

OXFORD

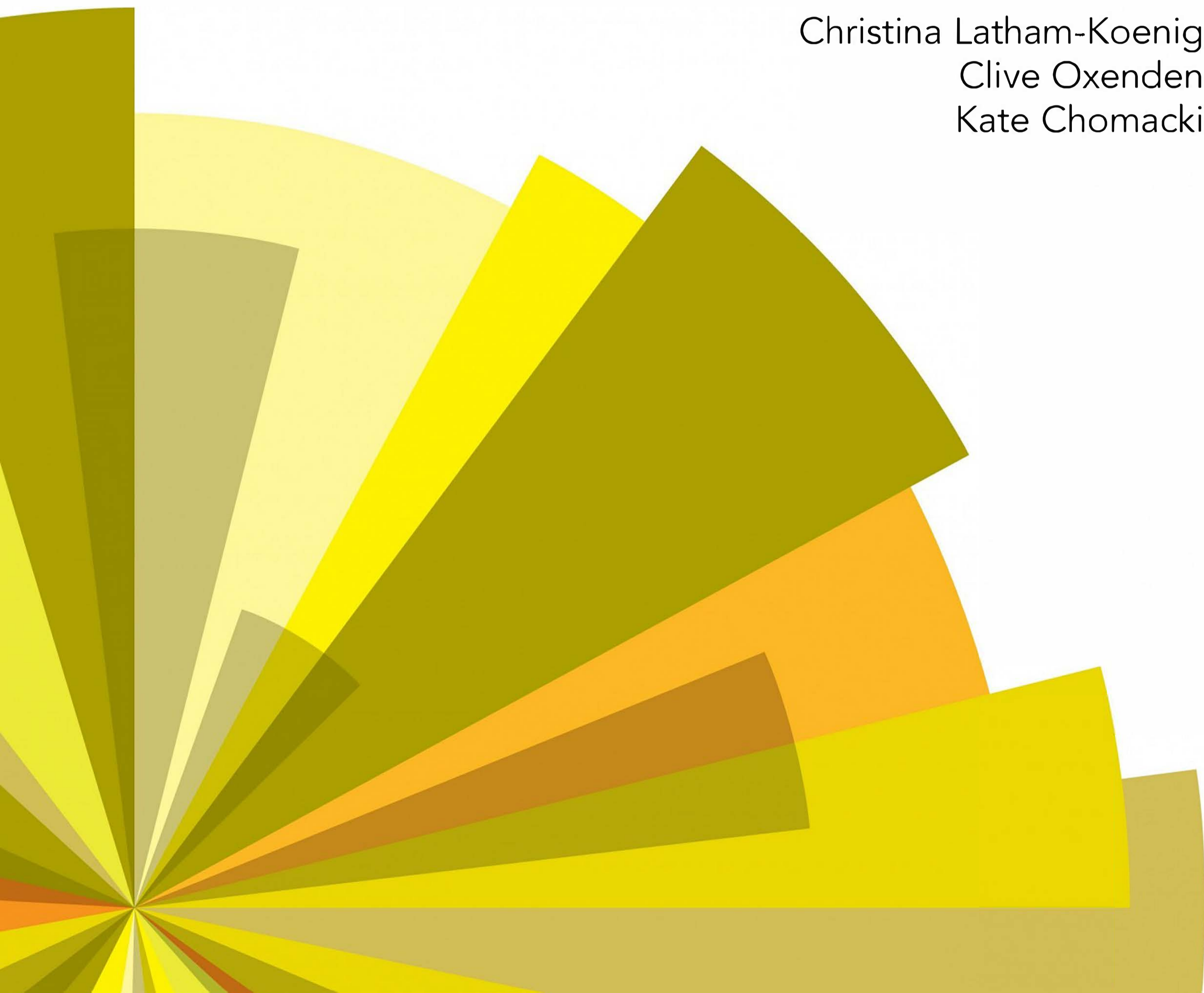
fourth
edition

English File

Advanced Plus

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki





e-book interactive features

OXFORD
UNIVERSITY PRESS

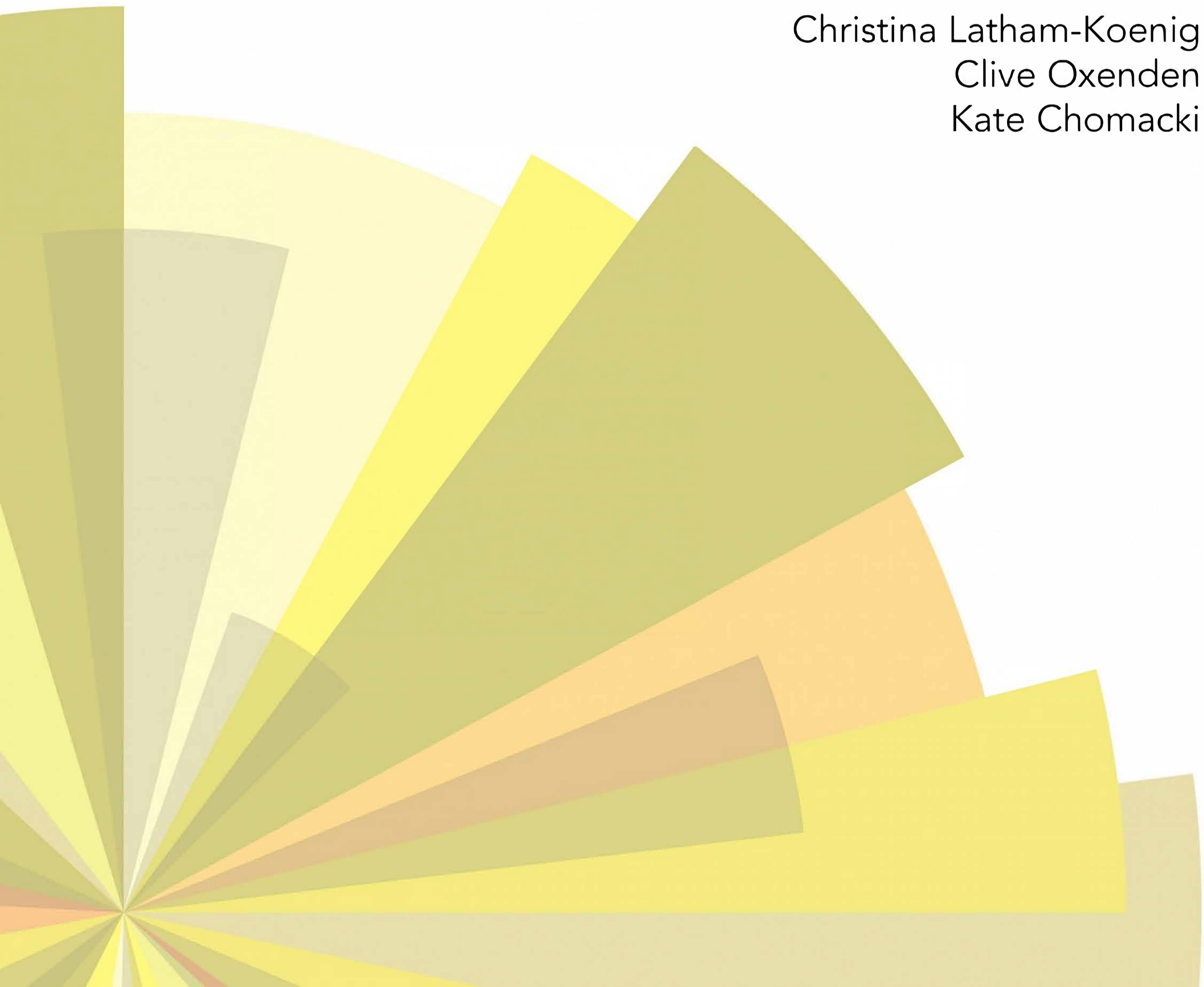
fourth
edition

English File

Advanced Plus

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki



Contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6 A Motivation and inspiration	modal verbs (1): <i>will, would, should</i>	vague language	contractions
10 B The parent trap	noun phrases	phrasal nouns	short and long vowels
14	Revise and Check 1		
2			
16 A Overcoming adversity	modal verbs (2): <i>can / could / be able to, may / might</i>	prefixes and suffixes	words that can be pronounced in two ways
20 B A big adventure	participle clauses	ways of moving	consonant clusters with s
24	Revise and Check 2		
3			
26 A Live your age	determiners: articles and quantifiers	research language	verb / noun word stress, stressed and unstressed articles
30 B In love with Shakespeare	word order	idioms from Shakespeare	reading aloud
34	Revise and Check 3		
4			
36 A No more boys and girls	cause and effect	binomials	binomials
40 B Live to work?	aspect: perfect and continuous tenses	acronyms and initialisms	acronyms and initialisms
44	Revise and Check 4		

	GRAMMAR	VOCABULARY	PRONUNCIATION
5			
46 A An emotional roller coaster	prepositions and sentence patterns	more sophisticated emotions	stress in multi-syllable adjectives
50 B Crossing cultures	advanced structures for comparing and contrasting	individuals and populations	contrastive stress
54 Revise and Check 5			
6			
56 A Hi-tech, lo-tech	position of adverbs	common adverb collocations, verbs for making things	sentence intonation with adverbs
60 B It all adds up	singular and plural agreement	numbers and measurements	stress and intonation in long numbers
64 Revise and Check 6			
7			
66 A Whodunnit?	complex passive forms	punishment	understanding an accent
70 B Alone or with friends?	special uses of tenses	connotation	linking
