

OXFORD

# English File

## Upper-intermediate

**Student Book**

**fifth**  
edition



Christina Latham-Koenig Clive Oxenden  
Kate Chomacki

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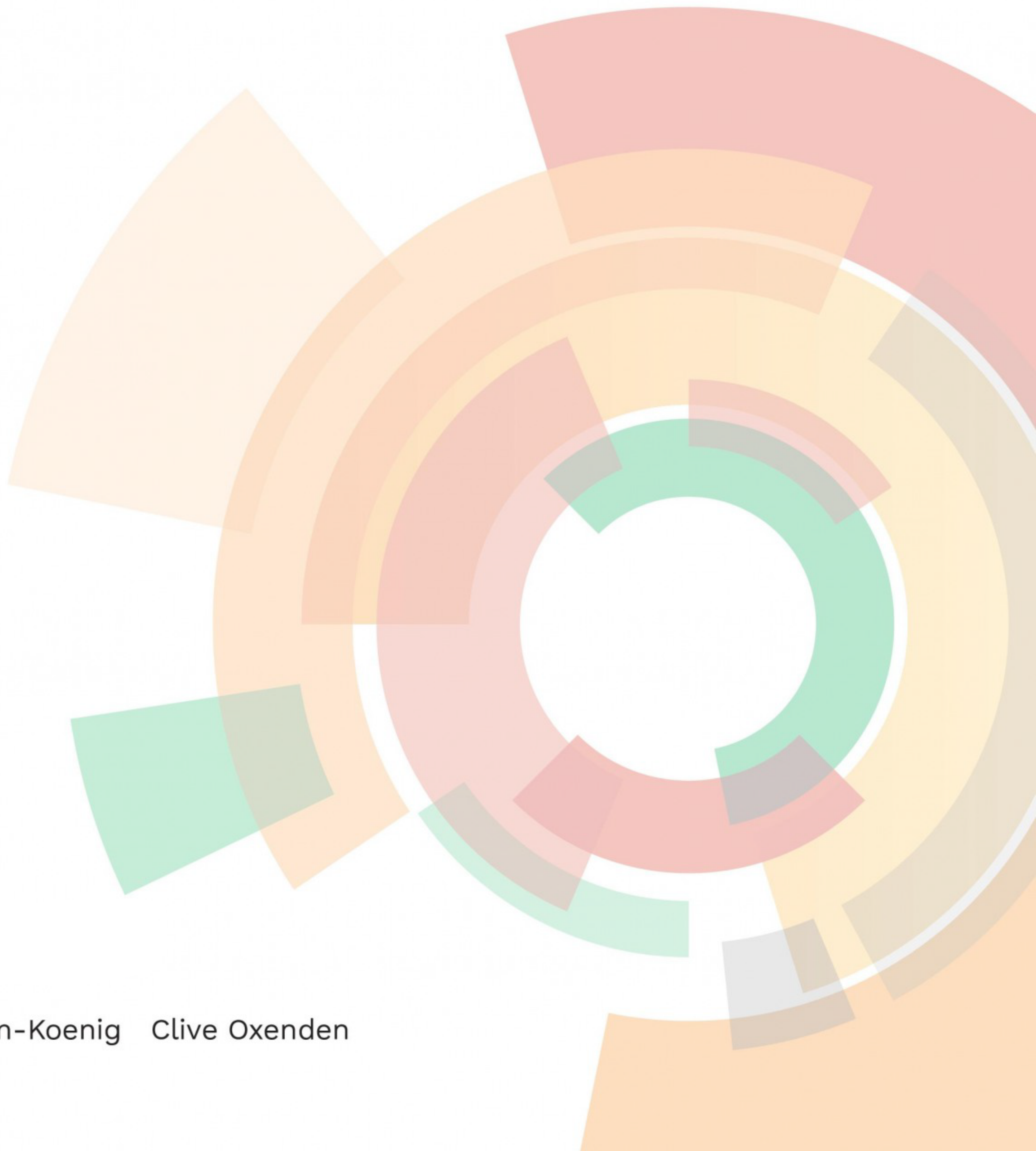
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# Contents


	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>			
8 <b>A A tricky question?</b>	question formation	understanding idioms and phrasal verbs	intonation: showing interest 🎧
12 <b>B We may never know</b>	auxiliary verbs, <i>the...</i> , <i>the...</i> + comparatives	compound adjectives 🎧	intonation and sentence rhythm
<b>2</b>			
18 <b>A Call the doctor!</b>	present perfect simple and continuous 🎧	illnesses and injuries 🎧	/ʃ/, /dʒ/, /tʃ/, and /k/ 🎧
22 <b>B You're never too old...</b>	adjective order before nouns 🎧	clothes and fashion	vowel sounds
<b>3</b>			
28 <b>A Flight plan</b>	narrative tenses, past perfect continuous, <i>so / such...that...</i>	air travel 🎧	irregular past forms, sentence rhythm 🎧
32 <b>B A twist in the tale</b>	the position of adverbs and adverbial phrases	adverbs and adverbial phrases	word stress and intonation
<b>4</b>			
38 <b>A Riding the storm</b>	future perfect and future continuous 🎧	weather 🎧	vowel sounds 🎧
42 <b>B At your own risk</b>	zero and first conditionals, future time clauses	expressions with <i>take</i>	linked phrases
<b>5</b>			
48 <b>A Get me out of here!</b>	unreal conditionals	feelings	word stress in three- or four-syllable adjectives
52 <b>B I wish...</b>	<i>wish</i> for the present / future, <i>wish</i> for past regrets	expressing feelings with verbs or <i>-ed / -ing</i> adjectives	sentence rhythm and intonation

## READING & LISTENING

**Reading** reading to confirm hypotheses  
**Listening** understanding the stages of an interview

**Reading** understanding facts vs theories  
**Listening** focusing on important details ; following instructions, taking notes



