OXFORD

fourth edition

English File

Intermediate

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

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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*

e-book interactive features

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Course overview

English File fourth edition

Welcome to **English File fourth edition**. This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.

Student's Book

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

Use your Student's Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practise language and to check your progress.

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

ACTIVITIES AUDIO VIDEO RESOURCES

ONLINE

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 Practical English.

CHECK YOUR PROGRESS

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

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

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4A Bad manners?

Do I have to switch my phone off?

You don't have to, but you probably should.

G obligation and prohibition: *have to, must, should* **V** phone language **P** silent consonants

1 VOCABULARY phone language

a 4.1 Listen and match what you hear to the sentences.

- A He's **dialling** a number.
- B She's **texting** (**messaging**) a friend.
- C He's just **hung up**.
- D She's choosing a new **ringtone**.
- E He's **calling back**.
- F She's **left a message** on his **voicemail**.
- G The line's **engaged** (**busy**).
- H She's **swiping** through photos.
- I His phone **went off** in the middle of a meeting.
- J She needs to talk to a helpline, but they've **put** her **on hold**.
- K He was **cut off** in the middle of a conversation.

b 4.2 Listen and check. Practise saying the sentences.

c Ask and answer the questions with a partner.

1. What **phone network** do you use? Are you happy with them?
2. Do you have **a monthly contract**, or are you '**pay as you go**'?
3. Have you ever **sent a text message** to the wrong person?
4. Have you ever **hung up on** someone?
5. What do you do if you're **put on hold** for a long time?
6. Do you **make many calls**, or do you prefer **messaging**?
7. Has your phone ever **gone off** at a bad moment, e.g. in the cinema or at a concert?

2 GRAMMAR obligation and prohibition

a 4.3 Listen to part of a concert by viola player Lukáš Kmit. What happened? What did he do?

b Read an article about an incident in a concert and the comments that people sent in. Which comments do you agree with?

Conductor throws out audience member whose phone went off

At the National Music Auditorium in Madrid, Wednesday's performance of Handel's *Messiah* was interrupted by a mobile phone going off in a row close to the stage, during the aria *He was despised*. Conductor William Christie stopped the performance, turned, pointed at the phone owner, and shouted, 'Out! You have just ruined one of the most beautiful passages of one of the most beautiful works ever written.' The phone owner got up and quickly left the hall.

Comments

danny 23 December 14.50
Good for him. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, [1]they shouldn't go to concerts. We need a new rule for concert halls and theatres: [2]you have to leave your phone, or any other device, in the cloakroom, similar to the way you have to check in most bags and backpacks in museums. And the same for the cinema!

REPLY cassie 23 December 17.30
Great idea. I would also add another rule: if you are caught with a mobile device in the auditorium, [3]you must immediately pay a fine!

REPLY anton 23 December 19.43
If you ban mobile phones from concerts, you'll lose a lot of the audience. There are people who have work phones, and their companies tell them [4]they mustn't give their phones to anyone, because of company IT policies.

REPLY kasia 24 December 01.16
I think all concert halls [5]should block mobile phone reception. Reception could be available until right before the concert begins, during the interval, and immediately after it finishes.

REPLY marcel 24 December 07.08
Blocking reception wouldn't solve the problem. Often when mobiles go off, it's an alarm that the owner has forgotten was on, which [6]doesn't have to have reception to go off.

Adapted from slippeddisc.com, a classical music website

c Read the comments again. Match the highlighted phrases to their meaning.

A This isn't necessary.
B Don't do this. It isn't allowed / permitted.
C It's necessary or compulsory to do this.
D It's a good idea to do this.
E It's a bad idea to do this.

d G p.138 Grammar Bank 4A

e Can you think of a situation when...?

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off

3 PRONUNCIATION
silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign
half hour island knowledge listen
mustn't ought rhythm should talk
walk whole wrong

b 4.8 Listen and check.

c Practise saying the sentences.

