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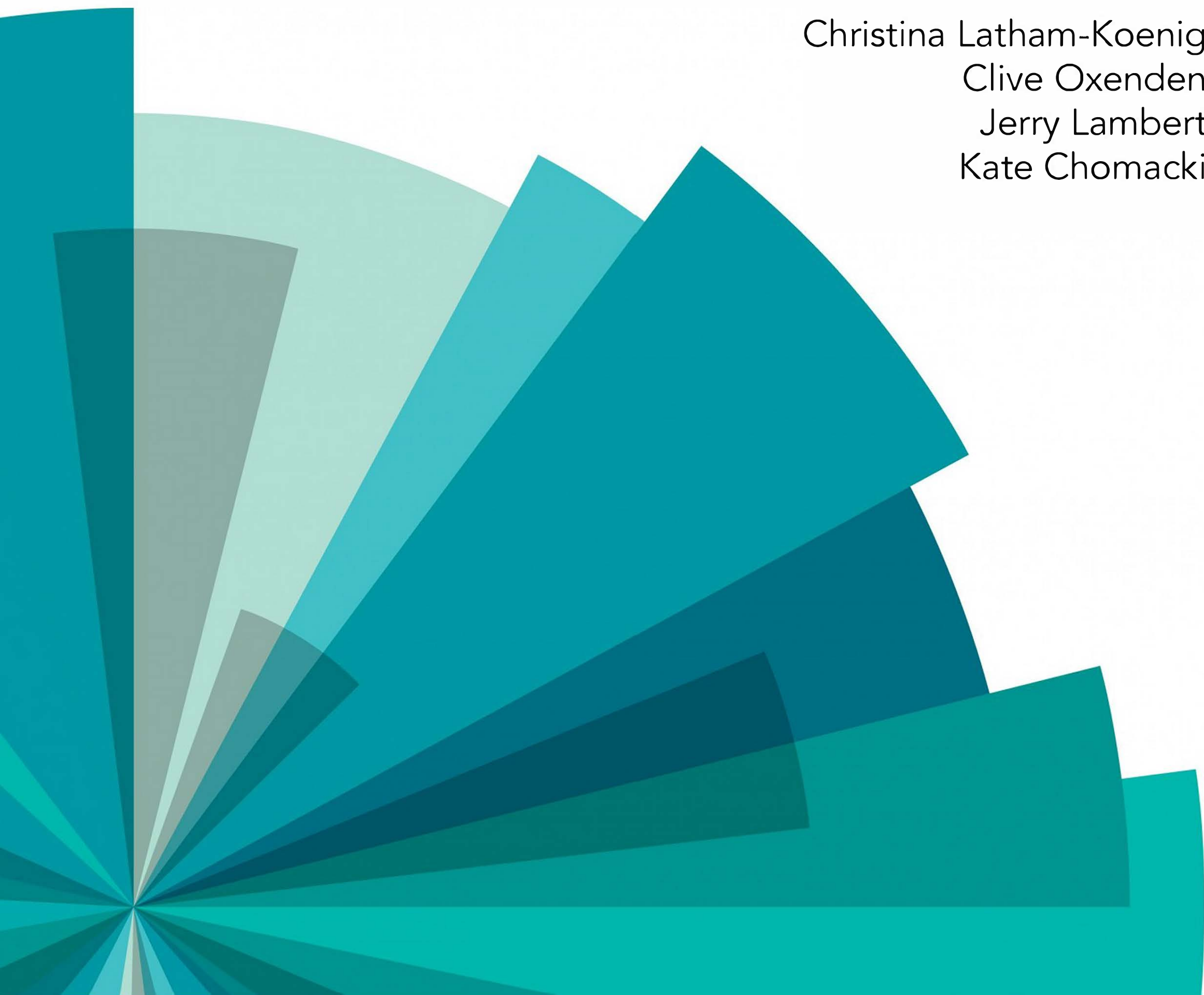
fourth
edition

English File

Advanced

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert
Kate Chomacki





e-book interactive features

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UNIVERSITY PRESS

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Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

Contents

| | GRAMMAR | VOCABULARY | PRONUNCIATION |
|--------------------------------------|--|-------------------------------|------------------------------|
| 1 | | | |
| 6 A We are family | <i>have</i> : lexical and grammatical uses | personality | using a dictionary |
| 10 B A job for life? | discourse markers (1): linkers | work | the rhythm of English |
| 14 Colloquial English 1 | talking about...work and family | | |
| 2 | | | |
| 16 A Do you remember...? | the past: habitual events and specific incidents | word building: abstract nouns | word stress with suffixes |
| 20 B On the tip of my tongue | pronouns | lexical areas | sound-spelling relationships |
| 24 Revise and Check 1&2 | | | |
| 3 | | | |
| 26 A A love-hate relationship | <i>get</i> | phrases with <i>get</i> | identifying attitudes |
| 30 B Dramatic licence | discourse markers (2): adverbs and adverbial expressions | conflict and warfare | stress in word families |
| 34 Colloquial English 2&3 | talking about...history | | |
| 4 | | | |
| 36 A An open book | adding emphasis (1): inversion | describing books and films | foreign words |
| 40 B The sound of silence | speculation and deduction | sounds and the human voice | consonant clusters |
| 44 Revise and Check 3&4 | | | |
| 5 | | | |
| 46 A No time for anything | distancing | expressions with <i>time</i> | linking in short phrases |
| 50 B Not for profit? | unreal uses of past tenses | money | silent consonants |
| 54 Colloquial English 4&5 | talking about...stress and relaxation | | |

