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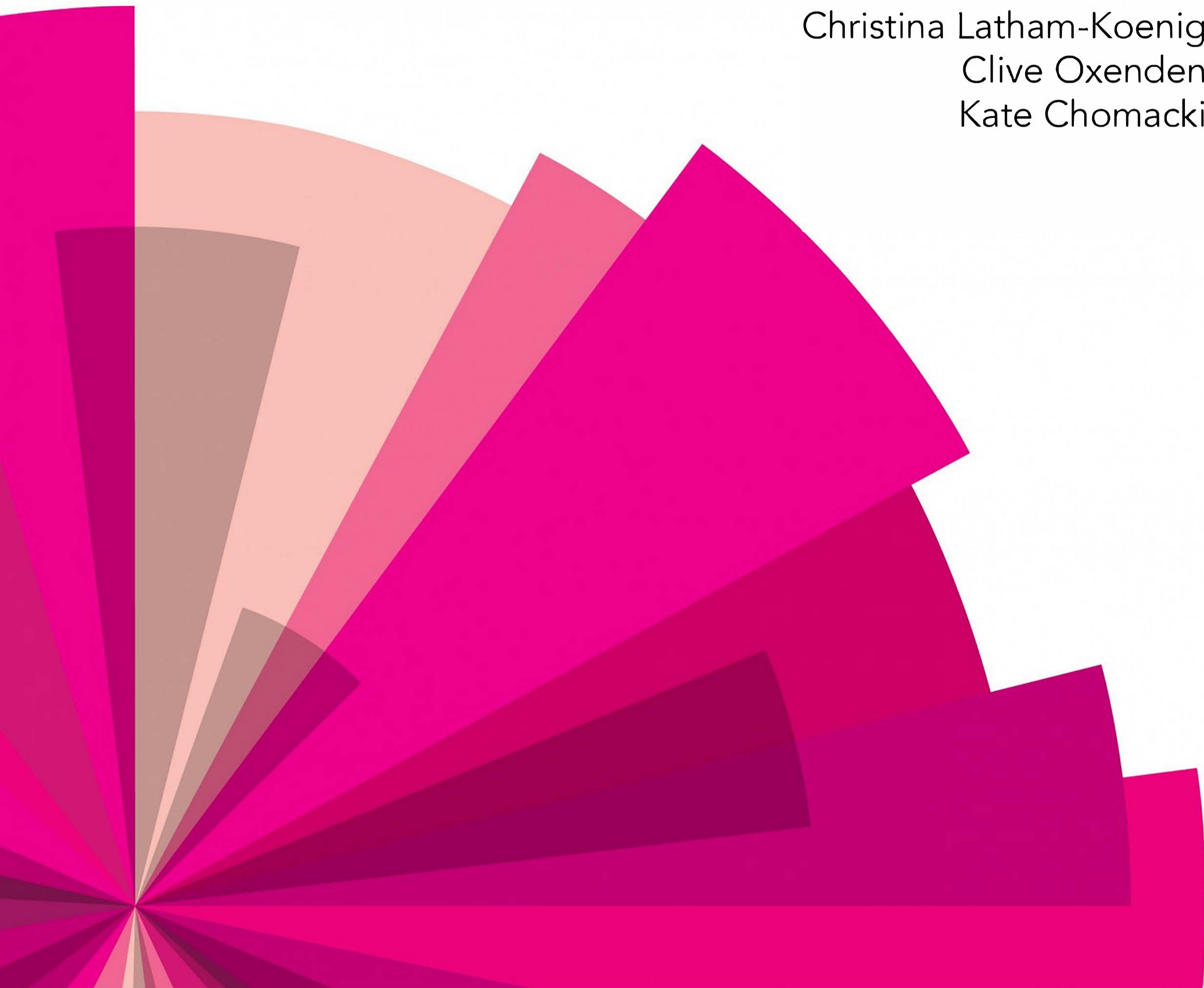
fourth
edition

English File

Intermediate Plus

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki





e-book interactive features

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UNIVERSITY PRESS

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are the original co-authors of
English File 1 and *English File 2*

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Talk to strangers

On holiday, suddenly everyone wants to make new friends. How many times have you started talking to the people at the next table at a restaurant in your town? Probably never. But walk into a beachside taverna, and ⁴□.

