

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

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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.



IN CLASS

Online Practice
Access Card



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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.

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- 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.

G have: lexical and grammatical uses **V** personality **P** using a dictionary



1 LISTENING

a Look at some photos of 19th- and 20th-century families from an exhibition. They show members of a royal family, two statesmen, a writer, a scientist, and an artist. Discuss the questions with a partner, giving your reasons.

- 1 Do you recognize or know anything about any of the people?
- 2 What family relationships do you think are shown?
- 3 Which do you think are the oldest and the most recent photos?

b **1.2** Listen to an audio guide from the exhibition. For each photo, write:

- the name and occupation of the most famous person in the photo.
- what relation to them the other people are.
- the year it was taken.

How many answers in **a** did you get right?

c Listen again and answer the questions with the name of one or more people in the photos.

Who...?

- 1 had a difficult relationship
- 2 had a very close relationship
- 3 died a violent death
- 4 is still alive today
- 5 was thought to be alive for many years after his / her death

d Look at some phrases from the audio guide. With a partner, say who they refer to and explain what the **bold** collocations mean.

- 1 the story of her survival was **conclusively disproved**
- 2 as so many of this **ill-fated family**
- 3 she wrote **a damning description** of him
- 4 their **shared beliefs** in national independence and education
- 5 she was **strongly opposed** to many of his views
- 6 he left home...**in the dead of night**
- 7 she **sought refuge** with her beloved brother

e Which photo draws you in the most? Why?

2 SPEAKING

a Work in small groups. Answer the questions.

- Do you have many old family photos? Are any of them framed or displayed? What's the oldest family photo that you've seen?
- Who is your oldest living relative? How much contact do you have with him / her?
- Who are you closest to in your family? Why do you get on well? Is there anyone you don't get on 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're going to discuss the statements below. First, decide individually what you think about each one. Think of reasons and examples to support your opinion.

Parents should never try to be their children's friends.

People who are very dedicated to their work rarely manage to have a happy family life.

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, not your partner or friends.

Marrying very young almost inevitably ends badly.

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

Half-agreeing and politely disagreeing

When you're sharing opinions, especially with people you don't know very well, and you don't entirely agree with them, it's more polite to use expressions of half-agreeing or politely disagreeing to introduce your point of view.

Half-agreeing

I see what you mean, but...

I agree up to a point, but...

I agree in theory, but...

Politely disagreeing

I'm not sure I agree with you.

I don't really think that's right.

- c **1.3** Listen to five short conversations which include the expressions from the information box. Focus on the intonation in the expressions.
- d **1.4** Listen again and repeat the expressions, copying the intonation.
- e Work in your groups and discuss the statements in **b**. If you half-agree or disagree, use expressions from the box.

3 GRAMMAR have: lexical and grammatical uses

a With a partner, look at all the sentences in groups 1–4. Answer the two questions for each group.

- Are all the options possible?
- Is there any difference in meaning or register?

- 1 I **haven't got** | any siblings.
I **don't have** |
I **haven't** |
- 2 I've **been making** | loads of food for a family dinner tonight.
I've **made** |
- 3 **Have we got to** | dress up for the party, or is it just family?
Do we have to |
- 4 I've **had** some lovely photos **taken** | of the children.
I've **taken** some lovely photos |

b **p.142 Grammar Bank 1A**

c With a partner, say if each of the sentences below is true for you or not and why.

- I'm the most competitive person in my family. Whenever I play a sport or game, I always have to win.
- When someone in my family annoys me, I always keep quiet rather than having it out with them.
- I've been arguing a lot with my family recently.
- I don't mind having my photo taken, but I'd hate to have my portrait painted.
- I've got a lot of 'friends' on social media, but I only have a few close friends that I see regularly face-to-face.
- I've got to try to get out more. 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 never wanted to leave home. I'm happy living with my parents.

4 VOCABULARY personality

- a Look at the adjectives from the list that describe personality. Underline three that you think would make someone a good parent, and circle three that would make them a good partner.

affectionate ambitious assertive bossy
honest loyal mature moody open-minded
outgoing patient reliable sensitive stubborn

- b Compare with a partner. Then decide together which adjectives might make someone a difficult parent or partner.

- c **V** p.162 **Vocabulary Bank Personality**

5 PRONUNCIATION using a dictionary

determined *adj*

BrE /dɪ'tɜːmɪnd/ ; NAmE /dɪ'tɜːrɪnd/

(of people) someone who, having made a decision, will not let anyone prevent them from carrying it out

- a **1.8** Look at the dictionary entry for *determined*. Focus on the phonetics. Which syllable is stressed? What difference is there between the two pronunciations? Listen and check.

- b Underline the stressed syllable in the words below.

- | | |
|--------------------|---------------------|
| 1 con sci en tious | 5 spon ta ne ous |
| 2 re source ful | 6 straight for ward |
| 3 sar cas tic | 7 stea dy |
| 4 tho rough | 8 self-su ffi cient |

- c What vowel sound do the stressed syllables have? Choose from the sound pictures below.



- d **1.9** Listen and check.