**Reading** summarizing paragraphs  
**Listening** tuning in to key events in an anecdote


**Reading** understanding factual information  
**Listening** taking notes ; understanding opinions in a discussion

**Reading** using a diagram to understand a text  
**Listening** understanding travel announcements, listening to check predictions

**Reading** reading for pleasure  
**Listening** following the events of a story

**Reading** scanning for examples  
**Listening** using existing knowledge to tune in to advice

**Reading** identifying the main idea in a paragraph  
**Listening** understanding detail in an interview ; listening to complete a summary 

**Reading** recognizing positive and negative experiences; reacting to the events of a true story  
**Listening** identifying mood and feelings; checking factual information 

**Reading** understanding the results of research  
**Listening** understanding a poem

## SPEAKING & WRITING

**Speaking** politely refusing to answer a question; answering challenging interview questions  
**Writing** an email job application

**Speaking** relaying a strange event; comparing interpretations

**Speaking** discussing first aid; giving an opinion with examples  
**Writing** an email to a friend

**Speaking** politely disagreeing; dealing with interruptions

**Speaking** describing personal experiences, giving more information; telling an anecdote

**Speaking** comparing reading habits  
**Writing** a 50-word story; a short story


**Speaking** comparing values and actions; discussing weather and climate


**Speaking** assessing attitude  
**Writing** a 'for and against' post

**Speaking** giving reasons for choices  
**Writing** a 'how to' advice post


**Speaking** expressing how you feel; giving a personal response to something you've read; sharing wishes and regrets  
**Writing** a 'regrets' poem

## Colloquial English p.16

**English File talks to...**   
Aasmah Mir, Journalist


**The Conversation**   
Applying for a job

## Revise and Check p.26


Revise and Check 1&2 

## Colloquial English p.36


**English File talks to...**   
Joseph Coelho, Author

**The Conversation**   
Books

## Revise and Check p.46

Revise and Check 3&4 

## Colloquial English p.56

**English File talks to...**   
Dr Lisa Fenton, Survival expert

**The Conversation**   
Taking risks

**GRAMMAR**

**VOCABULARY**

**PRONUNCIATION**


	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>6</b>			
58 <b>A Good night?</b>	<i>used to, be used to, get used to</i>	sleep	/s/ and /z/
62 <b>B Music and emotion</b>	gerunds and infinitives	music; words from other languages	words from other languages
<b>7</b>			
68 <b>A You be the judge</b>	past modals: <i>must have, etc.</i> ; <i>would rather</i>	verbs often confused	weak form of <i>have</i>
72 <b>B Only an act</b>	verbs of the senses	the body	silent consonants
<b>8</b>			
78 <b>A Modern crime</b>	the passive (all forms); <i>have something done; it is said that..., he is thought to..., etc.</i>	crime and punishment	the letter <i>u</i>
82 <b>B Faking it</b>	reporting verbs	the media	word stress
<b>9</b>			
88 <b>A The art of persuasion</b>	clauses of contrast and purpose	advertising ; business	changing stress on nouns and verbs
92 <b>B Dream cities</b>	uncountable and plural nouns	word building: prefixes and suffixes	word stress with prefixes and suffixes
<b>10</b>			
98 <b>A Eureka!</b>	quantifiers: <i>all, every, both, etc.</i>	science	stress in word families
102 <b>B Freedom of speech</b>	articles	collocation: word pairs	pausing and sentence stress

