American English File Third Edition

E-BOOK





American English File Third Edition

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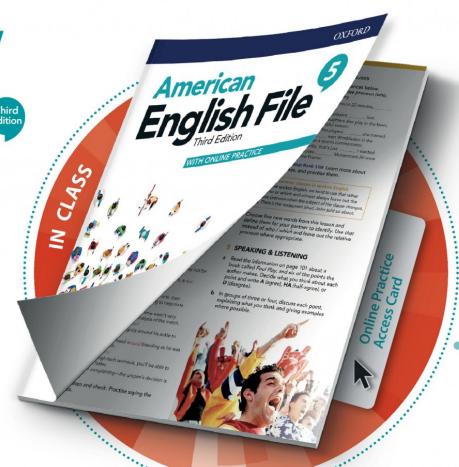
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Course overview

American English File

Welcome to

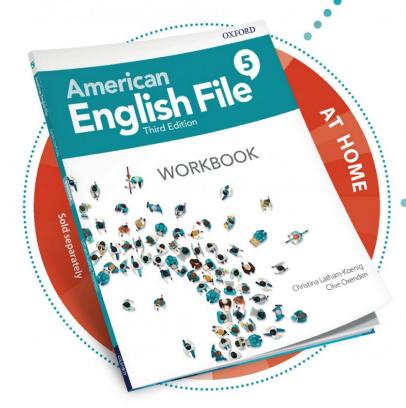
American English File Third Edition. This is how to use the Student Book, Online Practice, and the Workbook in and out of class.



Student Book

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

Use your Student Book in class with your teacher.



Workbook

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Online Practice

Look again at Student Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you learned 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 video 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 practice Colloquial English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
 - Try a Challenge activity.

SOUND BANK

 Use the Sound Bank video to practice and improve your pronunciation of English sounds. **G** have: auxiliary or main verb? **V** personality **P** using a dictionary







LISTENING

- Look at a painting by Frida Kahlo and answer the questions with a partner, giving your reasons.
 - 1 Do you know anything about Frida Kahlo? Which person do you think is her in the painting?
 - 2 Do you think the painting is finished? Why (not)?
 - 3 Who do you think the people in the "cloud" are, and why do you think they are arranged in that way?
 - 4 What do you think the unborn child in the middle represents?
 - 5 Who do you think the three people with blank faces in the bottom right-hand corner might be?
- b 1.2 Listen to an audio guide about the painting and check your answers to a. Then match the people below to numbers 1-9 in the diagram.
 - Frida
 - her maternal grandparents Antonio and Isabel
 - her parents Matilde and Guillermo
 - 1 her paternal grandparents

- her niece Isolda
- her nephew Antonio
- her sister Matilde
- her sister Adriana
- her sister Cristina

1.3 Listen to Part 1 again, about Frida. Complete Frida's biography.

Frida Kahlo

She was born in 1	in ²	. She	was the	
	_ daughters.			as
a child, and when she	was ⁶	years o	d, she was	
in a terrible accident v	vhen a ⁷	crash	ed into a	
8 She had p	reviously war	nted to stud	dy ⁹	_ ,
but after the accident	she decided	to 10	instead.	
Frida started work on	this painting	in ¹¹	, but	
never 12 it. Sh	ne died in ¹³ _	at	the age	
of ¹⁴				

- d 1.4 Listen to Part 2 again, about the painting. Answer the questions.
 - 1 What is the significance of the position of the unborn
 - 2 Where was her father's family from?
 - 3 Where was her mother's family from?
 - 4 What do we learn from the painting about her parents' marriage?
 - 5 What was Frida's relationship like with her sister Cristina?

- Talk to a partner.
 - 1 What do you think of the painting?
 - 2 Do you have any photos of your family that you particularly like or dislike? Why?
 - 3 Imagine that your family has been painted in the same way. Draw a quick sketch and tell your partner about the people.

2 SPEAKING

- Work in small groups. Choose one of the sets of questions below and answer them.
 - Do you have any ancestors from a different country? Who were they? Where did they come from? When did they come to live in your country?
 - Who are you closest to in your family? Why do you get along with them so well? Is there anyone you don't get along with?
 - Who are you most like in your family? Are there any family traits (appearance or personality) that members of your family share?
- **b** You are going to discuss the statements below. First decide individually if you agree (A), half-agree (HA), or disagree (**D**) with the statements. Think of reasons and examples to support your opinion.

