

OXFORD

English File

Advanced

Student Book

fifth
edition



Christina Latham-Koenig Clive Oxenden
Jerry Lambert Kate Chomacki

OXFORD
UNIVERSITY PRESS

English File

Advanced

Student Book

fifth
edition

 **How to use your Classroom Presentation Tool**

Christina Latham-Koenig Clive Oxenden
Jerry Lambert Kate Chomacki

Contents

GRAMMAR

VOCABULARY

PRONUNCIATION

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A Family and identity	<i>have</i> : lexical and grammatical uses	personality	using a dictionary
12 B Job description	discourse markers (1): linkers	work	the rhythm of English
2			
18 A That reminds me...	the past: habitual events and specific incidents	word building: abstract nouns	word stress with suffixes
22 B Spellcheck	pronouns	lexical areas	sound–spelling relationships
3			
28 A Online or IRL?	<i>get</i>	phrases with <i>get</i>	identifying attitudes
32 B History in the making	discourse markers (2): adverbs and adverbial expressions	conflict and warfare	stress in word families
4			
38 A Page-turners	adding emphasis (1): inversion	describing books	loanwords
42 B Sound effects	speculation and deduction	sounds and the human voice	consonant clusters
5			
48 A Live in the moment	distancing	expressions with <i>time</i>	linking in short phrases
52 B Business as usual?	unreal uses of past tenses	money	silent consonants

READING & LISTENING

Reading identifying key biographical information; interpreting a questionnaire

Listening understanding names, dates, and life events ▶

Reading understanding the main points; identifying attitude

Listening listening for detailed information

Reading responding to a biographical text

Listening connecting examples to main points ▶

Reading using prior knowledge to tune into a text; reading for detail

Listening understanding accents ▶; understanding the order of events ▶

Reading recognizing pros and cons

Listening inferring feelings

Reading understanding the order of historical events

Listening identifying key information in a review

Reading analysing a book blurb for style and effectiveness; inferring cultural information

Listening identifying the main topic; understanding attitude ▶

Reading identifying paragraph topics

Listening identifying preferences and reasons; following the stages of an interview ▶

Reading understanding contrasting points of view

Listening following instructions; checking information ▶

Reading categorizing information

Listening understanding how a business works

SPEAKING & WRITING

Speaking half-agreeing and politely disagreeing; doing a personality questionnaire

Speaking describing in detail a person's job and how they feel about it

Writing a job application

Speaking talking about an early memory; developing a long turn

Writing an opinion article

Speaking responding to the main ideas in a text

Speaking responding to a statement; giving an opinion based on what you read; comparing personal experiences and opinions (expressions with *get*)

Speaking describing a scene from a film

Writing a detailed description

Speaking talking about your own experience in detail; discussing the meanings of words

Writing a book review

Speaking contributing to a group discussion; sharing cultural opinions

Speaking discussing the results of a quiz; comparing experiences with a partner; comparing personal habits (expressions with *time*)

Speaking giving reasons and examples in a group discussion; presenting a proposal ▶

Writing a proposal

Colloquial English p.16

English File talks to... ▶
Eliza Carthy, Folk musician

The Conversation ▶
Work and family

Revise and Check p.26

Revise and Check 1&2 ▶

Colloquial English p.36

English File talks to... ▶
Dame Mary Beard, Historian

The Conversation ▶
History

Revise and Check p.46

Revise and Check 3&4 ▶

Colloquial English p.56

English File talks to... ▶
Jordan Friedman, Stress coach

The Conversation ▶
Stress and relaxation

GRAMMAR

VOCABULARY

PRONUNCIATION

6

58 **A A helping hand**

verb + object + infinitive or gerund ➔

compound adjectives

main and secondary stress

62 **B Can't live without it**

conditional sentences

phones and technology; adjectives + prepositions

/æ/ and /ɪ/ ➔

7

68 **A Is that a fact?**

permission, obligation, and necessity

word formation: prefixes

intonation and linking in exclamations

72 **B A masterpiece?**

perception and sensation

art; colour idioms

-ure

8

78 **A A picture of health**

advanced gerunds and infinitives

health and well-being; similes ➔

/ə/

82 **B Don't miss it!**

expressing future plans and arrangements

travel and tourism ➔

homophones

9

88 **A Animal rights...and wrongs?**

ellipsis

animal matters

auxiliary verbs and to

92 **B Hands off our dishes!**

nouns: compound and possessive forms

preparing food ➔

words with silent syllables

10

98 **A On your marks, set, go!**

relative clauses

word building: adjectives, nouns, and verbs

homographs ➔

102 **B Make yourself at home**

adding emphasis (2): cleft sentences

words that are often confused

intonation in cleft sentences ➔

READING & LISTENING

Reading understanding advice
Listening using visual information to understand a complex proposition 🔄

Reading connecting examples to main points
Listening tuning in to short anecdotes; using visual information to identify examples 🔄

Reading checking factual information
Listening using prior knowledge to tune in to factual information 🔄

Reading identifying facts about different people
Listening understanding explanations 🔄; understanding the evolution of events

Reading connecting reasons to behaviours
Listening recognizing opinions; understanding the results of research

Reading recognizing negative reactions
Listening understanding an anecdote about a frightening experience; confirming facts against existing ideas 🔄

Reading identifying the tone of an article
Listening understanding contrasting points of view (agreement, partial agreement, disagreement)

Reading distinguishing between two people's main points in an article
Listening completing missing information

Reading scanning for specific information
Listening listening for detail

Reading identifying paragraph summaries
Listening matching speakers to factual information; understanding factual information about places 🔄

SPEAKING & WRITING

Speaking comparing advice and tips; improving presentation skills

Speaking discussing behaviour
Writing a discursive essay (1): a balanced argument

Speaking explaining how something works in your country; presenting ideas persuasively

Speaking comparing personal preferences and experiences; exchanging details, comparing opinions
Writing a report

Speaking discussing different viewpoints; comparing personal preferences and experiences

Speaking comparing personal experiences and opinions; structuring an anecdote
Writing a discursive essay (2): taking sides

Speaking taking a long turn, giving details; agreeing and disagreeing in a discussion

Speaking describing a process; discussing cultural issues
Writing a formal email

Speaking expressing preferences, agreeing and disagreeing; comparing personal opinions
Writing a factual article

Speaking comparing pros and cons; using conversation starters; responding to a text

Revise and Check p.66

Revise and Check 5&6 🔄

Colloquial English p.76

English File talks to... 🔄
Sir Quentin Blake, Illustrator

The Conversation 🔄
Illustration

Revise and Check p.86

Revise and Check 7&8 🔄

Colloquial English p.96

English File talks to... 🔄
Professor George McGavin, Entomologist

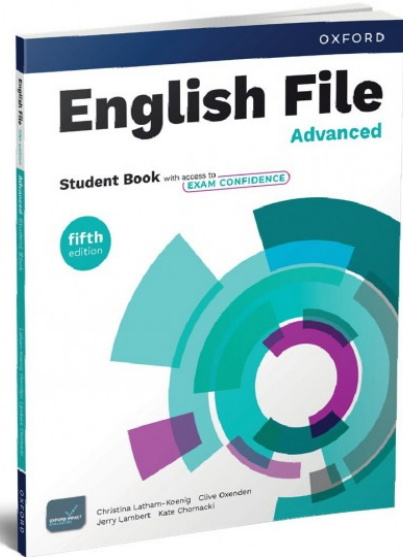
The Conversation 🔄
The popularity of wildlife programmes

Revise and Check p.106

Revise and Check 9&10 🔄

Welcome to English File

fifth
edition



Student Book

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



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

Look out for the  Video icons in every File.



Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

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

NEW EXAM CONFIDENCE

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

Access **EXAM CONFIDENCE** on Oxford English Hub.



NEW Video-enhanced lessons

Grammar, Vocabulary, and Pronunciation

1

What do YOU think?

When and where might the photo have been taken?

What might the woman be doing?

Who might the men in the photo be?

Discuss the questions with a partner.

▶ Grammar practice

Can you remember which ingredients were used?

▶ Vocabulary practice

app	up
crashed	crushed
rang	rung
hang up	hung up
ran out	run out

Which word did you hear?

▶ Pronunciation

Skills development

Interview with a translator

▶ Interviews

Why small pleasures are a big deal

▶ Documentaries

At what age did you... ?

▶ User-generated videos

English File talks to...

Each Colloquial English lesson features an exclusive interview with an expert in their field and a group conversation.

These videos expose students to authentic, unscripted English with a focus on elements of natural language.

Dame Mary Beard *Historian*

Oxford English Hub

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


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



‘We all need a past – that’s where our sense of identity comes from.’

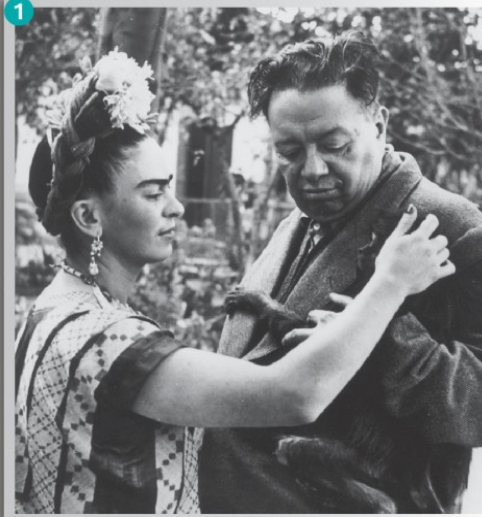
Penelope Lively, British author

1 LISTENING & READING

- a Look at five 19th- and 20th-century family photos from an exhibition. They show members of a royal family, a film director, a painter, a writer, and a musician. With a partner, discuss which you think might be which and what their relationship might be with the other people in the photo.
- b  **Video** Watch *Family photos*, which tells the story of three of the photos, and check your ideas in a. Then answer the questions with a name.

Who...?

- 1 died a violent death
 - 2 lost contact with their children and never saw them again
 - 3 became more famous than their famous spouse
 - 4 was rehabilitated after their death
 - 5 used pets as child substitutes
 - 6 was impersonated by various different people
- c Watch the video again. Then look at some phrases from the script. With a partner, say who or what the phrases refer to and explain what the **bold** collocations mean.
- 1 the story of her survival was **conclusively disproved**
 - 2 They were a **strikingly different** couple.
 - 3 she forced him to give up his **parental rights**
 - 4 (he) died in **abject poverty** in Paris
 - 5 (she) suffered from **ill health** for most of her life
 - 6 (it) **fuelled the myth** that she had escaped



d **C Communication** Family photos **A** p.108 **B** p.113 Tell your partner about one of the remaining two photos.

e Which of the five photos draws you in the most? Why?

2 SPEAKING

a Score the areas in the list 1, 2, or 3 according to how important they are to your identity (1 = very important).

Exploring my identity

- my family role(s), e.g. parent, daughter, sibling
- my personality
- my physical appearance
- my natural talents
- my learned skills
- my beliefs, e.g. religion or politics
- my nationality or ethnicity
- my training / profession



b Work in small groups. Compare any that you have scored 1 with the rest of the group and explain why.

c You're going to discuss the statements below. First, decide individually what you think about each one. Think of reasons and examples to support your opinion. Do you think the aspects of your identity that you discussed in b influence your opinions about these things?

Family matters

- Parents should never try to be their children's friends.
- People who are very dedicated to their work rarely manage to have a happy family life.
- When children are young, it's better for one parent not to work and to look after them.
- The only person who should be allowed to criticize your family is you, not your partner or friends.
- Marrying very young almost inevitably ends badly.
- You have to love your family, but you don't have to like them.



Half-agreeing and politely disagreeing

When you're sharing opinions, especially with people you don't know very well, and you don't entirely agree with them, it's more polite to use expressions of half-agreeing or politely disagreeing to introduce your point of view.

Half-agreeing

I see what you mean, but...
I agree up to a point, but...
I agree in theory, but...

Politely disagreeing

I'm not sure I agree with you.
I don't really think that's right.

d **1.2** Listen to five short conversations which include the expressions from the information box. Focus on the intonation in the expressions.

e **1.3** Listen and repeat the expressions, copying the intonation.

f Work in your groups and discuss the statements in c. If you half-agree or disagree, use expressions from the box.

3 GRAMMAR *have*: lexical and grammatical uses

a With a partner, look at all the sentences in groups 1–4. Answer the two questions for each group.

- Are all the options possible?
- Is there any difference in meaning or register?

- 1 I **haven't got** | any siblings.
 I **don't have** |
 I **haven't** |
- 2 I've **been making** | loads of food for a
 I've **made** | family dinner tonight.
- 3 **Have we got to** | dress up for the party,
Do we have to | or is it just family?
- 4 I've **had** some lovely |
 photos **taken** | of the children.
 I've **taken** some |
 lovely photos |

b **Grammar Bank 1A** p.150

c With a partner, say if each of the sentences below is true for you or not and why.

- I'm the most competitive person in my family. Whenever I play a sport or game, I always have to win.
- When someone in my family annoys me, I always keep quiet rather than having it out with them.
- I've been arguing a lot with my family recently.
- I don't mind having my photo taken, but I'd hate to have my portrait painted.
- I've got a lot of 'friends' on social media, but I only have a few close friends that I see regularly face-to-face.
- I've got to try to get out more. I spend too much time at home.
- I have a few possessions that are really important to me and that I would hate to lose.
- I've never wanted to leave home. I'm happy living with my parents.

