarm? (wake up, not set)
- If we _____ another bathroom, there _____ a queue for the shower. (have, not be)

2 PRONUNCIATION sentence stress

a **iChecker** Listen and complete the sentences.

- If I did more exercise, I'd be a lot healthier.
- I'd _____ my own _____ if I had a garden.
- Would you _____ a _____ if you had enough money?
- If it were my house, I _____ the kitchen bigger.
- I _____ so hard if I didn't have pay so much rent.

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

c Match the words with the same sounds.

- | | |
|------------|------------|
| 1 cosy | a suburb |
| 2 ceiling | b kitchen |
| 3 town | c steps |
| 4 country | d shower |
| 5 spacious | e ground |
| 6 terrace | f basement |

d **iChecker** Listen and check. Then listen again and repeat the words.

3 VOCABULARY houses

a Complete the sentences with *in* or *on* and a phrase from the box.

the fourth floor the outskirts the north coast
~~a suburb~~ a village

- We're looking at flats far from the centre. We want to live in a suburb.
- Sara bought a beautiful cottage _____, because she loves being near the countryside.
- Here's your key. Your room is _____.
- I'd love to live by the sea, maybe _____.
- Chris lives _____ of the city, so he has to commute to the centre every day.

b Complete the adverts.



FOR SALE

This ¹ modern flat is on the ² t fl _____ of a building with magnificent views of Regent Park. It has three bedrooms, a bathroom, and a large ³ sp kitchen. The living room has a ⁴ w fl _____ and there are carpets in all the bedrooms. There is a large ⁵ b outside the living room with space for a table, chairs, and plants. There is a garage in the ⁶ b with room for two cars.



This 18th-century ⁷ c is situated in a quiet village. It has a kitchen, bathroom, living room, and two small but ⁸ c bedrooms. All the rooms have low ⁹ c, and the walls are made of ¹⁰ st. There is an ¹¹ o f in the living room, but the house also has central heating. There is a large ¹² t at the back of the house, ideal for barbecues. Access to the house is by ¹³ st up to the front door. There is a large garden with high walls and an iron ¹⁴ g.



4 LISTENING

a **Checker** Listen to a guide giving a tour of Shakespeare's birthplace. Number the places and parts of the house in the order you hear them.

- | | | | |
|--------------------|--------------------------|------------------|--------------------------|
| a the ground floor | <input type="checkbox"/> | e the Great Hall | <input type="checkbox"/> |
| b the staircase | <input type="checkbox"/> | f the windows | <input type="checkbox"/> |
| c the fireplace | <input type="checkbox"/> | g the walls | <input type="checkbox"/> |
| d the garden | <input type="checkbox"/> | | |

b Listen again and answer the questions.

- When was the house built?
In the early sixteenth century.
- How old was Shakespeare when he moved from the house?

- When did he get married?

- How many children did he have?

- Where did famous visitors use to write their names?

- What did the family do in the Great Hall?

- What did Shakespeare's father make?

- What happened in the room at the top of the staircase?

c Listen again with the audioscript on p.75.

www.ZabanBook.com
زبان بوک

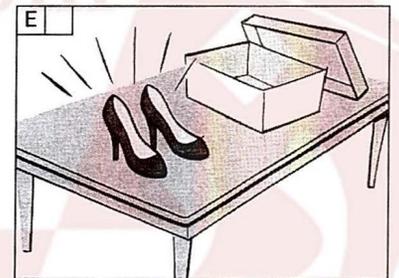
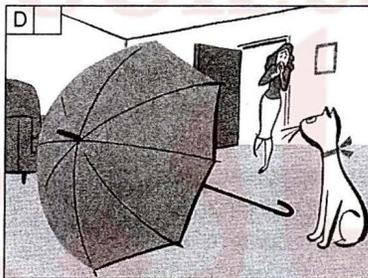
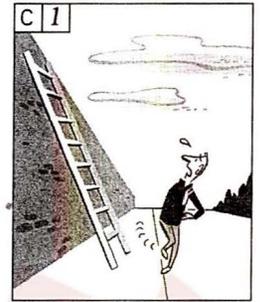
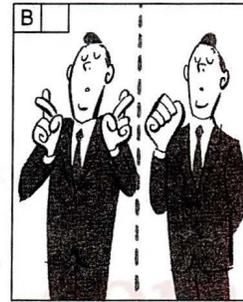
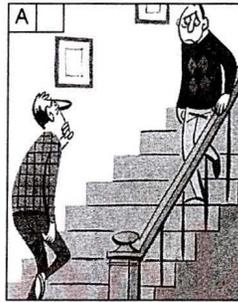
- b Complete the text with the correct adjective or adverb of the nouns in brackets.