You have to love your family, but you don't have to like them.

Your "family" is the group of people who care about you, not necessarily your blood relatives.

It's better to be an only child than to have brothers and sisters.

Your parents raised you, so it's your responsibility to take care of them when they're old.

When children are young it's better for one parent not to work and to look after them.

The only person who should be allowed to criticize your family is you.

You should always defend members of your family for posting controversial opinions on social media, even if you don't agree with them.

c 10 1.5 Listen to the expressions in the box. Which words carry extra stress for emphasis? Listen again and repeat the phrases, copying the rhythm and intonation.

Expressions for agreeing and disagreeing

agreeing

- 1 I totally agree.
- 2 That's what I think, too.
- 3 Absolutely!

half-agreeing

- 4 I see your point, but...
- 5 I see what you mean, but...
- 6 Lagree up to a point, but...

disagreeing

- 7 I completely disagree.
- 8 I don't agree at all.
- 9 I don't think you're right.

Some English speakers don't feel comfortable using strong expressions of disagreement, e.g., I completely disagree, so they try to soften the fact that they disagree by half-agreeing or by using expressions such as I'm not sure I agree with you, I'm afraid I really don't agree with you, I don't really think you're right.

d Have a short discussion about the topics in **b**. Use language from \mathbf{c} to agree, half-agree, or disagree with the other people in your group, and say why.

3 GRAMMAR have: auxiliary or main verb?

- a With a partner, look at the groups of sentences 1-4. Answer the three questions for each group.
 - Are all the options possible?
 - Is there any difference in meaning or register?
 - Is have a main verb or an auxiliary verb?
 - 1 I haven't got time I don't have time to see my family often.
 - 2 I've been making lots of food. We're having a family I've made lots of food. dinner tonight.
 - 3 Have we got to dress up for the party, or is it just Do we have to family?
 - 4 I've had a portrait painted of our children. I've painted a portrait
- b G p.142 Grammar Bank 1A Learn more about have, and practice it.
- c With a partner, for each of the sentences below say if it's true for you or not, and why.
 - I can't stand having my photo taken, and I'd hate to have my portrait painted.
 - I have lots of friends online, but I only have a few close friends that I see regularly face-to-face.
 - I've never wanted to leave home. I really like living with my family.
 - I'm the most competitive person in my family. Whenever I play a sport or game, I always have to win.
 - I've got to try to get out more. I think I spend too much time at home.
 - I have a few possessions that are really important to me and that I would hate to lose.
 - I've been arguing a lot with my family recently.

4 VOCABULARY personality

a Look at the adjectives that describe personality below. With a partner, say if you consider them to be positive or negative qualities, and why. Would you use any of them to describe yourself?

affectionate assertive bossy curious easygoing loyal moody outgoing rebellious reliable sensible sensitive stubborn

b Vp.162 Vocabulary Bank Personality

5 PRONUNCIATION using a dictionary

- Underline the stressed syllable in the words below.
 - 1 con|sci|en|tious 4 ea|sy|go|ing 2 de|ter|mined 5 stea|dy 3 thor|ough 6 spon|ta|ne|ous
- **b** Look at the pink letters in each word. Match them to the sound pictures below.



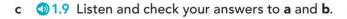












Checking pronunciation in a dictionary

All good dictionaries, whether paper or online, give the pronunciation of a word in phonetics, with a stress mark (') to show the stressed syllable. Online dictionaries also have an icon you can click on to hear the words, many giving both American and British pronunciation.

needy adjective NAmE //nidi/@; BrE //nidi/@
(of people) not confident, and needing a lot of love and emotional support from other people
She is shy and needy.

d Look at the phonetics for some more adjectives of personality. With a partner, figure out how they are pronounced and spelled, and say what they mean if you know. Check with a dictionary.

1 /'æŋkʃəs/ 2 /'laɪvli/ 3 /'nouzi/ 4 /'souʃəbl/ 5 /'stɪndʒi/

e Do you usually use a paper dictionary or an online one? What do you think are its main advantages?

6 READING

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



LEXIS IN CONTEXT

Looking up phrasal verbs and idioms in a dictionary

Phrasal verbs PHRV

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

If the object (somebody or something) is shown **between** the two parts, e.g., put **something** off, this means the phrasal verb is separable, and the object can go between the verb and the particle **or** after the particle. If the object is shown **after** the particle, e.g., look for **something**, it means the verb and the particle cannot be separated.