4 VOCABULARY personality

- a Look at the adjectives in the list that describe personality. Underline three that you think would make someone a good parent, and circle three that would make them a good partner for you.

affectionate ambitious assertive
bossy honest loyal mature moody
open-minded outgoing patient
reliable sensitive stubborn







- b Compare with a partner. Then decide together which adjectives might make someone a difficult parent or partner.
- c **V Vocabulary Bank Personality p.170**

5 PRONUNCIATION using a dictionary

determined *adj*

BrE /dɪ'tɜːmɪnd/ ; US /dɪ'tɜːrɪnd/

(of people) someone who, having made a decision, will not let anyone prevent them from carrying it out

- a **1.7** Look at the dictionary entry for *determined*. Focus on the phonetics. Which syllable is stressed? What difference is there between the two pronunciations? Listen and check.
- b Underline the stressed syllable in the words below.
- | | |
|--------------------|---------------------|
| 1 con sci en tious | 5 spon ta ne ous |
| 2 re source ful | 6 straight for ward |
| 3 sar cas tic | 7 stea dy |
| 4 tho rough | 8 self-suffi cient |
- c Which vowel sound do the stressed syllables have? Choose from the sound pictures below.
- 





- d **1.8** Listen and check.
- e Look at the phonetics for some more adjectives of personality. With a partner, work out how they're pronounced, and say how they're spelled, and what they mean. Then check with a dictionary.
- | | | |
|-------------|--------------|--------------|
| 1 /'æŋkʃəs/ | 3 /'nəʊzi/ | 5 /'stɪndʒi/ |
| 2 /'laɪvli/ | 4 /'səʊfəbl/ | |
- f What features do you find most useful in the dictionary you use?

6 READING & SPEAKING

- a To what extent do you think the following are good ways of predicting personality types?
- online quizzes
 - personality tests
 - your handwriting
 - your star sign
- b You're going to do a well-known personality test. Before you start, look at the painting for 30 seconds. Write what you see. You'll need this when you do the test.



- c **Language in context** Look at the test *What's your personality?* Read the questions and possible answers. With a partner, try to work out the meaning of the **highlighted** phrasal verbs and idioms, but don't look them up yet.
- d Now look them up in a dictionary and check your answers.

Looking up phrasal verbs and idioms in a dictionary

Phrasal verbs PHR V

Phrasal verbs are listed in alphabetical order after the entry for the verbs.

For phrasal verbs with an object, the object (sb or sth) is shown **between** the two parts, e.g. *put sth off*. This means the phrasal verb is separable, and the object can go between the verb and the particle **or** after the particle. If the object is shown after the particle, e.g. *look for sth*, it means the verb and the particle cannot be separated.

Idioms IDM

You can usually find the definition of an idiom under one of its 'main' words (nouns, verbs, adverbs, or adjectives, but **NOT** prepositions and articles), e.g. the definition of *catch your eye* will be given under *catch* or *eye*. After some very common verbs, e.g. *be* and *get*, and adjectives, e.g. *good* and *bad*, the idioms are usually under the entries for the next 'main' word, e.g. *be a good sport* comes under *sport*.

What's **your** PERSONALITY?

A **PLANNER** or **SPONTANEOUS**

- Are you...?
 - a perfectionist who hates leaving things unfinished
 - someone who hates being under pressure and tends to overprepare
 - a bit disorganized and forgetful
 - someone who puts things off until the last minute
- Imagine you have bought a piece of furniture that requires assembly (e.g. a wardrobe or a cupboard). Which of these are you more likely to do?
 - Check that you have all the items and the tools you need before you start.
 - Carefully read the instructions and follow them to the letter.
 - Quickly read through the instructions to get the basic idea of what you have to do.
 - Start assembling it right away. Check the instructions only if you get stuck.
- Before you go on holiday, which of these do you do?
 - Plan every detail of your holiday.
 - Put together a rough itinerary, but make sure you leave yourself plenty of free time.
 - Get an idea of what kinds of things you can do, but not make a decision until you get there.
 - Book the holiday at the last minute and plan hardly anything in advance.

B **FACTS** or **IDEAS**

- Which option best describes what you wrote about the painting in b on page 10?
 - It's basically a list of what appears in the painting.
 - It tells the story of what's happening in the painting.
 - It tries to explain what the painting means.
 - It's a lot of ideas that the painting made you think of.
- You need to give a friend directions to your house in the country. Do you...?
 - write a list of detailed directions
 - give them the postcode and expect them to use a satnav
 - give rough directions
 - draw a simple map showing only the basic directions
- When you go shopping at the supermarket, do you...?
 - always go down the same aisles in the same order
 - carefully check prices and compare products
 - buy whatever catches your eye
 - go round a different way each time, according to what you want to buy

C **HEAD** or **HEART**

- If an argument starts when you are with friends, do you...?
 - face it head-on and say what you think
 - try to find a solution yourself
 - try to keep everyone happy
 - do anything to avoid hurting people's feelings
- Imagine you had the choice between two flats to rent. Would you...?
 - write what your ideal flat would be like and then see which one was the most similar
 - make a list of the pros and cons of each one
 - just go with your gut feeling
 - consider carefully how each flat would suit the other people living with you
- Imagine a friend of yours started going out with someone new, and they asked you for your opinion. If you really didn't like the person, would you...?
 - tell them exactly what you thought
 - be honest, but as tactful as possible
 - try to avoid answering the question directly
 - tell a white lie

D **INTROVERT** or **EXTROVERT**

- You are out with a group of friends. Do you...?
 - say hardly anything
 - say a little less than most people
 - talk a lot
 - do nearly all the talking
- When you meet a new group of people, do you...?
 - try to stay with people you already know
 - have to think hard about how to keep the conversation going
 - try to get to know as many people as possible
 - just enjoy yourself
- If your phone rings while you are in the middle of something, do you...?
 - ignore it and carry on with what you're doing
 - answer it quickly, but say you'll call back
 - have a conversation, but make sure you keep it short
 - welcome the interruption and enjoy a nice long chat

e Do the test. For each question, decide which answer best describes you and circle a–d.

f Now find out which type you are for each section.

A more a and b = **PLANNER**
more c and d = **SPONTANEOUS**

B more a and b = **FACTS**
more c and d = **IDEAS**

C more a and b = **HEAD**
more c and d = **HEART**

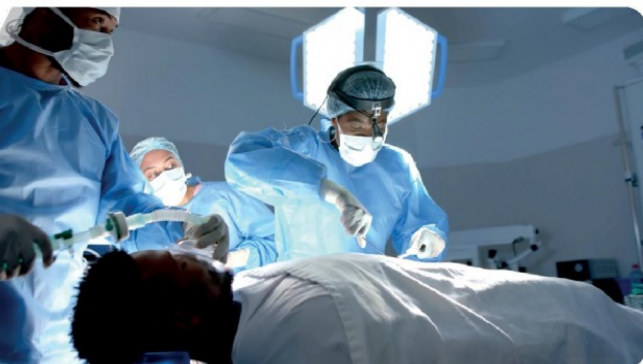
D more a and b = **INTROVERT**
more c and d = **EXTROVERT**

g **C Communication** What's your personality? p.118 Find out which personality you have and read the description. Compare with a partner. How accurate were the descriptions of your personalities?