- e Look at the phonetics for some more adjectives of personality. With a partner, work out how they're pronounced, and say how they're spelled and what they mean. Then check with a dictionary.

- | | | |
|-------------|--------------|--------------|
| 1 /'æŋkʃəs/ | 3 /'nəʊzi/ | 5 /'stɪndʒi/ |
| 2 /'laɪvli/ | 4 /'səʊfəbl/ | |

- f What features do you find most useful in the dictionary you use?

6 READING & SPEAKING

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



- c **Language in context** Look at the test *What's your personality?* Read the questions and possible answers. With a partner, try to work out the meaning of the **highlighted** phrasal verbs and idioms, but don't look them up yet.
- d Now look them up in a dictionary and check your answers.

Looking up phrasal verbs and idioms in a dictionary

Phrasal verbs PHR V

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

For phrasal verbs with an object, the object (sb or sth) is shown **between** the two parts, e.g. *put sth 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 sth*, 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* and *get*, and adjectives, e.g. *good* and *bad*, the idioms are usually under the entries for the next 'main' word, e.g. *be a good sport* comes under *sport*.

- e Do the test. For each question, decide which answer best describes you and circle a–d.

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 overprepare
 - c a bit 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 cupboard). 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 holiday, which of these do you do?
 - a Plan every detail of your holiday.
 - 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 holiday 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 page 8?
 - a It's basically a list of what appears in the painting.
 - b It tells the story of what's happening in the painting.
 - c It tries to explain what the painting means.
 - d It's a lot of ideas that the painting made you think of.
- 5 You need to give a friend directions to your house in the country. Do you...?
 - a write a list of detailed directions
 - b give them the postcode and expect them to use a satnav
 - 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 round** a different way each time, according to what you want to buy

C HEAD or HEART

- 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 flats to rent. Would you...?
 - a write what your ideal flat 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 flat would suit the other people living with you
- 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 INTROVERT or EXTROVERT

- 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 enjoy yourself
- 12 If your phone rings while you are in the middle of something, do you...?
 - a ignore it and **carry on** 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

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 personality you have and read the description. Compare with a partner. How accurate were the descriptions of your personalities?

1 VOCABULARY work

- a Look at some adjectives which are often used to describe jobs. With a partner, brainstorm three jobs which could be described with each of the adjectives.

challenging repetitive rewarding

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

- c What qualities and features are important to you in a job?

2 READING & LISTENING

- a Look at the title of the article and the five photos of Emma Rosen. What job do you think she's doing in each photo?
- b Read the article once and check your answers to a. Then answer the questions with a partner.
- 1 What qualification did Emma need for her job as a civil servant?
 - 2 What did she see as the pros and cons of the job?
 - 3 How did she prepare for her year trying out different jobs?
 - 4 Did you want to do any of the jobs Emma mentions when you were growing up?



25 jobs before she was 25

Emma Rosen had one of the best, most sought-after graduate jobs in the country, in the civil service. 20,000 people apply, but fewer than 1,000 are offered jobs. But it turned out that she didn't like commuting and she didn't like sitting at a desk all day, and she struggled to see how what she was doing would make much difference to anything. 'I thought, 'Get over it, you're being a snowflake millennial,' she says. 'I had a job for life. I thought, 'I'm so lucky to be here, I can't believe I'm not enjoying it. What's wrong with me? Why am I so ungrateful and selfish?''

Emma could have gone to work every day and complained about her job until she reached retirement age. Instead, she decided to find out what made her happy, what her skills were, and what sort of career would use them. She wrote a bucket list of the jobs she had wanted to do since childhood and set about getting two-week placements in all of them, over the course of a year. She was 24 years old, and before her 25th birthday she

wanted to have tried out at least 25 different jobs. She spent the months before she resigned from the civil service saving up her salary to cover the cost of her year off, and spent all her free time setting up the different jobs.

'There was archaeology in Transylvania, property development for a company in London, alpaca farming in Cornwall, wedding photography, travel writing, interior design, journalism, landscape gardening, marketing, TV production, publishing – all things that I thought I might want to do.'

Glossary

snowflake /'snəʊfleɪk/ (informal, disapproving) a person who is too sensitive to criticism and easily upset

millennial /mɪ'lɛniəl/ a person who became an adult in the early 21st century

bucket list /'bʌkɪt lɪst/ a list of things people want to do in their lifetime, e.g. places they'd like to travel to

- 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 /ˈtaɪpəʊ/ 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.



4 READING

a *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 titles of the three articles. What do you think each person might like and dislike about their job?

b Read the articles and check your answers to a. Which person, A–C,...?

- 1 ☐ enjoys their job the most
- 2 ☐ enjoys their job the least
- 3 ☐ doesn't have a good relationship with some of their colleagues
- 4 ☐ trains others as part of their job
- 5 ☐ struggles with the lack of sleep
- 6 ☐ helps people in need

c Read the articles again. With a partner, say what you think the people mean by the following phrases or sentences.