Idioms IDM

You can usually find the definition of an idiom under one of its "main" words (nouns, verbs, adverbs, or adjectives, but NOT prepositions and articles), e.g., the definition of *catch your eye* will be given under *catch* or *eye*.

After some very common verbs, e.g., be, get, and adjectives, e.g., good, bad, the idioms are usually under the entries for the next "main" word, e.g., be a good sport comes under sport.

- c With a partner, look at the test What's your personality? Read the questions and possible answers. Try to figure out the meaning of the highlighted phrasal verbs and idioms, but don't look them up yet.
- d Use a dictionary to check the meaning of the highlighted phrases.
- e Now take the test. For each question, decide which answer best describes you and circle it.



WHAT'S YOUR PERSONALITY?

A PLANNER OR SPONTANEOUS

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

B FACTS OR IDEAS

- 4 Which option best describes what you wrote about the painting in b on p.8?
 - a It's basically a list of what appears in the picture.
 - b It tells the story of what's happening in the picture.
 - c It tries to explain what the picture means.
 - d It's a lot of ideas that the picture made you think of.
- 5 You need to give a friend directions to your house. Do you...?
 - a write down a list of detailed directions
 - b send a link to a website that provides directions
 - c give rough directions
 - d draw a simple map showing only the basic directions
- 6 When you go shopping at the supermarket, do you...?
 - a always go down the same aisles in the same order
 - b carefully check prices and compare products
 - c buy whatever catches your eye
 - d go around a different way each time, according to what you want to buy

C HEADS OR HEARTS

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

D EXTROVERT OR INTROVERT

10 You are out with a group of friends. Do you...?

- a say hardly anything
- b say a little less than most people
- c talk a lot
- d do nearly all the talking

11 When you meet a new group of people, do you...?

- a try to stay with people you already know
- b have to think hard about how to keep the conversation going
- c try to get to know as many people as possible
- d just try to enjoy yourself

12 If the phone rings while you are in the middle of something, do you...?

- a ignore it and continue with what you're doing
- b answer it quickly, but say you'll call back
- c have a conversation, but make sure you keep it short
- d welcome the interruption and enjoy a nice long chat

From www.bbc.co.uk/science

- f Now find out which type you are for each section.
 - A more a and b = PLANNER
 more c and d = SPONTANEOUS
 - **B** more a and b = **FACTS** more c and d = **IDEAS**
- C more a and b = HEAD more c and d = HEART
- **D** more a and b = **INTROVERT** more c and d = **EXTROVERT**
- g Communication What's your personality? p.106. Find out which category you fit into and read the description of your personality. Compare with your partner. How accurate were the descriptions of your personalities?

Whenever you are asked if you can do a job, tell 'em, "Certainly I can." Then get busy and find out how to do it. Theodore Roosevelt, US President 1901–1909

G discourse markers (1): linkers V work P the rhythm of spoken English

READING & SPEAKING

- Think about people you know who either absolutely hate or really love their jobs. What do they do? Why do they feel that way? How do you know how they feel?
- **b** The Guardian runs a weekly series called What I'm really thinking, where people in different jobs or situations reveal their true feelings. Look at the three jobs in the articles. With a partner, say which person you think said the following, and why.
 - 1 Although it is not my place to judge, I get frustrated sometimes.
 - 2 I'm aware that I'm a novelty.
 - 3 Your expressions and bodies reveal far more than you know.
- Read the articles and check. Reading between the lines, do you think on the whole they like or dislike their jobs?
- d Read the articles again and answer A, B, or C. Who...?
 - 1 implies that he / she doesn't care how people feel about his / her looks / physical appearance
 - 2 says people seem to think he / she can't see them
 - 3 uses his / her job to figure out any problems he / she might be experiencing in his / her life outside of work
 - 4 has to ask one particular question, to which it is not always easy to get the answer
 - 5 would like the opportunity to give feedback on the people he / she works with
 - 6 notices a physical change in him / herself when he / she is
 - 7 describes a moment when he / she really loves the job
 - 8 realizes he / she is a role model
 - 9 tries to empathize with the people he / she speaks to

LEXIS IN CONTEXT

e Look at the highlighted phrasal verbs and idioms and guess the meaning of the ones you don't know from the context. Then match them to the definitions 1-7.