| | GRAMMAR | VOCABULARY | PRONUNCIATION |
|--------------------------------------|--|--|--|
| 6 | | | |
| 56 A Help, I need somebody! | verb + object + infinitive or gerund | compound adjectives | main and secondary stress |
| 60 B Can't give it up | conditional sentences | phones and technology, adjectives + prepositions | /æ/ and /ʌ/ |
| 64 Revise and Check 5&6 | | | |
| 7 | | | |
| 66 A As a matter of fact... | permission, obligation, and necessity | word formation: prefixes | intonation and linking in exclamations |
| 70 B A masterpiece? | perception and sensation | art, colour idioms | -ure |
| 74 Colloquial English 6&7 | talking about...illustration | | |
| 8 | | | |
| 76 A The best medicine? | advanced gerunds and infinitives | health and medicine, similes | /ə/ |
| 80 B A 'must-see' attraction | expressing future plans and arrangements | travel and tourism | homophones |
| 84 Revise and Check 7&8 | | | |
| 9 | | | |
| 86 A Pet hates | ellipsis | animal matters | auxiliary verbs and to |
| 90 B How to cook, how to eat | nouns: compound and possessive forms | preparing food | words with silent syllables |
| 94 Colloquial English 8&9 | talking about...insects and animals | | |
| 10 | | | |
| 96 A On your marks, set, go! | relative clauses | word building: adjectives, nouns, and verbs | homographs |
| 100 B No direction home | adding emphasis (2): cleft sentences | words that are often confused | intonation in cleft sentences |
| 104 Revise and Check 9&10 | | | |

106 **Communication**
 116 **Writing**
 130 **Listening**

142 **Grammar Bank**
 162 **Vocabulary Bank**

173 **Appendix**
 174 **Sound Bank**

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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 Colloquial English.

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.

- c  **1.13** 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 trying to meet and talk to other people who may be useful to you in your work

cold-calling telephoning somebody that you do not know, in order to sell them something or get them to do something for you

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  **1.14** 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. Do you both 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  **1.15** 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 I wasn't expected to have qualifications or to lead my own work.
- 3 The first half of each day was traditional farming jobs...
- 4 Networking was a big part of it, too.
- 5 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. 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.



5 LISTENING

- a  3.14 Listen to Part 1 of an interview with Adrian Hodges, who has written screenplays for several historical films and TV series. Choose the best summary of his opinion.




- 1 Adrian thinks historical details don't matter as long as they're things that most people wouldn't notice.
- 2 Adrian thinks historical details don't matter as long as a drama is honest about whether it is history or fiction.
- 3 Adrian thinks historical details don't matter at all.

Glossary

Macbeth /mək'beθ/ a play by Shakespeare about a king of Scotland
William the Conqueror, Charles II, Victoria English monarchs from the 11th, 17th, and 19th centuries
to play fast and loose with **IDM** (old-fashioned) to treat sth or sb in a way that shows you feel no responsibility or respect for it / them

- b Listen again and tick (✓) the points Adrian makes.

- 1 It isn't a problem that Shakespeare's plays are not historically accurate.
- 2 Writers can change historical details if the drama requires it.
- 3 Most people never notice historical inaccuracies.
- 4 Nobody is certain how people spoke in ancient Rome.
- 5 Historical inaccuracies with costume are worse than with dialogue.
- 6 You need to be more careful about being accurate when you are writing about recent history.
- 7 Writers should feel responsible for the history people might believe from a film.
- 8 Julius Caesar is not a good subject for drama because we know so much about him.

- c  3.15 Now listen to Part 2. In general, is Adrian positive or negative about *Spartacus* and *Braveheart*?

Glossary


Spartacus a 1960 film about a gladiator who led a slave rebellion against the Romans in the first century BC
Braveheart a 1995 film about William Wallace, one of the leaders in the late 13th- and early 14th-century Wars of Scottish Independence

- d Listen again and answer the questions.

- 1 What does Adrian mean when he talks about the danger of a film becoming the 'received version of the truth'?
- 2 What famous scene in the film *Spartacus* is an example of this?
- 3 What facts do we actually know about Spartacus?
- 4 What does Adrian say about the portrayal of William Wallace's career in the film *Braveheart*?
- 5 What did some people think *Braveheart* was really about?

- e Do you agree with Adrian's main points? Which event or period of history from your own country do you think would be most interesting as a film or TV series?

6 GRAMMAR discourse markers (2): adverbs and adverbial expressions

- a  3.16 Listen to some people talking about films. Match the highlighted discourse markers to what they are used for (A–D).

- 1 The story in *Gladiator* is fictional; **I mean**, Russell Crowe's character, Maximus, didn't really exist.
- 2 The scene with Churchill on the Tube is really dramatic, but **in fact**, it never happened.
- 3 **A** Do you want to watch *Spartacus* tonight?
B Not really. It's three hours long, and **besides**, I don't like old films.
- 4 **A** I really loved Mel Gibson in *Braveheart*.
B **Talking of** Mel Gibson, have you seen the news today?

- A to introduce surprising or unexpected information
 B to change the direction of a conversation
 C to make things clearer, or give more details
 D to introduce an additional point

- b  p.147 Grammar Bank 3B

Mel Gibson in *Braveheart*

GRAMMAR

a Complete the sentences with the correct word or phrase.

- 1 It's 2.30 now – what time do you think we'll get _____ London?
- 2 Unfortunately, Allie got _____ cheating in her final exam.
- 3 The windows are absolutely filthy. Shall we get someone _____ them?
- 4 I don't think Keith will ever get _____ to doing his own laundry – his parents always did it for him.
- 5 My visa expires quite soon, so I really need to get it _____.

b Right (✓) or wrong (✗)? Correct any mistakes in the highlighted phrases.