“You know you are on the road to success if you would do your job, and not be paid for it.”

Oprah Winfrey, US TV presenter and author

1 VOCABULARY work



- a** **Video** Watch nine video clips of people at work. In pairs, for each clip decide...
- 1 what the main job is and exactly what it involves.
 - 2 the three best adjectives to describe the job, e.g. challenging, repetitive, rewarding, etc.
 - 3 if there are any other jobs visible in the clip, and how they relate to the main job.
- b** **Vocabulary Bank Work** p.171
- c** What qualities and features are important to you in a job?

2 READING & LISTENING

- a** Look at the title of the article and the five photos of Emma Rosen. What job do you think she's doing in each photo?
- b** Read the article once and check your answers to **a**. Then answer the questions with a partner.
- 1 What qualification did Emma need for her job as a civil servant?
 - 2 What did she see as the pros and cons of the job?
 - 3 How did she prepare for her year trying out different jobs?
 - 4 Did you want to do any of the jobs Emma mentions when you were growing up?



25 jobs

before she was 25

Emma Rosen had one of the best, most sought-after graduate jobs in the country, in the civil service. Twenty thousand people apply, but fewer than 1,000 are offered jobs. But it turned out that she didn't like commuting and she didn't like sitting at a desk all day, and she struggled to see how what she was doing would make much difference to anything. 'I thought, "Get over it, you're being a snowflake millennial",' she says. 'I had a job for life. I thought, "I'm so lucky to be here, I can't believe I'm not enjoying it. What's wrong with me? Why am I so ungrateful and selfish?"'

Emma could have gone to work every day and complained about her job until she reached retirement age. Instead, she decided to find out what made her happy, what her skills were, and what sort of career would use them. She wrote a bucket list of the jobs she had wanted to do since childhood and set about getting two-week placements in all of them, over the course of a year. She was 24 years old, and before her 25th birthday she wanted to have tried out at least 25 different jobs. She spent the months before she resigned from the civil service saving up her salary to cover the cost of her year off, and spent all her free time setting up the different jobs.

'There was archaeology in Transylvania, property development for a company in London, alpaca farming in Cornwall, wedding photography, travel writing, interior design, journalism, landscape gardening, marketing, TV production, publishing – all things that I thought I might want to do.'

Glossary

snowflake /'snəʊfleɪk/ (informal, disapproving) a person who is too sensitive to criticism and easily upset

millennial /mɪ'lɪniəl/ a person who became an adult in the early 21st century

bucket list /'bʌkɪt lɪst/ a list of things people want to do in their lifetime, e.g. places they'd like to travel to

Adapted from The Times

- c **1.12** You're going to listen to an interview with Emma. Which of the jobs she mentions in the last paragraph of the article do you think she liked the most / the least? Listen to Part 1 and check.

Glossary

networking /'netwɜ:kɪŋ/ trying to meet and talk to other people who may be useful to you in your work
cold-calling /kəʊld 'kɔ:lɪŋ/ phoning somebody that you do not know, in an attempt to sell goods or services
shear /ʃiə/ cut the wool off an animal, e.g. a sheep
typo /'taɪpəʊ/ a small mistake in a text

- d With a partner, look at the points below and see if you can remember any of the information from Emma's answers. Then listen again and make notes about:

- 1 how she got the jobs.
- 2 what she could find out about a job in two weeks.
- 3 why it didn't matter that she didn't have qualifications for the jobs.
- 4 what the job she liked best involved.
- 5 what she didn't like about her least favourite job.

- e **1.13** Now listen to Part 2. Choose a, b, or c.

- 1 One thing Emma learned from the experience was that ____.
 a she enjoyed things that she was good at
 b she discovered what her ideal job was
 c she might end up doing many different jobs
- 2 She thinks that in the future ____.
 a young people will still be doing 9–5 jobs
 b people will no longer retire in their 60s
 c people will need many more technical skills
- 3 One thing she thinks young people need to learn is how to ____ that might help them in their career.
 a form relationships
 b choose subjects
 c get qualifications
- 4 At the moment, Emma ____.
 a only works as a writer
 b teaches journalism in a public school
 c doesn't have one specific job
- 5 Emma believes that what jobs she does in the future may depend on ____.
 a where she decides to live
 b how old she is
 c how many children she has

- f Imagine you have decided to do the same thing as Emma. Make a list of five jobs you would like to try. Then compare with a partner and explain why you chose the jobs.

- g Do you agree with Emma's view that a career for life no longer exists?



3 PRONUNCIATION & SPEAKING

the rhythm of English

Fine-tuning your pronunciation: the rhythm of English

In spoken English, words with two or more syllables have one main stressed syllable. In sentences, some words have stronger stress and other words are weaker. This pattern of strong and weak stress gives English its rhythm. Stressed words in a sentence are usually **content words**, e.g. nouns, verbs, adjectives, and adverbs. Unstressed words tend to be **function words** and include auxiliary verbs, prepositions, conjunctions, determiners, and possessive adjectives.

- a **1.14** Listen to some extracts from Emma's interview in 2. Then practise saying them, trying to copy the rhythm as exactly as possible.

- 1 It was just enough to get a flavour of it.
- 2 The first half of each day was traditional farming jobs...
- 3 Networking was a big part of it, too.
- 4 But what I found out was that that's not necessarily true at all.

- b Choose two people you know: one who really likes their job and one who doesn't. Think about:

- what their job is and what it involves.
- what kind of company or organization they work for, or whether they are self-employed.
- how long they have been doing the job, and what they did before.
- how they feel about their job and why.

- c In small groups, describe the people in b in as much detail as possible. Try to use natural rhythm.

- d Of the jobs that you have all described in your group, each say if there is one that...

- you would quite like to try.
- you might consider trying if you needed the money.
- you would never do under any circumstances.

Justify your answers.

4 READING

a In a *Guardian* newspaper feature called *What I'm really thinking*, people in different jobs reveal their true feelings. Look at the titles of three articles from the feature. What do you think each person might find stressful about their job?

b Read the articles and check your answers to **a**. Which person, A–C,...?

- is routinely overworked
- sometimes feels exploited by being asked to sort out problems for people outside working hours
- gets frustrated by the lack of initiative of some of the people they help
- empathizes a lot with the people they are supervising
- has to do a huge variety of different tasks
- usually finds the decision they have to make fairly straightforward

c Read the articles again and then focus on the extracts below. With a partner, decide what they tell you about the person's attitude to their work and their personality.

The bus driving examiner

- When I meet the candidate, my first thought is, 'Please do well'.
- I need to stay alert to make a fair assessment. Was that bump the kerb, or just a drain cover?

