

OXFORD



The inside story

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English File

fourth
edition

Changing times...

First edition:

No mention of mobile phones

Second edition:

‘Do you have a mobile phone?’

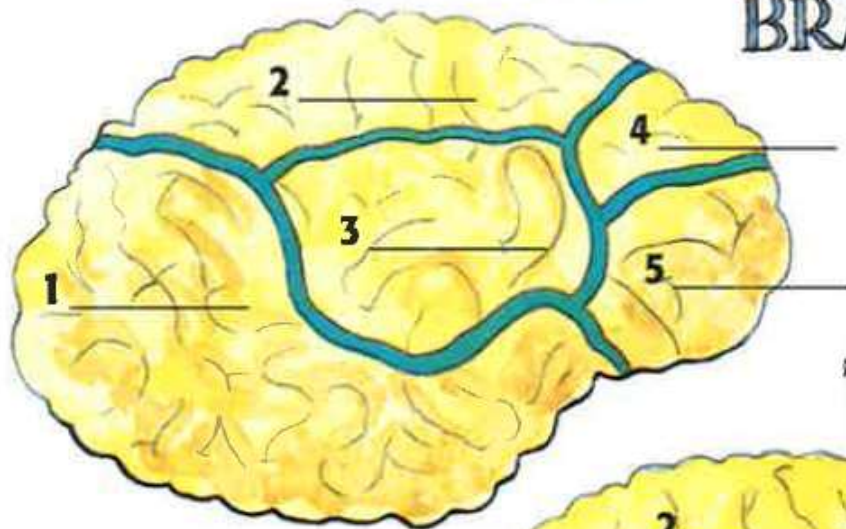
Third edition:

‘Is your phone a ‘smart phone’?’

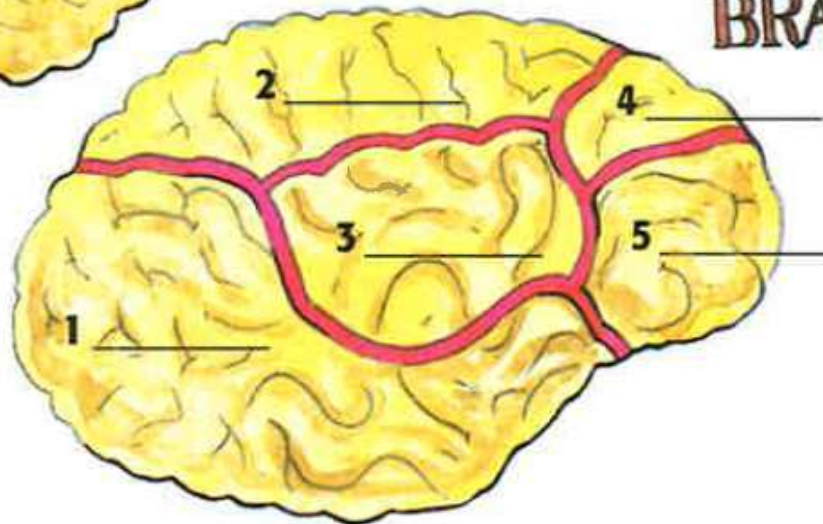
Fourth edition:

‘Do you take many selfies?’

THE MALE BRAIN



THE FEMALE BRAIN



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I did not ...

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Butch Cassidy and the Sundance Pig.



CORE PRINCIPLES

Get students talking.

Stimulating material.

Key ingredients: -

interest

googleable.

inclusiveness.

humour.

suspense/mystery/surprise.

FOURTH EDITION PROCESS

Feedback from teachers around the world.

Grammar syllabus, lexical syllabus and general context stay the same.

All lessons are updated and improved.

Most readings and listenings are replaced and usually the grammar presentation.

A few 'favourite lessons' are retained and improved.

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**Grammar and
Vocabulary syllabus**

English File

**fourth
edition**

5A comparatives

adjectives

- I'm **busier** than I was five years ago. **5.4**
People are **more impatient** today than in the past.
- I'm **less relaxed** this year than I was last year.
- The service in this restaurant isn't as good as it was.

- To compare two people, places, or things we use:
 - comparative adjectives.
 - less + adjective.
 - (not) as + adjective + as.

comparative adjectives

short	shorter	one syllable + -er
fat	fatter	one vowel + one consonant, double final consonant
stressed	more stressed	one syllable adjectives ending in -ed, more + adjective
busy	busier	two syllable adjectives ending in consonant + y: -y + -ier
relaxed	more relaxed	two or more syllables: more + adjective
good	better	irregular
bad	worse	irregular
far	further	irregular (also farther)

adverbs

- People walk **more quickly** than in the past. **5.5**
- My brother speaks French, but **less fluently** than me.
- She doesn't drive as fast as her brother.

- To compare two actions we use:
 - comparative adverbs.
 - less + adverb.
 - (not) as + adverb + as.

comparative adverbs

quickly	more quickly	adverbs ending in -ly: more + adverb
fast	faster	irregular
hard	harder	irregular
well	better	irregular
badly	worse	irregular

Comparatives with pronouns

After comparative + than or as... as we use an object pronoun (me, her, etc.) or a subject pronoun + auxiliary verb, e.g.
My brother's taller than me. My brother's taller than I am.
He's not as intelligent as her. He's not as intelligent as she is.

5B superlatives

- Tokyo is the **cleanest** capital city in the world. **5.12**
Spain is one of the **most popular** holiday destinations.
Camping is the **least expensive** way to go on holiday.
- It's the **most beautiful** city I've ever been to.
It's the **best** film I've seen this year.

- We use the + superlative adjectives to say which is the biggest, etc. in a group.
- After superlatives we use in + names of places or singular words for groups of people, e.g.
It's the **noisiest** city in the world. Ann's the **oldest** in the class.
- We can also use the least + adjective, e.g. the **least expensive** OR the **cheapest**.

- We often use the + superlative with the present perfect + ever.

adjective	comparative	superlative
cold	colder	the coldest
thin	thinner	the thinnest
healthy	healthier	the healthiest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst
far	farther	the farthest (also the furthest)

5C quantifiers

too much, too many, too

- I'm very stressed today. I have **too much** work. **5.17**
My boss talks **too much**.
- My diet is unhealthy. I eat **too many** cakes and sweets.
- I don't want to go out tonight. I'm **too** tired.

- We use too much, too many, too to say 'more than is good':
 - Use too much + uncountable noun (e.g. coffee, time) or after a verb.
 - Use too many + countable noun (e.g. cakes, people).
 - Use too + an adjective. **NOT** *Am too much tired.*

(not) enough

- Do you eat **enough** vegetables?
I don't drink **enough** water. **5.18**
- Jane doesn't sleep **enough**. She's always tired.
- Our fridge isn't big **enough** for a family of five.
I don't go to bed **early enough** during the week.

- Use enough **before** a noun to mean 'all that is necessary'.
- Use enough **after** a verb with no object.
- Use enough **after** an adjective or adverb.

5A

- Write sentences with a comparative adjective or adverb + than.

- New York is **more expensive than** Miami. (expensive)
 1 Modern computers are much _____ the early ones. (fast)
 2 My sister is _____ me. (short)
 3 This exercise is _____ the last one. (easy)
 4 Newcastle is _____ from London _____ Leeds. (far)
 5 I thought the third Bridget Jones film was _____ the first two. (bad)
 6 Manchester United played _____ Arsenal. (good)
 7 I'm _____ this year _____ I was last year. (stressed)
 8 I'm working _____ last year. (hard)
 9 The new airport is _____ the old one. (big)
 10 I'm not lazy – I just work _____ you! (slowly)

- Rewrite the sentences so they mean the same. Use as...as.

- Luke is stronger than Peter.
Peter isn't **as strong as** Luke.
 1 Adam is shorter than Jerry.
Jerry isn't _____ Adam.
 2 Your bag is nicer than mine.
My bag isn't _____ yours.
 3 Tokyo is bigger than London.
London isn't _____ Tokyo.
 4 Tennis is more popular than cricket.
Cricket isn't _____ tennis.
 5 Children learn languages faster than adults.
Adults don't _____ children.
 6 I work harder than you.
You don't _____ me.
 7 England played better than France.
France didn't _____ England.



5B

- Complete the sentences with a superlative.

- Is Shanghai **the biggest city** in the world? (big)
 1 The Polish are _____ people I've ever met. (generous)
 2 Yesterday was _____ day of the year. (hot)
 3 Early morning is _____ time to drive in the city centre. (bad)
 4 She's _____ girl at school. (friendly)
 5 This is _____ part of the exam. (important)
 6 _____ time to visit New England is autumn. (good)
 7 Delhi in India is one of _____ cities in the world. (polluted)
 8 _____ I've ever flown is to Bali. (far)
 9 It was _____ film I've ever seen. (funny)
 10 Rob's daughters are all pretty, but I think Emily is _____ (pretty)

- Write sentences with a superlative + ever + the present perfect.

- It's **the best film** I've ever seen.
 1 It's _____ windy place I / be to
 2 She's _____ unfriendly person I / meet
 3 It's _____ easy exam I've / do
 4 They're _____ expensive trousers I / buy
 5 This is _____ long book I / read
 6 He's _____ attractive man I / see
 7 It's _____ bad meal I / eat
 8 He's _____ interesting teacher I've / have
 9 It's _____ exciting job I / do

5C

- Circle the correct form.

- How **(much)** many coffee do you drink?
 1 I eat too / too much chocolate.
 2 I eat too much / too many crisps.
 3 Do you drink enough water / water enough?
 4 I can't come. I'm too busy / too much busy.
 5 This suitcase isn't enough big / big enough.
 6 I worry too much / too many.
 7 You're always at home! You don't enough go out / go out enough.
 8 I don't eat enough vegetables / vegetables enough.