1	defend myself
2	makes me very upset
3	PHRV move or make progress at the same
	rate as somebody / something
4	(informal) reasonable, acceptable
5	not understood the most
	important fact
6	vitally important
7	can't think what to do or say

What I'm really thinking

A THE FEMALE BOXING COACH

Apparently, I don't look like a boxer. I get told that a lot. I've lost count of the number of times people have exclaimed, "What if you mess up your nose?" and, "What if your mess up your face?" They've missed the point: I'm not a model, so what does it matter if my nose isn't straight? And anyway, boxing means more to me than that: it's my structure and my sanity. Cheaper than therapy, that's what we say. Injuries are part of the game, but I've been lucky so far.

As the only girl who spars in my gym, I'm aware that I'm a novelty. I've always been a tomboy, though, so it doesn't bother me to train with the blokes. Some men don't like to spar with a woman, and that's fair enough. But mostly they get used to it.

When I'm not in the mood and consider giving up, I think about the children I help teach. There are a couple of young girls coming up who are really good and I want to be an example. Every time I hold my own in the ring, I challenge someone's expectations a little bit, and I'm proud of myself for that.

B THE UNIVERSITY LECTURER

I look at the 23 of you in the room—a small group this year—and wonder if you're even aware of me as I teach. Might it be that because you're not talking directly to me, you forget to adjust the expressions on your faces? Or is it that you imagine, in a crowd, you are somehow invisible? Your expressions and bodies reveal far more than you know—sneering, eye-rolling, yawning, you can barely stay awake sometimes.

Your indifference bears no relation to my hours of preparation. The university asks you to comment, anonymously, on the quality of my teaching. I would like the chance to comment on the quality of your listening. When you are really disengaged

and disconnected, I see hands reach for phones in bags. You connect, but it's usually to someone outside this room. Sometimes you even pass notes, giggle, and whisper.

Yet I also see you when you laugh at my jokes. When you are concentrating hard, I can

almost hear your minds working. Some of you take notes so intensively, fighting to keep up with my words, as if it's life or death if you miss something.

I see your faces light up when you want to say something, the eagerness to comment, to take part. You are relaxed, smiling, enjoying the moment of understanding. We connect. Now I see you and you see me.

C THE EMERGENCY OPERATOR

The hardest part of my job is also the simplest—getting the address. Often when someone calls, they go blank. Or in the case of a road accident, they don't know exactly where they are. But the most important element is the address because that's what brings the ambulance. I have to ask for it twice, which infuriates people.

It still surprises me to hear my voice during a call. It changes, becoming deeper, almost authoritative. I have to take control of the situation. I suppose that's why I wear a uniform. I have a script, but I refuse to be a robot; hearing people at their most vulnerable makes me add to it. When the caller is hysterical, telling them, "I'm going to help you" and "I know you're frightened" calms them down. But it breaks my heart when they're in pain or their loved one is dying; I have to take a "stress break" after harrowing calls.

Although it is not my place to judge, I get frustrated sometimes. The man who rang because his toothpaste was burning his mouth; the mother whose baby was afraid of a fly. Don't they realize they're taking up precious time when a life-or-death situation may be needing help? But the moment I call them time-wasters is the moment I should quit my job.



Glossary

mess up physically hurt somebody, especially by hitting them

bloke (NAmE man) an informal term to describe a man

emergency operator a professional who answers incoming calls for police, fire, and emergency assistance f Look at some extracts from other What I'm really thinking articles. Match them to the jobs in the list. What do they imply that the people (sometimes) feel about their jobs?

beauty counter mana	ger	dentist	drivi	ng instructor	
IT support worker	pizza	delivery pe	erson	taxi driver	

- 1 Sometimes what I do is painful, and I'm not a sadist.
- 2 I don't expect to chat, but sometimes my cab becomes a mobile confessional.
- 3 Men are risk-takers. They go too fast and don't like being told what to do.
- 4 I'd like some respect—people who answer the door while they're on the phone really bug me, as do the ones who take a long time to find the money.
- 5 It's a cliché, but "Did you turn it on and off again?" is the first thing that comes to my mind every single time someone calls.
- 6 I work in an industry that convinces people to part with their cash in pursuit of a perfection that does not exist. I am betraying my sisterhood.
- g Of all the jobs mentioned in the articles and extracts, which one(s)...?
 - would you never do under any circumstances
 - might you consider doing if you desperately needed the money
 - would you actually like to do