An American teenager made a ¹ careless (care) mistake yesterday when he forgot to check a river for alligators before going swimming. Kaleb Langdale found himself in the ² _____ (comfort) position of sharing the water with an alligator, which started to attack him. He was ³ _____ (luck) enough to escape the first attack and he began to swim to the bank, where his friends were ⁴ _____ (desperation) waiting for him. ⁵ _____ (fortune), the three-metre animal attacked again, and this time it held on to Kaleb's arm. ⁶ _____ (luck), Kaleb managed to get away, but he lost his right arm in the process. Kaleb is now ⁷ _____ (comfort) in hospital, despite his horrific injuries. He recommends that anybody who goes swimming in the Caloosahatchee River in Florida to check the water ⁸ _____ (care) before jumping in.

4 LISTENING

- a **iChecker** Listen to five speakers talking about superstitions. Match the speakers with the pictures.



- b Listen again and match the speakers with the sentences below.

Speaker 1

b

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- a He / She thinks that this superstition is quite sensible.
 b ~~He / She does something dangerous because of a superstition.~~
 c He / She says that this superstition used to be a kind of self-defence.
 d He / She does something to make something good happen.
 e He / She says this superstition is associated with death.

- c Listen again with the audioscript on p. 76.

www.ZabanBook.com
زبان بک

10B Two murder mysteries

1 VOCABULARY crime

Complete the text.



¹ Detectives are investigating a
² m_____ in North Birmingham.
 The ³ v_____ is a 26-year-old
 man whose body was found last
 night next to a country road. No
⁴ ev_____ was found at the
 scene and police are appealing to
⁵ w_____ who saw the man
 yesterday to help them with their
 enquiries. They believe that the
⁶ m_____ was someone
 known to the man. The main
⁷ s_____ are the man's
 flatmate, his girlfriend, and a
 neighbour. These people are currently
 being interviewed by the police in an
 attempt to ⁸ s_____ the crime.
 A police spokesman said that they
 had a theory but as yet they had
 been unable to ⁹ pr_____
 who had committed the crime.

www.ZabanBook.com



2 GRAMMAR question tags

a **Circle** the correct answers.

- 1 You live in Manchester, don't you / aren't you?
- 2 But you weren't born in Manchester, weren't you / were you?
- 3 You moved to Manchester when you were ten, weren't you / didn't you?
- 4 That means you've been living here for twenty years, haven't you / have you?
- 5 But you're emigrating to Canada next week, won't you / aren't you?
- 6 Your brother lives in Canada, doesn't he / isn't he?
- 7 You've been in prison before, aren't you / haven't you?
- 8 I expect you'd like to call your lawyer now, don't you / wouldn't you?

b Complete the question tags.

- 1 Adam's living with his parents at the moment, isn't he ?
- 2 You don't like animals, _____?
- 3 It isn't difficult, _____?
- 4 He drives a van, _____?
- 5 They left yesterday, _____?
- 6 Kathy hasn't been home for over a week, _____?
- 7 I'm late, _____?
- 8 You'll see him tomorrow, _____?

3 PRONUNCIATION intonation in question tags

a **iChecker** Listen and repeat the sentences. Copy the rhythm.

- 1 You **called** me **last night**, **didn't you?**
- 2 He's **older** than **you**, **isn't he?**
- 3 They **aren't coming**, **are they?**
- 4 We've **missed** the **bus**, **haven't we?**
- 5 She'll be **late**, **won't she?**
- 6 I **can't dance** very **well**, **can I?**

b Write the words in the box in the correct columns .

| | | |
|--|--|--|
| brutal suspect hurt murder prove truth discover suddenly weren't | | |
| 1  bird | 2  boot | 3  up |
| murder | | |

c **iChecker** Listen and check. Then listen again and repeat the words.