- Complete the sentences with too, too much, too many, or enough.

- You eat **too much** red meat. It isn't good for you.
 1 I'm not very fit. I don't do _____ exercise.
 2 I can't walk to school. It's _____ far.
 3 There are _____ cars on the roads today.
 4 I spend _____ time on the computer – it gives me headaches.
 5 I don't read _____ – only five or six books a year.
 6 I didn't buy the coat because it was _____ expensive.
 7 There were _____ people at the hospital, so it was impossible to see a doctor.
 8 I don't like watching films on my phone because the screen isn't big _____

Describing a town or city

VOCABULARY BANK

1 WHERE IS IT? HOW BIG IS IT?

- a Look at the map. Then read the description of York and **circle** the correct words or phrases.

York is a city in the south / North of England, on the River Ouse / the coast. It's about 25 miles east / west of Leeds. It's a small / medium-sized / large city and it has a population of about 200,000. It's famous for its cathedral, York Minster, and its historic city centre.



- b **5.9** Listen and check.

2 WHAT'S IT LIKE?

- a Match the adjectives to sentences 1–6.

	Opposite
5 boring /'bɔ:ɪŋ/	exciting
crowded /'kɒdɪd/	
dangerous /'dæŋdʒəs/	
modern /'mɒdɪn/	
noisy /'nɔɪzi/	
polluted /pə'lju:tɪd/	

- There are a lot of bars and clubs with loud music.
- The air is very dirty.
- There are too many people.
- The buildings were all built quite recently.
- ~~There's nothing to do.~~
- You have to be careful, especially at night.

- b Match these adjectives to their opposites in a.

clean /kli:n/ empty /'empti/ exciting /'eksaɪtɪŋ/
historic /'hɪstɒrɪk/ interesting /'ɪntərɪŋɪŋ/
quiet /'kwaɪət/ safe /seɪf/

- c **5.10** Listen and check your answers to a and b.

- d Cover the words and look at the sentences. Remember the adjectives and their opposites.

3 WHAT IS THERE TO SEE?

- a Put the words in the correct column.

bridge /brɪdʒ/ canal /'kænəl/ castle /'kæsl/
cathedral /kə'tiðrəl/ church /tʃɜ:ʃ/ city walls /'sɪti wɔ:ls/
department store /ˌdeɪpt'mɛnt stɔ: / bar /bɑ: / bar /bɑ: / hill /hɪl/
lake /leɪk/ market /'mɑ:kt/ mosque /'mosk/ museum /mju:zəm/
palace /'pæləs/ ruins /'ru:ns/ shopping centre (mall) /'ʃɒpɪŋ sɜ:ntə/
statue /'stætʃu/ synagogue /'sɪnəgəg/ temple /'templ/
town hall /taʊn hɔ:l/

Religious buildings	Places where you can buy things	Historic buildings and monuments	Others
cathedral	department store	castle	bridge



- b **5.11** Listen and check.

ACTIVATION Describe your nearest city in the same way as York in 1. Choose three adjectives from 2 to describe it. Which of the places in 3 are there / aren't there in your city?

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Opposite verbs

VOCABULARY BANK

- a Match the verbs and photos.

- arrive (early) /'aɪrɪv/
- break (your phone) /breɪk/
- buy (a house) /baɪ/
- download (a song) /daʊn'ləʊd/
- find (your keys) /faɪnd/
- forget (a name) /fə'get/
- lend (money to somebody) /lend/
- love (cooking) /lʌv/
- miss (a train) /mɪs/
- pass (an exam) /pɑ:s/
- pick up (somebody at the airport) /pɪk ʌp/
- push (the door) /puʃ/
- send (an email) /send/
- start (a race) /stɑ:t/
- teach (maths) /ti:tʃ/
- turn on (the TV) /tɜ:n ɒn/
- win (a match) /wɪn/

Opposite

leave

- b Find the opposite verbs in the list. Write them in the **Opposite** column.

- borrow (money from somebody) /'bɒrɒ/
- catch /kætʃ/
- drop off /drɒp ɒf/
- fail /feɪl/
- finish /fɪnɪʃ/
- get /get/
- hate /heɪt/
- learn /lɜ:n/
- leave /li:v/
- lose (x2) /lʌz/
- lend /lend/
- pull /pu:l/
- receive /rɪ'si:v/
- remember /rɪ'membə/
- repair /rɪ'peə/
- sell /sel/
- turn off /tɜ:n ɒf/
- upload /ʊp'ləʊd/

- c **6.2** Listen and check.

ACTIVATION Test a partner. A say a verb, B say the opposite.

p.46



Go online to review the vocabulary for each lesson.

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Favourites

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The Travers murder

- June 22nd 1965 – Jeremy Travers's 60th birthday
- He had dinner at his country house with:
 - Amanda, his wife
 - Barbara, his daughter
 - Gordon, his business partner
 - Claudia, his secretary.
- Next morning, Amanda Travers went to her husband's bedroom. She found him dead.



Amanda Travers



Barbara Travers



The victim, Jeremy Travers



Gordon Summers



Claudia Pasquale

Who is Vivienne?

possessive pronouns adverbs of manner reading aloud

You must be mine.
Yes, I'll be yours.

1 READING

- a You are going to read and listen to a short story. First look at the photos on this page. In what century do you think the story takes place? Why?



- b 8.18 Read and listen to Part 1. Then answer the questions with a partner.

- 1 What did the detective give Hartley?
What did he offer to do?
- 2 What did Hartley do when he got the address?
- 3 What did Vivienne look like?
- 4 Why was Hartley angry with her?

Think about the story so far: Why do you think Vivienne didn't answer Hartley's letter?



- c 8.19 Read and listen to Part 2. Then answer the questions with a partner.

- 1 Why wasn't Vivienne sure about accepting Hartley's offer?
- 2 How did Hartley try to persuade her?
- 3 Where did Hartley and Vivienne first meet?
- 4 What did Hartley think was the reason why Vivienne didn't say yes to his offer?
- 5 What do you think Hartley wanted Vivienne to do?

Think about the story so far: Who do you think Holoise is?

Girl – O. Henry

Part 1

"I've found where she lives," said the detective quietly. "Here is the address."
Hartley took the piece of paper. On it were the words "Vivienne Arlington, No. 341 East 9th Street."
"She moved there a week ago," said the detective. "I can follow her if you want. It will only cost you \$7 a day and expenses."
"No, thank you," interrupted Hartley. "I only wanted the address. How much is it?"
"One day's work," said the detective. "Ten dollars." Hartley paid the man. Then he left his office and took a train to Broadway. After walking a short distance he arrived at the building that he was looking for. He went up the stairs, into her apartment, and saw her standing by the window.
Vivienne was about twenty-one. Her hair was red-gold, and her eyes were sea-blue. She was wearing a white top and a dark skirt.
"Vivienne," said Hartley angrily, "you didn't answer my last letter. It took me a week to find your new address! Why didn't you answer me? You knew I was waiting to see you and hear from you."

2 PRONUNCIATION reading aloud

- a 8.20 Listen to the last four lines of Part 2. What tells the speakers...?
a where to pause
b in what way to say the dialogue

Reading aloud
Reading stories or poems aloud gives you the opportunity to focus on pronunciation, especially sentence rhythm.

- b 8.21 Listen and repeat the names from the story.
Hartley /'hɑ:tlɪ/ the Montgomerys /məntə'ɡəməri/ Vivienne /'vi:vɪən/ Holoise /'ləʊɪs/
c Practise reading aloud with a partner. A read Part 2 until "...when I was at the Montgomerys". Use the adverbs to help you, and remember to pause at the commas. Then B read the rest of Part 2.



Part 2

The girl looked out the window dreamily.
"Mr Hartley," she said slowly, "I don't know what to say to you. I understand all the advantages of your offer, and sometimes I feel sure that I could be happy with you. But, then sometimes I am less sure. I was born a city girl, and I am not sure that I would enjoy living a quiet life in the suburbs."
"My dear girl," said Hartley, "You will have everything that you want. You can come to the city for the theatre, for shopping, and to visit your friends as often as you want. You can trust me, can't you?"
"I can trust you completely," she said, smiling at him. "I know you are the kindest of men, and that the girl who you get will be very lucky. I heard all about you when I was at the Montgomerys."
"Ah!" exclaimed Hartley, "I remember so well the evening I first saw you at the Montgomerys. I will never forget that dinner. Come on, Vivienne, promise me. I want you. Nobody else will ever give you such a happy home."
Vivienne didn't answer. Suddenly Hartley was surprised. "Tell me, Vivienne, is there," he asked, "is there – is there someone else?"
"You shouldn't ask that, Mr Hartley," she said. "But I will tell you. There is one other person – but I haven't promised him anything."
"Vivienne," said Hartley masterfully, "You must be mine." Vivienne looked him in the eye.
"Do you think for one moment," she said calmly, "that I could come to your home while Holoise is there?"

Glossary
advantage → a positive thing
suburb → an area where people live outside the centre of the city
trust → believe that somebody is good, honest, etc.
suspicious → adj. feeling that somebody has done something wrong
masterfully → adv. in a dominant way

3 GRAMMAR possessive pronouns

- a Look at some sentences from the story. Complete them with *my* or *mine*.
1 "Vivienne, you didn't answer _____ last letter."
2 "Vivienne... you must be _____."
b p.140 Grammar Bank 8C
c 8.23 Listen. Say the sentences with a possessive pronoun.
1) It's my book. (It's mine.)