2 VOCABULARY work

a		ook at three sentences from the articles and complete the issing words.
	1	Every time I hold my own in the ring, I c someone's expectations a little bit, and I'm proud of myself for that.
	2	It changes, becoming deeper, almost a
	3	But the moment I call them time-wasters is the moment I should ${\bf qu}_{_____$ my job.

b **V**p.163 **Vocabulary Bank** Work

c Complete sentences 1–5 with words or phrases from the list. Then write five sentences for your partner to complete with the other five words.

	perks quit rewarding skills tedious unpaid
1	Can we leave whenever we like or do we have to at a certain time?
2	Nursing is often described as a job, even though it may be badly paid.
3	The company has decided that around 20% of its workforce will have to until the economic situation improves.
4	The only required for this position are a good level of English and the ability to drive.
5	If you are prepared to do work, there are several volunteer organizations that are looking for people.

3 SPEAKING & LISTENING

a Since 2001, the Sunday Times has been running an annual survey to find the 100 best companies to work for. Look at the criteria that they use to assess the companies and complete them with the headings.

Fair deal
Giving something back
Leadership
My-company
My manager
My team
Personal growth
Well-being

	organization they work for as opposed to the people they work with
2	: how staff feel about
	the pressures of work and the balance between their work and home duties
3	: how much companies
	are thought by their staff to contribute to the local community and society
4	: to what extent staff feel
	they are stretched and challenged by their
	job
5	: how staff feel towards
	their immediate boss
6	: how employees feel
	about the head of the company and its
	senior managers
7	: how staff feel about
	their immediate colleagues
8	: how happy the
J	workforce is with their pay and benefits

1 My company : how staff feel about the

- b Which three criteria do you think are the most important when judging a company you are thinking of working for?
- Now look at the photos and read about Skyscanner, a travel comparison website, one of the top-rated companies in the Sunday Times survey. Does it sound like a company you would like to work for? Why (not)?



Who are they?

AS A KEEN SKIER who regularly escaped to the slopes, math graduate Gareth Williams became frustrated with the tedious process of searching through a multitude of airline and travel-agency websites to find the cheapest flights. So he and two university friends set about creating a single website that could collect, collate, and compare prices for every commercial flight in the world. Launched in Edinburgh in 2001, Skyscanner, which also provides instant online comparisons for hotels and car rentals, gets more than 60 million visitors a month and now operates worldwide—it also has offices in Singapore, Beijing, Miami, and Barcelona. No organization offers as many opportunities to learn and grow as this one does, say its employees. Skyscanner perks include a paid day off to do a social activity, and home-country working, where people who aren't native to the UK can spend up to three weeks a year working in their country of origin. As the staff represent more than 35 different nationalities, this is a particularly popular benefit.











d ①1.13 Listen to an interview with a Skyscanner employee. What is her position in the company? How positive is she about the company and her job on a scale of 1–5 (5 = very positive)? What makes you think so?

Glossary PR Public Relations

- e Listen again and answer the questions.
 - 1 How long has she been at Skyscanner?
 - 2 Why did she apply for a job there?
 - 3 Where did she go the day after the interview?
 - 4 What three benefits does she mention about working for Skyscanner?
 - 5 Which benefit does she value most highly and why?
 - 6 What challenge does she say that the company faces?

LEXIS IN CONTEXT

- f 1.14 Listen to the phrases in context. What do you think the highlighted words and phrases mean?
 - 1 ...somewhere that was kind of travel-focused...
 - 2 ...it very quickly becomes the norm for someone who works here...
 - 3 ...maybe that's the plan, maybe that's the ploy that they've gone with!
 - 4 ...**it's** a very casual thing...you're in charge, you're the ... you're the one who knows your workload...
 - 5 ...so I think at some point that will be something that becomes more of an issue...I'm pretty confident that Skyscanner will be able to tackle that...
- g What do you think of Skyscanner after listening to the interview? Are you more or less attracted to working there?

4 GRAMMAR discourse markers (1): linkers

...it very quickly becomes the norm for someone who works here, all these amazing benefits we have, _____ when you talk to someone else in another company, you suddenly think "Wow, we're so lucky."

- a Look at the extract from the interview. What do you think the missing word is? What kind of clause does it introduce?
- **b** With a partner, put two linkers from the list into each column.

as consequently despite due to even though in order to so as to therefore

a result	a reason	a purpose	a contrast
so	because	to	but

- c **G** p.143 **Grammar Bank 1B** Learn more about linkers, and practice them.
- **5 PRONUNCIATION** the rhythm of spoken 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 ①1.15 Listen and repeat the sentences. Try to copy the rhythm as exactly as possible.