Change your eating habits

Your normal breakfast routine **goes completely out the window**. Goodbye cornflakes, hello smoked salmon, eggs, toast, and a big slice of cake from the hotel buffet. You're also thrilled when you find strange and exciting foods at the local supermarket and you want to try them all, even though ⁵□.



Sleep in the afternoon

Maybe it's because the shops have closed. Maybe ⁶□. Maybe it's all that breakfast. Whatever the reason, afternoon naps only become a fixture twice a year: at Christmas and on holiday.

Buy pointless postcards, and other rubbish

There must be millions of postcards out there that people buy and never send. They're a great reminder of your holiday, but when you get home, you put them in a shoebox under the bed and never look at them again. You also **have the urge** to buy cheap souvenirs from street stalls. 'A fridge magnet of the Eiffel Tower? A solar-powered Japanese sumo-wrestler figure?' 'Yes, sure, ⁷□...'

Visit obscure museums

Can you imagine your partner suggesting a Saturday afternoon trip to the local ethnographical museum to see a wonderful new ceramics exhibition? Definitely not. But on a city break, suddenly the most obscure cultural attractions **develop a magnetic pull**. 'Darling, the guidebook says it's one of Hungary's six best museums, so ⁸□...'

Adapted from the Daily Telegraph

c Read the article again. Complete it with phrases A–H.

- A I'll take three
- B it's too much sun
- C you don't seem to care about prices
- D we absolutely must go
- E you aren't as prepared as you should be
- F you aren't normally adventurous at home
- G you'll never ever use
- H you're suddenly super-sociable

d Look at the **highlighted** phrases. With a partner, try to explain what they mean in your own words.

e Talk to a partner. Do you ever do any of these things on holiday? Give examples and reasons why you do them.

7 SPEAKING

a Look at the pairs of holiday options in the box. On your own, decide which one you prefer in each pair, and think of reasons why.

Would you rather...?

have one long holiday	OR	several short holidays
have a holiday abroad		in your own country
travel north		south
go somewhere you've been before		somewhere new
go on holiday with family		with friends
stay in one place		travel around
stay in a hotel		rent a house or flat
have an active holiday		a relaxing holiday
see interesting monuments and museums		interesting wildlife and scenery
go somewhere where there are good shops		somewhere where there is good food

b Now compare in small groups. Explain your reasons. Do you all like the same kind of holiday?

Expressing preferences

I'd rather have one long holiday.

I'd prefer to have several short holidays.

8 WRITING

W p.116 **Writing** Holiday messages Write a series of messages to post to friends.

Why your recycling **isn't** working

Do you know what can be recycled – and what can't?

Try our quiz.



- 1 Which part of this water bottle can be recycled, the cap or the bottle?



- 2 Which of these two plastic trays can be recycled, the white one or the black one?



- 3 Which of these two kinds of wrapping paper can be recycled, the glittery one or the red and brown one?

- 4 Which of these two containers of pasta sauce can be recycled, the glass jar or the plastic pouch?



- 5 Which of these two toothpaste containers can be recycled, the plastic pump-action bottle or the tube?



- 6 What does the number '4' in this symbol tell you?



- 1 'Since its invention some 100 years ago, plastic has become an integral part of our daily lives,' said naturalist David Attenborough in the final episode of the highly praised BBC series *Blue Planet II*. 'But every year, some eight million tons of it ends up in the ocean...and there it can be lethal.' Slowly, it seems, we may at last be waking up to the fact that something that makes our lives easier in the short term has consequences that can last thousands of years.