4 VIDEO LISTENING



- a 8.18, 8.19 Close your books and watch or listen to Parts 1 and 2 of the story.
b 8.24 Watch or listen to Part 3 of the story. Answer the questions.
1 What did Hartley say about Holoise?
2 What did Vivienne promise to do?
Think about the story so far: Who do you think the lady on the stairs is?
c 8.25 Watch or listen to Part 4 of the story.
1 Who was the lady on the stairs?
2 Who was Vivienne?
3 Who was Holoise?
d Did the ending surprise you? Why (not)?

5 VOCABULARY & WRITING adverbs of manner

- a Look at Part 2 of the story and underline six adverbs which describe how Vivienne and Hartley are behaving, speaking, or feeling.
b Make adverbs from the following adjectives.
angry lazy quiet sad serious slow
c 8.26 Listen to some lines from stories. Add an adverb from b after 'said' to show how the person is speaking.
1 "I'm sorry, but I don't love you," he said _____.
2 "Give me back all my letters," she said _____.
3 "I think... I have an idea," he said _____.
4 "Don't make a noise. Everyone is asleep," she said _____.
5 "I don't feel like doing anything," he said _____.
6 "This is a very important matter," she said _____.
d In pairs, write a short final scene between Hartley and Holoise. Include at least two adverbs of manner after said.

Go online to watch the video and review the lesson.



drive

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

of superlatives transport P, F, by, and, by, linking

3 READING & LISTENING

- You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?
- Talk to a partner.
 - Which one do you think will be the fastest? Why?
 - In what order do you think the other three will arrive? Why?
- Now read about the journeys by boat, bike, and car. Do you still think your predictions in b are correct?

TopGear challenge

What's the fastest way to get across London?

On *Top Gear*, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east – a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat**, and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport** (a bus, the Tube, and a train).

They set off on a Monday morning in the rush hour...



Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he **turned round** and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him where he was. Good news for Jeremy: He **was ahead** of the bike! He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now! He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!



Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to **crash into** the buses. He hated buses! Horrible things! When the traffic lights **turned red**, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam – he could go through the traffic, but James, in his Mercedes, would **get stuck**. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier...



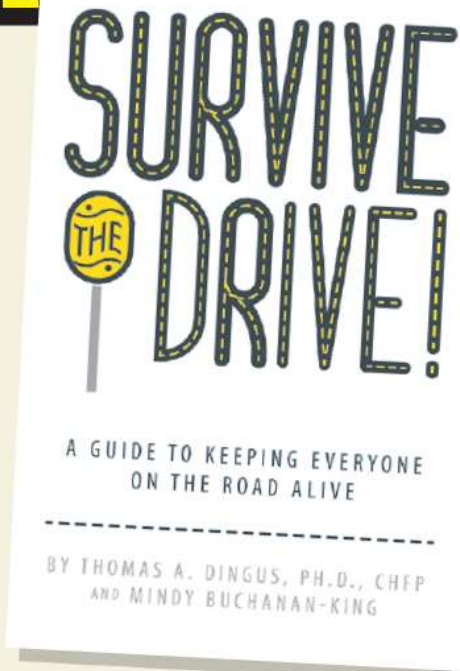
James in the car

He started off OK. He wasn't going fast, but at a steady speed – until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was **getting worse**. Now he was going really slowly, 25 miles an hour, 23... 20... 18... It was so frustrating!



Glossary
1 mile the UK
≈ 1.6 kilometre
The Stig the
Oyster card

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



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



☐ adjusting the radio or music system



☐ adjusting the satnav



☐ eating or drinking



☐ feeling emotional



☐ feeling tired



☐ looking at something by the road

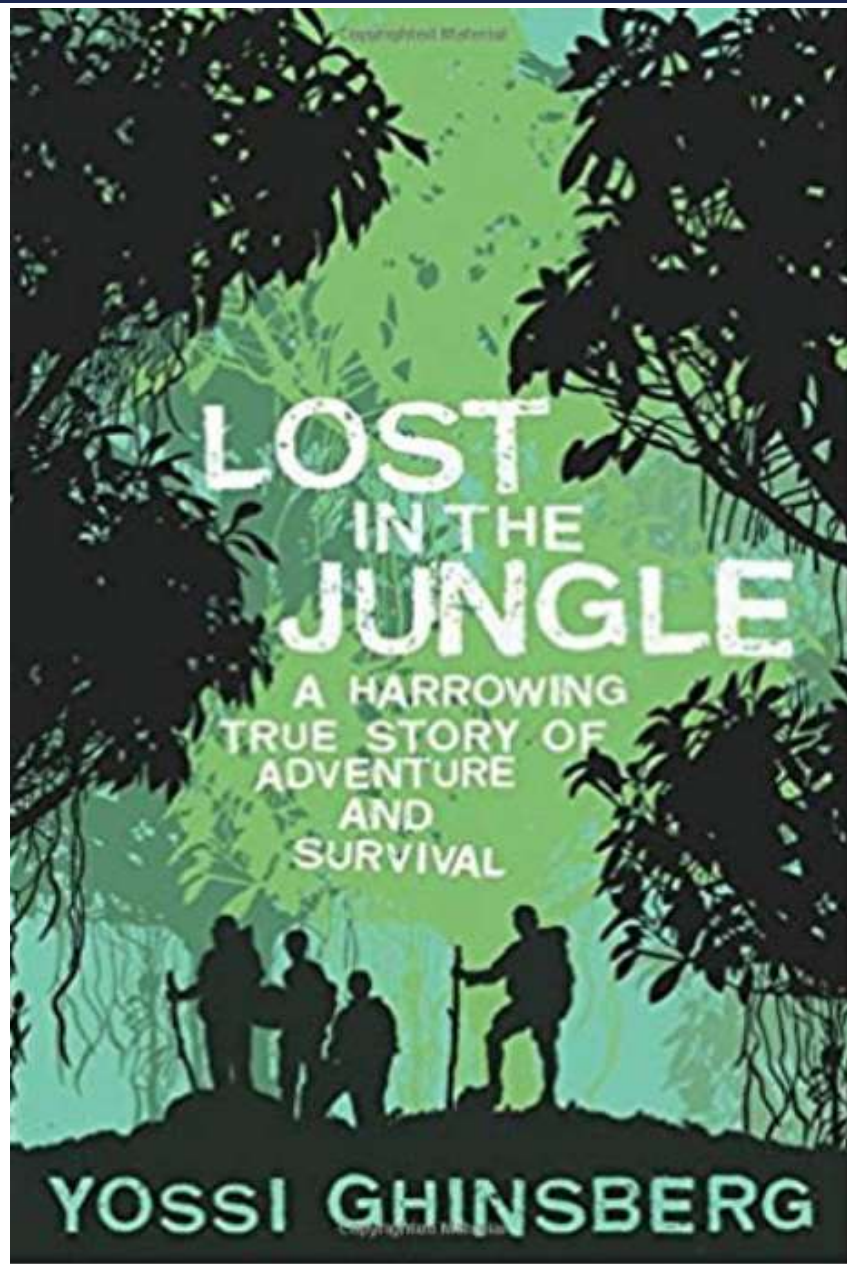


☐ reaching for something in the car



☐ talking to a passenger in the car

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**Update / revamped
lessons**

English File

**fourth
edition**

3C

Love me, love my dog

What kind of music do you like?

I like classical music.

G word order in questions **V** question words **P** sentence stress

1 LISTENING

- a **3.17** A man and a woman meet in the park. Listen. Match the names to the people or dogs. What do you find out about the dogs?

Becca his dog
Barry the man
Dave her dog
Dolly the woman



- b **3.18** Listen to their conversation at the café. What happens in the end?

- c Listen again. Complete the questions.

D It's really hot. Would you ¹like _____ a drink?
Or an ice cream?
B Yes, why not? Let's go to the café.
D ²_____ kind of ice cream do you _____?
B Er, a Magnum if they have it...
D Here you are. One Magnum.
B Thanks, Dave.
D ³_____ do you _____?
B Very near here, in Park Road. And you?
D I live quite near, in Queen's Road. ⁴_____ do you _____, Becca?
B I'm a journalist.
D Really? How interesting! Do you ⁵_____ for a newspaper?
B No, for TV. ⁶_____ about you?
D I'm a teacher. I'm on holiday now.
B Me too. Oh! My ice cream.
D Dolly! Bad dog! I'm really sorry.
B That's OK.
D Do you ⁷_____ another ice cream?
B No, thanks.
D Are you sure? I'm really sorry. Look, let's have lunch one day. Are you free on Saturday?
B Oh, well, OK then. Yes. Thanks very much.

- d **3.19** Read the information box. Listen and repeat the phrases for showing interest. Copy the intonation.

Showing Interest

When you have a conversation, show interest in what the other person says. Use *Really?* *How interesting!* *What about you?* *Me too*, etc.

- e Practise the conversation in c with a partner.

- f **3.20** Becca goes to Dave's flat. Listen and complete the sentences with B (Becca) or D (Dave).

- 1 _____ lives on the first floor.
- 2 _____ likes the flat.
- 3 _____ doesn't really like dogs.
- 4 _____ doesn't have a big flat.
- 5 _____ has two cats.
- 6 _____ makes pasta and ice cream for lunch.

- g Do you think the lunch is a success?



8

A



LISA What are you doing? Are you watching the neighbours *again*?

JEFF No, I'm not. I'm just looking out the _____.

LISA What's happening?

JEFF They're having a party in _____.

LISA What, again? Can you see the woman in _____? What's she doing?

JEFF She's playing _____ - with a _____!

LISA Really? What about that strange man in _____? What's he doing?

JEFF He isn't there. Wait a moment. Yes, he is. He's sitting next to the window.
He's watching _____!