- 1 **Basic**, I think he still hasn't got over the break-up of their marriage.
- 2 We've finished the interviews and **all of all** we think Joe Young is the most suitable candidate.
- 3 **Not only we saw the sights**, we managed to do some shopping as well.
- 4 Only when the main character **dies** does her husband realize how much he needed her.
- 5 Dave's really late, isn't he? I think **he might get lost**.
- 6 **The waiter didn't probably notice** that they had left without paying.
- 7 I think **it's unlikely that I'll be given** a work permit.
- 8 What a wonderful smell! **Somebody must bake** some bread.
- 9 **You definitely won't pass** your driving test if you drive that fast!
- 10 I called you yesterday. **You should have got** a message on your voicemail.

c Complete the sentences with the correct form of the verb in brackets.

- 1 No sooner _____ married than James lost his job. (they / get)
- 2 Never _____ such a wonderful view. It completely took my breath away. (I / see)
- 3 The traffic is quite bad – she's unlikely _____ before 7.00. (arrive)
- 4 Maria is bound _____ the news – everybody was talking about it yesterday. (hear)
- 5 My neighbour can't _____ very long hours. He's always home by early afternoon. (work)

VOCABULARY

a Complete the missing words.

- 1 She's quite shy, but you'll soon get to _____ her.
- 2 When did your son and his girlfriend first get _____?
- 3 I've been trying to get _____ of Danny, but he's not answering his phone.
- 4 My boss is always phoning me at home – it really gets on my _____.
- 5 I hope I get _____ this cold by the weekend; I'm supposed to be going to a wedding.
- 6 His parents let him do whatever he wants, so he's used to getting his own _____.
- 7 When I was a student, I had to get _____ on less than £50 a week.
- 8 I hope I get the _____ to talk to him before he goes home.

b Circle the correct word.

- 1 The government has *declared* / *executed* a state of emergency.
- 2 After days of fighting, both sides agreed to a *retreat* / *ceasefire*.
- 3 The city finally fell after a three-month *siege* / *coup*.
- 4 During the civil war, thousands of *refugees* / *allies* crossed the border to safety.
- 5 It was a fierce battle and *civilians* / *casualties* were heavy on both sides.
- 6 The rebels *broke out* / *blew up* the railway lines.
- 7 Even though they were surrounded, the troops refused to *surrender* / *defeat*.
- 8 The president has refused to *overthrow* / *release* any information about his tax returns.

c Complete the sentences with a verb from the list in the past simple.

buzz creak rattle screech sigh slam
whisper whistle

- 1 Mabel _____ the door and walked off angrily.
- 2 'Thanks, darling', she _____ softly in his ear.
- 3 He _____ a happy tune as he walked down the street.
- 4 'I wish he was here – I really miss him', she _____.
- 5 The wind was so strong that the windows _____.
- 6 The car's brakes _____ as it came to a stop.
- 7 A bee flew in through the window and _____ round the room.
- 8 The door of the old library _____ open slowly, but there was nobody there!

4 READING

a Talk to a partner.

Have you ever...?

- been told to turn your phone off in a public place
 - had something taken away from you at airport security
 - been told to stop taking photographs in a public place
- Did you think you were being treated reasonably?

b Read three questions on the back cover of a book called *In the Interests of Safety*, which exposes the truth behind some of the rules which govern our lives. How would you answer the questions?

Can a mobile phone cause a major explosion at a petrol station?

What would happen if the no-liquids rule at airports was abolished?

And are all the child protection measures really making children safer?

1 Have you ever wondered why, if it is so dangerous to make a mobile phone call at a petrol station, you are even allowed to carry one in a car?

In fact, the chance of a spark from a mobile phone detonating petrol or diesel is effectively zero, because both these fuels are far less flammable than is ¹ _____. Even dropped cigarettes don't ignite petrol. There has not been a single case of a phone igniting petrol. So what is the source of the phone myth? In the early days of mobile phones, manufacturers thought phone ignition was ² _____, and included a warning about not using them near fuel, which led to the warnings at service stations. By the 1990s, this warning changed – now users were simply instructed to obey any signs telling them to switch their phones off. Meanwhile, petrol pump attendants recounted stories about pumps which had blown up because of a phone, even saying that they had seen footage on YouTube. However, no footage exists. It is true that using a phone might distract people while refuelling. So, rather than ³ _____ stories about lethal mobile phones, shouldn't the authorities make it clear that this is the only real problem?

c Now read three extracts from the book. In which extract do the authors say that...?

- the rule is based on something which is possible in theory, but not in practice
- no rule actually exists, only advice
- the rule is based on an outdated rumour