- 2 One of our main convenience items is plastic water bottles. They are a major contributor to waste in the UK, and we use ten million of them a day. Although the bottles themselves can be recycled, the caps cannot. The problem doesn't stop with plastic bottles. According to new research, almost a fifth of the waste that people put into recycling bins cannot, in fact, be recycled. The reason for this is that the packaging is often made up of several components, many of which are not recyclable.
- 3 People often believe that something is recyclable when it's not. Take, for example, that black plastic ready-meal tray that you normally put with your bottles and newspapers, or your glittery Christmas wrapping paper – these cannot be recycled, though white trays and plain wrapping paper can be. Plastic pouches, such as the ones used for baby food or pasta sauce, can't be recycled, so it's better to buy them in glass jars, which can be. Toothpaste tubes also can't be recycled, but the pump-action bottles can be.
- 4 Unclear labelling is often to blame. Recycling information on packaging varies dramatically. Sainsbury's supermarket, for example, labels on its own-brand packaging exactly which parts can and cannot be recycled. Some manufacturers, on the other hand, include no information. Even the recycling symbol itself is confusing, because people don't know what the numbers mean. A 1 or 2 means that a product can be widely recycled, 3 indicates PVC, which is not widely recycled, 4 is polyethylene, and 5 is polypropylene, both of which can only be recycled in some centres. 6 and 7 are not widely accepted for recycling.
- 5 Last year, more than half of the plastic waste that the UK exported for recycling was sent to China. China has now banned imports of 'foreign garbage', because it is receiving too much poor-quality plastic, contaminated with non-recyclable items. It's a worrying prospect. There are fears that it might not be possible to find alternative destinations for all our recyclable waste. As a result, plastic may end up being burnt, or put in landfill, or more will end up in the sea.
- 6 Perhaps we should stop assuming that everything that looks recyclable actually is. Instead, we need to start buying products that come in packaging that we are sure can be recycled, or better still, we should try to avoid packaging altogether.



A few years ago, if you'd mentioned to a British friend or colleague that you were addicted to a Danish drama series, people would have thought you were a bit strange. But in the UK today, subtitled foreign-language dramas aren't just in fashion, they're completely mainstream.

It all began when the BBC bought the French crime drama *Spiral*, though it was Denmark's *The Killing* that was the tipping point. 'I remember hearing people talking about it on the bus,' admits Sue Deeks, Head of Programming at the BBC. 'It was clearly growing and growing in popularity, but the extent of it took everyone by surprise.' *The Killing* was followed by *The Bridge*, in which a crime is committed on the bridge between Denmark and Sweden, which regularly topped a million viewers. The British were hooked.

One of the reasons for the success of foreign TV is that it is more accessible than it used to be, thanks to catch-up and online services. And if you haven't watched the latest foreign series that everybody is talking about, you can binge watch the episodes that you've missed, and tweet about how much you love *The Returned*.

There may be something else in foreign TV's new popularity, too. In a world in which we're frequently distracted from our TV viewing by Twitter and WhatsApp, subtitles force us to focus. 'When you read subtitles, you have to be glued to the screen,' says Deeks. 'That concentration gives a particular intensity to the viewing experience. You just can't multitask when you're watching a foreign-language drama.'

And while foreign-language dramas are often remade for the Anglo-American market – for example, *The Bridge* became *The Tunnel* – the originals still dominate, because they transport us to a different culture. As Walter Iuzzolino, who has set up a new streaming service dedicated to foreign-language TV, says, 'You develop a love for the distant world, because while you're watching, you're in the country. If you see something amazing set in Argentina, then Argentina itself, the houses, the people, what they wear, what their voices sound like, the language, is one of the biggest appeals. There is a huge pleasure in that.'

'When you read subtitles, you have to be glued to the screen'

Glossary

tipping point the point at which an idea suddenly spreads quickly among a large number of people, as a result of a number of small changes over a period of time before that

Adapted from *The Independent*

g Do you agree with Walter Iuzzolino that watching TV series from other countries helps you 'develop a love for the distant world'?

6 SPEAKING

a Write the names of TV series or films in as many boxes as you can.

a TV series you've just finished watching

- What kind of series was it?
- Where was it set?
- What was it about?
- Who were the main characters?
- Did you enjoy it?
- Do you know if it's going to continue?

a film you've seen more than three times

- How many times have you seen it?
- Why do you like it so much?
- Do you think you'll ever watch it again?

a TV series that lots of people you know have seen, but you haven't

- Why haven't you seen it?
- Do you think you're going to? Why (not)?
- What do your friends think of it?

the TV series you've watched the most seasons of

- How many seasons have you watched?
- Are there going to be any more or has it finished?
- Which season did you think was the best?
- Did you get tired of it towards the end?



b Work in small groups. Talk about the boxes where you have written the name of a TV series or film, answering the questions.