The GP

- Daily, I am humbled by the stoicism I witness...
- I may be helping an older lady dress, or a new mum work out how to put her baby into a car seat.

The IT support worker

- ...I'm repeatedly banging my head against my desk.
- Of course, when he arrives with his laptop bag, it all becomes clear.

d Look at the **highlighted** phrases in the articles and work out their meaning from the context. Then match them to definitions 1–6.

- _____ (informal) = a person who is very interested in, and who knows a lot about, a particular subject
- _____ (informal) = rather over-confident
- _____ = signs of a very serious problem
- _____ = serious delays
- _____ = more difficult to decide
- _____ (informal) = make them leave

e After reading the articles, which job appeals to you the most / the least?

What I'm really thinking

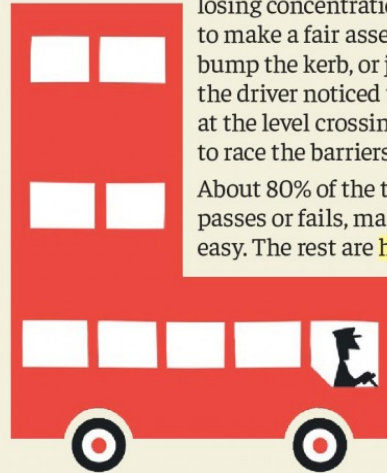
A The bus driving examiner

When I meet the candidate, my first thought is, 'Please do well'. Passing the one-and-a-half-hour test is not just about them acquiring a licence; it means a job. Having to fail a trainee is unpleasant, but the public need to be protected from unsuitable drivers. I'm assessing the candidates as soon as I meet them. Are they obviously nervous and do they need a few friendly words before we start? Are they **a bit cocky**? Often another sign of nerves. I want them to be as settled as possible, so they can deliver their best performance.

Their ability is apparent early on. Sometimes I cringe at the lack of awareness of problems they're causing other road users. I don't intervene unless there's imminent danger. I once used the emergency brake to prevent a near collision; the trainee promptly abandoned the bus and marched off across fields, never to be seen again.

Even when a driver is doing well, there's a danger of them losing concentration. I need to stay alert to make a fair assessment. Was that bump the kerb, or just a drain cover? Has the driver noticed the flashing red lights at the level crossing ahead, or will he try to race the barriers?

About 80% of the tests are clear-cut passes or fails, making the decision easy. The rest are **harder to call**. I'm thinking, 'Would I like a member of my family to be a passenger on your bus?'



What I'm really thinking

C The IT support worker

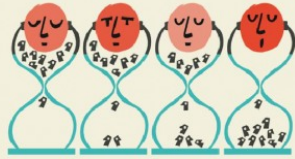
They laugh when you say it, they always do nowadays. 'Have you tried turning it off and on again?', I ask. 'I knew you were going to say that!', they retort. But you didn't do it, did you? 'What's that banging noise?' they ask. 'Oh, we're having some work done,' I reply. It seems impolite to tell them I'm repeatedly banging my head against my desk. 'I wanted to change my password, but the 'old password' field just shows stars and I know that's not what my password is. Have I been hacked?' Sometimes you just need to put them on hold and take a moment to compose yourself.

An acquaintance invites me out for a drink. That's nice, I think; he wants to be my friend. Of course, when he arrives with his laptop bag, it all becomes clear. Apparently, his seven-year-old laptop with no memory and a steam-powered processor is really slow. He thinks he might have been hacked.

What I'm really thinking

B The GP

Time is the enemy. Ten-minute slots run over as I greet you, listen, ask questions, formulate a plan.



I've been a GP for 20 years. Many patients are now friends. Daily, I am humbled by the stoicism I witness, and exasperated by parents who bring in a child with a cold. I am bored by being vilified in the press – for missing cancers, overprescribing antibiotics or being unavailable for routine matters at weekends. A 12-hour working day is the norm, filled with activities you do not see. Patients phone and email, and replies must be accurate and safe. We do home visits, mostly to the frail elderly with multiple, complex problems. Administrative tasks fill many hours, and that's before the other agendas imposed upon us. We need to stop smokers from smoking and drinkers from drinking. As for tackling the obesity crisis, where did I leave my magic wand? Mostly, I am thinking it would be great to get through the day without any major hold-ups.



If I keep you waiting, remember I'm just doing my best for those ahead of you. I may be helping an older lady dress, or a new mum work out how to put her baby into a car seat. More often than not, I am waiting for someone to stop crying before I turf them out, or I may be breaking bad news as sensitively as I can. You will never know. And when it's eventually your turn, I will do the same for you.

Finally, a genuine disaster: servers are down. An entire office cannot work. This is what you pay your IT department for: you need someone with real computer skills – a true geek, no less. You read me the error messages flashing across everyone's screen. Certainly sounds serious – complex error codes and dire warnings.

A restart will probably fix it. If not, there's always Google.



Adapted from The Guardian

5 GRAMMAR discourse markers (1): linkers

a Read some extracts from other *What I'm really thinking* articles. Match them to the jobs from the list. What point is each person making about their job?

- A&E doctor dental hygienist fashion stylist
 political advisor university lecturer 999 operator

- 1 **Although** it is not my place to judge, I get frustrated sometimes. The man who rang **because** his toothpaste was burning his mouth; the mother whose baby was afraid of a fly.
- 2 When you are really disengaged and disconnected, I see hands reach for phones in bags. Sometimes you even pass notes and giggle. **Yet** I also see you when you laugh at my jokes.
- 3 I'm exhausted. It is demoralizing to start a shift only to find that the department already has a four-hour wait **to** see someone. There are people lining the corridors, and there is nowhere to take new patients, and **consequently** the wait gets longer.
- 4 One supermodel arrived at a shoot three hours late, then spent another couple of hours looking at social media while everyone waited for her. Then she was a nightmare. She was a world-class bully, and said she had never met anyone as rude as me. **However**, I fought back and she was lovely after that – **though** she made me sign a non-disclosure agreement not to talk about the shoot.
- 5 I'm only here **in order to** help get you elected. But why you? Yes, I know, you won the party's nomination, but did they realize that, **despite** your firm handshake and boyish charm, you know as much about corporate tax policy as I know about astrophysics?
- 6 I know it's not the most pleasant experience, **so** I try to alleviate the worry...

b With a partner, write the **highlighted** linkers in the correct column.

result	reason	purpose	contrast
			Although

c **G Grammar Bank 1B p.151**

- d **1.15** Listen and write the first halves of eight sentences. Compare with a partner, and then decide together how you think the sentences might continue.
- e **1.16** Now listen and complete the sentences from d. Are they similar to what you predicted?

6 WRITING a job application

W Writing Bank 1 p.120 Write a covering email for a job application.