1 We walked round the whole island.
2 You mustn't talk – just listen.
3 Everyone should learn a foreign language.
4 The taxi ought to be here in half an hour.

4 SPEAKING

Look at the list of annoying things people do with their phones. Work in small groups. For each thing, answer questions 1–3.

1 Do you know people who do this? Do you ever do it?
2 Does it annoy you, or do you think it's OK?
3 If it annoys you, what do you think these people should / shouldn't do?

13 annoying things people do with their phones

- take selfies all the time and post them online
- talk loudly on their phones on public transport
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- text while they're doing other things, e.g. talking to someone else, or walking in the street
- tweet about everything, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of everything they eat
- video or photograph every single event they go to and every minute of their holiday
- post a message to you on your birthday, but never get in touch during the rest of the year
- swipe through all your other photos when you are showing them just one

5 READING

a In pairs, answer the questions.

1 When shouldn't you greet someone with a kiss?
2 What shouldn't you do on public transport?
3 Should you recline your seat on an aeroplane?
4 When should you give up your seat on public transport?
5 Should you ever start eating before everyone is served?

b Read the article once. Were your answers the same as the advice Debrett's gives?

c Read the article again and look at the highlighted phrases. Try to explain them in your own words.

d Do you agree with the advice? Do you think Debrett's reasons are good ones?

DEBRETT'S

GUIDE TO MODERN DILEMMAS

Debrett's is a British publisher which specializes in books about modern manners. For nearly 100 years, *Debrett's Handbook* has advised the British public on social etiquette, that is, how to behave in social situations. The *Handbook* receives more than 10,000 enquiries a year. Jo Bryant, editor of the *Handbook*, said, 'The number of enquiries we receive demonstrates that manners are still hugely important to people. The key is to always consider those around you.'

The most frequently asked questions have changed a lot over the years. In 1994, one of the most common questions was 'What should you do if you meet the Queen?', and in 2004, people asked, 'Is it acceptable to ask for money as a wedding present?'

Debrett's has given us a preview of its latest guide to good manners, which answers some of the questions that most trouble the British public today.

SOCIAL GREETING: KISSING

Many people are unclear on the subject of social kissing. Debrett's advice is that kissing is not appropriate in many professional situations. On the whole, it should only be used among friends, but not on a first meeting. An air kiss, without contact, may seem rude or impersonal, so very slight contact is best, but no sound effects are needed.

EATING AND PUTTING ON MAKE-UP ON PUBLIC TRANSPORT

According to Debrett's, you should avoid both. It's inconsiderate to eat smelly food in a closed environment, and applying make-up on public transport makes you appear disorganized.

RECLINING YOUR SEAT ON AEROPLANES

This is a common problem. Debrett's says that it's selfish to recline your seat during short daytime flights. When travelling by plane, always stay within your own space and don't monopolize the armrest. Also avoid kicking the back of the seat in front of you, or using it to help you stand up.

GIVING UP YOUR SEAT ON PUBLIC TRANSPORT

In a recent experiment, only 20% of London Tube passengers offered to give up their seat to a visibly pregnant woman. According to Debrett's, passengers should always offer to give up their seat to any individual who is pregnant, elderly, or clearly in need. It is important to remember, however, that it is also rude to aggressively decline the offer of a seat.

EATING BEFORE EVERYONE IS SERVED

The final question is one that we've all asked ourselves: is it rude to start eating at the table before everyone else has been served? Debrett's says that the simple answer is yes, unless the host or hostess (or in a restaurant, the other diners) gives their permission for people to start.

Adapted from the Daily Telegraph

e Ask and answer the questions with a partner.

1 How do you think it's appropriate to greet a male or female friend?
2 What else do you think people shouldn't do on public transport?
3 What do you think passengers ought not to do on planes?
4 How else do you think it's appropriate to help elderly people?
5 What else do you think you should ask your host or hostess for permission to do?
6 Do you think manners are important? Why (not)?