1 Max Hey, Lucy, I'm ¹ _____ to study, and
you're ² _____ an awful noise.
Lucy It isn't a noise, it's Beethoven. I'm
³ _____ - I have a school concert
tomorrow. You can study downstairs.
Max I can't, Jake's ⁴ _____ a video game.
Lucy What about the kitchen?
Max No, Mum's ⁵ _____ dinner, and she's
⁶ _____ to the radio. It's impossible to
work in this house!

2 Isabel Paul Come here.
Paul Yes, dear? What's the matter?
Isabel What's _____ next door? Why's their
dog a _____? I can't hear the radio.
Paul They're _____ a party in the garden.
Isabel Not again! Can you go and talk to them?
Paul Yes, good idea. It's their second party in
three weeks!



6C Making music

G revision: be or do? V music P /j/, giving opinions

What kind of music do you like?
I like classical music, and I love jazz.



1 VOCABULARY music

- a Look at the photos of musical instruments. Write the correct word in the **instruments** column.

accordion bass drums guitar keyboard piano
saxophone trumpet violin

Instruments	musicians
1 accordion	
2	
3	
4	
5	
6	
7	
8	
9	

- b **6.16** Listen and check.
c **6.17** Listen and complete the **musicians** column.
d Listen again. Focus on the musicians and underline the stressed syllable. Then compare the two columns. When is the stress different?
e **6.18** Cover the chart. Listen to the music and say the name of the instrument and the musician.
f Do you play a musical instrument? How good are you?

2 GRAMMAR revision: be or do?

- a **Circle** the correct words.
1 What kind of music are you / do you listen to?
2 I'm not / I don't like hip hop.
3 She isn't / doesn't listening to you.
4 Are you / Do you play in a band?
5 Where is / does Adele from?
b **p.134 Grammar Bank 6C**
c **6.21** Listen and make the question.
1 **She's British.** (Is she British?)
2 **He plays the piano.** (Does he play the piano?)

3 SPEAKING

Read the questionnaire and think about your answers. Then interview a partner with the questionnaire. Ask for more information. Do you have similar musical tastes and habits?

MY MUSIC

- 1 What kinds of music do you like?
classical music folk hip hop
jazz pop reggae other
2 How often do you...?
go to concerts or gigs go dancing
watch music videos online download music
look for song lyrics on the internet
3 How do you usually listen to music?
on the radio online on my phone on CDs
4 When you're in a car, what do you prefer listening to?
the radio (which station?) my own music nothing
5 When do you listen to music?
When I'm exercising.
When I'm travelling on public transport.
When I'm walking around town.
When I'm working or studying.
When I'm relaxing.
6 What kind of music do you like listening to when you are...?
sad happy
7 Are you listening to a particular song or piece of music a lot at the moment?
8 Do you sing or play in a group, e.g. a choir or band?
What kind of music do you sing or play?

4 PRONUNCIATION /j/, giving opinions

- a **6.22** Listen to the words and sounds. Then listen and repeat.

	yacht	you yellow young your yoga year
/juz/		music tune new beautiful student

Hidden /j/ sound
Some words with the /uz/ sound (spelled with u or ew) also have a /j/ sound before the /uz/, e.g. music /'nju:zɪk/ NOT *muzzɪk/.

- b **6.23** Listen and write five phrases.

- c **6.24** Listen and repeat the opinions. Then practise saying them. Copy the stress and intonation.
I like him. He's **great**.
I **really** like her. She's **fantastic**.
I don't like them. They're **awful**.
I don't like it. It's **terrible**.

- d Write the names of six musicians and bands: three you love and three you hate. Then, in pairs, ask your partner *What do you think of...?*

Male musicians _____
Female musicians _____
Bands _____

5 VIDEO LISTENING

- a Read the definition. Do you have buskers where you live? Do you give them money? Why (not)?
busker /'bʌskə/ **noun** a person who performs music in a public place and asks for money
b Watch the documentary *A London busker*. Do you think Charlotte likes her job?

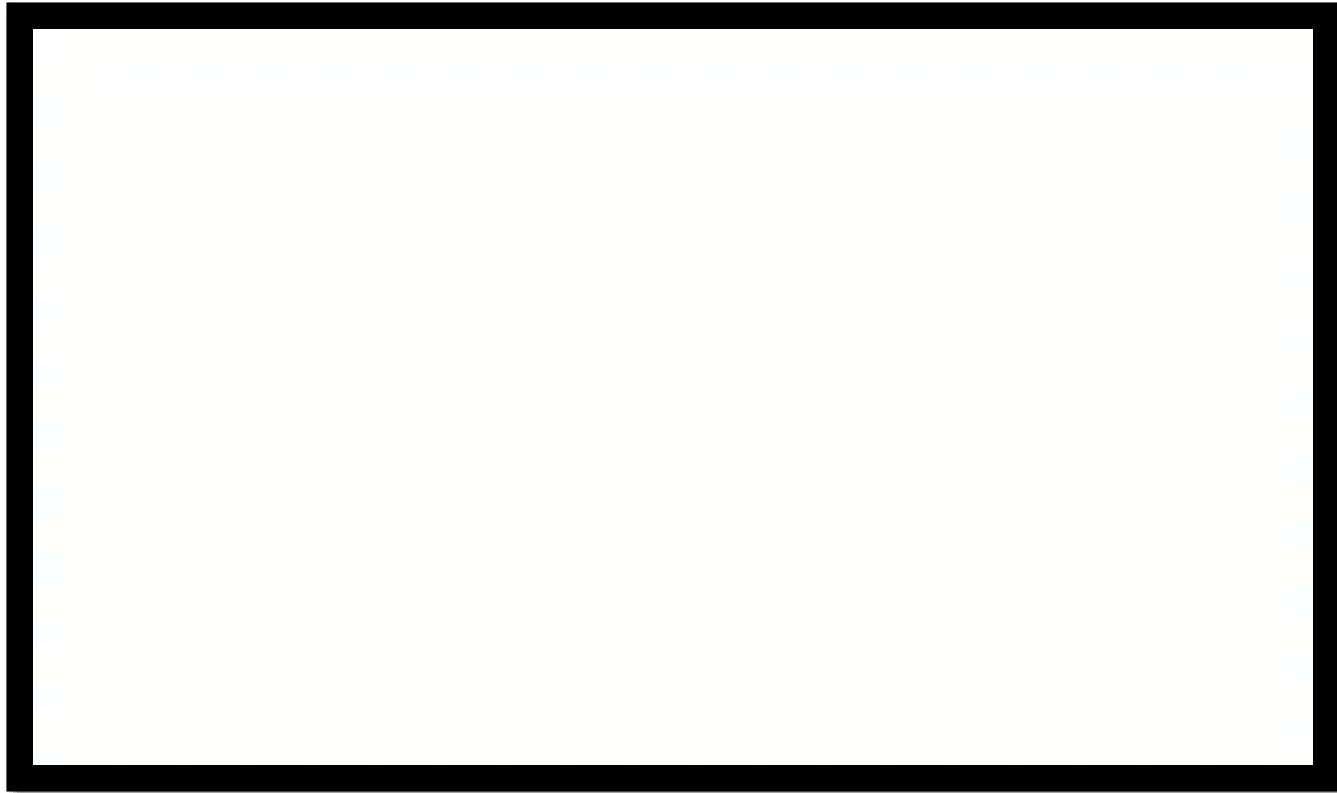


- c Watch again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.
1 Charlotte only busks in the morning.
2 Buskers usually play pop or folk songs.
3 Buskers can't play anywhere they want to.
4 Charlotte always plays in the same area of London.
5 She only plays other people's songs.
6 Charlotte prefers busking in the summer to busking in the winter.
d Do you think Charlotte is a good musician? Would you give her money?

6 WRITING

p.115 Writing An informal email Write an email to a friend.

Go online to watch the video and review the lesson



5B

Twelve lost wallets



What's the most beautiful beach you've ever been to?

Isla Cristina in Andalucia, Spain.

G superlatives (+ ever + present perfect)

V describing a town or city

P sentence stress

1 VOCABULARY describing a town or city

- a Think about how to answer these questions about where you live. Compare your answers with a partner.
- Do you live in a village, a town, or a city?
 - Where is it?
 - How big is it? What's the population?
 - What's it like?

b p.156 Vocabulary Bank Describing a town or city

2 GRAMMAR superlatives (+ ever + present perfect)

- a Look at the photos. Which countries are the cities in? What do you know about them? Have you been to any of them?
- b The seven cities in a all did very well in a recent survey. With a partner, try to guess which cities were the winners in the different categories. Use the photos to help you.

- c Look at the categories in the survey. Think about your city. Would it do well in any of them?

- d Look at the **highlighted** superlative adjectives in the survey. How do you make the superlative of...?

- 1 a one-syllable adjective
- 2 a two-syllable adjective that ends in consonant + y
- 3 a three-syllable adjective
- 4 good

e p.134 Grammar Bank 5B



Stockholm



Rome



New York



Tokyo



Budapest



Vienna

TripAdvisor World Cities Survey is based on responses from over 54,000 travellers' reviews for cities around the world. The survey looked at different categories, from how clean the cities were to how friendly the taxi drivers were.

OVERALL WINNER¹

It came first in five of the categories, with the cleanest streets and the best public transport.

OTHER CATEGORY WINNERS:

- | | |
|------------------------------|---|
| The easiest to get around | 2 |
| The best value for money | 3 |
| The friendliest taxi drivers | 4 |
| The most exciting nightlife | 5 |
| The most family-friendly | 6 |
| The best attractions | 7 |

Adapted from a website



Dubrovnik

What are the **most** (and **least**) honest cities in the world?