Expressing enthusiasm

- I think it's absolutely brilliant!*
- I'm completely hooked!*
- It's the best thing ever.*
- I adore the main character.*
- I can't wait for the next season.*

6 LISTENING

- a **6.11** You're going to listen to an interview with Sally, an American, about tipping in US restaurants. First, listen to two short extracts. What American English words does she use for the following nouns?

tip bill waiter or waitress
note (= money)

- b **6.12** Now listen to the interview. In which situations does Sally say you don't have to tip in the USA?

- c Listen again. Complete the information with a number.

- Many waiters earn \$___ to ___ per hour.
- The minimum wage in the USA is around \$___ per hour.
- A normal tip is ___ to ___% of the bill.
- If the service is excellent, you should pay ___%.
- If the service isn't good, you should pay ___%.
- In a bar, you should tip \$___ for each drink you order.

- d Was there anything that surprised you about the US tipping system? Do you think it's fair? Why (not)?

7 SPEAKING

- a Look at the photos. What jobs do they show? What services do these people provide?

- b In pairs, answer the questions about your country.

- Do people usually tip for the services in the photos? If yes, about how much? If no, do you think they should?
- Is it usual to tip anybody else who provides a service, for example, refuse collectors or postmen / women at Christmas or for other special occasions?
- Have you ever felt embarrassed about tipping or not tipping someone? Why (not)?

8 WRITING

Wp.120 Writing A restaurant review
Write a website review of a restaurant you've been to recently.

To tip or not to tip?



6 READING

- a Look at six ways of spending money. Which three do you think would make you happiest? Compare with a partner.
- going on a luxurious holiday
 - buying a birthday present for a friend
 - giving a donation to charity
 - paying off your credit card bill
 - buying yourself some new clothes
 - giving a few coins to a homeless person
- b Read a short article about the relationship between money and happiness. According to research, which three things in a will make you happiest? Why?

Can money buy you happiness?

According to research, it seems that it can. But what makes us really happy is not buying ourselves the latest iPhone, it's spending our money on other people. In a study of the link between money and happiness, researchers from Zurich University divided 50 people into two groups. The first group was asked to plan how to spend 25 Swiss francs a week on gifts or outings for other people, and the second group was asked to plan how to spend the same amount of money on themselves. The people in the first group increased their happiness more than the group who planned to buy themselves treats. Spending on ourselves, it turns out, doesn't make us nearly as happy as giving to other people. Other studies in which people have been given envelopes of money to spend show that those who spent some of it on a gift, or gave some to charity, felt happier than those who spent it on something for themselves or on a bill they needed to pay. A study of young children found that even toddlers felt happier giving rather than getting treats. And the best news is that you don't have to give a lot of money away to feel the benefits.

Glossary

treat (noun) sth very pleasant and enjoyable

- c Now read an article about Grayden Reece-Smith. Why did he decide not to work for a charity? Do you think it was a sensible choice?



Working for a big financial company in London on a six-figure salary, you might expect Grayden Reece-Smith to ¹ ■, going on expensive holidays or driving a sports car around south London, where he lives. In fact, the 28-year-old lives a very different existence from his colleagues. He ² ■ – a figure that he calculated he could comfortably live on.

Over the past five years, Reece-Smith has handed over more than £250,000 to organizations such as International Care Ministries, which ³ ■, and the Against Malaria Foundation. He is part of a growing number of young professionals described as 'effective altruists'. Effective altruists typically donate regularly to a charity which they think will have a significant impact. Some ⁴ ■ to make more money, which can then be given away.