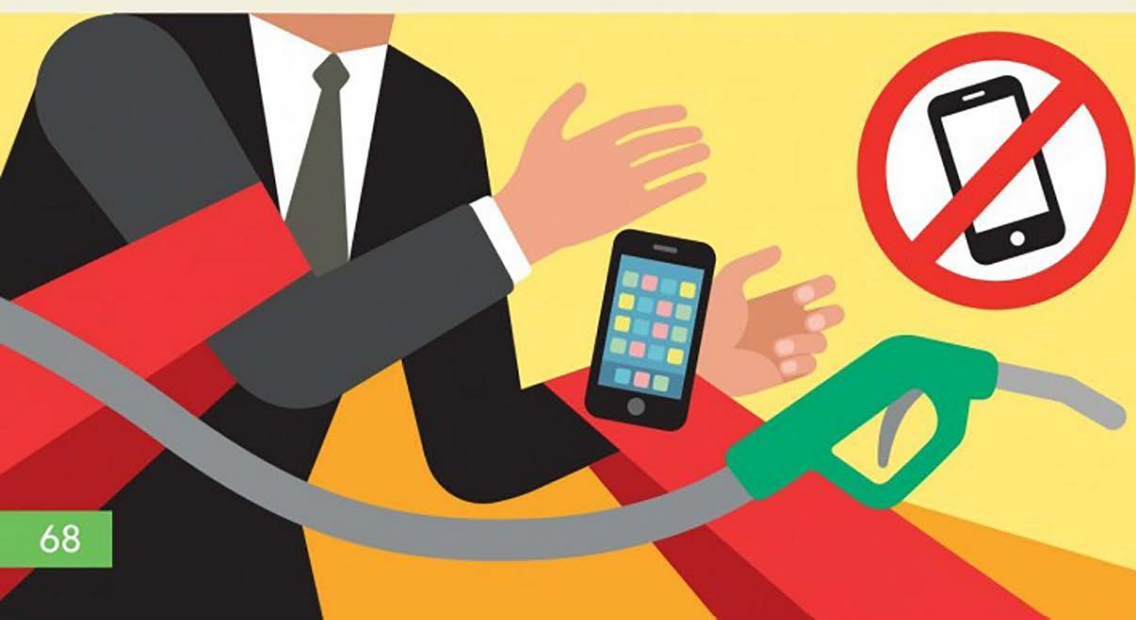
d Read the extracts again and complete them with phrases A–J. There is one phrase you don't need.

- A a theoretical possibility
- B a very bad idea
- C actively encouraged
- D personal and private use only
- E going along with
- F nothing to that effect
- G always criticized
- H popularly supposed
- I to improve security
- J under any circumstances

e What are the authors' answers to the three questions in b? Are you convinced by their arguments?

2 Scientist Richard Dawkins was queuing up recently at London Heathrow Airport's security when he saw a mother growing agitated because she was not allowed to take her young daughter's eczema cream on board. Dawkins wrote later, 'No sane person, witnessing that scene, seriously feared that this woman was planning to blow herself up on a plane.'

To passengers around the world, the 100 millilitre rule means one thing: airport security officials are stopping anyone from boarding with enough liquid to blow up the aircraft. But is liquid all you need to make up an explosive device? When we started asking experts, they confirmed that the explosive that most worried airlines was triacetone triperoxide (TATP). However, making TATP before boarding would be ⁴ _____, as it is likely to detonate without warning, just as a result of physical movement. And mixing the ingredients on the plane would be even more complicated, as TATP must be prepared at a temperature of around 50 degrees Fahrenheit. You would also need a lot of scientific equipment, and making the liquid would take several hours. Even if no one knocked on the toilet door during the hours you were in there, you would then have to wait several more hours for the liquid to dry to a powder. No wonder the chemists we interviewed expressed disbelief about the whole idea. The only real justification for the liquids rule appears to be that giving people, especially nervous flyers, the idea that you are doing something ⁵ _____ is a good thing. The irony is that passengers are not only allowed, but ⁶ _____, to carry bottles of highly flammable alcohol onto airplanes.



What doctors won't do...

Doctors reveal the treatments or behaviours they would avoid

I would never...

A

I would never take up the regularly advertised offers by private medical companies. Why? Well, if you have symptoms, you go to your GP and they listen to your history, examine you, request investigations, and reach a decision. This process is known as 'diagnosis'. A full check when you feel totally well is not diagnosis, it is 'screening'. There are few screening tests where ¹ the advantages **outweigh** the disadvantages, and they could lead you to have potentially harmful investigations, or indeed treatment, that you may not have needed. One hears anecdotes about the advantages of health checks. One hears anecdotes about people who have fallen out of sixth-floor windows and lived, but I wouldn't try it myself. *Mike Smith, GP*

B

Patients often think this helps, but ² it makes the doctor's heart **sink**. They're not going to be able to deal with everything in one go, and most importantly of all, it makes them think you haven't got one particular problem, you've got multiple problems, which is a sure sign of a hypochondriac. *Carol Cooper, GP*

C

³ People **underestimate** the risk. They think, 'My skin looks all right; how can it be damaged?' Even if your skin doesn't look aged, you can end up with skin damage that sets you up for potential cancers in the future. Sunbathing in your teens and early 20s is a very strong risk factor. We are now seeing cancers in the under-40s that we used to see only on the faces of old, weather-beaten guys who had spent a lifetime outdoors. I would go out in the sun, but I would never lie in it with the purpose of getting a tan. *Carol Cooper, GP*

D

I have come across many patients who have been taking them for decades. They are addictive and ⁴ it can be very difficult for people to **wean themselves off** them; the side-effects can include falls, confusion, sleepiness in the daytime, and the feeling that increasingly high doses are needed to achieve the same effects. I can't imagine any situation in which I would start using them. *Helen Drew, GP*

E

Why? Because although you will probably lose weight, it may kill you. Don't take my word for it – read about the 43,396 Swedish women followed for an average of 15 years. ⁵ Those who **stuck to** low carbs and high protein had a rising risk of dying from heart attacks and strokes. There was a staggering 62% higher risk of such illnesses among the women eating the strictest diet over those who ate normally. Eating is for enjoyment; these diets turn food into medicine and it's the wrong medicine. *Tom Smith, GP*

F

The reason for my reluctance? Nothing to do with anaesthetics (safe these days), but entirely to do with surgery, which ⁶ should never **be undertaken** for what you might call 'soft' reasons. It's not that surgery is so dangerous that I would worry about death. Mainly it's the worry of an infection, which can be very unpleasant. *Mark Patrick, consultant anaesthetist*


G

I'd never go to one if I was having mental health problems. This is an entirely unregulated area and absolutely anyone can claim to be one. As a result, ⁷ quality **varies** hugely. I have seen too many patients who have been further psychologically damaged by seeing poorly-qualified practitioners. *Max Pemberton, psychiatrist*

3 LISTENING & SPEAKING

- a Look at the types of alternative medicine below. Do you know what any of them involve? Do you know of any other kinds of alternative treatment?

acupuncture aromatherapy chiropractic
herbal medicine homeopathy
hypnotherapy osteopathy

- b  **8.1** Listen to five people talking about alternative medicine. Answer the questions for each speaker.