74 Revise and Check 7			
8			
76 A Food of love	expressing conditionality	eating and drinking	vowel sounds and spelling
80 B Seeing things differently	adjective order	ways of seeing	stress and intonation
84 Revise and Check 8			

86 **Communication**
 94 **Writing**
 106 **Listening**

116 **Grammar Bank**
 132 **Grammar Bank Practice Exercises**
 140 **Vocabulary Bank**

159 **Sound Bank**

Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.

ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



Online Practice

Look again at Student's Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you've learnt so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

LOOK AGAIN

- Review the language from every lesson.
- Watch the videos and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening, and Speaking practice.
- Use the interactive video to practise your conversation skills.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try an extra Challenge.

SOUND BANK

- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.



and it corresponds to a school. Some friends ended up going to a place that's 12 miles away, but I think it's a good system because your parents can't interfere in which school you go to.

Emma, 16

- 55 The Dutch approach is to trust kids with their own decision-making because the worst that can happen is they'll learn from their mistakes. The first time my friends and I had a party at the house, we rolled up the carpet and put away the valuables. Because we demonstrated that we were responsible that first time, it's been fine ever since. In
60 our school system, if you're not very academic you can move into a different stream. There's no stigma attached to that – different people's brains work differently. We have a mentoring programme at school and you're encouraged to be totally honest about your life. Let's say you're having problems making friends – there are after-school classes
65 that can help build your self-confidence.