## READING & LISTENING

**Reading** understanding evidence

**Listening** understanding reasons


**Reading** understanding recommendations

**Listening** taking notes from a talk; using referencing to understand an interview 


**Reading** understanding opposite sides of an argument; assessing advice in an article

**Listening** understanding advice


**Reading** following instructions; understanding the principles of an experiment

**Listening** following instructions 

**Reading** identifying key information

**Listening** using existing knowledge to tune in to formal advice 


**Reading** using paragraph headings to understand the main points

**Listening** identifying the main events in short news stories; using visual clues to understand detail 

**Reading** using context to confirm meaning

**Listening** understanding explanations


**Reading** identifying advantages

**Listening** tuning in to place names 

**Reading** using headings and visuals to engage with content

**Listening** understanding scientific explanations

**Reading** understanding historical context

**Listening** distinguishing between dos and don'ts; understanding detailed advice 

## SPEAKING & WRITING

**Speaking** discussing sleep habits

**Speaking** discussing music habits and preferences; giving opinions and reasons

**Writing** a review of a music festival

**Speaking** arguing pros and cons; role-playing an argument

**Writing** arguing for and against

**Speaking** asking follow-up questions

**Writing** a detailed description of a photo

**Speaking** discussing experiences of crime; giving opinions and reasons

**Writing** an article expressing your opinion

**Speaking** retelling a news story; giving reasons and examples to support your opinion

**Speaking** discussing advertising; giving accurate statements

**Speaking** discussing experiences of cities; discussing types of city; talking about positives and negatives


**Writing** a report on a town

**Speaking** discussing answers to a science quiz; discussing science; expressing future possibilities


**Speaking** using the correct rhythm in a presentation


**Writing** a profile of a public figure

## Revise and Check p.66


Revise and Check 5&6 

## Colloquial English p.76


**English File talks to...**  Benedict Cumberbatch, Actor


**The Conversation**  Biopics

## Revise and Check p.86


Revise and Check 7&8 

## Colloquial English p.96

**English File talks to...**  George Tannenbaum, Advertising executive

**The Conversation**  Advertising campaigns

## Revise and Check p.106

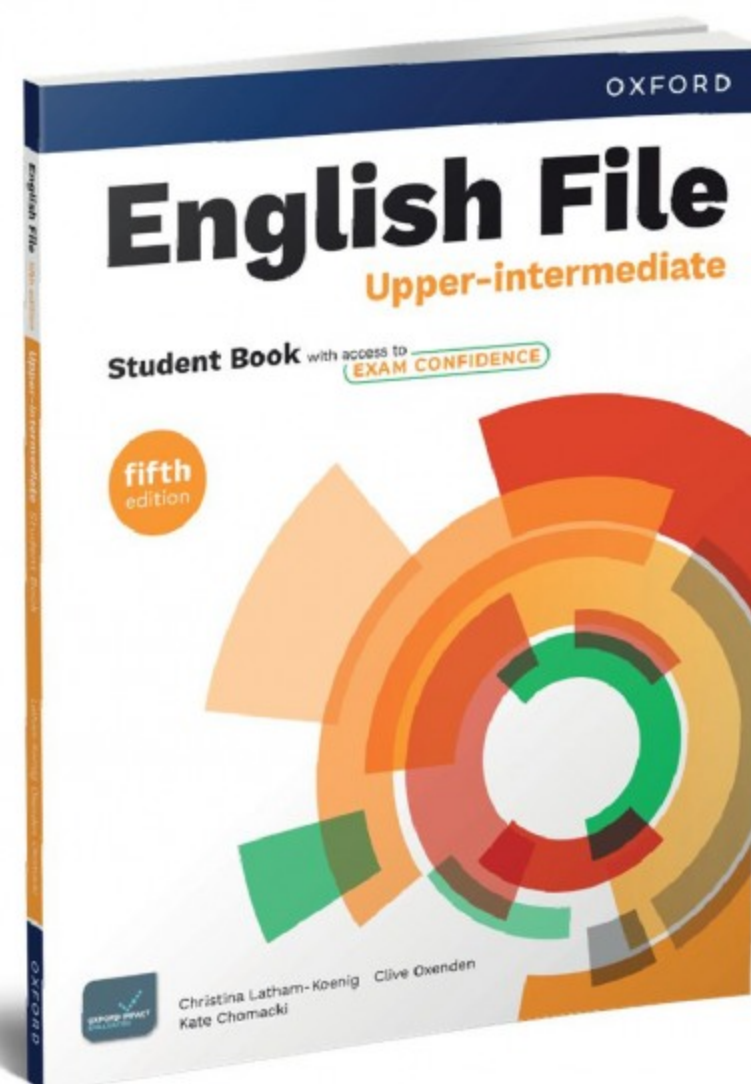
Revise and Check 9&10 

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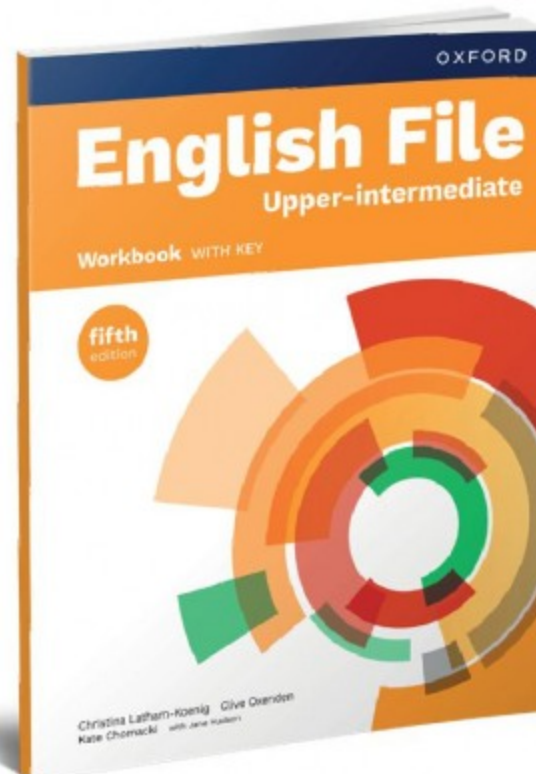
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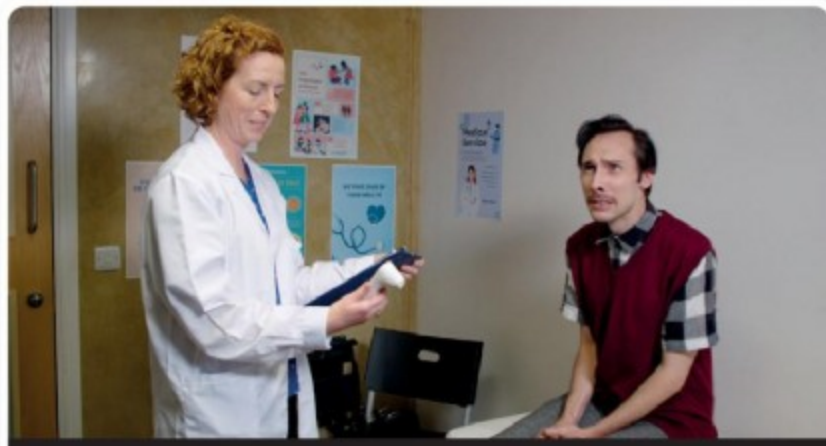
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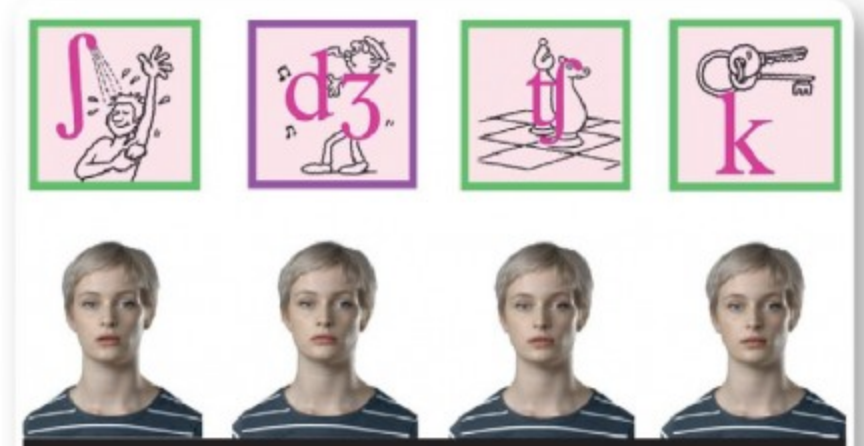
Watch a conversation and answer the questions.