Did they have any treatment?

Yes What treatment did they have? What for? Was it successful?


No Why not?

Glossary

placebo /plə'si:bəʊ/ a substance that has no physical effects, given to patients who do not need medicine but think that they do, or used when testing new drugs

- c Listen again. Which speaker, 1–5,...?

- A was rather discouraged by the cost and the process of the treatment
B thinks that they didn't have the treatment at the right time
C was amazed that they were able to have the treatment more than once
D thinks that research shows that the treatment works
E thinks that using alternative treatments can have serious consequences

- d  **8.2** Listen and complete some expressions the speakers used.

1 ...although I was very sceptical about it, I really do think it _____

2 You only ever hear _____ that it's worked for individual people...

3 ...so I thought, 'Why not _____?'

4 Sadly, it _____ on me whatsoever.

- e Discuss in small groups.

- Have you ever tried any forms of alternative medicine, or do you know anyone who has? Was the experience positive or negative?
- Do you, or does anyone you know, feel strongly either that alternative medicine really works or that it's 'a waste of time and money'?



- f **9.9 Language in context** Look at some extracts from the discussion and complete the collocations with a word from the list. Then listen and check.

deficiency diet footprint impact position rights risk

- 1 The most obvious reason for veganism is to do with **animal** _____.
 - 2 And the second big reason is that it reduces your **carbon** _____.
 - 3 ...the point about your **moral** _____, I do think that's a very personal decision...
 - 4 And there's a significant **environmental** _____ associated with bringing those foods to Britain...
 - 5 We hear a lot about **vitamin** _____ and so on...
 - 6 ...it's harder to maintain a **balanced** _____ if you're vegan...
 - 7 ...and that may present a serious **health** _____, especially for children and teenagers...
- g Have you tried adopting a vegan diet or would you ever consider it? Why (not)? Do you think veganism is the future?

6 VOCABULARY & SPEAKING

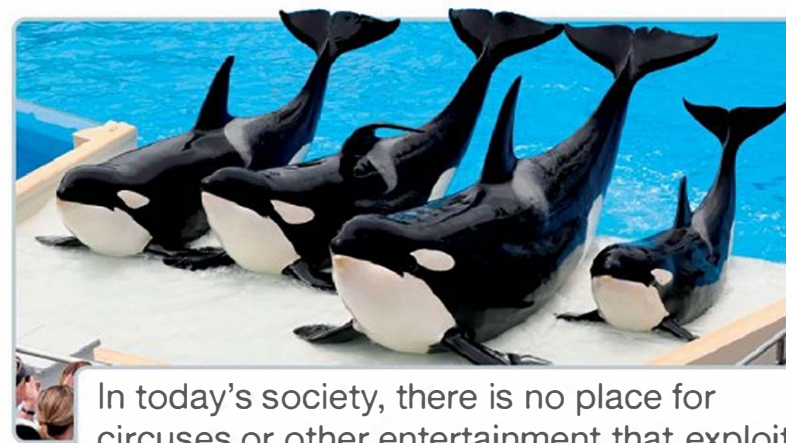
- a **p.171 Vocabulary Bank Animal matters** Do Part 2.

- b **9.11** Listen to some short extracts of people talking about the pros and cons of zoos and complete the expressions from the information box with an adverb.

Common adverb collocations

- 1 *It's something I feel _____ about.*
- 2 *Well, I don't feel _____ about it either way.*
- 3 *I have to say, I am _____ against zoos nowadays.*
- 4 *I don't _____ agree with you.*
- 5 *Well, I'm _____ convinced that the animal does not want to be there.*
- 6 *I'm _____ sure that kids could get the same amount of pleasure from seeing animals in the wild.*

- c Work in small groups. You're going to discuss some of the tweets opposite. Each person in the group should choose a different tweet, for which they will start the discussion. Decide whether you agree or disagree with the statement and make notes with reasons and examples.
- d Hold your discussions. Try to use the expressions from the information box.
- e In your group, on which topic do you most strongly a) agree, b) disagree?