6 LISTENING

a 4.9 You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

b With a partner, decide what advice you would give the three callers.

c 4.10 Listen and complete some extracts from the advice that Sarah gives.

Advice for Belinda

1 I think you ought to be the one _____ _____ _____.
2 You shouldn't _____ _____ _____, because she won't change her opinion.

Advice for Damien

3 I think you should politely but directly _____ _____ _____ _____.
4 To be honest, you don't really have to _____ _____ _____.

Advice for Miranda

5 You must _____ _____ _____ _____ before their next visit.
6 Explain that he has to _____ _____ a bit when he's visiting.
7 'You mustn't _____ _____ _____ _____.'

d 4.11 Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

7 SPEAKING

a Read the questionnaire. What do you think? Mark each thing **GM** (good manners), **BM** (bad manners), or **NI** (not important).

Good manners? Bad manners? Not important?

When greeting people...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- use your partner's parents' first names.

Men and women – a man should...

- pay for the meal on a first date.
- hold the door open for a woman, or wait for her to go through the door first.
- accompany a woman home.

When you're invited to somebody's house for a meal...

- take a present.
- take your shoes off when you arrive.
- criticize the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

When you're having a meal with friends in a restaurant...

- complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- be very affectionate with your partner.

On social networking sites...

- post a photo or video clip of a friend without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.

b In groups, compare your opinions for each thing, and say why.

Saying what you think is right

I don't think people should...

I think it's	*rude* *selfish* *inappropriate* *bad manners*	*to...*
I don't think	*it's important to...* *you have to...*	
I hate it *I don't mind it* *It really annoys me*	*when...*	

4B Yes, I can!

Can you play the piano?

No, but I'd love to be able to.

G ability and possibility: *can, could, be able to* | V *-ed / -ing* adjectives | P sentence stress

1 GRAMMAR ability and possibility

a Look at the list of skills. With a partner, find…

- two that you *can* do.
- two that you *can't* do.
- two that you *could* do when you were ten years old.
- two that you *couldn't* do when you were ten years old.

change a car wheel | do yoga | dance salsa | play tennis | knit or sew | play a musical instrument | ride a bike | run 5 km | sing well | ski | swim | take good photos | type fast | use an Excel spreadsheet

b 4.12 Look at the photos. Listen and complete the conversations.

c Look at conversations 1 and 2 in **b** again. Complete the sentences.

1 You can't use _____ in the infinitive or present perfect.
2 *Be able to* means the same as _____.

d G p.139 Grammar Bank 4B

e Look at the topics. Choose two or three and think about what you could say about them.

- something that you would like to be able to do
- something you've tried to learn, but have never been able to do well
- something you learned to do after a lot of effort
- something you can do, but you'd like to be able to do better
- something you think all young people should be able to do before they leave school

f Work with a partner. Tell him or her about the things you chose in **e**. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

2 PRONUNCIATION sentence stress

a 4.15 Listen to four sentences. Write the stressed words in the pink boxes.

1 ____ ____ ____ ____ ____ ____.
2 ____ ____ ____ ____ ____ ____.
3 ____ ____ ____ ____ ____ ____ ____.
4 ____ ____ ____ ____ ____ ____ ____.

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 4.16 Listen and make new sentences with the verbs or verb phrases you hear.

1 *I'd love to be able to ski.*
ride a horse *I'd love to be able to ride a horse.*

2 *We won't be able to come.*
park *We won't be able to park.*

3 LISTENING

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

Learn a new skill in 20 hours

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

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

Matt Rudd learns the trumpet

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

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

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

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

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

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

1 hour
He feels *optimistic / pessimistic.*

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

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

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

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

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

17 hours
He feels *optimistic again / disappointed.*

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

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

4 SPEAKING

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

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

play a musical instrument
speak a new language
draw a portrait
drive
design and build a website
take professional-quality photos
cook a three-course meal
dance the tango
ski or windsurf
give first aid

5 VOCABULARY
-ed / -ing adjectives

a Complete the sentences with *annoyed* or *annoying*.