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 **Vocabulary practice**



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A drama class

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Erica

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Aasmah Mir *Journalist*



Joseph Coelho *Author*

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## 1 READING & SPEAKING

- a Look at the photos of Marie Kondo and Edward Enninfu and read their biodata. What kind of people do you think they are?

*She must be organized because her book is about tidying...*

- b Now read the interviews. Then match the questions to answers A–H. Use the information in their biodata to help you.

- A It's possible to find happiness somewhere in the middle.  
 B Impatience. Though sometimes it helps!  
 C ~~Welcoming my younger sister into the family, around the age of three.~~  
 D 'Kawaii', which means 'cute' in Japanese.  
 E Keep only the items that give you joy.  
 F Of course. I work in fashion!  
 G That I might lose my eyesight.  
 H In elementary school, one day I opened my lunchbox and it was empty. I was devastated.

- c Read the interviews again. Do their answers in any way confirm or contradict what you thought in a? In what way?

- d Which of the questions in the interviews do you think are...?

- the most interesting
- the least interesting
- too personal to ask a person if you don't know them well

- e Choose six questions from Q&A to ask your partner.

### Politely refusing to answer a question

If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, *I'd prefer not to answer that* or *I'd rather not answer that, if you don't mind.*

## Q&A

Every week the British newspaper *The Guardian* chooses people who have been in the news and publishes a short interview with them called 'Q&A'.

**M**arie Kondo was born in Tokyo. She was 19 and studying sociology at university when she launched a consulting business to help people organize their homes. In 2014, she published her first book, *The Life-Changing Magic of Tidying Up*; it has been translated into 44 languages and has sold more than 13 million copies worldwide. She is married with three children and lives in Los Angeles.

- 1 What is your earliest memory?

C

- 2 What would your superpower be?

Helping people to find joy in their lives.

- 3 Which words or phrases do you most overuse?

- 4 What do you owe your parents?

The many items I threw out without them knowing.

- 5 If not yourself, who would you most like to be?

A farmer. I love growing organic vegetables, especially carrots.

- 6 What is the most important lesson life has taught you?

- 7 What do you consider your greatest achievement?

It's still a work in progress, but I would have to say organizing the world. With all the KonMari consultants around the world, and those that read my books or watched the Netflix shows, we are definitely making a difference.

- 8 What has been your biggest disappointment?



Adapted from *The Guardian*

**E**dward Enninful was born in Ghana, and came to the UK as a refugee. After working as a model, he became fashion director of *i-D* magazine at just 18, and went on to work for *W* magazine and *US Vogue*. In 2016, he was awarded an OBE for services to diversity in the fashion industry, and the following year he became editor-in-chief of British *Vogue*. In 2020, he was also made European editorial director of *Vogue*. He lives in London with his husband.

**1 What makes you unhappy?**

I'm a positive person, but I get twitchy when the clothes aren't perfect in a shot.

**2 What is the quality you most dislike about yourself?**



**3 What is your guiltiest pleasure?**

Reality TV. I adore it. *Love Island*, *Real Housewives*, *Drag Race*...

**4 What scares you about getting older?**



**5 What did you want to be when you were growing up?**

In my family, you can be one of three things: a doctor, a lawyer, or a failure. I wanted to be an Egyptologist, but things worked out in the end.

**6 Would you choose fame or anonymity?**



**7 What is your most treasured possession?**

Despite what people might imagine, I'm not that big on possessions. My London home is very minimalist.

**8 Have you ever said 'I love you' without meaning it?**



**2 GRAMMAR** question formation

**a** **1.2** Listen to some journalists interviewing a famous actor who has just arrived in London. Write down the four questions they ask.

**b** Answer the questions below with a partner.

**Which of the questions in a is an example of...?**

- a question which ends with a preposition
- a subject question, where there is no auxiliary verb
- a question which uses a negative auxiliary verb
- an indirect question

**c** **Grammar Bank 1A p.140**

**d** **Communication Indirect questions A p.108 B p.114** Ask and answer indirect questions.

**3 PRONUNCIATION**

intonation: showing interest



**a** **Video** Watch Kat asking questions 1–5. How do you know that she's interested in Jon's answers?

- 1 Do you have a big family?
- 2 What don't you like about the place where you live?
- 3 What sports or games are you good at?
- 4 Do you think you have a healthy diet?
- 5 What makes you feel happy?

**b** Watch again and repeat Kat's questions with interested intonation. Try to copy the body language.

**Reacting to what someone says**

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- exclamations such as *Wow! Me too! How interesting!*
- expressions such as *Oh, really? I'm so sorry. What a shame!*
- follow-up questions such as *Why (not)? Why is that? Why do you say that?*

**c** **Video** Now watch the five conversations. Complete the expressions or questions that Kat uses to react to Jon's answers.

- 1 Wow! That's a huge family.
- 2 \_\_\_\_\_? What's wrong with them?
- 3 \_\_\_\_\_! We could have a game one day.
- 4 \_\_\_\_\_! How long have you been eating like that?
- 5 \_\_\_\_\_? I can't think of anything worse!

**d** Watch again and repeat the responses. Copy the intonation.

**e** Ask and answer the questions in **a** with a partner. Use interested intonation and body language. React to your partner's answers.

## 4 VOCABULARY understanding idioms and phrasal verbs



'So...where do you see yourself in four million years?'



- Look at the three cartoons. With a partner, explain the jokes. Which one do you like best?
- Read the title of the article and the introductory paragraph. Then look at the four questions. Which one do you think is the least awful?
- Read the article. Although the tone is humorous, do you think any of the advice is also serious? Would you use any of it in an interview?
- Read the information box. Then look at the **highlighted** idioms and phrasal verbs in the article. With a partner, decide what you think they mean.

### Understanding idioms and phrasal verbs

Idioms and phrasal verbs in a text can often be the hardest lexis to understand, because even though you understand the individual words, the literal meaning of the phrase doesn't make sense.

First, look at the context (the other words around it) and think about what the meaning could be.