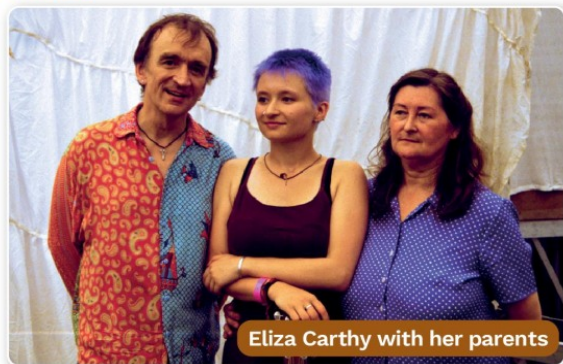


1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Eliza Carthy*. What did you find out about her? Have you ever heard any English, Scottish, or Irish folk music?

Part 1



Eliza Carthy with her parents

- a** **Video** Watch Part 1 of the interview. What was unusual about Eliza Carthy's upbringing?
- b** Watch again. Then complete the notes about her parents.

Martin Carthy

- He invented a style of...
- He started playing the guitar when he was...
- He was a friend of...

Norma Waterson

- She and her brother and sister were in a band called...
- Her family were from...
- She was brought up by...
- Her whole family used to...

Part 2

- a** **Video** Watch Part 2. What happened when Eliza Carthy was six years old?
- b** Watch again. Then answer the questions with a partner.
- 1 What did Eliza Carthy originally want to be?
 - 2 Why did her mother retire?
 - 3 How did her parents feel about her 'going on the road'?
 - 4 How did she let her father know that she wanted to sing during the concert at the Marine Hall?
 - 5 How does having a six-year-old child make her appreciate what her father did?

Part 3

- a** **Video** Watch Part 3. Does Eliza Carthy find it easier...?
- a performing alone
 - b performing with her family
 - c performing with a band



- b** Watch again. Then, with a partner, try to remember what she is referring to when she says...
- 1 '...loads of people are running around doing things and we're all sort of collaborating with each other...'
 - 2 'My dad is very eloquent on how and why it's different...'
 - 3 'I get very very excited...'
 - 4 '...there's a real sort of correlation there between, between language and singing...'
 - 5 '...I think I would probably be of the same opinion as my mother, which is, "No, not really!"'

Reading on screen


In pairs, try to remember any information you read in the video about these musical references.

folk clubs The Watersons 'The Spinning Wheel'
Fylde Folk Festival 'Twinkle Twinkle'

Looking at language

Discourse markers

Eliza Carthy uses several discourse markers when she speaks, that is, adverbs (e.g. *so*, *anyway*) or adverbial expressions (e.g. *in fact*, *after all*), which connect and organize language, and help you to follow what she is saying.

a  **Video** Watch some extracts from the interview and complete the gaps with one or two words.

- 1 ...and they were also instrumental in the beginning of the 60s folk revival, the formation of the folk clubs, and the, the beginning of, _____, the professional music scene that I work on now.
- 2 **Interviewer** And were your parents both from musical families?
Eliza Um, _____, both sides of my family are musical...
- 3 My mum retired in 1966...65, 66 from professional touring to raise me. _____, the road is a difficult place...
- 4 But yes, _____ I just – the first song they started up singing, tugged on his leg...
- 5 The Watsons was a brother and two sisters, and he joined that, and _____ he was married to my mum, but he wasn't related to her.
- 6 And Isabella, my youngest as well, she's really, she's really showing interest in it, I love it when they do that. _____ whether or not I'd want them to be touring musicians...
- 7 But, you know, I, I think the – I think the world is changing _____, I don't know how many touring musicians there are going to be in the world in 20 years.

b How do the discourse markers affect the meaning of what Eliza says in each extract?

Reacting to the interview


Talk to a partner.

- How would you describe Eliza Carthy? Did you enjoy her music? Is there any one thing she talked about that you particularly remember?
- Do you think Eliza's upbringing sounds like it was fun or quite hard? Why?
- Did you ever perform on stage as a child? How old were you? Did you enjoy it?
- Did you ever want to have the same job as your parents? Would you like to work with any members of your family? Why (not)?

2 THE CONVERSATION



What do you think are the advantages and disadvantages of working in a family business?

a  **Video** Watch the conversation. Who...?

- 1 worked for their family business
- 2 knows someone who worked for their family business
- 3 doesn't mention their own family


b Watch again. Tick (✓) two things that Joanne and Alice mention.

Joanne

- 1 If your parents run a business, it can be very convenient to work for them.
- 2 If the business is successful, all the money stays in the family.
- 3 It can be a problem to take a break from work.

Alice

- 1 Sometimes family members can be taken advantage of.
- 2 It can be difficult to achieve a good work-life balance.
- 3 It makes you understand how difficult it is to run a business.

c  **Video** Watch an extract and notice how Joanne responds while Alice is talking, to show she agrees with what Alice is saying. How do you think Alice feels about being interrupted?

Signalling agreement

Joanne Yes. That's really important to appreciate it. Yes...totally.

Joanne Yes. So it could be an opportunity...

d Now, in groups of three, have a conversation about the question in **a**.

G the past: habitual events and specific incidents

V word building: abstract nouns

P word stress with suffixes

Nothing fixes a thing so intensely in the memory as the wish to forget it.

Michel de Montaigne, French philosopher

1 READING


a Imagine that you were going to write your autobiography. What periods or specific incidents from your childhood would you definitely include?

b Read Part 1 of an extract from *Boy*, the autobiography of author Roald Dahl. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Every boy in Roald Dahl's school was involved in the chocolate testing.
- 2 All twelve chocolate bars were new shapes and flavours.
- 3 The boys had to rank the bars in order of preference, 1–12.
- 4 The advantage of using the boys as testers was that they were frequent consumers of chocolate bars.
- 5 The boys had sophisticated opinions about the flavour of chocolate bars.

c Now do the same for Part 2.

- 1 The young Roald Dahl hadn't previously considered how new flavours were invented.
- 2 He imagined it to be a very scientific process.
- 3 He dreamed of impressing the manager with a fantastic idea.
- 4 He was in his thirties when he wrote *Charlie and the Chocolate Factory*.
- 5 The idea for the book came from Dahl's experiences working in a factory.

d  **2.1 Language in context** Part 2 has a more dramatic effect because of the choice of language. Listen to Part 2 as an extract from an audio book. Match the dramatic verbs in the list to synonyms 1–7.

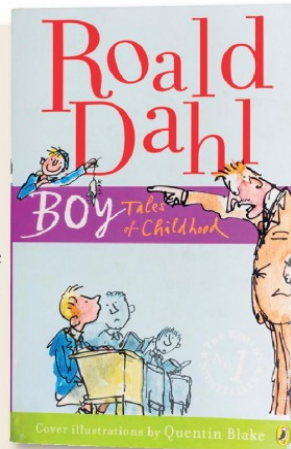
picture bubbling away concocting
grab rushing leap slap

- 1 _____ = jump
- 2 _____ = take quickly (in one's hand)
- 3 _____ = creating by mixing together
- 4 _____ = boiling continuously
- 5 _____ = running quickly
- 6 _____ = hit (with an open hand)
- 7 _____ = imagine

e What kind of child do you get the impression that Roald Dahl was? When you were a child, what did you use to dream of doing?