Ben, 22

- In Dutch, there is no phrase that means 'good boy' or 'good girl' – that's how you'd speak to a dog, not a child. I never felt pressure from my parents to be perfect. They were supportive and the education was
70 tough sometimes, but that means learning to take a balanced view, which is something I think Dutch people are pretty good at. If ever I was stressed with school work, friends would encourage me to chill out or have fun. It wasn't remotely competitive. When I went to visit my cousins in Australia recently, they were attending girls' schools
75 and boys' schools, and I find that unimaginable. I mainly had female friends at high school and I don't understand why you would separate one half of the human race from another.

d Read what the teenagers say again and focus on phrases 1–8. Then, with a partner, explain in your own words what the people mean and give examples where appropriate.

- 1 there isn't such an emphasis on social status (l.16)
- 2 There's not such a sense of minding your own business as elsewhere. (l.21)
- 3 it's a very laid-back system (l.23)
- 4 prize freedom over money (l.29)
- 5 life isn't going to be very fulfilling (l.36)
- 6 There's no stigma attached to that (l.61)
- 7 We have a mentoring programme at school (l.62)
- 8 learning to take a balanced view (l.70)

e What features of Dutch upbringing and education are similar in your country? Are there any that you admire, and think would improve life for young people?

2 GRAMMAR noun phrases

a Look at six extracts from the article in 1. In pairs, try to complete the missing words in each highlighted noun phrase from memory.


- 1 ...teens in the Netherlands score highest in the world for _____ satisfaction.
- 2 I think _____ the freedom to do what you want plays a big part in how happy you are.
- 3 _____ thousands of people in support of a huge world problem warrants a day away from school.
- 4 In our _____ system, if you're not very academic you can move into a different stream.
- 5 ...there are after-school classes that can help build your _____-confidence.
- 6 ...that means _____ to take a balanced view, which is something I think Dutch people are pretty good at.

b Check your answers in the article. Then answer the questions.

- 1 What is the most common way of making a verb act as a noun?
- 2 In a compound noun, which noun describes the other?

c  p.117 Grammar Bank 1B

3 SPEAKING

a  1.12 Listen to a woman talking about her upbringing. Answer the questions.

- 1 In what areas were her parents strict or liberal?
- 2 What difference was there between her parents? What specific examples does she give?

b Talk to a partner.

- How strict was your own upbringing in the following areas: studying and homework; free time; general behaviour?
- If you have siblings of the opposite sex, were there any differences in the way they were brought up?
- How would you compare your own upbringing to that of your parents? What factors do you think have influenced the changes? To what extent do you think your parents' upbringing influenced the way they brought you up?

4 GRAMMAR word order

a Read some comments made by theatre critics about productions of Shakespeare's plays. Which ones are more positive and which are more negative?

- 1 **Rarely have I seen** Juliet played more sensitively.
- 2 **Try as I might**, I just couldn't make myself like such a modern production of *King Lear*.
- 3 **What sets this production of *The Tempest* apart is** the extraordinary costume design.
- 4 **Such is the complexity of the plot of *Cymbeline* that** it's impossible to remember who's doing what and why.
- 5 **It isn't until Act 2 of *Hamlet* that** the pace really begins to pick up.

b In pairs, discuss how you could change the word order in comments 1–5, starting with the words below, and changing the **bold** words if necessary. What difference does this make?

- 1 I have...
- 2 I just couldn't...although...
- 3 The extraordinary costume design is...
- 4 The plot of *Cymbeline* is so...
- 5 The pace doesn't...

c **G** p.121 Grammar Bank 3B

5 PRONUNCIATION reading aloud

Tips for reading aloud

First, read the text through silently and try to understand the meaning. Next, read the text slowly and quietly to yourself, following the guidelines given by the punctuation to decide where to pause and which words to stress. Allow each word its space and use the natural pauses to take a breath.

a **3.13** Read and listen to a poem by contemporary English poet Wendy Cope. Complete the short summary of the poem. Check the meaning and pronunciation of any words in the poem you don't know.

The poet is imagining Shakespeare as a _____ at school, behaving _____ and annoying the _____.

Shakespeare at school

Forty boys on benches with their quills,
Six days a week through almost all the year,
Long hours of Latin with relentless drills
And repetition, all enforced by fear.
I picture Shakespeare sitting near the back,
Indulging in a risky bit of fun
By exercising his prodigious knack
Of thinking up an idiotic pun,
And whispering his gem to other boys,
Some of whom could not suppress their mirth –
Behaviour that unfailingly annoys
Any teacher anywhere on earth.
The fun was over when the master spoke:
Will Shakespeare, come up here and share the joke.

Wendy Cope

Glossary

quill an old-fashioned pen made out of a feather
knack ability
pun a play on words
mirth laughter

b Read and listen again. Focus on the rhythm and intonation. Underline the stressed words and mark / where the speaker pauses.

c Now, in pairs, take turns to read the poem aloud.

6 LISTENING



- a Look at two images of actress Helen Mirren performing Shakespeare. Which do you think is a play and which is a film? What do you think is unusual about her role in the film?
- b Look at the headline of an article. Why do you think Helen Mirren might be against reading Shakespeare at school?

Bored by the Bard?

Helen Mirren says schools should stop making children read Shakespeare.

USE OF ENGLISH

- a Read the text below and decide which answer (A, B, C, or D) best fits each gap.