If it's a phrasal verb, the separate parts of the verb can sometimes help you to guess the meaning, e.g. *turn down*.

If it's an idiom, think about whether there is a similar expression in your language. Work out what the key word in the idiom probably is, as this is where you will find it in a dictionary, e.g. the key word in the idiom *play ball* is *ball*.

## 'What kind of fruit are you?'

### How to answer four of the worst job interview questions

'How do you feel your life has worked out for you so far?' Salem Pierce, a 30-year-old graphic designer from Ohio, was actually asked this question in an online job interview. Worse, the question invited her to post a two- to five-minute video response. What other awful questions could you get asked, and how might you answer them?



#### 'If you were a piece of fruit, what would you be?'

There is nothing worse than job interviewers who think that they are funny and creative. These sorts of random questions are of course a challenge, meant to unsettle you, and are designed to entertain the interviewers rather than find out anything useful about the candidate. Take a deep (but silent) breath, smile gently, and say, 'An apple.'

#### 'What is the worst mistake you have ever made at work?'

Again, more entertainment for the interviewer. But you have to **play ball**. It's a good idea to **have something up your sleeve** for moments like this: for example, a couple of anecdotes, true or false. (The same is true for another interview favourite: 'What is the most embarrassing thing that has ever happened to you at work?') So how about, 'We had a big pitch to prepare and, in my hurry, I thought I had to produce 100 copies of it instead of 10, so I decided to stay late and **print off** all 100 of them, bound them and got them ready for the morning. What a waste of paper!' - etc., etc. That should **do the trick**.

#### 'You've got a rather varied CV. Why have you never managed to stick at anything?'

How to deal with this? Calmly reply, 'I am committed to learning new skills and having new experiences. I have high standards, and when I am no longer learning, I **move on**.'

#### 'What do you see yourself doing in five years' time?'

Are people still asking that one? I don't even know what I'll be having for dinner. Do you watch the news? Where will we all be tomorrow, in a week, next month? And you want to know about five years' time? The best (and only) answer? 'Well, with any luck, I'll still be here doing a good job for you!'




e Now match the **highlighted** phrases in **d** to their meanings 1–6. Which are phrasal verbs and which are idioms?





- 1 \_\_\_\_\_ produce a physical document from a computer
- 2 \_\_\_\_\_ start doing sth new
- 3 \_\_\_\_\_ be prepared to work with someone in a helpful way, or do what someone wants
- 4 \_\_\_\_\_ keep a plan or an idea secret until you need to use it
- 5 \_\_\_\_\_ solve the problem
- 6 \_\_\_\_\_ continue to work hard at sth

f Do you think it's possible to prepare for unusual interview questions? Do you think they really tell the interviewer something about a candidate?

## 5 LISTENING

a Have you ever had an interview for a job or a place on a course? What kinds of questions did they ask you? Did you get the job or place?

b  1.5 Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

What strange question were they asked?	How did they answer?	What happened in the end?
 <p>1 If you could _____ _____ with _____ from the past, who would you choose and why?</p>		
 <p>2 Do you _____ a _____? Are you planning to _____? _____?</p>		
 <p>3 Do you still _____? _____?</p>		
 <p>4 _____ _____ would you like to be reincarnated as?</p>		

c Listen again. Then complete the information in the chart.

d Which of the questions do you think were acceptable to ask at an interview?

## 6 SPEAKING

a Work in pairs, **A** and **B**. You're going to interview each other for a job as a manager in your company. Look at questions 1–14 and think about how you might answer them.

b Now each choose eight that you think would help you to decide whether your partner would be a good fit for the job.

- 1 Which one aspect of your personality would you change if you could, and why?
- 2 If you could have dinner with anyone from the past or present, who would you choose?
- 3 If you were an animal, which animal would you be?
- 4 What kinds of things make you angry?
- 5 If you had to spend the rest of your life on a desert island (with plenty of food and water), what two things would you want to have with you?
- 6 Which TV or film character would you most like to be?
- 7 What's the best (or worst) decision you've ever made?
- 8 If I came to your house for dinner, what would you cook for me?
- 9 Which three adjectives describe you best?
- 10 Who do you admire most, and why?
- 11 If you could be a superhero, what would your superpowers be?
- 12 Tell me about something in your life that you're really proud of.
- 13 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
- 14 If you could have six months with no obligations or financial limitations, what would you do with the time?

c **A** interview **B** with your eight questions. **B** be imaginative and try to give good reasons for your answers.

d Swap roles. Then say if you would give each other the jobs and why (not).

## 7 WRITING an email job application

 **Writing Bank 1** p.119 Write an email applying for a job in sports retail.

# 1B

## We may never know

- G auxiliary verbs, *the...*, *the...* + comparatives
- V compound adjectives
- P intonation and sentence rhythm

“When you have eliminated the impossible, whatever remains, however improbable, must be the truth.”

Sherlock Holmes in *The Sign of Four* by Arthur Conan Doyle

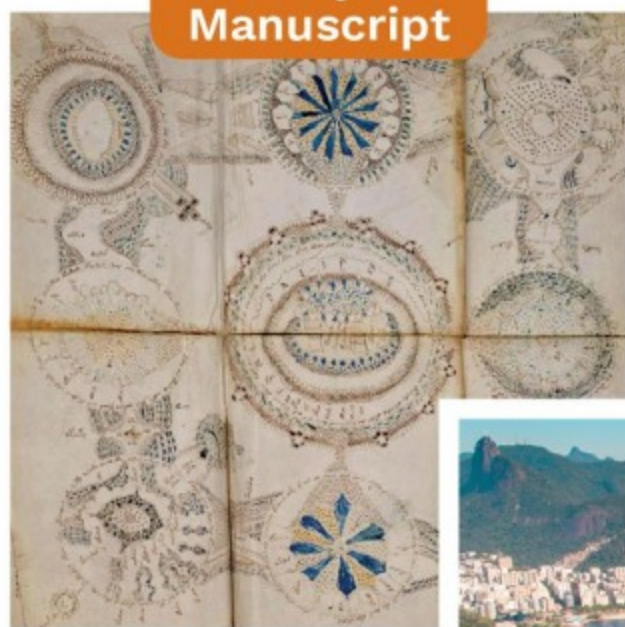
### 1 SPEAKING

- a Look at three photos of unsolved mysteries. What do you think the mysteries might be?