PART 1

Every now and again, a plain grey cardboard box was dished out to each boy in our House, and this, believe it or not, was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes, all with different fillings, and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the 'control' bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments. All we were required to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks, and make an intelligent comment on why we liked or disliked it. It was a clever stunt. Cadbury's were using some of the greatest chocolate-bar experts in the world to test out their new inventions. We were of a sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite obviously our opinions on anything new would be valuable. All of us entered into this game with great gusto, sitting in our studies and nibbling each bar with the air of connoisseurs, giving our marks and making our comments. 'Too subtle for the common palate' was one note that I remember writing down.



Extracts from *Boy* by Roald Dahl

PART 2

For me, the importance of all this was that I began to realise that the large chocolate companies actually did possess inventing rooms and they took their inventing very seriously. I used to picture a long white room like a laboratory with pots of chocolate and fudge and all sorts of other delicious fillings bubbling away on the stoves, while men and women in white coats moved between the bubbling pots, tasting and mixing and concocting their wonderful new inventions. I used to imagine myself working in one of these labs and suddenly I would come up with something so unbearably delicious that I would grab it in my hand and go rushing out of the lab and along the corridor and right into the offices of the great Mr Cadbury himself. 'I've got it, Sir' I would shout, putting the chocolate in front of him. 'It's fantastic! It's fabulous! It's marvellous! It's irresistible!' Slowly, the great man would pick up my newly invented chocolate and he would take a small bite. He would roll it round his mouth. Then all at once, he would leap up from his chair, crying, 'You've got it! You've done it! It's a miracle!' He would slap me on the back and shout, 'We'll sell it by the million! We'll sweep the world with this one! How on earth did you do it? Your salary is doubled.' It was lovely dreaming those dreams, and I have no doubt at all that thirty-five years later, when I was looking for a plot for my second book for children, I remembered those little cardboard boxes and the newly invented chocolates inside them, and I began to write a book called *Charlie and the Chocolate Factory*.

Glossary

fudge /fʌdʒ/ a type of soft, brown sweet made from sugar, butter, and milk



Timothée Chalamet in *Wonka*, a prequel to *Charlie and the Chocolate Factory*

2 GRAMMAR the past: habitual events and specific incidents

- a Look at the **highlighted** verbs in Part 2 of the extract from *Boy*. Which ones describe...?
- specific incidents in the past
 - repeated or habitual actions in the past
- b What other verb forms do we use in these contexts?
- c **G Grammar Bank 2A p.152**
- d **2.2** Listen to six people starting to tell a story about their childhood. What different expressions do they use to say approximately how old they were at the time?
- e With a partner, choose two of the topics below and talk about things you habitually did or felt in your childhood.

When I was little, I used to be terrified of the dark, and I'd always sleep with the light on...

things I used to be afraid of

my primary school

places we would go to for family holidays

food and drink I used to love (or hate)

Christmas or a special celebration

being ill

toys and games I used to love

nightmares I used to have

birthdays

- f Now take turns to choose one of the topics and talk about a specific incident from your childhood.

I remember the time when we went on our first family holiday abroad...

3 WRITING an opinion article

W Writing Bank 2 p.122 Write an article about how life has changed over the last 30 years.

4 LISTENING & SPEAKING

a You're going to watch an interview with a specialist in the subject of human memory. Before you watch, discuss these questions with a partner.

- At what age do children start to have true memories?
- Why might some childhood memories not be reliable?



b **Video** Watch *An interview with Professor Mazzoni* and check your answers to **a**.

c Watch the interview again. Then answer the questions for each of the following memories.

- What details does she give?
- Is it a true memory? If not, what kind of memory is it?

- Jean Piaget and his nanny
- falling off a tree, a plaster cast
- falling down the stairs
- some sugar in a teacup

d Tell a partner about your earliest memory. Answer the questions.

How old were you?

What event is your memory of?

What emotion(s) do you remember feeling?

e Having watched the interview with Professor Mazzoni, how reliable do you think your first memory is?



5 VOCABULARY & PRONUNCIATION

word building: abstract nouns; word stress with suffixes

Abstract nouns

An abstract noun is one that is used to express an idea, a concept, an experience, or a quality, rather than an object, e.g. *childhood* and *fear* are abstract nouns, whereas *a pram* and *a watch* aren't.

Abstract nouns are formed:

- by adding a suffix to nouns, adjectives, or verbs, e.g. *child* – *childhood*. Commonly:
 - nouns can add *-hood* or *-ship*
 - adjectives can add *-ity*, *-ness*, or *-dom*
 - verbs can add *-tion* or *-ment*
- with a new word, e.g. *afraid* – *fear*.

a Make abstract nouns by adding a suffix to the words below and making any other spelling changes necessary, and write them in the correct column.

achieve adult amaze aware bored celebrate
curious disappoint excite free friend frustrate
generous happy ill imagine improve kind
member neighbour partner possible relation
sad tempt wise

1 noun + <i>-hood</i>		2 noun + <i>-ship</i>	
3 adj + <i>-ity</i>	4 adj + <i>-ness</i>	5 adj + <i>-dom</i>	
6 verb + <i>-(a)tion</i>		7 verb + <i>-ment</i>	

b **2.3** Listen and check.

c **2.4** Underline the stressed syllable in these pairs of words. Then listen and check. Which two endings often cause a change in stress?

- a|dult a|dult|hood
- re|la|tion re|la|tion|ship
- free free|dom
- cu|ri|ous cu|ri|o|s|i|ty
- ha|ppy ha|ppi|ness
- ce|le|brate ce|le|bra|tion
- dis|a|ppoint dis|a|ppoi|nt|ment

d Now look at the abstract nouns and complete the adjective and verb columns.

Abstract noun	Adjective
1 anger	<u>angry</u>
2 shame	_____
3 death	_____
4 danger	_____

Abstract noun	Verb
5 belief	_____
6 hatred	_____
7 loss	_____
8 memory	_____

e **2.5** Listen and check. Then cover the abstract nouns and try to remember them.

Collocations
 Noticing and recording words that go together, e.g. *a remote possibility* **NOT** *a distant possibility*, will improve the accuracy and fluency of your speaking and writing.

- f** Complete the **bold** phrases with an abstract noun from **a** or **d** which collocates in the phrase.
- I'm writing to express my sympathy for **your terrible** _____. John's death was a shock to us all...
 - To my complete** _____, I realized I'd won first prize.
 - I've been seeing my girlfriend for about six months now. It's quite a **serious** _____.
 - There's a **strong** _____ that I'll be offered the manager's job in the next few weeks.
 - I could smell gas in my kitchen, but the plumber decided there was **no immediate** _____.
 - When I heard I'd failed the exam, **it was a huge** _____. I'd been expecting to pass.
 - Contrary to popular** _____, for many children, schooldays are not the happiest of times.
 - My eldest daughter has a **very vivid** _____ - I think she'll end up becoming a writer.