Inequality in the kitchen?

Although women have played a prominent role in the hospitality industry for many years, only 17% of professional chefs in the UK are women. ¹C that discrimination on the ²__ of gender is illegal, there must be another reason for this.

Explanations in the past have included the fact that working in a restaurant kitchen goes ³__ in hand with long hours, and that a highly pressurized, even aggressive, environment can be part and ⁴__ of the job, but neither reason stands up to close examination in today's world.

One interesting theory is based on the fact that historically women did almost all domestic cooking. As a ⁵__, when women's roles in the jobs market expanded in the 1960s, they may have wanted to escape from the home, and first and ⁶__ from the kitchen – ⁷__ the lack of female chefs in the last 50 years.

But now, little ⁸__ little, the balance is being redressed, and every year more and more women are establishing themselves as professional chefs.

- | | | | |
|---------------|-----------|---------------|--------------|
| 1 A Taken | B Made | C Given | D Done |
| 2 A grounds | B causes | C motives | D results |
| 3 A head | B hand | C together | D also |
| 4 A piece | B pack | C parcel | D portion |
| 5 A result | B outcome | C product | D conclusion |
| 6 A most | B fastest | C forward | D foremost |
| 7 A therefore | B hence | C accordingly | D why |
| 8 A for | B to | C by | D and |

- b Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 Female employees have gone on strike because they want equal pay.

grounds

Female employees have gone on strike on the grounds that they want equal pay.

- 2 He feels that he should have a pay rise because of his increased workload.

light

He feels, _____ his increased workload, that he should have a pay rise.

- 3 I start at 8.00, so I should be able to leave at 4.00.

seeing

I should be able to leave at 4.00, _____ at 8.00.

- 4 We started work here four years ago.

working

Next year, _____ for five years.

- 5 The company is struggling because of strong competition.

result

_____, the company is struggling.

- 6 We're going to replace all the computers by the end of the year.

been

All the computers _____ by the end of the year.

READING

You are going to read an article about unequal pay for men and women. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap. There is one extra paragraph which you do not need to use.

5 READING & SPEAKING



- a How much do you know about crime fiction? Look at the photos, and, in pairs, try to match investigators A–H to the stories they appear in.
- 1 1868 *The Moonstone*, Wilkie Collins
 - 2 1887 *A Study in Scarlet*, Arthur Conan Doyle
 - 3 1934 *Murder on the Orient Express*, Agatha Christie
 - 4 1942 *The Body in the Library*, Agatha Christie
 - 5 1971 *Columbo*, Richard Levinson and William Link
 - 6 1992 *The Dogs of Riga*, Henning Mankell
 - 7 2007 *The Killing*, Søren Sveistrup
 - 8 2011 *The Bridge*, Hans Rosenfeldt
- b Have you read any books, or seen any films or TV series featuring these detectives? Did you enjoy them?
- c Now read an article by Dr Erica Wickerson from Cambridge University, which contrasts different styles of crime fiction. What is it that makes *The Moonstone* and *The Bridge* different from typical crime fiction?
- d Read the article again and match last sentences A–G to gaps 1–7.
- A As Gabriel Betteredge says, we are left burning ‘with detective fever’, on the edge of our seats about what could happen next.
- B But both *The Moonstone* and *The Bridge* play with time in a particular way that enhances the suspense already provided by the question: whodunnit?
- C Each time there is a major breakthrough with the case, it increases the sense of threat about what will happen next.
- D And the movement back and forwards continues.
- E However, we are intermittently dragged backwards to past events as well.
- F One strand moves backwards in time while the other moves forwards, creating a constant tension.
- G With the suspense plot we wonder: what has happened and what is about to happen?

Why do we care WHODUNNIT?

From Sherlock Holmes to Hercule Poirot, Miss Marple to Columbo, Sarah Lund to Saga Norén, we have long been gripped by detective fiction. An opium addiction, elaborate moustaches, a knitting habit, a shabby overcoat, lovely Nordic jumpers, and a green Porsche: the only thing these idiosyncratic and frequently frustrating sleuths seem to have in common is their ability to solve crimes. So what is it that makes the whodunnit such compelling entertainment? A crime is committed, the detective arrives; we watch in suspense as he or she tries to piece together the clues to apprehend the baddie in time. A killer is on the loose, and they need to be caught. But this misses the complexity of detective fiction. The trick in fact lies in its manipulation of time.

Tzvetan Todorov, the Bulgarian-French critic, said that there were three types of narrative drive in crime fiction: the drive of the whodunnit, that of the thriller, and that of the suspense plot. The whodunnit effectively moves backwards to piece together past events (a la Poirot); the thriller moves forwards in step with the characters (a la James Bond); the suspense plot combines both (a la Hitchcock). The whodunnit poses the question: what happened? The thriller makes us ask: what will happen next? ¹ _____

This formula has had us riveted for at least 300 years. Crime writing was popular in the 18th century, with the added tension of the death penalty imposed even for minor misdemeanours. It was, however, only really in the 19th century that the idea of the whodunnit was born. The poet T.S. Eliot believed that Wilkie Collins’s *The Moonstone* (1868) invented the genre. The great crime-writer Dorothy L Sayers called it the finest example ever written, and its tale of theft, murder and intrigue continues to grip 21st century readers. More recently, the final season of the Nordic noir series *The Bridge* garnered huge contemporary audiences at home and abroad. *The Moonstone* is set in an upper-class English country home in 1848. *The Bridge* takes place between Sweden and Denmark in 2018. *The Moonstone* follows the disappearance of a priceless diamond stolen by the British from India. *The Bridge* investigates the gruesome murder of a civil servant. At first glance, these two works seem totally different. ² _____