<u>Boston transportation workers</u> were on <u>strike yes</u>terday. As a <u>result</u>, it took people twice as long to get to work.

- b 1.16 Listen and write down the beginnings of eight sentences. Compare with a partner, and then decide how you think the sentences might continue.
- c ①1.17 Now listen and complete the sentences. Are they similar to what you predicted? Practice saying them with a natural rhythm.

6 WRITING

© p.114 Writing A job application Analyze a model email and write a cover email applying for a job at a festival.

Colloquial English Work and family

discourse markers

musical families

1 D THE INTERVIEW Part 1

a Read the biographical information about Eliza Carthy. Have you ever heard any English, Scottish, or Irish folk music?

Eliza Carthy is a folk musician known both for singing and playing the violin. She is the daughter of singer / quitarist Martin Carthy and singer Norma Waterson, who are also folk musicians. In addition to her solo work. she has played and sung with several groups, including as lead vocalist with Blue Murder. She has been nominated twice for the Mercury Music Prize for album of the year and has won seven BBC Folk Awards. In 2010, she released an





album of collaborations with her mother, entitled *Gift*. A reviewer wrote: "The gift in question here...is a handing of talent from generation to generation."

- **b 1.18** Watch or listen to Part 1 of the interview. What is her overwhelming memory of her childhood?
- c Now listen again. What does she say about...?
 - 1 her father in the 50s and 60s
- 5 The Spinning Wheel
- 2 The Watersons
- 6 the farm where she was brought up
- 3 her mother's grandmother
- 7 her parents' friends
- 4 her mother's uncle and father
- grandmother / her parents tr uncle and

Glossary

Bob Dylan (b.1941) an American singer-songwriter, who has influenced popular music and culture for more than five decades

Paul Simon (b.1941) an American singer-songwriter, at one time half of the duo Simon and Garfunkel

Hull a city in Yorkshire, England

travelers / gypsies people who traditionally travel around and live in trailers

banjo a musical instrument like a guitar, with a long neck, a round body, and four or more strings

The Spinning Wheel an Irish ballad written in the mid-1800s

Part 2

- a ①1.19 Now watch or listen to Part 2. What do you think Eliza Carthy was like as a child? What do you find out about her as a mother?
- b Listen again and answer the questions.
 - 1 Did Eliza Carthy originally want to become a musician?
 - 2 Why did her mother retire?
 - 3 How old was she at her first public performance?
 - 4 How much did she sing during the concert?
 - 5 How has she reorganized her life because of having her own children?





Glossar

the Fylde an area in western Lancashire, England

Fleetwood a town in the Fylde

the Marine Hall a venue in Fleetwood

Part 3

- a **1.20** Now watch or listen to Part 3. How has Eliza Carthy's family influenced her approach to music?
- b Listen again. Mark the sentences T (true) or F (false). Correct the false sentences.
 - 1 Eliza Carthy thinks the reason she doesn't like working alone is because of being brought up surrounded by people.
 - 2 Right now she has a 30-piece band.
 - 3 Her father understands that working with family members is different.
 - 4 Her father was a blood relation in the group The Watersons
 - 5 Eliza Carthy's daughter Florence plays three musical instruments and also sings well.
 - 6 She thinks there's a close link between foreign languages and singing.
 - 7 Her younger daughter Isabella is not yet interested in music.
 - 8 She would rather her children didn't become touring musicians.

Glossary

Twinkle, Twinkle a well-known children's song (*Twinkle, twinkle little star, How I wonder what you are...*)



2 LOOKING AT LANGUAGE

O Discourse markers

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

- a <a>1.21 Watch or listen to some extracts from the interview and fill in the blanks with one or two words.
 - 1 "and they were also instrumental in the beginning of the 60s folk revival, the formation of the folk clubs, and the, the beginning of, ______, the professional music scene that I work on now."
 - 2 **Interviewer:** "And were your parents both from musical families?"

Eliza: "Um, _____, both sides of my family are musical..."

- 3 "My mum retired in 1966...65...66 from professional touring to raise me. ______, the road is a difficult place..."
- 4 "But yes, _____ I just—the first song they started up singing, tugged on his leg..."
- 5 **Interviewer:** "Has having children yourself changed your approach to your career?"