Reader's Digest organized an experiment to try to find out...

Their reporters 'lost' 12 wallets in 16 cities around the world. They left the wallets in different areas of each of the chosen cities, places like shopping malls, or in parks, or on the pavement. In each wallet there was the equivalent of 50 dollars in local currency, a family photo, and a couple of business cards with a name and phone number. A reporter waited somewhere near each wallet to see what happened. Another reporter answered the phone when people called to report the lost wallet, and then met the people and asked them why they returned the wallet.



b Look at the 16 cities from the experiment. Which do you think was the most honest? Which do you think was the least?

 Amsterdam	 Lisbon	 Mumbai	 Zurich
 Berlin	 Ljubljana	 New York	
 Budapest	 London	 Prague	
 Bucharest	 Madrid	 Rio de Janeiro	
 Helsinki	 Moscow	 Warsaw	

2B Changing lives

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

How long have you been working with Adelante Africa?

For over ten years now.

1 LISTENING



a 2.13 Listen to Part 1 of a programme about the charity Adelante Africa. Answer the questions.

- 1 When was Adelante Africa started?
- 2 Why were the tourists in Uganda?
- 3 What happened to their lorry in Igayaza?
- 4 What was the building where the tourists took shelter?
- 5 What condition was the building in?
- 6 What did one of the tourists do with the children?
- 7 What did the head teacher tell them they needed?
- 8 What did the tourists decide to do when they got home?
- 9 When did the new school open?

b 2.14 Listen to Part 2, an interview with Jane Cadwallader, the secretary of Adelante Africa. Number the photos 1–8 in the order she mentions them.



c Listen again and correct the information.

- 1 There are 47 children living in the children's home.
- 2 People in Uganda eat a lot of vegetables.
- 3 They are building tanks to store petrol.
- 4 In the factory, they make palm oil.
- 5 In the FAL groups, children learn to read and write.
- 6 They have just built another primary school.
- 7 Most of the volunteers are from Europe.
- 8 John Muzzei is now studying to be a teacher.
- 9 When Rose first arrived at the children's home, she never spoke.

d Do you know anybody like Jane who does voluntary work for a charity? What do they do?



Glossary

orphan a child without a mother or father
malnutrition not having enough to eat

seeds the small, hard part of a plant, from which a new plant can grow

FAL Functional Adult Literacy
AIDS an illness which attacks the body's immune system

De: "csoravi@tin.it" <csoravi@tin.it>

Destinatario: info@adelanteafrica.com

Hi :)

my name is Claudia and I've just made a donation. I've known that you exist through my English book "English File Digital" because I'm attending an English course in the city i live, Verona in Italy.

I was very curious about your story and so I have given a look at your web site. Could you please send me your newsletters?

Thank you,

By.

Claudia [Soravia](#)

7 VIDEO LISTENING

- a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?



*English File fourth edition Intermediate
Student's Book 4B*

- b** You're going to watch an interview with Alex Rawlings, who speaks 11 languages. Match greetings 1–11 to the languages. Then watch Part 1 and check.

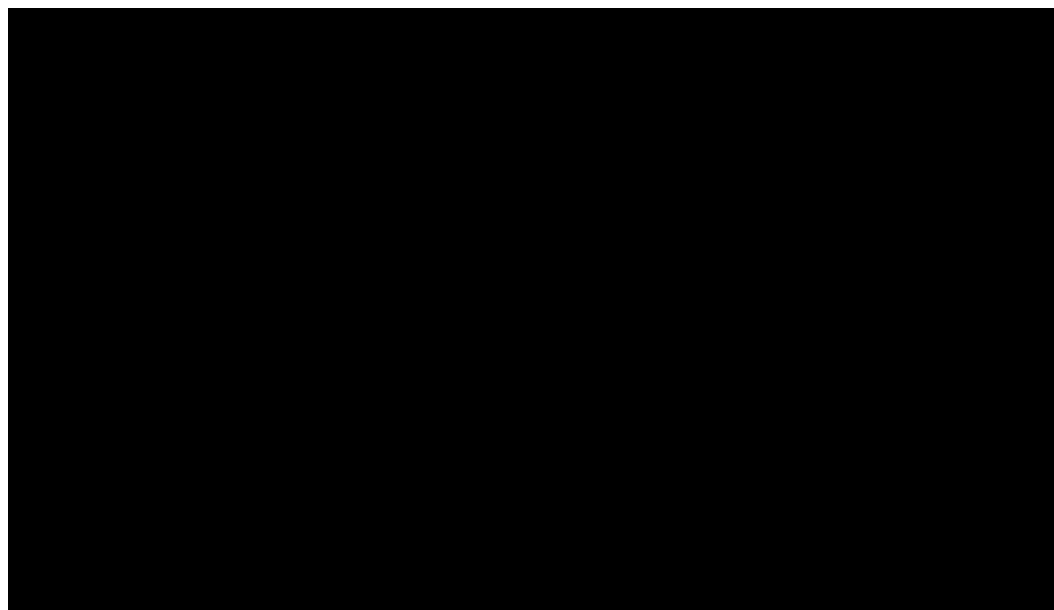
1 Afrikaans	French	Italian
Catalan	German	Russian
Dutch	Greek	Spanish
English	Hebrew	

- c** Now watch Part 2. Why does Alex mention...?

- 1 a completely new adventure
- 2 Greek and German
- 3 Chinese and Slovene
- 4 British and Irish languages, a recent trip to Wales
- 5 Russian
- 6 YouTube; vocabulary and grammar

- d** Watch Part 3 and answer the questions.

- 1 Why do people sometimes fail to learn a language?
- 2 Why did Alex find Afrikaans easy to learn?
- 3 Why do the British and Americans find it difficult to learn foreign languages?
- 4 Complete Alex's tips:
You never _____ learning a language.
Try to spend _____ a day on the language you are learning.



5 READING

a Read the first part of an article about the TV programme *Dragons' Den*. Answer the questions.

- 1 Who are the 'Dragons'?
- 2 Where do the contestants meet them?
- 3 How does the programme work?
- 4 Is there a similar TV programme in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

- 1 the Dragons invested in and has been successful
- 2 the Dragons didn't invest in and has been a failure
- 3 the Dragons didn't invest in, but has been very successful

In the DRAGONS' DEN

Dragons' Den is a UK TV series, with similar versions in many different countries, which has been on TV every year since the original show in 2005. In the UK programme, contestants have three minutes to present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is 'the Den'. The Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the Dragons have agreed to invest in more than 250 businesses.



From left to right: Duncan Bannatyne, Nick Jenkins, Deborah Meaden, Kelly Hoppen, Peter Jones

Glossary

den the hidden home of some types of wild animal
entrepreneur a person who makes money by starting or running businesses
make a pitch present something you're trying to sell



Tingatang

Gill and Clare, from Leeds, in the north of England, designed Tingatang, a range of silver jewellery for men and women to show that they're single, in the same way that a wedding ring shows that you're married. The pair asked the Dragons to invest £500,000 in their business.



Slappie watches

David, from Birmingham, asked the Dragons for £50,000 in exchange for 25% of his watch company, Slappie. The watches, which cost under £20, are on straps of many different colours, and the watch faces are also available in different designs. The straps and watch faces can be bought separately and are interchangeable, so you can create your own watch.



Tangle Teezer

Shaun, a hairdresser from London, set up a company to produce brightly-coloured plastic hairbrushes which were especially good at untangling hair. He demonstrated the brushes on the show and asked for an £80,000 investment in exchange for 15% of his company.

6 LISTENING

- a Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?

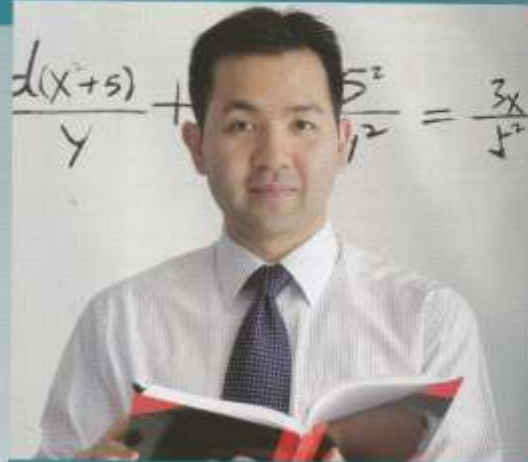


Jake and Joe asked for £60,000 in exchange for 20% of their online photo-framing business Frame Again.

- b 8.9 Listen to Part 1 of an interview with Joe about his experience. Mark the sentences **T** (true) or **F** (false).
- 1 Joe and Jake applied to be on *Dragons' Den* together.
 - 2 They prepared their pitch very quickly.
 - 3 The show was filmed in Manchester.
 - 4 They didn't do any preparation the night before.
 - 5 They only slept for a few hours the night before the programme.
 - 6 They were the third contestants on that programme.
 - 7 Other contestants waited for up to 12 hours for their turn.
 - 8 They met one of the Dragons while they were waiting to go on.
- c Listen again. Correct the **F** sentences.
- d 8.10 Listen to Part 2. What was different about Joe and Jake's experience compared to other contestants?
- e Listen again and make notes. What does Joe say about...?
- | | |
|-----------------------------|----------------------|
| 1 smiling at Deborah Meaden | 4 Peter's appearance |
| 2 Jake's first words | 5 Jessops |
| 3 'I'm out.' | 6 the job offer |
- f 8.11 Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?



Chinese v British – which education system is better?



According to the latest studies, Asian countries have better education systems than most Western countries, and in some subjects, Asian students are three years ahead of Western students of the same age.