Most classic detective stories start with a crime, and then pit an ordinary policeman against the brilliant mind of the private detective or amateur sleuth. There is one plot, and the whole story is told in retrospect by one narrator, typically by a loyal companion (e.g. Dr Watson for Sherlock Holmes), who replicates the experience of the reader, witnessing events and desperately trying to keep up. *The Moonstone* and *The Bridge*, on the other hand, contain not one but two interwoven plots. ³ _____

Wilkie Collins structures *The Moonstone* in a highly innovative way, using multiple narrators. The story oscillates between the drive backwards on the quest for

c Read the article again. What might you infer from the article about...?

- 1 Nigel's family and where he grew up
- 2 reasons why he has visited certain places
- 3 his work experience

d **Language in context** Find words in the article related to food and the senses to match the definitions.

- 1 three synonyms for a smell _____
- 2 the small structures on your tongue that allow you to recognize the flavours of food and drink _____
- 3 the two openings at the end of your nose that you breathe through _____
- 4 a verb meaning to let liquid come out of your mouth and run down your chin _____

e Is there a kind of food or a dish which reminds you of a particular moment in your life?

2 VOCABULARY eating and drinking

a Look at the photos of food in 1a. Which ones might you...?

- 1 chew
- 2 slurp
- 3 lick

b **V** p.158 **Vocabulary Bank** Eating and drinking

3 PRONUNCIATION vowel sounds and spelling

a In pairs, read aloud the following words related to food, eating, and drinking. How do you pronounce the vowels in pink? What do the words have in common?

- 1 gammon cabbage carrots pineapple
- 2 herring pepper cherries lettuce
- 3 sniff dill dribble kipper
- 4 scoff chopped broccoli porridge
- 5 guzzle stuffed mussels Brussel sprouts

b **8.4** Listen and check. What is the pronunciation rule?

c How do you spell the past simple of *sip* and the comparative form of *hot*? Why?

d Look at the words in the list. What sound does the *a* make after /w/ before a double consonant?

swallow quarrel swapped squabble quarry waddle

e **8.5** Listen and check.

f **8.6** Listen and write 16 food words. Try to judge from the sound whether the word is spelled with a double consonant.

g Compare your words with a partner and check the spelling and meaning with a dictionary if necessary.

4 SPEAKING

a Look at the food memories below. Choose four or five that mean something to you and think about what you could say.

a food that reminds you of one or both of your parents

a meal that someone in your family could cook really well

a place you often went out to eat when you were a child

a food which reminds you of summer holidays

a food someone in your family used to make you when you were ill

an eating or drinking 'rule' in your family

a food-related incident or accident

the food you usually had for a special occasion

a truly amazing restaurant meal you once had

a food or drink you thought you wouldn't like and then found you did

your favourite comfort food

a particular brand of food you used to love, or still love now

b In small groups, talk about your memories. Try to help the conversation flow smoothly, by finding a way to link with what went before.

I actually have a very similar memory.

I've chosen the same food, but for a different reason.

5B TWO CITIES Student A

Cairo

This is a noisy city, a crowded city of some 16 million people. In the summer, it feels like everyone is sitting on top of you in the smog and heat. On my balcony, I can see the lady across the alley ironing her clothes. Last week, I was watching television and someone yelled from the building next door to turn it down.

My producer Dina Saleh and I spent one day on a microbus, a type of minivan Egyptians use to get around the city for the equivalent of about 25 cents. We're squished in the back next to two other women, and 12 more people are piled in. But it's a national holiday, and Dina says this is nothing compared to a work day. Young boys with no cash jump on the back for a free ride.

Walking around the city is like dealing with an obstacle course. The narrow streets are made more narrow by cars haphazardly parked on the sidewalks, sometimes even in the middle of the street. Standing in one of the most crowded parts of Cairo, Giza Square, there's really no sense of personal space. There are just too many people to have that. There's no legal time to cross the street, you just cross when you can. Just now as I was talking, a man brushed up right against me, didn't even notice, didn't even apologize, because that's normal here.

In the morning, Egyptians crowd around breakfast stands throughout the capital. Men serve up hot fava bean mash, with veggies and bread. People eat at the stand as others flash money above their heads to get service, bodies pressed up against each other. A friend jokes that by the time you get your food you need to shake the other patrons out of your clothes.

Without space, there is no privacy. In every Cairo apartment building is the *bawab*, the building guard. He knows the comings and goings of every resident on the street. And to this day, when a young woman is getting married, families of the groom will interrogate the *bawab* about the potential bride. *Do men come and go from the apartment? Does she come home late at night?*