1 Matt thought the online trumpet teacher was _____.
2 Matt was _____ because he could only play simple tunes.

-ed and -ing adjectives

Many adjectives for feelings have two possible forms, ending in *-ed* or *-ing*, e.g. *annoyed* and *annoying*.

We use the adjective ending in *-ed* for the person who has the feeling, e.g. Matt. We use the adjective ending in *-ing* for the person or situation that produces the feeling, e.g. the trumpet teacher.

b Read the information box. Then complete the adjectives with *-ed* or *-ing*.

1 What music do you listen to if you feel **depress**_____?
2 What do you think is the most **excit**_____ sport to watch?
3 What's the most **amaz**_____ scenery you've ever seen?
4 Have you ever been **disappoint**_____ by a birthday present?
5 Which do you find more **tir**_____, clothes shopping or food shopping?
6 What's the most **embarrass**_____ thing that's ever happened to you?
7 Are you **frighten**_____ of heights?
8 Do you usually feel very **tir**_____ in the morning?
9 What's the most **bor**_____ film you've ever seen?
10 Do you ever get **frustrat**_____ by technology?

c 4.19 Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in **b** with a partner. Ask for more information.

6 READING & SPEAKING

a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?

b Read some tips on a forum for learning English outside class. Do you do any of these things?

Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia...
Nelson, Medellín

Comments

1

One very easy thing you can do is to change the language to English on your phone, laptop, or tablet. That way, you're reading English every day and you learn a lot of vocabulary without really noticing – for example, the things you see on your screen. I've found it really helpful. ***Sara, Brazil***

2

My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books. ***Marc, Switzerland***

3

The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend! ***Ágnes, Hungary***

4

I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes. ***Vasily, Russia***

5

My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings – fantastic for your pronunciation. Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved. ***Sandra, Italy***

6

Practise saying things in your head. It could be anything – you could describe your job or your holiday plans, or talk about yourself or your family, or what's happening in the news. Then, when you really need to speak English, it's easier, because you've done it in your head. (I do this on the way to my English class every week.) ***Marta, Mexico***

c Read the tips again and match them to something that you think the person has learned to say in English.

All you need is love, love. Love is all you need.

Are you sure you want to shut down your computer now?

Why don't we stay in and watch a movie tonight, honey?

I work for Samsung. I'm a computer programmer. I've been working there for three years.

outgoing – shy generous – mean friendly – unfriendly

Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammas.

d Look at two sentences with reflexive pronouns from the tips in **b**. How do you say them in your language? Then read the information box.

1 I can test myself whenever I get a quiet moment.
2 ...talk about yourself or your family...

> **Reflexive pronouns**
> We use reflexive pronouns (*myself, yourself,* etc.) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. *I painted the kitchen myself.*

e Which subject pronouns do these words go with?

themselves herself ourselves yourselves
himself itself

f 4.20 Listen and say the sentences with different pronouns.

1 *She's cut herself. You...* *You've cut yourself.*

g Talk to a partner.

- Which of the tips in **b** do you think are the best for learning English? Are there any you don't think would work for you?
- Are there any tips that you could easily put into practice?
- What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audiobooks)?

7 VIDEO LISTENING

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

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

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

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

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

d Watch Part 3 and answer the questions.