The Dyatlov Pass



The Voynich Manuscript



Guanabara Bay

- b **C Communication** Unsolved mysteries **A** p.108 **B** p.114  
**C** p.118 Each read about one of the mysteries. Then tell the others about it.

### 2 READING & LISTENING

- a **1.6** Read and listen to *The mystery of the lighthouse keepers*. Then cover the text and answer the questions with a partner.

#### The facts

- 1 What was the mystery and who discovered it?
- 2 What was strange about...?
  - the lighthouse door
  - a chair
  - the rain jackets
  - the clocks
  - the log book

#### The theories

- 3 What theories did people come up with?
- 4 Which of the theories do you think could be true? Why?
- 5 Which do you think are impossible? Why?

- b Find the following words in the article and work out from the context what they mean.

puzzle baffle remote  
 extraordinary trace solve

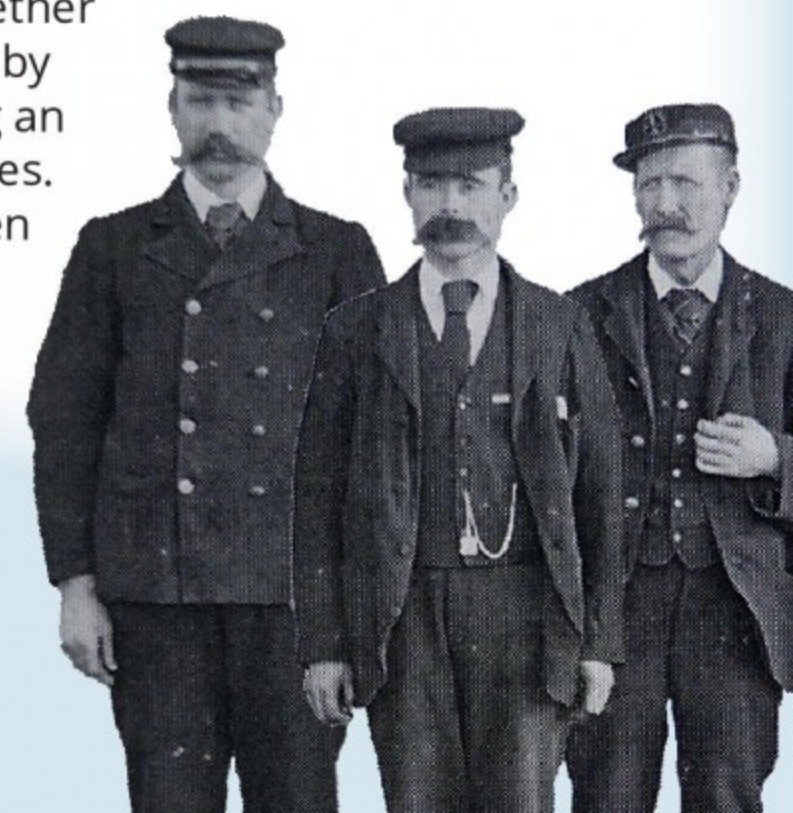
## The mystery of the lighthouse keepers

The mystery of the Flannan Islands lighthouse keepers is one of the greatest puzzles in history – a case that has baffled real and amateur detectives for more than a century.


The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.

On 26th December 1900, a steamship sailed to the island carrying three new lighthouse keepers, to relieve the men who had spent three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery – there was nobody there! The lighthouse door was unlocked, and inside, everything was tidy, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared. The clocks had stopped. The last entry in the log book was 9 a.m. on 15th December. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant sea bird, or even by a boat full of ghosts. Robert Muirhead, a Northern Lighthouse Board superintendent who had originally employed the three missing men, was sent to the island from Edinburgh to solve the mystery.



Adapted from The Times

c  **Video** Watch *The mystery solved?*. What was Muirhead's theory? Is it accepted today?

d Watch again. Why are the following mentioned?

- 1 a huge rock
- 2 *Queen Elizabeth II*, the White Cliffs of Dover
- 3 'the monster wave'
- 4 *The Vanishing*
- 5 The Isle of Lewis in the Hebrides
- 6 one man's rain jacket and the bodies of the lighthouse keepers

e Do you know of any other unsolved mysteries? Why do you think people find them so fascinating?

### 3 GRAMMAR auxiliary verbs

a Talk in small groups.

Have you (or has anybody you know)...?

- seen or heard something which can't be explained, e.g. a ghost or a UFO
- had a strange coincidence, e.g. meeting someone in an unexpected place
- visited a fortune-teller, psychic, or faith healer

#### Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

How / That's | *strange / bizarre / odd / weird / spooky.*  
What a | *weird story / amazing coincidence.*


b Look at the conversations and try to complete the gaps with an auxiliary verb (*do, did, is, was, etc.*).

1 A I heard a weird noise in the middle of the night.  
B <sup>1</sup> \_\_\_\_\_ you? What kind of noise?

2 A You don't believe in ghosts, <sup>2</sup> \_\_\_\_\_ you?  
B No, I don't.

3 A I've never been to a fortune-teller.  
B Neither <sup>3</sup> \_\_\_\_\_ I.  
C I <sup>4</sup> \_\_\_\_\_. It was really interesting.


4 A I don't believe you really saw a UFO.  
B I <sup>5</sup> \_\_\_\_\_ see one! It couldn't have been anything else.

c  **1.7** Listen and check. Then, in pairs, decide which highlighted phrase (1–5) is used...

- A  to add emphasis  
B  to say that you are different  
C  to check information  
D  to show surprise  
E  to say that you are the same.

d  **Grammar Bank 1B** p.141

### 4 PRONUNCIATION intonation and sentence rhythm

a  **1.9** Listen to the conversations. Underline the highlighted auxiliary verbs (*did, don't, do*) that are stressed.