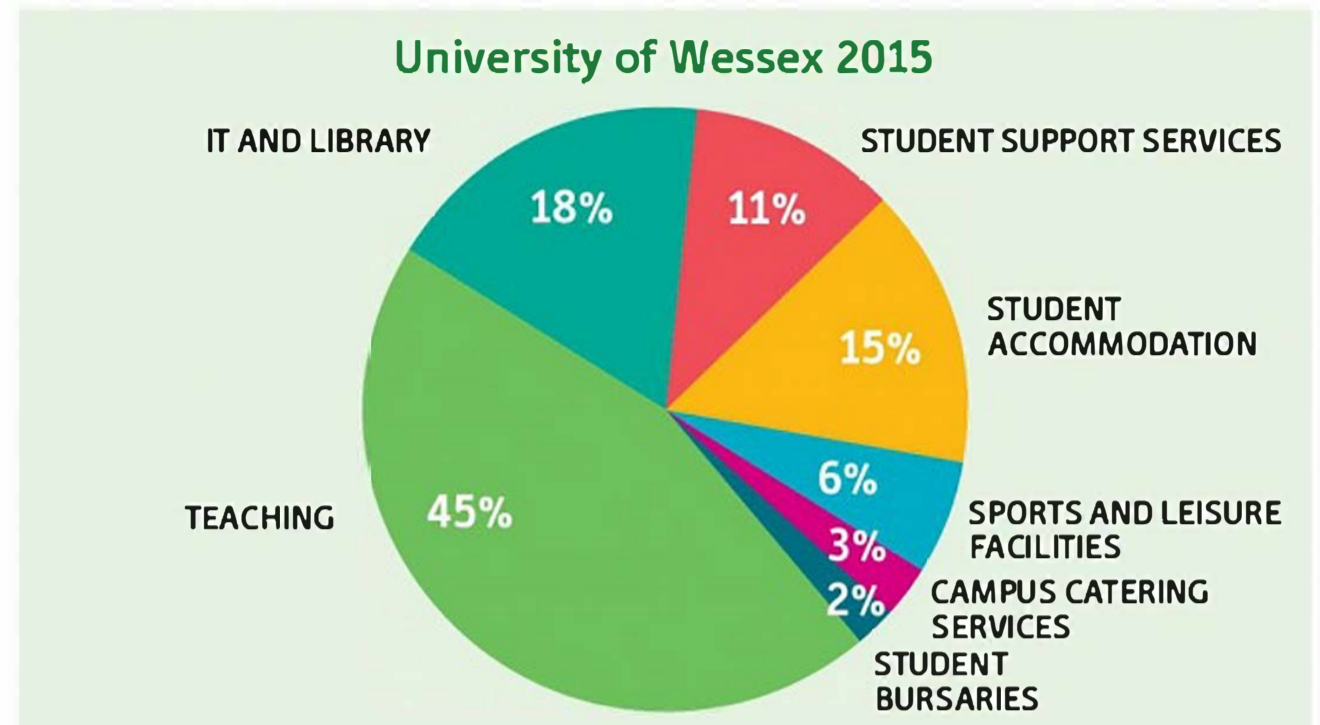
But the closeness is also comforting. It is a fundamentally kind city. If you fall, a slew of people will rush to your aid. No one will walk by thinking, *Not my problem*. It is loud, crowded and claustrophobic, and it is maddening and wonderful at the same time.

Leila Fadel

- Read what US journalist Leila Fadel says about life in Cairo. Underline any information you think is interesting, particularly regarding people's attitude to personal space.
- Tell **B** what Leila noticed about life in Cairo. Cover the following things:
 - where people live
 - street food
 - public transport
 - living in an apartment building
 - being a pedestrian
 - the positive side
- Now listen to **B** tell you what Lourdes Garcia Navarro says about life in São Paulo.

6B DESCRIBING A CHART Student A

- Listen to **B** talking about how the University of Wessex changed how it spent its money on facilities and services over a five-year period. Draw the pie chart for 2020.



- Now look at the table below, which gives information about how the University of Northam changed how it spent its money on facilities and services over a five-year period. Tell **B** about the changes in each area. Start like this.

In 2015, the University of Northam spent around one third of its money, 33%, on teaching. By 2020, this had increased by 15%, to 48%. Regarding IT and library costs, in 2015,...

Costs	2015	2020
teaching	33%	48%
IT and library	11%	21%
student support services	9%	10%
student accommodation	18%	8%
sports and leisure facilities	18%	7%
campus catering services	6%	3%
student bursaries	5%	3%

- Compare the pie charts for the two universities. Which one do you think you would prefer to be studying at in 2020? If you had to prioritize the seven areas, what order would you rank them in?

8A

- a Complete the second sentence so that it means the same as the first.

If you get locked out of your computer, try resetting the password.

Should *you get locked out of your computer*, try resetting the password.

- 1 We couldn't see the mountain because it was pouring with rain.
We _____ the mountain if _____ with rain.
- 2 We're allowed to light a fire, but we'll have to put it out before we leave.
We're allowed to light a fire provided _____.
- 3 Please wait here for a moment, and we'll deal with your request as soon as possible.
If you wouldn't _____, we'll deal with your request as soon as possible.
- 4 She was able to get into the exhibition, but only because she booked in advance.
If _____ in advance, she _____ get into the exhibition.
- 5 If you had told me you weren't well, we could have postponed the walk.
Had _____, we could have postponed the walk.
- 6 It's just possible that there will be a storm, in which case the sailing will be cancelled.
Were _____, the sailing will be cancelled.
- 7 I went to bed very late last night, which is why I'm feeling tired.
If _____ so late last night, I _____.
- 8 It's such a pity that Michel can't be with us today!
If only _____ today!
- 9 I always scoffed mine in seconds whenever we were bought ice creams.
If _____ in seconds.

- b Complete the sentences by adding one word.

You won't be able to get in you can show your student ID.

You won't be able to get in unless you can show your student ID.