In this unique experiment, five teachers from China come to a British school for four weeks to teach maths, science, and Mandarin to half of the Year 9 students, aged 13 and 14. The rest of the students in Year 9 will have their normal British teachers. After four weeks, the two groups will take tests to see which teaching style gets better results.

So, can British schools learn from the highly successful Chinese education system? Will the 12-hour days and strict discipline produce better results? Week 1 of the experiment is a shock for the students...



Test results	Students with British teachers	Students with Chinese teachers
maths	_____ %	_____ %
science	_____ %	_____ %
Mandarin	_____ %	_____ %

Do 'lucky socks' really work?



"I'm not superstitious either, but those were the days Harris wore his lucky socks."

Sport has always been full of superstitions, even for the best athletes in the world. Long-distance runner Mo Farah always shaves his head before a race. Judo star Kayla Harrison always wears the lucky socks that were a gift from her grandmother. Footballer Cristiano Ronaldo always steps onto the pitch with his right foot first. And tennis legend Serena Williams always bounces the ball five times before a first serve, and twice before a second serve.

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

Superstitions may also have a positive physical effect. Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better.

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

Adapted from the Daily Telegraph

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**Sound Bank
videos**

English File

**fourth
edition**



OXFORD

Practical English

English File

fourth
edition

2 Practical English Restaurant problems

at the restaurant V restaurants

1 IN THE NEW YORK OFFICE



- a 3.20 Watch or listen. Mark the sentences **T** (true) or **F** (false).
- The New York office is smaller than the London office.
 - Barbara is the editor of the magazine.
 - Rob has never been to New York before.
 - Barbara is going to have lunch with Rob and Jenny.
 - Holly is going to work with Rob.
 - Holly wants to go to the restaurant because she's hungry.
- b Watch or listen again. Say why the **F** sentences are false.

2 VOCABULARY restaurants

- a Do the restaurant quiz with a partner.

RESTAURANT QUIZ

What do you call...?

- the book or list which tells you what food there is
- the three parts of a meal
- the person who serves you
- the piece of paper with the price of the meal
- extra money you leave if you are happy with your meal or with the service

What do you say...?

- if you want a table for four people
- when the waiter asks you what you want
- when you are ready to pay

- b 3.21 Watch or listen and check.

3 AT THE RESTAURANT



- a 3.22 Cover the conversation on p.29 and watch or listen. Answer the questions.
- What do Jenny, Rob, and Holly order?
 - What problems do they have?

- b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Are you ready to _____?	Yes, please.
Can I get you something to _____ with?	No, thank you. I'd like the tuna with a green salad.
And for you, sir?	I'll have the steak, please.
Would you like that with fries or a baked _____?	Fries, please.
How would you like your steak? Rare, _____ or well done?	Well done.
OK. And to _____?	Nothing for me.
_____ or sparkling?	Water, please.
The tuna for you, mum, and the steak for you, _____?	Sparkling.
_____?	I'm sorry, but I asked for a green salad, not fries.
No problem. I'll _____ it.	
_____?	Excuse me.
Yes, sir?	Sorry, I asked for my steak well done and this is rare.
I'm really sorry. It's _____ back to the kitchen.	

- c 3.23 Watch or listen and repeat the **You say** phrases. Copy the **rhythm**.
- d Practise the conversation with a partner.
- e In pairs, role-play the conversation.
- You are the waiter / waitress. You begin with Are you ready to order?
 - You are in the restaurant. Order a steak or tuna.
 - Offer B fries, a baked potato, or salad with the steak or tuna.
 - There is a problem with your order. Explain it to the waiter / waitress.
 - Apologize, and try to solve the problem.
- f Swap roles.

4 HOLLY AND ROB MAKE FRIENDS

- a 3.24 Watch or listen to Rob, Holly, and Jenny. Do they enjoy the lunch?

- b Watch or listen again and answer the questions.
- What's Rob going to write about?
 - How does Holly offer to help him with interviews?
 - What does she say they could do one evening?
 - What's the problem with the check?
 - Why does Jenny say it's time to go?
 - Do you think Jenny wanted Holly to come to lunch?

British and American English
check = American English bill = British English

- c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- Holly _____ tall me, ...
- Rob Well, to _____ with...
- Rob Do you have any _____?
- Rob That would _____ great.
- Jenny _____ we have the check (bill), please?
- Jenny Excuse me, I think there's a _____
- Jenny OK, _____, to go.

- d 3.25 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen again and repeat the phrases.

- e Complete conversations A–G with **Social English** phrases 1–7. Then practise them with a partner.

A	Yes, it's getting late.
B	We had two glasses of wine, not three. I'm really sorry. I'll go and change it.
C	We want to go to a good pizzeria. Mineo's in Park Avenue is great.
D	Let's go the theatre tonight. Yes.
E	So what was wrong with your hotel? My room was tiny. Then the wi-fi didn't work.
F	Would you like coffee or a dessert? No, thanks.
G	How long are you staying here? Until Friday.

CAN YOU...?

- order food in a restaurant
- explain when there is a problem with your food, the bill, etc.
- ask what somebody is going to do today

Go online to watch the video, review the lesson, and check your progress



Watch the video of Rob, Jenny, and Holly at the restaurant. Try to remember what they say. You can read the video script to help you. Then record Rob and Jenny's part of the conversation.



Watch the video



Record yourself

Practical English Getting around

asking how to get there directions

1 HOLLY AND ROB IN BROOKLYN



- a 9.17 Watch or listen to Rob and Holly. Mark the sentences T (true) or F (false).
- 1 Rob has just done an interview.
 - 2 He is in a hurry.
 - 3 He has another interview in Manhattan.
 - 4 He has another coffee.
 - 5 Barbara phones Rob.
 - 6 The restaurant is booked for seven o'clock.

British and American English
 restroom = American English
 toilet = British English
 the subway = American English
 the underground = British English

- b Watch or listen again. Say why the F sentences are false.

2 VOCABULARY directions



- a Look at the pictures and complete the phrases:

- 1 Turn _____.
- 2 Go _____ on.
- 3 Take the _____ turning on the right.
- 4 Turn right at the _____ lights.
- 5 Go round the _____ and take the third exit.

- b 9.18 Watch or listen and check:

- c Cover the phrases and look at the pictures. Say the phrases.

3 ASKING HOW TO GET THERE

- a 9.19 Cover the conversation on p.77 and watch or listen. Mark Rob's route on the map.



- b Watch or listen again. Complete the You hear phrases.

You say	You hear
How do I get to Greenwich Village on the subway?	Go to the subway station at Prospect Park, take the B train to West 4th Street.
How many stops is that?	Six or seven.
OK. And then?	From West 4th Street take the A train, and get off at 14th Street.
Could you say that again?	OK. From Prospect Park take the B train to West 4th Street, and then take the A train to 14th Street. That's only one stop.
Where's the restaurant?	Come out of the subway on Eighth Avenue, go on for about 50 yards and take the left. That's Greenwich Avenue. The restaurant's on the left. It's called The Tea Set.
OK, thanks. See you later.	And don't get lost!

- c 9.20 Watch or listen and repeat the You say phrases. Copy the rhythm.

- d Practise the conversation with a partner.

- e In pairs, role-play the conversation.

A B is at Prospect Park. Choose a destination on the subway map. Give B directions. You start with Go to the subway station at...

B Follow A's directions, and tell A which subway stop you have arrived at. Were you right?

- f Swap roles.

(Take the B train to... Then...

4 ROB IS LATE...AGAIN



- a 9.21 Watch or listen to Rob and Jenny. Is the date a success?

- b Watch or listen again and answer the questions.

- 1 What excuse does Rob give for being late?
- 2 How long has Jenny waited for him?
- 3 What does Rob suggest they do?
- 4 What does Jenny say that Rob could do?
- 5 Who is Rob interested in: Holly or Jenny?

- c Look at the Social English phrases. Can you remember any of the missing words?

Social English

- 1 Rob I'm so _____.
- 2 Rob I _____ I'm sorry.
- 3 Jenny I don't _____ like a walk.
- 4 Jenny It's been a _____ day.
- 5 Jenny I didn't _____ to say that.

- d 9.32 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

- e Complete conversations A–D with Social English phrases 1–5. Then practise them with a partner.

A Let's go to the park.	And anyway, it's raining.
B You're half an hour late!	The dinner's cold.
C Your mother is so annoying!	My mother? Annoying?
D Shall we watch a film on TV?	No, I'm tired.

CAN YOU...?

- give and understand directions in the street
- give and understand directions for using public transport
- apologise

Go online to watch the video, review the lesson, and check your progress

4 ROB IS LATE...AGAIN



- a  9.21 Watch or listen to Rob and Jenny. Is the date a success?
- b Watch or listen again and answer the questions.
- 1 What excuse does Rob give for being late?
 - 2 How long has Jenny waited for him?
 - 3 What does Rob suggest they do?
 - 4 What does Jenny say that Rob could do?
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Social English

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OXFORD



The inside story

Christina Latham-Koenig
Clive Oxenden

English File

fourth
edition

OXFORD

New lessons

English File

fourth
edition

3A Survive the drive

G choosing between comparatives and superlatives V transport P /j/, /dʒ/, and /tʃ/ linking

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

1 VOCABULARY & SPEAKING transport

- a 3.1 Listen. What forms of transport can you hear? Write 1–8 in the boxes.

bike bus car lorry
motorbike scooter train
the Underground

- b V p.155 Vocabulary Bank Transport

- c C Communication I'm a tourist – can you help me? A p.106 B p.111 Role-play being a tourist.

2 PRONUNCIATION /j/, /dʒ/, and /tʃ/

- a 3.5 Look at the sound pictures. What are the words and sounds? Listen and repeat.