4 READING

a Read part 1 of an extract from a novel once. Where does Hannay first think Scudder is from?

- England
Norway
America
Greece

The Thirty-Nine Steps

Introduction:

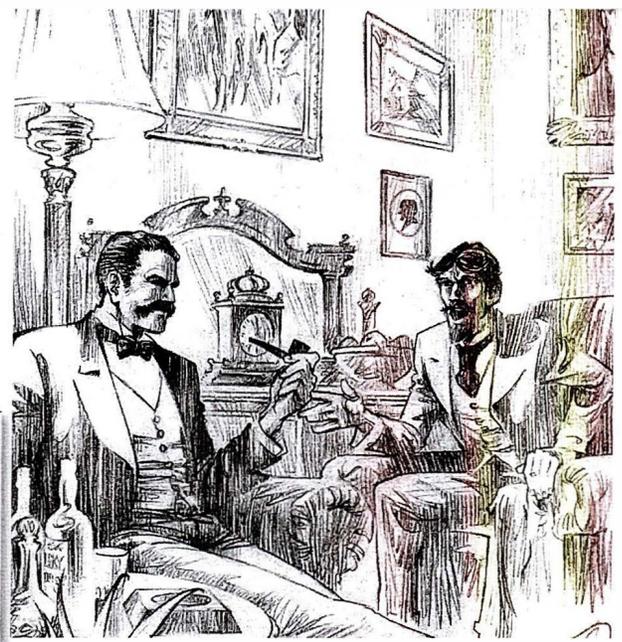
Richard Hannay, the narrator, has just returned to London from Africa. A mysterious man called Franklin Scudder appears outside his flat one night, and tells Hannay about a group of people he met who are trying to push Europe towards a war. He believes only the Greek Prime Minister, Constantine Karolides, can stop the war. Karolides will be in London soon, and Scudder believes there is a plan to kill him then. Scudder believes he can stop this plan, but only if people think he is dead...

Part 1

I was beginning to like this strange little man. I gave him another whisky and asked him why he thought he was now in danger himself.

He took a large mouthful of whisky. 'I came to London by a strange route – through Paris, Hamburg, Norway, and Scotland. I changed my name in every country, and when I got to London, I thought I was safe. There's a man watching this building and last night somebody put a card under my door. On it was the name of the man I fear most in the world.

'So I decided I had to "die". Then they would stop looking for me. I got a dead body – it's easy to get one in London, if you know how – and I had the body brought to my flat in a large suitcase. The body was the right age, but the face was different from mine. I dressed it in my clothes and shot it in the face with my own gun. My servant will find me when he arrives in the morning and he'll call the police. I've left a lot of empty whisky bottles



in my room. The police will think I drank too much and then killed myself.' He paused. 'I watched from the window until I saw you come home, and then came down the stairs to meet you.'

It was the strangest of stories. However, in my experience, the most extraordinary stories are often the true ones. And if the man just wanted to get into my flat and murder me, why didn't he tell a simpler story?

'Right,' I said. 'I'll trust you for tonight. I'll lock you in this room and keep the key. Just one word, Mr Scudder. I believe you're honest, but if you're not, I should warn you that I certainly know how to use a gun.'

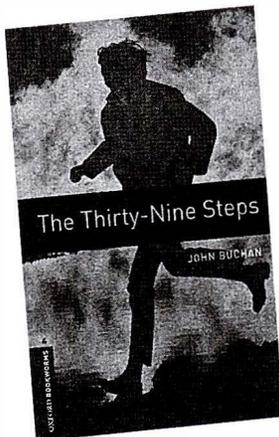
'Certainly,' he answered, jumping up. 'I'm afraid I don't know your name, sir, but I would like to thank you. And could I use your bathroom?'

When I saw him next, half an hour later, I didn't recognize him at first. Only the bright eyes were the same. His beard was gone, and his hair was completely different. He walked like a soldier, and he was wearing glasses. And he no longer spoke like an American.