1 A I dreamt that I saw a ghost last night.  
B Did you? So did I. How spooky!

2 A I don't believe in fortune-telling.  
B Don't you? I do.

3 A You don't like horror films, do you?  
B I do like them. It's just that sometimes they're too scary!

b Practise the conversations with a partner. Copy the rhythm and intonation.

c Complete sentences 1–8 so that they are true for you.

1 I'm not very good at \_\_\_\_\_.  
(activity)

2 I'm going to \_\_\_\_\_ tonight.  
(verb phrase)

3 I love \_\_\_\_\_.  
(a kind of music)

4 I don't like \_\_\_\_\_.  
(a kind of food)

5 I've never read \_\_\_\_\_.  
(a famous book)

6 I'd love to live in \_\_\_\_\_. (a town or country)

7 I was very \_\_\_\_\_ as a child.  
(adj. of personality)

8 I didn't \_\_\_\_\_ yesterday evening.  
(verb phrase)


d Work in pairs, **A** and **B**. **A** read your sentences to **B**. **B** respond with a reply question and then say whether you are the same or different. Then swap roles.

*I'm not very good at cooking.*

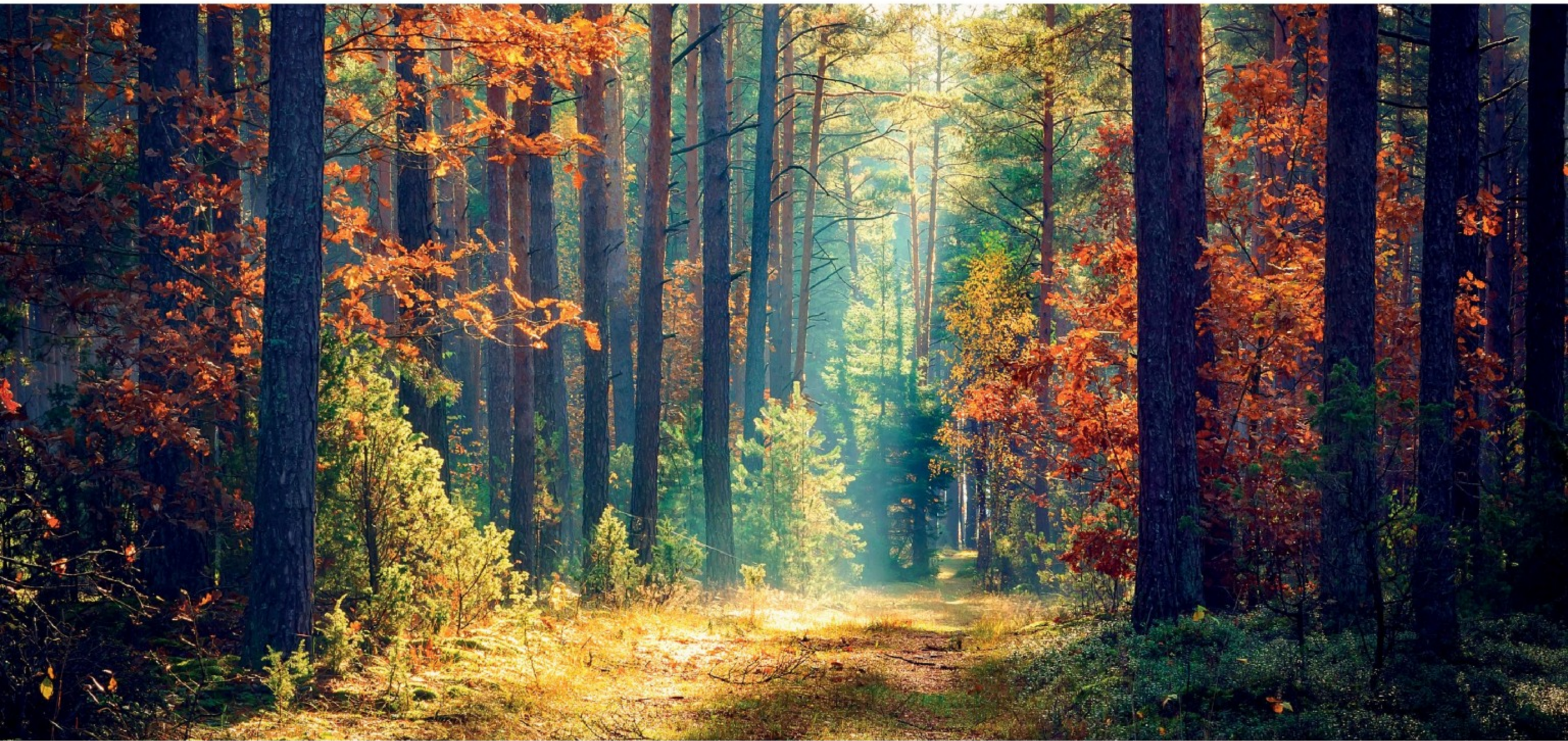
*Aren't you? Neither am I.*

*I'm going to watch the football tonight.*

*Are you? I'm not. I'm going to study.*

e  **Communication** You're psychic, aren't you? **A** p.109 **B** p.114 Make guesses about your partner.

## 5 LISTENING & SPEAKING



- a** Look at the photo of a forest. How do you think you would feel if you were walking in it?
- b** **1.10** Now look at the photo and listen. Follow the instructions. Write your answers below.

### A walk in the forest

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_
- 6 \_\_\_\_\_  
\_\_\_\_\_

- c** Listen again and check what you have written. Make sure you have answered all parts of the questions.

- d** **1.11** Now listen to an explanation of what you have written. Make notes in the chart.