Reece-Smith considered working in the charity sector after graduating from university, but calculated that he could make a bigger difference by donating a large part of his salary. He had ⁵ ■ at a school in Tanzania, but then realized that earning and giving would be more effective. 'The cost of my flights there could have paid the salaries of two teachers for an entire year,' he says. Instead, he could 'stay at home, living a nice life and still ⁶ ■'.

He is not frugal – last year he went to Cuba on holiday, and ⁷ ■. But his lifestyle isn't as luxurious as some of the people he works with. 'I tend not to buy supermarket-branded food products, but I don't ⁸ ■. Other people on my salary might have a bigger house. Some of my colleagues have four-bedroom houses, but we only bought what we needed – a two-bedroom flat. £42,000 is more than enough to live on and still save,' he says.

- d Read the article again and complete it with verb phrases A–H.

- | | |
|---|---|
| A change careers | E make a huge difference in the world |
| B gives away everything he earns over £42,000 | F own a car |
| C have an extravagant lifestyle | G spent several thousand pounds on a new sofa |
| D helps poor families in the Philippines | H volunteered as a teacher |

- e **Communication** Giving it away **A p.110 B p.113** Read about two more people who give money away and tell your partner about them.
- f Which of the three stories did you find the most inspiring? Have you ever helped to raise money for a good cause? What was it for? Did raising the money make you happy?

THE FACIAL

STEPHEN


Laura, the therapist, started by suggesting five different products for me to use every morning, and five more at night. I was shocked – it normally only takes me a minute to wash my face in soap and water in the morning. The actual treatment took nearly two hours. Laura used 12 different creams and things on my skin and I was very bored indeed. Afterwards, I had to admit my face felt quite different: it was much smoother and quite shiny. But I'm not sure I liked it. I don't think smooth and shiny is a good look for me.

My score: 4/10. *Quite nice, but it went on forever.*

JOANNA

The therapist told me that the treatment would last nearly two hours. Total bliss! But I knew Stephen would be bored, and we weren't having lunch until after the session, so he wouldn't be able to relax. He's terrible when he's hungry. I had more processes (exfoliation, cleansing, masks, massages, more masks, more massages) than I ever thought possible for a facial, and I enjoyed every second.

My score: 9/10. *My skin felt fantastic, really healthy, and afterwards, I was completely relaxed.*

d  8.9 Now listen to them talking and complete the chart.

		Stephen	Joanna
The body polish	Score out of 10		
	Reasons		
The foot treatment	Score out of 10		
	Reasons		

e Did you predict correctly in a which treatments Joanna and Stephen would like best? Which of the three treatments do you think you would enjoy the most?

f Do you know anyone who has health and beauty treatments regularly? How important do you think it is to look after a) your face and skin, b) your hair, c) your hands and feet?

7 SPEAKING

a Look at the categories below. In pairs, add more ways of looking after yourself to each category. Then try to agree on the three things that you think are the most important.



walking,
e.g. to work



using sunscreen



reading (books /
newspapers, etc.)

I think it's really important to walk a little bit every day.

(Yes, but going to the gym regularly is better exercise.)

b Read the ideas below about encouraging healthy eating in schools. Which ideas do you think would work best?

- Offer all children a healthy breakfast at school.
- Make all pupils and teachers eat school lunches together.
- Produce a free recipe book of easy meals to encourage parents not to buy ready-meals.
- Set up classes to teach children how to cook cheap, healthy meals.
- Ban machines selling sweets, crisps, or soft drinks in schools.
- Provide free, healthy snacks such as fresh fruit or cereal bars.
- Stop fast food restaurants opening near schools.

c You're going to create and present a campaign to help young people to eat healthily. In groups of three, plan your campaign:

1 Choose **three** main proposals for the campaign. Use some of the ideas in **b**, or your own ideas.

2 Think of a name for your campaign. Decide why your campaign is important.

3 Think of reasons why people should support your campaign.

d In your groups, decide what each person is going to say. Then practise presenting to each other. Use the language from the **Presenting a campaign** box.

Presenting a campaign

Our campaign is called...

We think this campaign is vital because...

Recent research suggests that...

Our plan has three main proposals. Firstly..., Secondly..., Lastly...