Eliza: "Uh, yes, _____ a ____, yes, ____ a ____, it has."

- 6 "The Watersons was a brother and two sisters, and he joined that, and _____ he was married to my mum, but he wasn't related to her."
- 7 "And Isabella, my youngest as well, she's really, she's really showing interest in it, I love it when they do that. _____ whether or not I'd want them to be touring musicians..."
- 8 "But, you know, I think the—I think the world is changing ______, I don't know how many touring musicians there are going to be in the world in 20 years..."
- **b** How do the discourse markers affect the meaning of what Eliza says in each extract?

3 ON THE STREET

a **1.22** Watch or listen to five people talking about their family trees. Who mentions foreign ancestors? Where were they from?











Sarah American

Kent American

Alison English

Marylin American

Hannah American

- b Watch or listen again. Who (S, K, A, M, or H)...?
 - has an ancestor who died in a famous disaster
 - has a family member who was adopted
 - has tried unsuccessfully to contact some distant relatives
 - has used ancestry.com to research their family tree
 - thinks their ancestors worked on the land
- c ①1.23 Watch or listen and complete the Colloquial English phrases. What do you think they mean?

1	"Uh, I actually know about my family tree on my dad's side"
2	"Um, 'cause I think they were farmers, I'm not
3	"Um, I know a because, um, my dad's done some research"
4	"Um, well,, it's precisely those relatives"
5	"but it doesn't than that and that's only on my dad's side."

Glossary

The Mayflower a ship that sailed from Plymouth, England to what is now the US, in 1620.

Cornwall a county in southwestern England

4 SPEAKING

Answer the questions with a partner or in small groups.

- How much do you know about your family tree? Have you ever researched it?
- Is there anyone in your family that you'd like to know more about?
- Do you know anyone who works in a family business?
 How well do the relationships work?
- Would you like to work with your parents or with your siblings? Why (not)?
- Do you think it's easier or more difficult for the children of successful parents to be successful themselves?



Changing language

Americans who travel abroad for the first time are often shocked to discover that many foreign people still speak in foreign languages. Dave Barry, US writer

____ to his father as "my old

G pronouns V learning languages P sound-spelling relationships; understanding accents

SPELLING

1 He always ___

man."

а	2.1 A recent survey found the ten
	most commonly mispelled words in
	English. Listen to sentences 1–10 and
	complete the missing words. How many
	did you spell correctly? What do many of
	the words have in common?

	That is			
2	I like all vegetables except			
3	The food was, but no more that that.	an		
4	I think taking the dog with us is ancomplication.			
5	There was a of opinion that the article should not be published.	Э		
6	It was a very strange			
7	Please don't me by wearing that!	t		
8	During your driver's test you will be aske to perform some standard	ed		
9	We'll be there by seven.			
10	They married in 2016, but two			

b 02.2 Now listen to the following poem. Find nine spelling mistakes of a different kind. What is the message of the poem?

I have a spelling checker

It came with my PC

It plainly marks for my revue

Mistakes I cannot sea

I've run this poem threw it

I'm sure your pleased to no

It's letter-perfect in it's weigh

My checker tolled me sew

READING & SPEAKING

With a partner, decide how to pronounce the following words. Do you know what they all mean?



b Read the review on p.17 of Spell It Out, a book about the story of English spelling. What do you learn about the spelling and pronunciation of the words in a?

LEXIS IN CONTEXT

Making sense of whole phrases

Even when you understand the individual words in a text, you may still have problems understanding the meaning. When you read, focus on whole phrases or sentences, and refer to the surrounding context to figure out what the writer is saying.

- c Read the review again and look at phrases 1-6 in context. In pairs, say what you think the reviewer means.
 - 1 he was bewildered by the random nature of English spelling (lines
 - 2 Fashion and snobbery have played as big a part in spelling as they have in other parts of English life. (lines 25–26)
 - 3 scribes looked to Latin for guidance (line 28)
 - 4 For a long time, there was no stigma attached to variant spellings. (line 32)
 - 5 Even today, spelling is more fluid than we might think. (line 39)
 - 6 the internet is the ultimate spelling democracy (line 41)

d Answer the questions in small groups.

- 1 How do you think the reviewer feels towards students of English? Do you agree?
- 2 What modern example does she give of the damaging effects of bad spelling?
- 3 Are there any words in your language that people have particular problems spelling? Why (not)?
- 4 Do you think good spelling matters?