In today's society, there is no place for circuses or other entertainment that exploits animals. #animalissues

Animal rights activists are wrong to object to animals being used in experiments. #animalissues



Dogs and cats are fine, but nobody should keep a bird in a cage, or a fish in a tank. #animalissues

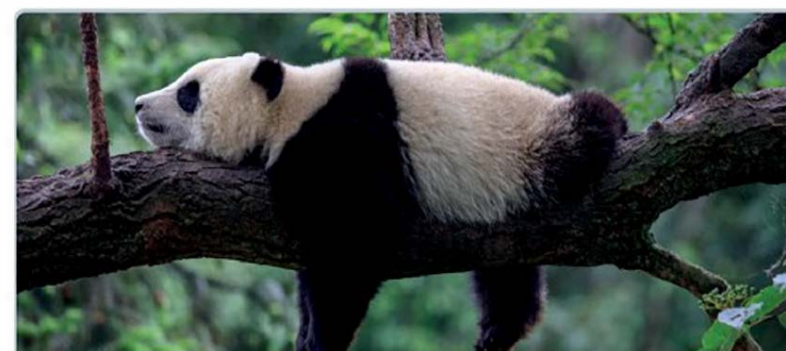
People should not be allowed to keep very aggressive breeds of dog, such as pit bulls, as pets. #animalissues

Hunting for food is acceptable; hunting for fun is not. #animalissues



People shouldn't wear anything made from animal skins, e.g. fur or leather. #animalissues

You shouldn't eat an animal that you wouldn't be willing to kill yourself. #animalissues



We spend too much time and money trying to save a few endangered species and not enough on general conservation. #animalissues

Pilot Ladies and gentlemen, thank you for your patience. We're going to attempt a landing now.

Clive We could see now that the wind was incredibly strong – we could see the wings of the plane moving up and down out of the window. I'm sure everyone on the plane was thinking the same thing: 'He's never going to be able to land the plane. We're going to crash.' Then just at the very last moment, the pilot obviously realized that it was impossible to land, and he changed his mind and the plane suddenly rose back up into the air.

It was an absolutely terrifying moment. The plane just kept climbing and climbing, going further and further away from the airport. Then the pilot made another announcement.

Pilot Ladies and gentlemen, well, I'm very sorry, but it was too dangerous to land; it was too windy, and I'm afraid we can't land at Gatwick now because the airport's been closed. In fact, I have to tell you that we can't land anywhere in the UK because all the airports are closed.

8.12

MA So, where are we going to land if the airports are closed?

Clive I've no idea. Maybe Paris?

MA Paris?! What if we don't have enough fuel to get there?

Clive Then the pilot made another announcement.

Pilot Ladies and gentlemen, we're going to try to land at Amsterdam because the weather conditions there are a little better, so we're heading towards the Netherlands now. We're due to land at Schiphol in approximately one hour.

Clive After that, we had about an hour's journey to Holland. That was OK – fairly normal – and then as we got closer to Amsterdam, the pilot came back on again.

Pilot Good evening, everyone. We'll be landing shortly at Schiphol Airport. It's going to be a bit windy here, too, but not as bad as at Gatwick, you'll be happy to hear.

Clive And it was quite a good landing – a little bit bumpy – but everyone was very, very relieved to get down on the ground. And we all started getting up – to be honest, we couldn't wait to get off, to get our feet back on firm ground again – and we got up and we started to get all our things from the overhead locker. But then there was another announcement...

Cabin crew Your attention, everyone. We aren't going to disembark here in Amsterdam. We're going to refuel and then we'll be flying back to the UK, because we've been told that in a couple of hours, the weather may be a bit better at Gatwick.

However – ladies and gentlemen, if you want to get off, you can get off, but unfortunately, there won't be a hotel for you to stay at tonight, because this plane's travelling back to Gatwick.

8.13

Clive So basically, then everyone had a dilemma – to stay on the plane or to get off and spend the rest of the night in Amsterdam.

Clive What do you want to do? Get off here? Or try getting back to London tonight? To be honest, I think we should get off.

MA Yes, absolutely, let's get off now – I don't want to be on this plane a minute longer. Come on, kids, get your things.

Clive More or less everyone with children got off the plane, but a lot of the passengers stayed on board. I suppose for some people the idea of being stuck in Amsterdam on Christmas Eve was even worse than flying back to Gatwick and trying to land again. But personally, we were really happy to get off that plane, and we spent the night in Amsterdam Airport, then in the morning we got a train from Amsterdam to

Belgium. In Brussels, we picked up the Eurostar, and that took us through France, under the Channel, and safely back to London. So, after travelling all day, we finally got to my parents' house at around seven o'clock in the evening on Christmas Eve, just in time for the children to hang up their stockings. That flight was definitely the most frightening experience I've ever had.

9.8

John Good afternoon and welcome to A Question of Food, where each week we look at a different aspect of food and the food industry. This week we're talking about veganism. Well over half a million people in the UK now describe themselves as vegan, an increase of over 500% in ten years, and 20% of people under the age of 35 have tried a vegan diet. So what are the arguments for and against veganism, and is it here to stay? We have two experts here to explore the arguments: Jimmy, a vegan activist who also runs a vegan restaurant in East London – hello, Jimmy...

Jimmy Hello.

John ...and Simone, a dietician and omnivore.

Simone Hello.

John Jimmy, let me start with you. What, in your view, are the main reasons for the explosion of interest in veganism?

Jimmy For me, there are two main reasons. The most obvious reason for veganism is to do with animal rights, and this argument has been around for a long time. In fact, writer Leo Tolstoy had this to say in 1886, and it sums up my feelings very well: 'A man can live and be healthy without killing animals for food; therefore, if he eats meat, he participates in taking animal life merely for the sake of his appetite. And to act so is immoral.' I think this is at the heart of why so many people are now becoming vegans, the idea that killing and eating animals, and modern farming practices, are simply immoral. And the second big reason is that being a vegan helps the environment: it reduces your carbon footprint. There was a recent study at Oxford University which concluded that adopting a vegan diet can reduce your carbon footprint by 73%, which is far more significant than cutting down on flights or buying an electric car.

John Simone, can I bring you in here? These both seem pretty strong arguments; what do you think of those two points?