We think you should support our campaign because...

e Present your campaign to the class, and listen to the other groups. Have a class vote to choose the best campaign.


Our campaign is called 'Cook at school'. We think this campaign is vital because nowadays, many young people and their parents don't know how to cook real food...

5 VOCABULARY & PRONUNCIATION

word building; word stress

- a Look at some words from Jill Price's story. Complete the chart with nouns, adjectives, and adverbs formed from these words.

Noun	Adjective	Adverb
1 memory		
2		confidently
3	emotional	
4	important	
5	accurate	
6		personally

- b  9.7 Listen and check. Underline the stressed syllables in all the words. Practise saying them.
- c Complete some common collocations with a noun, adjective, or adverb from the chart in a.
- I'm reading a new book about _____ **intelligence**.
 - The witness gave a very _____ **description** of the suspect.
 - _____, **I think** you're making a big mistake.
 - The wedding last summer was a _____ **occasion**.
 - In half an hour, the press office is going to make an _____ **announcement**.
 - I can** _____ **say that** the business is doing well.
- d Can you remember these words? They have all come up in this lesson.
- the adjective from **atom**
 - the noun from **enter**
 - the negative adjective from **likely**
 - the noun from **secure**
 - the noun from **connect**
 - the adjective from **autobiography**
 - the adverb from **easy**
 - the noun from **able**
 - the negative adjective from **pleasant**

6 SPEAKING

- a Choose two of the topics below and think about what you're going to say. Add details and give examples.

someone you know who has an incredibly good or bad **memory**

a **memorable** moment from your school days

something you were made to **memorize** as a child and found difficult

an **unforgettable** birthday or Christmas

something from your past that you wish you could **remember** better

a time when you **forgot** an important date or appointment

- b Work in groups of three or four. Talk about your topics, and listen and respond to the other people in the group.

I'm going to tell you about my brother, who has an incredibly good memory...

- c From memory, tell the rest of the class about something someone in your group told you.



first and second conditionals

first conditional

- 1 If I **have** time, I'll **write** my CV tonight. 🔊 4.19
If you **don't work** hard, you **won't get** promoted.
- 2 If he **does** well at school, he **can go** to a good university.
I **might (may) go back** to college if I **can't find** a job.
If you **apply** for a job, you **must prepare** an up-to-date CV.
If you **want** to do well in the exam, you **should work** hard this weekend.
- 3 If you **get** an interview, **think** carefully about what to wear.

- We use the first conditional to talk about a possible future situation and its consequence.
 - 1 The first conditional normally uses *if* + present simple, *will* / *won't* + infinitive.
 - 2 We can also use other modal verbs instead of *will*, e.g. *can*, *might*, *may*, *must*, or *should*.
 - 3 We can also use an imperative instead of *will*.

🔍 **unless**

We can use *unless* instead of *if...not* in conditional sentences.

I won't go unless you go, too. (= I won't go if you don't go, too.)

second conditional

- 1 If I **had** more money, I **wouldn't need** to work overtime. 🔊 4.20
If they **offered** you a part-time job, **would** you **take** it?
- 2 I **might meet** more people if I **lived** in a hall of residence.
You **could apply** for a scholarship if you **got** a place to study in the USA.
- 3 If John **was (were)** here, he'd **know** what to do.
I'd **take** it back to the shop if I **were** you.

- We use the second conditional to talk about a hypothetical or imaginary present / future situation, or one that we *don't* think is a possibility.
 - 1 The second conditional normally uses *if* + past simple, *would* / *wouldn't* + infinitive.
 - 2 We can use *might* or *could* instead of *would*.
 - 3 When we use *be* in the *if* clause, we can use *was* or *were* after *I* / *he* / *she* / *it*.
- However, in the phrase *if I were you*, which is often used to give advice, only *were* is used. **NOT** *if I was you*.

🔍 **First or second conditional**

The conditional we use depends on how likely the condition is. Compare:

If I have time, I'll help you. (I think it's a real possibility that I'll have time.)

If I had time, I'd help you. (I think it's unlikely or impossible that I'll have time.)

a **Circle** the correct form.