6 SPEAKING

- a** **2.6** Listen to someone describing a childhood memory. What is it about? What feelings does the speaker mention and why did he feel that way?
- b** Look at the feelings and events below. Choose one feeling and one event, and prepare to talk about two childhood memories. Write the key words you'll need.

feelings



amazement happiness disappointment
 frustration excitement
 shock embarrassment pain sadness

events




a day out a festival or celebration the death of a pet getting a wonderful or disappointing present
 managing to do something for the first time winning or losing something
 moving house the birth of a brother or sister

Talking about memories
 When we're talking about a memory of the past, we use *remember / forget (sb or sth) + verb + -ing*:
I remember arriving, and it was dark...
I can remember feeling quite annoyed...
I'll never forget my mother shouting at me...

c In small groups, tell each other about your memories. Try to use expressions from the information box, and say exactly how you felt and why.

I think I was about five and it was my first year at primary school. I remember...

1 READING & SPEAKING

- a  **2.7** A recent Oxford Dictionaries survey identified some of the most commonly misspelt English words. Listen and write the missing words. How many did you spell correctly? Why do you think the words are often misspelt?

- The hotel can _____ 250 guests.
- _____ do you prefer, coffee or tea?
- We _____ a very warm welcome.
- I won't leave _____ she gets here.
- Something unexpected _____ on their journey.
- I saw her on three _____ occasions.
- The _____ is planning to raise taxes.
- We'll _____ be there by 7.00.

- b How much do you know about the English language? Answer the questions with a partner.

- What two other languages have had the strongest influence on English?
- How many letters are there in the English alphabet?
- How many different sounds are there in English?
- Which has changed more over the years, English pronunciation or English spelling?
- Do children in English-speaking countries learn to read more quickly or more slowly than children elsewhere?

- c Read the information from the website of the English Spelling Society. Check your answers to b. Then answer the questions.

- What is the Society trying to do?
- What's the knock-on effect on children's education if it takes them a long time to learn to read and write?
- What does the website say is the best way to teach children to read and write in English?
- What effect does low literacy have on adult offenders?

- d Look at a quote from Masha Bell of the English Spelling Society. Underline all the examples of simplified spelling. Do you find it easy to read?

If u hav a por memory, yor chances of becumming a good speller ar lo. But wors stil, yor chances of lerning to read ar not good either, because of nonsens like 'cow-crow, dream-dreamt, friend-fiend' and hundreds mor like them.

- e Do you agree that English spelling should be simplified? Do you think the English Spelling Society could ever succeed in its aim? Why (not)?



HOME ABOUT US BLOG

SPELLING

FOR KIDS

RESEARCH



English spelling is broken. Let's fix it!

English spelling is broken. There are countless examples, such as *comb*, *bomb*, and *tomb*, or *height* and *weight*. The English Spelling Society exists to repair our broken spelling. The Society is working on a way to simplify current English spelling in order to improve access to literacy.

Why English spelling is exceptionally irregular

English as a language is relatively simple to learn. But its spelling system is possibly the most irregular of those based on an alphabet. Not only is it hard to predict the spelling from the pronunciation, but it is not always possible to predict the pronunciation from the spelling, for example, *thorough*.

English words derive mainly from old German and Norman French, and its alphabet of 26 letters makes it impossible to represent each of its 46 speech sounds with just one symbol. But that is not the only reason why many English spellings are irregular. In other languages, as pronunciation changed, the spelling changed, too. However, in spite of the many ways in which English pronunciation has evolved over the centuries, words have often maintained their original spelling, which reflects the original pronunciation, but not how many words are pronounced today. For example, *blood* /blʌd/ used to be pronounced to rhyme with *good* /gʊd/.

The economic and social costs of English spelling

- Children in English-speaking countries take almost twice as long to learn to read and write compared to children in other countries. A longer time needed for learning to read and write means less time for other subjects.
- There has been much expensive research into how to teach reading and writing in Anglophone countries, but there is no standard method, and much disagreement, about how best to teach English literacy.
- Education is the proven best way to prevent criminals from reoffending. In countries where the literacy rates of prisoners are generally higher, improving their education while behind bars is also much easier. The poor literacy skills of many English-speaking offenders make this more difficult, and repeated returns to jail more likely.

2 PRONUNCIATION

sound-spelling relationships

Learning spelling rules or patterns

The English Spelling Society would like to simplify spelling by removing all the irregularities. However, estimates suggest that around 80% of English words are pronounced according to a rule or pattern, e.g. the letter *h* before a vowel is almost always pronounced /h/.

- a** With a partner, say each group of words aloud. How are the pink letters pronounced? Circle the different word in each group if there is one.

- | | | |
|--|---|---|
| 1 /h/
dishonest
heart
herb
himself
inherit | 5 /dʒ/
enjoy
jealous
job
journalist
reject | 9 /ɜ:/
reporter
work
world
worse
worth |
| 2 /aʊ/
allow
crown
high-powered
overthrow
towel | 6 /tʃ/
achieve
catch
challenging
charge
chorus | 10 /ɜ:/
birth
dirty
firm
third
T-shirt |
| 3 /aɪ/
compromise
despite
quite
river
write | 7 /s/
seem
sense
sure
sympathetic
synonym | |
| 4 /w/
whenever
where
which
whose
why | 8 /ɔ:/
awful
drawback
law
raw
yawn | |

- b** **2.8** Listen and check. What's the pronunciation rule for each group? Can you think of any more exceptions?

- c** Look at the spelling patterns in **a**. Now decide how you think the words from the list below are pronounced. Check their pronunciation and meaning with your teacher or with a dictionary.

chime howl jaw whirl worm

3 GRAMMAR pronouns

- a** **2.9** Listen and write three sentences. Which three words are pronounced exactly the same, but spelt differently?

- b** **Grammar Bank 2B p.153**

4 LISTENING

Understanding accents

Many English words can be pronounced in different ways, depending on where you come from. For example, *herb* is pronounced /hɜ:b/ in British English, but /ɜ:rb/ in American English; *bath* is pronounced /bæθ/ in northern England, but /bɑ:θ/ in standard English, or RP (Received Pronunciation). RP is the accent used in dictionaries to indicate the pronunciation of a word. Listening to speakers with different accents will make a huge difference to your ability to understand and communicate with other English speakers.



- a** **Video** Watch *Understanding accents*, where six people talk about where they're from. Try to match the people to the countries in the list. Use their accent, the images, and what they say to help you.

England (RP) Ireland New Zealand
 Scotland the USA Wales

- b** **Video** Now watch six extracts and check your answers to **a**.

- c** Which people did you find easiest to understand? Was it because of their accent, or for some other reason? Based on what the people said and what you saw, which place would you most like to visit?