Simone Well, the first point, the point about your moral position, I do think that's a very personal decision, whether to eat meat or not, and I personally, I don't think it's immoral. But I think everybody needs to decide for themselves. An unfortunate aspect of veganism is that it's easy for vegans to believe that their position is morally superior, and so they make meat-eaters feel morally inferior, which of course meat-eaters resent, so immediately you have this conflict, which I really think is unfortunate.

John Jimmy, can I ask you, do you feel morally superior to Simone?

Jimmy Yes, yes, I do feel superior. I do think that veganism is a morally strong position, but it's not about being better than other people, it's just about doing what's right.

John And Simone, what about Jimmy's second point, about the environment?

Simone Well, broadly speaking, Jimmy is right: being a vegan can reduce your carbon footprint. But it isn't quite as simple as that. Some foods that are a real favourite with vegans, like avocados and quinoa and soya beans, are grown a long way from the UK. I mean, the biggest producers of quinoa are Peru and Bolivia, and avocados come to the UK from Mexico, the Caribbean, Africa, and soya beans from Brazil. And there's a significant environmental impact associated with bringing those foods to Britain, and they are often not grown in a sustainable way – growing

food crops can be just as damaging to the environment as farming animals. And there's also the problem that demand for those foods is now so high in, for example, Britain and the States, that there isn't enough left for the country that actually grows the food – so for example, Kenya has recently banned the export of avocados, because they were all going abroad, with none left for the Kenyans.

John OK, Simone, that's a valid point. As a dietician, what do you think are the health implications of being vegan? We hear a lot about vitamin deficiency and so on; is that something we should be concerned about?

Simone Yes, it is true that it's harder to maintain a balanced diet if you're vegan, and that may present a serious health risk, especially for children and teenagers, who I absolutely believe should not be vegan. Humans are designed to be omnivores, so obviously if you eat a bit of everything, like me, then you get plenty of vitamins and minerals and so on, but vegans have to really make sure that they get enough of these things. The classic example is vitamin B12. If you're vegan, you need to take B12 supplements, or eat food fortified with B12. If you don't, you can become quite ill quite quickly.

Jimmy Of course you do need to take a bit of care, but that goes without saying. There's nothing wrong with taking vitamin supplements, and lots of people who aren't vegans do the same thing. But I think you're missing the important point, which is that overall, being vegan is hugely positive for your health. Less risk of heart disease, less risk of diabetes, and how many vegans do you know who are overweight?

Simone That may be true to some extent, but fundamentally, I still don't see why anyone would choose to eat a diet that doesn't deliver the right nutritional balance for the human body.

John One thing I want to ask you both about is what you could call the social side of being vegan. I mean eating out – that can be very difficult.

Jimmy Well, actually, I think that problem has disappeared now. Being vegan is becoming more and more mainstream, and most restaurants offer vegetarian and vegan options.

John Well, one if you're lucky!

Simone Yes, and that's only true in big cities and in certain countries. I mean, there are some countries where avoiding all animal-based food is more or less impossible.

John And Jimmy, what about when you go round to somebody's house for dinner? Does that create problems?

Jimmy Not at all. Most of my friends are vegan, anyway, and all my other friends are really getting into trying vegan recipes.

Simone I'm afraid you'd have a problem if you came to my house – I think it's really inconsiderate to expect the host to cook something specially for you, or for everybody to have to eat the food that only you actually want. You'd expect me to cook something special for you, but would you be prepared to cook a steak for me?

Jimmy I'm sorry, but I wouldn't.

John So can I ask you both just to round off, is veganism the future?

Jimmy Absolutely it is.

Simone I think it'll always be an option, but it'll never be for everyone.

9.15

How to Eat Out

Tip 1 Always order the fish.

Really good fresh fish is very hard to find, very hard to store and keep fresh – you've got to really cook it as soon as you buy it or there's no point. It's often fiddly to prepare and very smelly to cook. It's what

nouns: compound and possessive forms

apostrophe s

- 1 The **company's** head office is in New York. I borrowed **Chris's** car. It's my **friends'** wedding. That's the **children's** room.
- 2 The blonde girl is **Alex and Maria's** daughter.
- 3 We had dinner at **Tom's** last night. My mother is at the **hairstylist's**.
- 4 They played terribly in last **Saturday's** match. She's got ten **years'** experience as a primary teacher.

- Possessive forms express the idea of 'having' (in a very general sense) which exists between two nouns.
- 1 We normally use a possessive noun (+ 's) when something belongs to or is a characteristic of a particular person (people) or thing (things).
 - 2 If there are two people, we put the 's on the second name.
 - If we are referring to things belonging to two separate people, we put the 's on both names, e.g. *John's and Kay's tastes in food are completely different.*
 - 3 When 's refers to premises, e.g. 'the house of' or 'the shop of', we often omit, e.g. *house* or *shop*.
 - 4 We often use 's or s' with time expressions, e.g. *yesterday's news, an hour's journey.*

using of (instead of apostrophe s)

- 1 Can you remember the name **of** the film? My brother lives at the end **of** the road. The problems **of** old age are many and varied.
- 2 Helen is the sister **of** my cousin in Rome I told you about.
- 3 Jack is a friend **of** my brother's.

- 1 We normally use an *of* phrase, not 's, with things or abstract nouns.
- 2 We tend to use *of* and not 's to express possession with a long phrase, e.g. **NOT** *my cousin in Rome I told you about's sister.*
- 3 With *friend, colleague, etc.* we often say, e.g. *a friend of + name / noun + 's* (= one of my brother's friends).
 - We also often use a possessive pronoun after *a friend of...*, e.g. *a friend of mine / hers.*

compound nouns

- 1 I need the **tin opener**. Do you know where it is? I bought a huge **plant pot** in a **garden centre** near my house. My brother is a **company director** and my sister is a **history teacher**. I opened the **car door**, got in, and put on my **seat belt**.
- 2 I bought my son a new **story book**. What does that **road sign** mean?
- 3 There was a **bottle of wine** on the table and two **wine glasses**.