- If I go to university, I'd study / **I'll study** engineering.
- 1 If she had her own car, she *doesn't* / *wouldn't* need to borrow yours.
 - 2 If I *got* / *get* a good degree, I'll find a better job.
 - 3 I'd take the job if I *am* / *were* you.
 - 4 We can't help you unless you *tell* / *told* us what the problem is.
 - 5 If you *think* / *thought* you're going to be late, please send me a text.
 - 6 You *might* / *You'll* give a better impression if you wore a suit.
 - 7 I *won't* / *wouldn't* go there unless I really had to.
 - 8 Dana would enjoy life more if she *didn't* / *doesn't* study all the time.
 - 9 If I can't find a cheap bike, I *won't* / *wouldn't* buy one.
 - 10 If I *earned* / *earn* more, I could afford to rent a flat.

b Complete the sentences with the verb in brackets.

- I wouldn't do research if I didn't enjoy working on my own. (not do)
- 1 If I _____ to stay at university, I'll probably do a PhD or a master's degree. (decide)
 - 2 If you didn't spend so much on clothes, you _____ borrow money all the time. (not have to)
 - 3 I think my sister and her boyfriend _____ sooner if they could afford to pay for the wedding. (get married)
 - 4 If I have time over the summer, I _____ for an internship. (apply)
 - 5 I think Andy might get a scholarship if he _____ on working hard. (keep)
 - 6 If we _____ a bigger house, we could rent a couple of rooms to students. (buy)
 - 7 I might enjoy my job more if I _____ such awful colleagues. (not have)
 - 8 If I don't like the job after six months, I _____. (not stay)
 - 9 My tutor says I must attend all the seminars if I _____ to fail my exams. (not want)
 - 10 I'd get more job offers if I _____ better qualified. (be)



The country

VOCABULARY BANK

1 NATURE

a Match the words and photos.

- | | |
|---|---|
| <input type="checkbox"/> branch /bra:ntʃ/ | <input type="checkbox"/> leaf /li:f/ (plural <i>leaves</i> /li:vz/) |
| <input type="checkbox"/> bush /bʊʃ/ | <input type="checkbox"/> mud /mʌd/ |
| <input type="checkbox"/> cliff /klɪf/ | <input type="checkbox"/> path /pɑ:θ/ |
| <input type="checkbox"/> fence /fens/ | <input type="checkbox"/> rocks /rɒks/ |
| <input type="checkbox"/> field /fi:ld/ | <input type="checkbox"/> sticks /stɪks/ |
| <input type="checkbox"/> gate /geɪt/ | <input type="checkbox"/> stones /stəʊnz/ |
| <input type="checkbox"/> grass /grɑ:s/ | <input type="checkbox"/> stream /stri:m/ |
| <input type="checkbox"/> hedge /hedʒ/ | <input type="checkbox"/> <u>valley</u> /'væli/ |
| <input type="checkbox"/> hill /hɪl/ | <input type="checkbox"/> well /wel/ |
| <input type="checkbox"/> lake /leɪk/ | <input type="checkbox"/> wood /wʊd/ |



b 5.12 Listen and check.

ACTIVATION Cover the words and look at the pictures. Say the words.

the country and the countryside

We normally use *the country* to talk about any area that is not a town or city, e.g. *I live in the country.* We use *the countryside* when we are talking about the scenery in the country, e.g. fields, woods, etc., usually in a positive way, e.g. *We stayed in a little village surrounded by beautiful countryside.*

2 ON A FARM



a Match the words and photos.

- | | |
|---|---|
| <input type="checkbox"/> barn /bɑ:n/ | <input type="checkbox"/> hens /henz/ |
| <input type="checkbox"/> <u>cockerel</u> /'kɒkərəl/ | <input type="checkbox"/> lambs /læmz/ |
| <input type="checkbox"/> cow /kaʊ/ | <input type="checkbox"/> sheep /ʃi:p/ |
| <input type="checkbox"/> <u>donkey</u> /'dɒŋki/ | <input type="checkbox"/> <u>tractor</u> /'træktə/ |
| <input type="checkbox"/> <u>farmhouse</u> /'fɑ:mhaʊs/ | |

b 5.13 Listen and check.

c Complete the text with a verb or past participle from the list.

grow harvested pick planted

In the UK, especially in the east of England, a lot of farmers ¹_____ cereals (for example, **wheat**), vegetables, and fruit. Most **crops** are ²_____ in the early spring and are ³_____ in the summer, for example, wheat in August, and most potatoes from June onwards. Soft fruits like strawberries are usually **ripe** in June and July, and many farms invite people to come and ⁴_____ their own fruit.

d 5.14 Listen and check. What do you think the **bold** words mean?