- 1 I wouldn't go back, even she begged me.
- 2 Hopefully, the instructions are clear, but if doubt, please ask.
- 3 You'd better lock your bike, it might get stolen.
- 4 Is everybody ready? If, let's set off.
- 5 The flight be cancelled, you will be entitled to a full refund.
- 6 If it weren't my student loans, I would be a millionaire by now.
- 7 For your advice, I may well have made the wrong decision.
- 8 In the unlikely of a fire, passengers should proceed to the nearest emergency exit.
- 9 We're expecting ten people on the tour, always that everyone turns up.
- 10 I known it was your birthday, I'd have got you a present.
- 11 If I'd listened to my mother's advice!

8B

- a Put the words in brackets in the correct place in the sentence.

I bought it because there was nothing in the shop. (suitable, left) *I bought it because there was nothing suitable left in the shop.*

- 1 Did you do anything weekend? (last, interesting)
- 2 The police spoke to everyone, including the people at the scene of the crime. (present, concerned)
- 3 They are determined to find and arrest the person. (responsible)
- 4 In the circumstances, I'm afraid there is no one else. (available, present)
- 5 My brother is only 12 months than me. (elder, older)
- 6 The computer has an ultra-thin screen that is 25 cm but only 4 mm. (wide, thick)
- 7 The boy said he was feeling. (sick, little)

- b Put the words in brackets in the correct order, adding and if necessary.

The bed and breakfast was run by a (Scottish, friendly, middle-aged) woman.

The bed and breakfast was run by a friendly middle-aged Scottish woman.

- 1 I saw an exhibition of (white, historic, black) photographs at the museum.
- 2 In the middle of the room was a (large, woollen, deep red) rug.
- 3 The police have warned that the man is (highly dangerous, armed).
- 4 I was given a (racing, brand new, silver, beautiful) bike for my birthday.
- 5 The dress was embroidered with (silk, pale yellow, tiny) flowers.
- 6 Constable was a(n) (19th-century, influential, landscape, English) painter.
- 7 The ammunition was stored in a (round, medium-sized, metal) container.
- 8 She decorated the card with (heart-shaped, dramatic, bright pink) patterns.

3 IDIOMS

a Match 1–11 to A–K. What do the **bold** idioms mean?

- 1 **B** I was convinced the exam was going to be really hard, but
- 2 **A** The government say they're going to give everyone free broadband, but
- 3 **C** Come on, tell me what you know.
- 4 **D** Jon isn't known for his honesty.
- 5 **E** She wants to work part-time and get a pay rise as well.
- 6 **F** I'm sorry, but I don't think I can meet up this week.
- 7 **G** I've never read any Tolkien.
- 8 **H** Nothing impresses the boss more than people getting to work really early, so
- 9 **I** He said he never wanted the job, but
- 10 **J** Our trip to New York was absolutely perfect, and
- 11 **K** I'm afraid the latest figures aren't very good.

- A Fantasy fiction isn't really **my cup of tea**.
- B ~~to my surprise~~, it was **a piece of cake**.
- C But it's not possible **to have your cake and eat it**.
- D There's something going on, isn't there? **Spill the beans**.
- E make sure you do, too, if you **know which side your bread is buttered**.
- F I'd **take** everything he says **with a pinch of salt**.
- G we all know it's just **pie in the sky**.
- H I've got **a lot on my plate** at the moment.
- I **To put it in a nutshell**, we're bankrupt.
- J being upgraded to business class on the way back was **the icing on the cake**.
- K I think that's just **sour grapes** because he didn't get it.

b 8.3 Listen and check.

ACTIVATION Cover A–K and look at 1–11. Say the pairs of sentences.

p.77

SOUND BANK

Vowel sounds

fish	computer	boy
tree	bird	ear
cat	egg	chair
car	up	tourist
clock	train	/i/ happy
horse	phone	/u/ situation
bull	bike	
boot	owl	

short vowels long vowels diphthongs

Consonant sounds

parrot	snake	leg
bag	zebra	right
key	shower	witch
girl	television	yacht
flower	thumb	monkey
vase	mother	nose
tie	chess	singer
dog	jazz	house

voiced unvoiced

8B GRAMMAR adjective order

a Right (✓) or wrong (X)? Correct any mistakes in adjective order.

- 1 The painting is ~~wide 50 centimetres~~ and ~~high 100 centimetres~~ and sits at the end of a ~~narrow, high-ceilinged, long corridor~~. 50 centimetres wide; 100 centimetres high; long narrow high-ceilinged corridor.
- 2 The city's second to none museums are a must-visit on any itinerary. And if art and culture is more your thing, there are galore art galleries and exhibitions. _____
- 3 The museum is an old lovely building, really characterful, but the exhibition itself was nothing special. We were both a bit disappointed. It was mainly her experimental early works, and while it was kind of interesting, they were not that good, to be honest. _____
- 4 As well as the global vast range of cuisines that London offers, you can of course also experience British traditional hearty pub food in one of its very many pubs and bars. _____
- 5 A \$5,000 reward is being offered for information leading to the arrest and conviction of the responsible person. If you have any information, please contact your local police station. _____
- 6 At the open day, prospective students will learn about the course from students present and will hear about breaking into and progressing in the industry from former students and other experts in the field. _____
- 7 They only had a few left tickets and I'm afraid they didn't have two seats together. And the only available ones were on the very back row a few seats apart. I think the view should be fine, though. _____
- 8 It's sheer madness to expect anyone to pay 12 euros for a black regular coffee. I know the place is a tourist trap and the views are amazing, but 12 euros, come on! _____

b Complete the responses by putting the words in the correct order.