- 1 We use compound nouns to express many common ideas in English. The first noun modifies or describes the second noun. *tin opener* = an opener for tins, *history teacher* = a teacher of history. The first noun is usually singular, unless it has no singular form, e.g. *clothes*, but the second noun can be singular or plural.

🔍 **One word, two words, or hyphenated?**

Compound nouns are usually two separate words, but they are sometimes joined together as one word, e.g. *sunglasses, bathroom*, or occasionally hyphenated, e.g. *role-play*.

- 2 We use compound nouns to describe a common class of object or person. Compare:
 - a *story book* **BUT** a *book about house decoration*
 - a *road sign* **BUT** a *sign of the times*
- 3 With containers, a compound noun (e.g. *a wine bottle*) focuses on the container (usually empty), whereas the container + possessive noun (*a bottle of wine*) focuses on the contents.
 - Other common examples are *a wine glass / a glass of wine, a jam jar / a jar of jam, a petrol can / a can of petrol, a coffee cup / a cup of coffee, etc.*

- a **Circle** the correct possessive form. Tick (✓) if both are possible.

- Shall I make chicken soup / *soup of chicken* for dinner tonight?
- 1 I enjoy spending time with *my friend's children* / *my friends' children*.
 - 2 Didn't I meet you at *Jenny's* / *Jenny's house* one night?
 - 3 The hero dies at *the end of the story* / *the story's end*.
 - 4 She's *the wife of my friend who lives in Australia* / *my friend who lives in Australia's wife*.
 - 5 Sally wants to introduce you to Jake. He's a colleague of *her* / *hers*.
 - 6 When you go to the supermarket, can you buy me a *milk bottle* / *a bottle of milk*?
 - 7 The *photo of the house* / *house's photo* made me want to buy it.
 - 8 I'm looking for a *stories book* / *story book* that would be right for an eight-year-old.
 - 9 We found *an old photograph box* / *a box of old photographs* in the attic.
 - 10 The Tower of London is one of *London's most popular tourist attractions* / *the most popular tourist attractions in London*.
 - 11 There's a *wine glass* / *a glass of wine* on the table. Did you leave it there?

- b Look at the sentences you have ticked in a. Is there any difference between the two phrases?

- c Complete with a compound or possessive noun using a word from each list and 's or ' where necessary.

Alice and James bottle cats children garage
government marketing sea today













bedroom bowls door manager
menu opener proposal view wedding











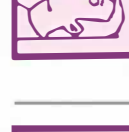
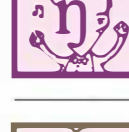
I always leave the light on in the children's bedroom – my youngest child is scared of the dark.

- 1 I can't find the _____. It's usually in this drawer, but it's not there now.
- 2 It's _____ next weekend and I don't have anything to wear yet.
- 3 There's shepherd's pie on _____.
- 4 Can I introduce you to Jess White, our _____?
- 5 Don't forget to lock the _____ when you take the car out.
- 6 We would like a room with a _____, if that's possible.
- 7 The _____ to freeze MPs' salaries has been met with criticism.
- 8 Make sure you fill the _____ with water every day – they get quite thirsty. ➔ p.92

Consonant sounds

SOUND BANK

| | usual spelling | ! but also |
|--|---|--|
|  parrot | p perks poached recipe deep pp apparently gripping | |
|  bag | b breed bite tablet grab bb scribble bubble | |
|  key | c screen economic k skill bankrupt ck click tick qu quick picturesque | chorus chiropractic technician accurate |
|  girl | g grunt guided arguably drug gg giggle aggressive | ghost colleague |
|  flower | f fire refugee ph photography metaphor ff affluent sniff | laugh rough |
|  vase | v vast voicemail survive review government hive | of |
|  tie | t track touristy strength retreat tt rattle settings | mashed chopped debt doubt receipt |
|  dog | d defeat declare update crowd dd add middle | steamed bored |
|  snake | s stranger responsible ss hiss across c (+ e, i) ceasefire civilians | scenery psychoanalyst fancy |
|  zebra | z zip zone zz buzz dizzy drizzle s misery refuses trousers avoids | dessert |
|  shower | sh shocked sheet shellfish rash ti (+ vowel) addiction operation ci (+ vowel) species crucial | sugar sure chef cliché anxious pressure |
|  television | An unusual sound. invasion conclusion pleasure casualties massage | |

| | usual spelling | ! but also |
|--|--|--|
|  thumb | th thorough thriller thick sympathetic breath death | |
|  mother | th though therefore either nevertheless smooth | |
|  chess | ch charge crunch tch switched match t (+ ure) capture sculpture | |
|  jazz | j juggle enjoyable g cage besiege dge edgy gadget | soldier suggest |
|  leg | l legal lively landline deal ll colleague scroll | |
|  right | r revolution ribs grand scrambled rr surrender overrated | wrist wrinkled |
|  witch | w wings waist willing towards wh whistle whisper | one once |
|  yacht | y yell yoga yogurt yourselves before u mule consumer | |
|  monkey | m mumble motivated temper consumer mm stammer recommend | limb dumb |
|  nose | n nightmare internet monotonous nn penniless cannon | knowledge knight design foreigner |
|  singer | ng length strong wing sting before k ankle blink | |
|  house | h heat horns history inherit behave unhelpful | whoever whom whole |

 voiced  unvoiced