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

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I walk to work. It's ____ than going by car.
a more healthy b as healthy c healthier
2 Cycling isn't ____ people think.
a as dangerous as b as dangerous than
c so dangerous than
3 This is ____ time of day for traffic jams.
a the most bad b the worse c the worst
4 My wife is a much safer driver than ____.
a I b me c my
5 What ____ beautiful day!
a a b – c an
6 I never drink coffee after ____ dinner.
a – b the c an
7 ____ are usually good language learners.
a The women b Women c Woman
8 We've decided to visit the UK ____.
a the next summer b next summer
c the summer next
9 Entrance is free. You ____ pay anything.
a don't have to b mustn't c should
10 I'll ____ work harder if I want to pass.
a must b should c have to
11 I don't think I ____ have a dessert. I've already eaten too much!
a must b should c have to
12 You ____ switch on your phone until the plane has landed.
a don't have to b mustn't c must
13 We won't ____ come to the party.
a can b be able c be able to
14 When he was five he ____ already swim.
a can b could c was able
15 My mother has never ____ cook well.
a been able to b could c be able to

VOCABULARY

a Complete the compound nouns with a singular or plural noun.

1 Slow down! The speed _____ is 100.
2 I won't start the car until you've all put on your seat _____.
3 It's not a very good town for cyclists – there are very few cycle _____.
4 Try to avoid using the Tube between 8.00 and 9.30 a.m. – it's the _____ hour.
5 There's a taxi _____ at the station.

b Complete with a preposition.

1 We arrived _____ Prague at 5.30.
2 I apologized _____ being late.
3 I'm not very keen _____ horror films.
4 My son is good _____ speaking languages.
5 This song reminds me _____ my holiday.

c Complete with the correct word.

1 We were late because we got stuck in a terrible tr_____ jam.
2 I've hired a v_____ to take my things to my new flat.
3 We're going to drive to Dover and get the f_____ to France.
4 We're going to s_____ off early, before it gets dark.
5 How long does it t_____ to get from here to the airport?

d Circle the correct adjective.

1 The match ended 0–0. It was really *bored / boring*.
2 It was the most *frightened / frightening* experience I've ever had.
3 We're very *excited / exciting* about our holiday!
4 I'm a bit *disappointed / disappointing* with my exam results.
5 This news programme is too *depressed / depressing*. Turn it off.

e Complete the words.

1 I'm not in at the moment. Please l_____ a message.
2 The line's eng_____. Please hold.
3 I was in the middle of talking to him and he just h_____ up!
4 We sw_____ through hundreds of their holiday photos.
5 I hate it when people have really loud r_____ on their mobiles!

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

computer ear boy bike

Consonant sounds

chess jazz thumb mother girl

b p.166–7 Sound Bank Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 arrive 2 engaged 3 message 4 Underground 5 with

d Underline the stressed syllable.

1 mo|tor|way
2 di|sa|ppoin|ted
3 pe|des|tri|an
4 voice|mail
5 em|ba|rra|ssing

CAN YOU understand this text?

a Read the article once. Choose the correct heading for each paragraph A–F.

1 Don't be a selfish DJ
2 Don't tolerate dangerous driving
3 Be a good co-pilot
4 Don't distract the driver
5 Wear your seatbelt
6 Don't be rude

b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

CAN YOU understand these people?

4.21 Watch or listen and choose a, b, or c.

1 Nick 2 Butterfly 3 Coleen 4 Jenny 5 Linwood

1 Nick thinks the most enjoyable way to travel in London is ____.
   a by Tube b by bus c by bike
2 Butterfly thinks that ____ at looking after small children.
   a men are better than women
   b women are better than men
   c men and women are equally good
3 Coleen thinks that women are more interested in ____ than men.
   a sport b fashion c gossip
4 Jenny speaks ____ languages.
   a one b two c three
5 What Linwood finds really annoying is people who use their phones ____.
   a on public transport
   b in the street
   c in restaurants

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ compare different types of public transport in your town / country
2 ☐ talk about typical stereotypes of men and women and say if you think they are true
3 ☐ talk about things which are / aren't good manners in your country
4 ☐ describe something you would like to be able to do, but have never been able to

How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver – this will make you more conscious of your actions while being a passenger yourself.

A

Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.

B

Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.

F

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.

Adapted from a driving blog