'Mr Scudder –' I cried.

'Not Mr Scudder,' he answered. 'Captain Theophilus Digby of the British Army. Please do remember that.'

I made him a bed in my study, and went to bed myself, happier than I had been for the past month. Interesting things did happen sometimes, even in London.



www.ZabanBook.com

زبان بک

Extract from Oxford Bookworms Library:

The Thirty-Nine Steps by John Buchanan, retold by Nick Bullard

© Oxford University Press 2007.

1 GRAMMAR

- a 3 whose
4 which, that, (-)
5 who, that
6 where
7 who, that
- b 2 he
3 they
4 it
5 her
6 there
7 it
- c 2 where the Mona Lisa can be seen
3 which is in the Himalayas
4 whose voice will never be forgotten
5 which was opened in China in 2011
6 who is a human rights leader
7 whose wife is Gwyneth Paltrow
8 where the British royal family spend their summer holidays

2 VOCABULARY

- a 2 seat belt
3 headphones
4 profile picture
5 traffic jam
6 ground floor
7 bookcase
8 tube map
- b 2 top floor
3 soundtrack
4 training course
5 flatmate
6 boarding school
7 cycle lane
8 rush hour

3 PRONUNCIATION

- a 2 cash machine
3 memory stick
4 parking fine
5 ringtone
6 speed camera
7 tennis court
8 tube map

4 READING

- a 1 one brother and one sister
2 his brother and his best friend
- b 2 His father.
3 He enjoyed playing outside.
4 He doesn't like waking up early.
5 He can't cook.
6 He likes the fruit trees in his garden.
7 He's afraid of snakes and spiders.
8 Bob Marley.
9 He cried.
10 He worries about getting old.
- d 2 weird
3 get real
4 legend
5 honorary award

5 LISTENING

- a 2 teabag
5 tin can
- b 2 T
3 F
4 F
5 T
6 T
7 F
8 F
9 T
10 T

1 VOCABULARY

- 2 murder
3 victim
4 evidence
5 witnesses
6 murderer
7 suspects
8 solve
9 prove

2 GRAMMAR

- a 2 were you
3 didn't you
4 haven't you
5 aren't you
6 doesn't he
7 haven't you
8 wouldn't you

- b 2 do you?
3 is it?
4 doesn't he?
5 didn't they?
6 has she?
7 aren't I?
8 won't you?

3 PRONUNCIATION

- b 1 weren't, hurt
2 brutal, prove, truth
3 suspect, discover, suddenly

4 READING

- a America
- b 2 b
3 a
4 b
5 c
6 a
7 b
8 c

5 LISTENING

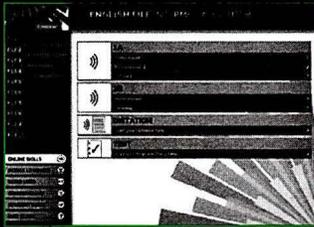
- a He is murdered.
- b 2 T
3 F
4 T
5 T
6 F

ENGLISH FILE

the best way to get students talking

English File third edition gives you **motivating, enjoyable lessons** that work.

- A proven balance of Grammar, Vocabulary, Pronunciation, and skills.
- Engaging topics, tasks, and activities that get students talking on every page.
- A complete teaching and learning package.



NEW for English File third edition

iChecker > all the Workbook audio, Progress Checks, and Dictations. You can find the iChecker on the iTutor disc with the Student's Book.

Workbook > Lesson by lesson revision and practice, brand new reading and listening activities, pronunciation with audio, and Useful Words and Phrases.

third
edition

Oxford > making **digital** sense

For students

- Student's Book (with or without Online Skills Practice) **with iTutor**
- Workbook (with or without key)
- English File Pronunciation app
- Student's website www.oup.com/elt/englishfile

For teachers

- Teacher's Book **with** Test and assessment CD-ROM
- iTools
- Class audio CDs
- Class DVD
- Teacher's website

www.ZabanBook.com
زبان بوک

OXFORD
UNIVERSITY PRESS

www.oup.com