- b Write three words from the list in each column.

adventure bridge catch coach crash
journey rush station traffic jam

- c 3.6 Listen and check. Practise saying the words.

- d 3.7 Listen to the pairs of words. Can you hear the difference? Practise saying them.

/tʃ/ and /dʒ/ /j/ and /j/

1 a cheap b jeep 4 a ship b chip
2 a chain b Jane 5 a shoes b choose
3 a choke b joke 6 a wash b watch

- e 3.8 Listen and circle the word you hear.

- f 3.9 Listen and write five short sentences or questions.

3 READING & LISTENING

- a You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?
- b Talk to a partner.
- Which one do you think will be the fastest? Why?
 - In what order do you think the other three will arrive? Why?
- c Now read about the journeys by boat, bike, and car. Do you still think your predictions in b are correct?

Top Gear challenge

What's the fastest way to get across London?

On Top Gear, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east – a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, Jeremy Clarkson, took the boat, and his colleague James May went by car (a large Mercedes). Richard Hammond went by bike, and The Stig took public transport (a bus, the Tube, and a train).

They set off on a Monday morning in the rush hour...



Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he turned round and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him where he was. Good news for Jeremy! He was ahead of the bike! He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now! He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!



Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to crash into the buses. He hated buses! Horrible things! When the traffic lights turned red, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam – he could go through the traffic, but James, in his Mercedes, would get stuck. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier...



James in the car

He started off OK. He wasn't going fast, but at a steady speed – until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was getting worse. Now he was going really slowly. 25 miles an hour, 23..., 20..., 18... It was so frustrating!



- d Speed challenge! In three minutes, read about the three journeys again and answer the questions with Ja (Jeremy), R (Richard), or Ja (James).

Who...?

- was asked to show a piece of paper
 - went much faster in the later part of his journey
 - decided not to do something illegal
 - went more slowly in the later part of his journey
 - was happy to see that there was a lot of traffic
 - got slightly lost
 - had the most exciting journey
- e Look at the highlighted verb phrases related to travel and transport. With a partner, work out their meaning from the context.



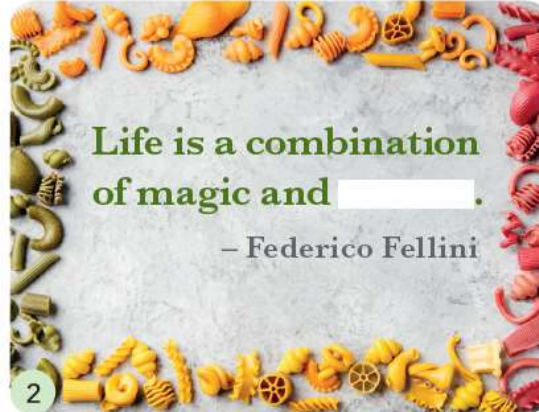
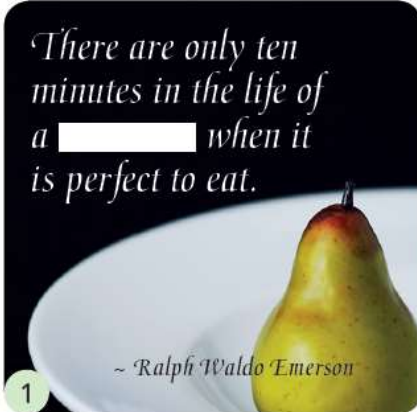
The Stig on the Underground

- f 3.10 Now listen to what happened to The Stig and look at the map. What route did he take? What information or warning do you hear when you are travelling on the Tube?
- g 3.11 With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?
- h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?



Glossary

1 mile the unit of distance used in the UK and the USA
(= 1.6 kilometres); 15 miles = approximately 25 kilometres
The Stig the nickname of one of the members of the Top Gear team
Oyster card a travel card which you use on public transport in London



Can you learn how to be charismatic?



Colin Drury and Danish Sheikh

In the 21st century, *charisma* is the quality that people in all fields of life, from business to politics, would most like to have. But can you learn it? The man I have just met thinks so. His name is Danish Sheikh, and he is a charisma coach. He has worked with Microsoft, Yahoo, and the BBC, and he thinks he can turn anyone into George Clooney. He charges £150 an hour, and plenty of people are paying. And for two days, I'm going to be his student.

Yesterday, he followed me everywhere and watched how I behaved with people – in shops, in the hairdresser's, and in work meetings. His impressions of me are not good – for example, I can't make conversation, I have negative body language, and I don't smile enough. I also seem bored when I'm talking to people.

'But don't worry!' Sheikh says, cheerfully. 'We're going to fix all this.'

f Listen again. What does Colin say about...?

- 1 talking about yourself
- 2 remembering a past success
- 3 how to enter a room
- 4 what happens if you aren't really listening

g 6.20 At the end of the two days, Colin has a practical test. Listen and summarize.

- 1 In the pub, Colin has to...
- 2 Sheikh helps him by...
- 3 In the end, Colin thinks that charisma is about...

h Look at these 'body' phrases from the listening. Can you demonstrate them?

stand with your feet apart
have your chin up and your shoulders back
make eye contact use hand gestures
cross your arms shake hands give a thumbs up

i Do you think it's possible to teach people to have charisma? Would you ever do a course like this? Why (not)?

6 VIDEO LISTENING

a Watch Part 1 of *A day with a personal stylist* and pause when Sam has tried on four outfits. Which do you like best?



b Watch the rest of Part 1. Which outfit did Sam like best? Why?

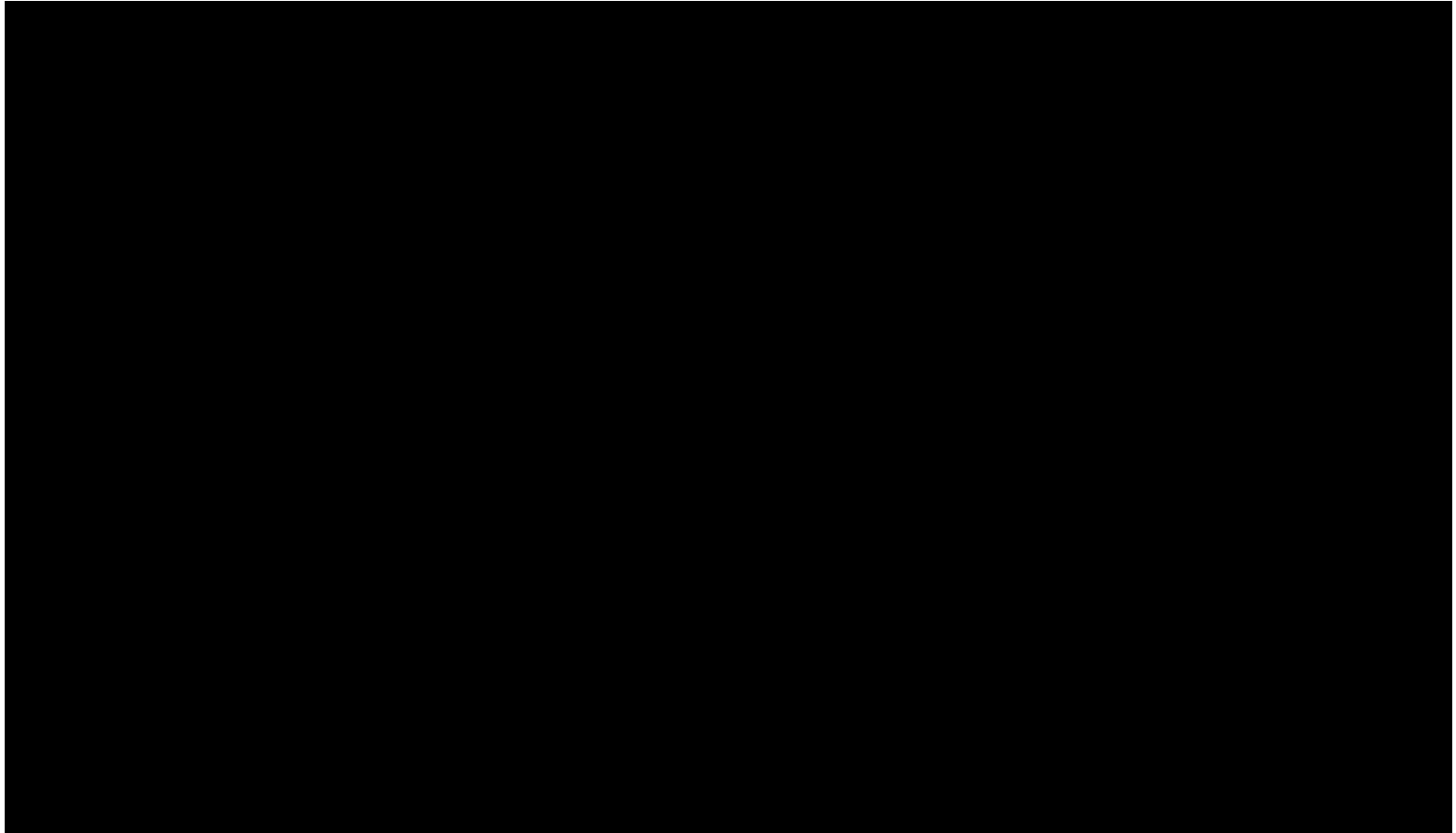
c Put the events in the correct order. Then watch Part 1 again and check.

- ☐ Sam goes shopping with Elin.
- ☐ Elin asks Sam questions about his lifestyle.
- ☐ Sam tries on four outfits.
- ☐ Sam meets Elin at the Fashion Lounge.
- ☐ Sam fills in a questionnaire.

d Watch Part 2 and complete Elin's golden rules for dressing well.