### A walk in the forest

- 1 the person = \_\_\_\_\_
- 2 the animal = \_\_\_\_\_  
how you interact with it = \_\_\_\_\_
- 3 the house = \_\_\_\_\_  
no fence = \_\_\_\_\_  
a fence = \_\_\_\_\_
- 4 the table = \_\_\_\_\_
- 5 the cup = \_\_\_\_\_
- 6 the water = \_\_\_\_\_  
how wet you get = \_\_\_\_\_

- e** Use the notes to interpret what you wrote in **b**. Then compare with a partner and say what you agree with and what you disagree with.

*I put that the animal was a..., and it says that means..., but I don't think that's true...*

- f** Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by...?
- analysing their handwriting (graphology)
  - looking at their hands (palmistry)
  - analysing the position of the sun, moon, and planets at the exact time of their birth (astrology)
  - online personality quizzes, e.g. BuzzFeed

**Grammar in context** *the..., the... + comparatives*

*The bigger the animal, the more problems you have.*


*The harder and more resistant the cup is, the stronger your relationship is.*

Use *the + comparative adjective or adverb*, or *the more / less (+ noun)* to show that one thing depends on another, e.g.

- *The earlier we start, the sooner we'll finish.* = If we start early, we'll finish early.
- *The more money you spend now, the less you'll have for your holiday.* = If you spend a lot of money now, you'll have less for your holiday.

**g** Rewrite the sentences using *the..., the... + comparative*.

- 1 If you study a lot, you learn a lot.  
The \_\_\_\_\_,  
the \_\_\_\_\_.
- 2 If I drink a lot of coffee, I sleep badly.  
The \_\_\_\_\_,  
the \_\_\_\_\_.
- 3 If you have a lot of time, you do things slowly.  
The \_\_\_\_\_,  
the \_\_\_\_\_.
- 4 If you are fit, you feel good.  
The \_\_\_\_\_,  
the \_\_\_\_\_.

**h**  **1.12** Now listen and check. Notice the stress and intonation pattern in the sentences.


**i** Complete the sentences in your own words. Then read your sentences to a partner. How similar are they?

- 1 The more money I have,...
- 2 The earlier I get up,...
- 3 The faster English people speak,...
- 4 The less I eat,...
- 5 The harder I work,...
- 6 The more exercise I do,...

## 6 VOCABULARY compound adjectives


**a** Look at some extracts from the listening in 5. Can you remember what the gapped words are?

- 1 If there was no fence around the house, it means you are very open-\_\_\_\_\_, and welcome new ideas.
- 2 If you hardly got wet at all, it means that you depend less on your friends and are more self-\_\_\_\_\_.

**b**  **1.13** Listen and check. Do the compound adjectives in **a** have a positive or negative meaning?

### Compound adjectives

Compound adjectives have two parts. The second part often ends in *-ed* or *-ing*, e.g. *good-natured*, *hard-working*. The words are normally linked by hyphens.


**c**  **1.14** Listen to some more compound adjectives. Which word has the main stress?

absent-minded bad-tempered big-headed easy-going  
good-tempered laid-back narrow-minded open-minded  
self-centred strong-willed tight-fisted two-faced  
well-balanced well-behaved

**d** With a partner, use the two parts of the words to try to work out their meaning. Which do you think are positive and negative characteristics? Are there any which you think can be either?

*I think a bad-tempered person is somebody who gets angry easily...*



**e**  **Video** Watch the video. Describe one of the people using a compound adjective from **c**.

**f** Tell your partner about people with the characteristics below. Give examples of their behaviour.

**Do you know somebody who is...?**

- very open-minded
- a bit two-faced
- extremely absent-minded
- very good-tempered
- a bit tight-fisted
- incredibly strong-willed
- pretty laid-back
- quite self-centred

*My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car!*

# English File talks to...

Aasmah Mir

Journalist



## 1 THE INTERVIEW

### Lead-in

**Video** Watch the lead-in to *An interview with Aasmah Mir*. What information did you find out about her? Given her job and experience, do you think she will be a good interviewee herself?

### Part 1

**a** **Video** Watch Part 1 of the interview. Then number the topics 1–4 in the order Aasmah Mir talks about them.

- her interview with Scottish TV
- what she thinks about 'unusual' questions in job interviews
- what she did after university
- the kind of child she was

**b** Watch again. Then, with a partner, try to remember as much as you can about what she said about each topic in **a**.

### Part 2



**a** Look at a list of things that a good interviewer needs to do during an interview. With a partner, choose your top three.

- 1  have done a lot of research in advance
- 2  listen to what an interviewee says
- 3  not interrupt an interviewee too often
- 4  be able to change direction during an interview if necessary
- 5  be aware of how long you have to do the interview
- 6  be nice to your interviewee
- 7  make sure that interviewees use language that the audience can understand
- 8  repeat a question or go back to a subject if the interviewee doesn't want to answer a question

**b** **Video** Watch Part 2. Tick (✓) the things that Aasmah Mir believes make a good interviewer.

**c** Watch again. Then mark the sentences **T** (true) or **F** (false).

- 1 Aasmah Mir sometimes doesn't follow her interview plan because the interviewee says something interesting she wasn't expecting.
- 2 Some people think that you shouldn't be too nice to an interviewee because then the interview won't be very interesting.
- 3 She sometimes has to ask politicians to use simpler language to make their point.
- 4 If someone doesn't want to answer a question, she either makes a joke and then repeats the question, or she highlights the fact that they don't want to talk about the subject.

### Part 3

**a** **Video** Watch Part 3. Which two types of people does Aasmah Mir find difficult to interview? Who did she really enjoy interviewing?



**b** Watch again and check. Then complete the sentences.

- 1 In interviews, some politicians only want to talk about...
- 2 Some scientists can be difficult to understand because...
- 3 Aasmah Mir liked her previous job because...
- 4 She loved it when her favourite interviewee said, '...'
- 5 Her advice for helping nervous interviewees is...

### Reading on screen

In pairs, look at some words and phrases related to a career in journalism and interviewing that you read in the video. Can you explain what they mean?

graduate trainee talk sb's language (*idiom*)  
 give sb an easy ride (*idiom*) jargon  
 stay on your brief (*idiom*) delivery be self-deprecating