- 1 **A** Do you know anything about that local art exhibition next week?
B Yeah / people / I / few / know / a / of / involved / the
Yeah, I know a few of the people involved.
- A** It / artists / looks / unusual / like / of / interesting / an / and / collection
It _____.
- B** I think / available / they've / got / still / you / tickets / some / the opening reception / for / if / it / fancy
I think _____.
- 2 **A** Where did you stay?
B In / hut / the sea / cool / little / a / beach / next / right / to
In _____.
- 3 **A** Which is your coat?
B It's / on / that / brown / leather / old / the chair / jacket / over there
It's _____.
- 4 **A** How's the business going with you being off ill?
B It's / but / poor / and / alone / fine / Andrew / is / by himself / having / everything / to do
It's _____.
- 5 **A** What do you fancy for dinner?
B I / mind / don't / nice / and / but / something / tasty
I _____!
- A** How about / some / my / left / I / risotto / if / special / make / there's / rice
How about _____?
- 6 **A** Have you seen the crazy price of the tickets for that gig we were thinking about?
B Yeah / sheer / much / that / it's / madness / to / just / charge
Yeah, _____.
- A** Yeah / special / I / and / agree / the band / anything / aren't / really
Yeah, _____.

ACTIVATION

Describe five things, for example, an object, a place, a building, a work of art, a person or an experience. Write two or three sentences about each and try to include at least three adjectives in your sentences.

I work in a big old Victorian building pretty close to the city centre. It's mainly offices and teaching rooms, which are small but well-equipped...

File 5	File 6
<p>Describe an event that made you feel happy, sad, angry, or afraid.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what and when it was • who was there • what happened • and why it made you feel that way. <p>Explain how you feel about the event now.</p> <p>Do you think experiencing negative emotions can be good for you?</p> <p>Describe someone you have met who is from a different country or culture than your own.</p> <p>You should say:</p> <ul style="list-style-type: none"> • who the person is • how you know them • and in what ways you are similar to / different from each other with regard to the following: language, appearance, personal space, food, music. <p>What are the downsides of living in a mainly mono-cultural environment?</p> <p>If you could choose to live for a year in a different country, where would you choose, and why?</p>	<p>Describe a technological product or device you bought or have used recently.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what it is • whether it's high or low-tech • how you use it • and whether it's well-designed and user-friendly. <p>Which product or device in your life could you not do without?</p> <p>Do you think advances in technology are always a good thing?</p> <p>Describe your favourite or least favourite subject at school.</p> <p>You should say:</p> <ul style="list-style-type: none"> • why you (dis)liked it • whether you found it easy or difficult • what you remember about your teacher(s) • and if you have found the subject useful in later life. <p>Is there something that you think children should learn at school that is not usually on the curriculum?</p> <p>If you had to teach a school subject, which one would you choose? How would you make it interesting?</p>
File 7	File 8
<p>Describe a crime novel, film, or series that made an impression on you.</p> <p>You should say:</p> <ul style="list-style-type: none"> • when you first read / saw it • what it's about • what you like most about it • and why you would recommend it to someone else. <p>Talk about a person you know that it would appeal to.</p> <p>What book, film, or series are you planning to read / watch next, and why?</p> <p>Describe a time when you were a member of a team (in a sport / at work, for example).</p> <p>You should say:</p> <ul style="list-style-type: none"> • what kind of team it was • what you had to do / achieve • what your role was in the team • and how you felt about being part of the team. <p>Explain what you think 'a good team player' is.</p> <p>Do you think that watching individuals playing sports (e.g. tennis, golf) is more or less exciting than watching teams (e.g. football)?</p>	<p>Describe a dish you know how to cook.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what the ingredients are • how it is cooked • what preparation you have to do • and how easy or difficult it is to cook. <p>What's the most complicated dish you've ever cooked?</p> <p>Do / Would you enjoy cooking for other people?</p> <p>Describe a work of art that you like.</p> <p>You should say:</p> <ul style="list-style-type: none"> • what it is • where it is • and why you like it. <p>Why do you think people enjoy collecting things like paintings?</p> <p>Which of your possessions would you donate to a museum, and why?</p>

6B VOCABULARY Numbers and measurements

● Complete the sentences with one word.

- 1 Two plus seven equals nine.
- 2 The _____ root of nine is three.
- 3 The lowest _____ number is two.
- 4 Twelve _____ three equals nine.
- 5 Ten _____ by two equals five.
- 6 Three _____ three equals nine.
- 7 An angle of 90° is a _____ angle.
- 8 You would measure the volume of a swimming pool in _____ metres.
- 9 A _____ chart is a circle divided into sections to show particular amounts in relation to a whole.
- 10 A _____ diagram shows the relationships between sets of items.
- 11 First, second, and third are _____ numbers.
- 12 A quarter expressed as a _____ is 0.25.
- 13 The radius of a circle equals half the length of the _____.
- 14 In 2006, Akira Haraguchi set an unofficial world record by reciting 100,000 digits of _____.
- 15 A _____ is 0.9144 metres.
- 16 A _____ is around 4.5 litres.
- 17 An _____ is 28.35 grams.
- 18 Whatever you do, don't give in to him. If you give him an inch, he'll take a _____.
- 19 Can you help me with my suitcase? It weighs a _____.
- 20 I wouldn't trust him an _____. He's always lying!



ACTIVATION

Work with a partner. Write five maths questions. Then take turns to read your questions to your partner and see if they can answer them.