- 1 Look at _____ before you go shopping.
- 2 Stay _____ when you go shopping.
- 3 It doesn't matter _____ you've got – you can look good.
- 4 Everyone should have _____ in their wardrobe.

e Do you agree with Elin's rules?



6 LISTENING

- a Look at the pictures of George Frideric Handel and Jimi Hendrix. What do you know about them?



- b Look at the poster and read the information about a London museum. Check your answers to a. Which bedroom do you like best? Why?
- c You're going to listen to an audio guide to the *Handel & Hendrix in London* museum. Before you listen, look at extracts 1–8. Who do you think each extract is about, Handel or Hendrix? Write **Han** or **Hen**.

- 1 However, after becoming a British citizen five years later, he decided to continue renting the house.
- 2 He moved in briefly in July, before returning to the United States for an extensive tour.
- 3 There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.
- 4 In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.
- 5 He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.
- 6 In January the following year, he gave a series of press and media interviews and photo shoots in the flat.
- 7 Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.
- 8 He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.

Glossary

Surrey a county in the south-east of England
the *Messiah* Handel's most famous choral work

Westminster Abbey one of London's great churches
the Royal Albert Hall a concert hall in south-west London

Handel & Hendrix in London

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street...



Buy your tickets now



NOW OPEN

Hendrix Flat

Find out more about Hendrix's flat

[Read more >](#)



HANDEL'S HOME FOR 36 YEARS

Handel House

The history of Handel House

[Read more >](#)

- d 7.21 Listen and check.

3 LISTENING

- a Read the text. Do you believe Malcolm Gladwell or Josh Kaufman?

Learn a new skill in 20 hours

It was Malcolm Gladwell, the popular writer on modern psychology, who popularized the idea that it takes 10,000 hours of practice to really master a new skill, such as playing the piano. But in this non-stop world, who has that kind of time? In his book *The First 20 Hours*, Josh Kaufman tells you how to learn any new skill really quickly. By completing just 20 hours of focused practice, you'll be able to go from knowing absolutely nothing to performing well. But is it really possible? Matt Rudd, a *Sunday Times* journalist, decided to give it a try.

- b Read about Matt's past experience of learning the trumpet. Why do you think he gave up so fast?

Matt Rudd learns the trumpet

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.



- c 4.17 Listen and match the sounds with the music words in bold.

- ☐ three different musical instruments playing together
- ☐ five notes from C to G
- ☐ a high note and a low note
- ☐ an octave
- ☐ a tune
- ☐ somebody busking

- d 4.18 Now listen to Matt talking about his experience. Choose the best summary.

- 1 He didn't learn anything at all.
- 2 He learned something, but not enough.
- 3 He learned a lot.

- e Listen again. For each stage, circle the correct word or phrase.

1 hour

He feels *optimistic* / *pessimistic*.

2 hours

He feels *pleased* / *unhappy* with his progress.

5 hours

He thinks the online trumpet teacher is *annoying* / *great*.

9 hours

He's *frustrated* by how little he can play / He's *happy* because he can play simple tunes.

14 hours

He's *really enjoying himself* / He's *depressed* and wants to give up.

15 hours

Matilda Lloyd tells him he's doing *well* / *badly*.

17 hours

He feels *optimistic* again / *disappointed*.

20 hours

He thinks he'll *probably give up* / He thinks he'll *be able to improve*.

- f Do you think Matt will continue learning the trumpet. Why (not)?

4 SPEAKING

Work in small groups. Answer the question below for the different skills.

How well do you think you'd be able to do these things after learning for 20 hours?

play a musical instrument

draw a portrait

design and build a website

take professional-quality photos

cook a three-course meal

dance the tango

ski or windsurf

give first aid



1 READING & LISTENING



Cordelia and Clara



Thomas and Toby



Niamh and Luisa

- a Look at the photos. One of them is of identical twins, but two of them are of complete strangers. Which one do you think is of twins?
- b Read about the project *Twin Strangers* and check your answers.

Two women recently met by chance at Bremen University, in Germany. One was English, and one was Irish, and they were both on Erasmus scholarships. Nothing unusual there, except for one thing. The two girls look identical. Their hair is the same colour and length, they're the same age and size, and when you see them together, in the photo they put on social media, you would think that they were identical twins. In fact, Cordelia Roberts and Clara Murphy are unrelated.

It seems that it is not uncommon for people who are unrelated to look almost identical. Niamh Geaney, from Dublin, and two friends were so interested in trying to find their 'twins' that they set up an online project called *Twin Strangers*. Very quickly, Niamh found a remarkably similar-looking stranger who lived just a few miles away. It's perhaps not so surprising, as both young women look typically Irish, with dark hair and very pale skin, but then Niamh found another lookalike – Luisa Guizzardi, who is from Genoa in Italy!

Glossary

Erasmus scholarships
a programme which allows students from the European Union to study in another country

- c Read the text again. Who set up the website? What was surprising about one of the 'twins' that Niamh found?

- d 11.16 Journalist Maggie Alderson decided to try the website for herself. Listen to her talking. Did she find a 'twin'? How did she feel about the experience?



- e Listen again and answer the questions.
- How does Maggie describe her appearance?
 - What was her first reaction when she saw her 'twins'?
 - Who in Maggie's family did one woman look like?
 - What did her husband think of one of her 'twins'? Did Maggie agree?
 - How did she change her profile?
 - What did Maggie's brother think of the woman who she put on her Facebook page?
 - In what ways does Maggie look like this woman?
 - Have they been in contact with each other?
- f Talk to a partner.
- Would you like to try the website? Why (not)?
 - Do you know any identical twins? Can you tell the difference between them?
 - Do you know anyone who looks very like you?

2 VOCABULARY similarities and differences

- a Look at some sentences about the people in 1. Complete them with a word from the list.

as both from identical like similar

- Cordelia and Clara were _____ on Erasmus scholarships.
- The two girls looked _____.
- The first photos Maggie looked at were totally different _____ her.
- Maggie found one woman who looked just _____ her brother.
- Her husband said 'She has the same mouth _____ you'.
- Maggie's 'twin' looks very _____ to her.

- b 11.17 Listen and check.

- c Complete the sentences about you and your family. Tell your partner.

- I have the same colour eyes as my _____.
- I look like my _____.
- My personality is quite similar to my _____'s.
- My _____ and I both like _____.

3 GRAMMAR so, neither + auxiliaries

a Read about two more twins and answer the questions.

- 1 Who are Jim Springer and Jim Lewis?
- 2 Why didn't they know each other?
- 3 What did Jim Lewis decide to do when he was 39?
- 4 How long did it take him?

In the USA, identical twin brothers were adopted soon after they were born. One brother was adopted by a couple named Lewis in Lima, Ohio, and his brother was adopted by a couple named Springer in Dayton, Ohio. By coincidence, both boys were called 'Jim' by their new parents. Jim Springer's parents told him that he had an identical twin brother, but that he was dead. But Jim Lewis knew the truth. For many years he did nothing about it, but when he was 39, he decided to try to find his brother. Six weeks later, the two Jims met for the first time in a café in Dayton, and they probably had a conversation something like this...



b 11.18 Cover the conversation below. Listen once. Try to remember three things they have in common.

c Listen again and complete the gaps. Which coincidence do you find the most surprising?

- A: Hi! I'm Jim.
B: So? I. Great to meet you. Sit down. Are you married, Jim?
A: Yes...well, I've been married twice.
B: Yeah? So? I. Do you have any children?
A: I have one son.
B: So? I. What's his name?
A: James Allen.
B: That's amazing! My son's name is James Allen, too!
A: Did you go to college, Jim?
B: No, I didn't.
A: Neither? I. I was a terrible student.
B: So? I. Hey, this is my dog Toy.
A: I don't believe it! My dog's called Toy, too!
B: He wants to go outside. My wife usually takes him. I don't do any exercise at all.
A: Don't worry. Neither? I. I drive everywhere.
B: What car do you have?
A: A Chevrolet.
B: So? I.
A + B: Let's have a beer, Jim.
A: What beer do you drink?
B: Miller Lite.
A: So? I.

d Look at the conversation again. Answer the questions with a partner.

- 1 Find two phrases that the twins use...
when they have something in common.
- 2 What part of the phrases changes?

e p.146 Grammar Bank 11C

f 11.20 Listen and respond. Say you're the same.

- 1 I catch the bus to work. So do I.

4 PRONUNCIATION /v/ and /θ/

a 11.21 Listen and repeat the words and sounds.

	mother	neither	they	brother
	thumb	both	thirty	throw

b 11.22 Listen and write four more words in each group. Practise saying the words you added.

5 SPEAKING

a Complete the sentences so they are true for you.

Me	Someone who's the same as me
I love _____ (a kind of music)	
I don't like _____ (a drink)	
I'm very _____ (adjective of personality)	
I'm not very good at _____ (a sport or activity)	
I'm going to _____ after class. (an activity)	
I have to _____ every day. (an obligation)	
I don't eat _____ (a kind of food)	

b Move around the class saying your sentences. For each sentence try to find someone like you, and write down their name. Respond to other people's sentences:

If you have something in common say
So do / am I, or Neither do / am I.

A I love heavy metal. B So do I.

A I don't like Coke. B Neither do I.

If you are different, say Really? and then say how you are different.

A I love classical music. B Really? I don't like it.

A I don't like milk. B Really? I like it in coffee.



The **REMAKE PROJECT** was the idea of Canadian artist Jeff Hamada. He asked readers of his website to remake a famous work of art as a photo. Hundreds of people sent photos to the project and the photos appeared in blogs, in newspapers, and in a book.



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Clive Oxenden