ACTIVATION Cover the words in a and look at the pictures. Say the words.

Appendix

DEPENDENT PREPOSITIONS

prepositions after verbs

I agree **with** my boss **about** the problem.
He apologized **for** being late.
She applied **for** the job.
We always argue **about** money.
I used to argue **with** my sister a lot.
We arrived **at** the airport at 6.00 a.m.
We arrived **in** Paris in the evening.
I don't believe **in** ghosts.
That bag belongs **to** me.
I can't choose **between** these two shirts.
Our weekend plans depend **on** the weather.
I dreamt **about** my grandfather last night.
They all laughed **at** me when I fell over.

I'm looking forward **to** my holiday.
I'll pay **for** your coffee.
We all posed **for** a photograph.
I prefer taking the train **to** flying.
You can always rely **on** your parents.
He reminds me **of** an old school friend.
She shared her sweets **with** my son.
They smiled **at** me.
I love spending money **on** clothes.
They succeeded **in** climbing the mountain.
I talked **to** the hotel manager **about** my room.
Are you waiting **for** someone?
Don't worry **about** it, it's not a problem.

prepositions after adjectives

She's angry **about** her salary.
She's angry **with** her boss.
He's very close **to** his father.
The film is different **from** the book.
I'm really disappointed **with** these photos.
She's excited **about** her new job.
Oxford is famous **for** its university.
I'm fed up **with** waiting. Let's go!
He's very fond **of** his teacher.
I'm frightened / afraid / scared **of** snakes.
He's good / bad **at** remembering names.
Vegetables are good **for** you.
She's interested **in** French literature.
I'm not very keen **on** fast food.
They were very kind **to** me.
He's married **to** my best friend.
I'm very pleased **with** my progress.
I'm proud **of** my children.
I'm ready **for** a holiday.
He's responsible **for** the sales team.
Don't be rude **to** him.
We're sorry **about** what happened.
They're tired **of** working every day.
She's worried **about** her car.

VERB PATTERNS

verb + infinitive with to

afford (to buy a flat)
agree (to help someone)
arrange (to meet)
be able (to swim)
choose (to do something)
decide (to buy a new computer)
expect (to fail an exam)
forget (to lock the door)
help (to cook dinner)
hope (to go to university)
learn (to swim)
manage (to escape)
need (to leave early)
offer (to do the washing-up)
plan (to start a family)
pretend (to be someone else)
promise (to pay someone back)
refuse (to cooperate)
remember (to buy a present)
seem (to be broken)
try (to repair the car)
want (to go on holiday)
would like (to travel abroad)

verb + gerund (-ing)

admit (stealing the money)
avoid (driving in the city centre)
can't stand (queueing)
deny (being involved)
dislike (going shopping)
enjoy (playing tennis)
feel like (going home early)
finish (having breakfast)
hate (being late)
imagine (living without the internet)
keep (forgetting his name)
like (cooking for friends)
love (reading)
mind (working in the evenings)
miss (living in Spain)
practise (playing a difficult piece)
prefer (running to swimming)
recommend (opening a bank account)
spend (a long time practising)
stop (raining)
suggest (seeing a doctor)

verb + object + infinitive with to

advise (me to pay cash)
allow (us to leave early)
ask (her to help)
invite (us to go away for the weekend)
need (you to fill in a form)
order (him to sit down)
persuade (me to come to the party)
teach (me to play the piano)
tell (them to be quiet)
want (you to explain)

verb + object + infinitive without to

let (me stay up late)
make (me tidy my room)