- 1 ...it's my structure and my sanity.
- 2 ...I challenge someone's expectations a little bit...
- 3 ...'night receptionist' is not a good thing to put on a CV.
- 4 Travelling against commuter traffic is great...
- 5 ...have random weekdays off.
- 6 ...with almost zero opportunities to develop broader interests...

d Look at the **highlighted** phrases in the articles and work out their meaning from the context. Then match them to definitions 1–7.

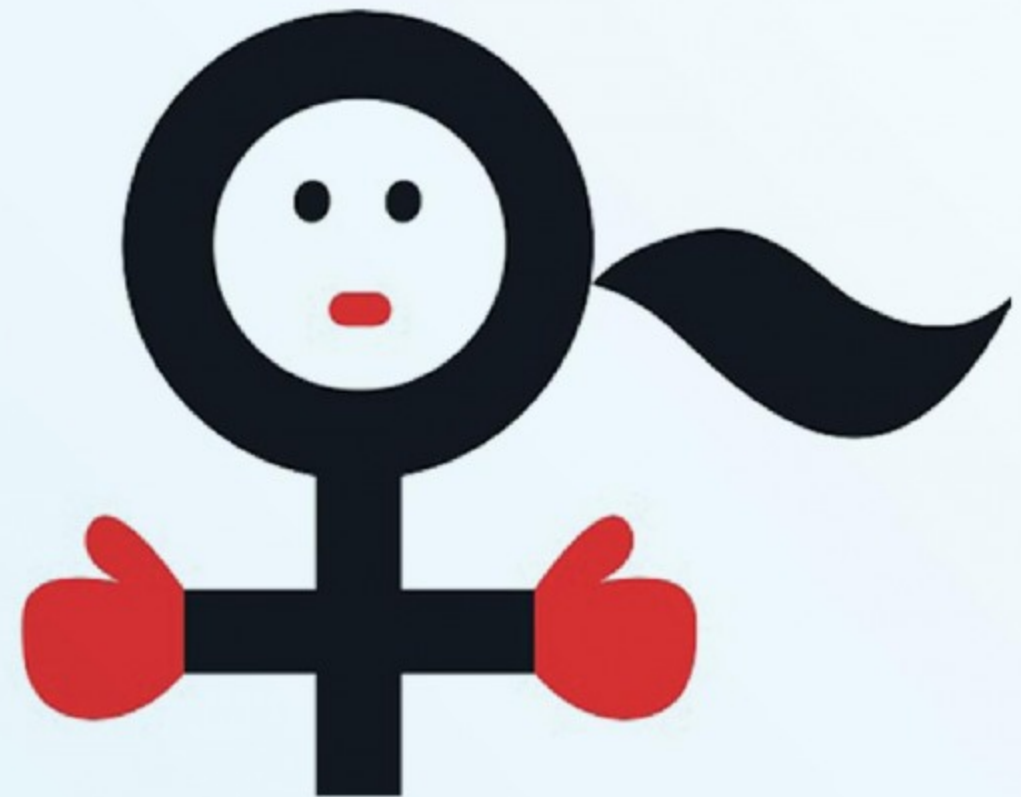
- 1 _____ = managed to arrive
- 2 _____ = not understood the most important fact
- 3 _____ = do things spontaneously, without reflecting
- 4 _____ = defend myself
- 5 _____ = continue working hard without respite
- 6 _____ = ended a long time ago
- 7 _____ = reasonable, acceptable

e Were you surprised by anything the three people said?

What I'm **really**

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 about your nose?' and 'What if you 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 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 box 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 night receptionist

People assume I get bored, but I enjoy the solitude. I like the hourly walks through the quiet corridors and listening to the patter of the rain on the windows while enjoying a cup of tea. I enjoy finishing a good book or watching the birds in the car park feeding on the muffins I put out yesterday.

The tiredness is the hardest. Sometimes I have a good routine and my sleep is not affected. Other times, I walk into doors, zombie-like, and occasionally I've been surprised to find that I've actually **made it** home. My husband tells me I should find a new job, and I have been applying for some since I began working here, but 'night receptionist' is not a good thing to put on a CV.

I'm good with people; I just don't like a lot of them. But though my job often perpetuates this dislike, I am compassionate towards those in need. I **never think twice** about letting someone in from the cold, or giving away a free room if it is a genuine cause. But if the intercom goes off at 2 a.m. and I see a couple who can hardly stand, I'll probably say the hotel is full, even when it isn't, especially if I've just made a tea.

thinking

C The orchestral musician



I have done this for so long, my mind is free to wander while I play. The thrill of this being a fresh challenge **has long gone**: I just want to get to the end of the concert and go home. Travelling against commuter traffic is great, but it's also a reminder that most people are on their way to relax and I'm only just getting started.

We're not all friends. The person on my right had an affair with the person on my left, and the ex sits close by. People fraternize exclusively according to the instrument they play, especially on tour.

Late nights and out-of-town work mean I often get home after midnight, but I sleep only around six hours or I'll miss the family in the only half-hour we have together. I work most weekends and holidays, then have random weekdays off. The freelance pay structure and low fees **keep my nose to the grindstone**, with almost zero opportunities to develop broader interests or a social life outside.

Adapted from The Guardian

5 GRAMMAR discourse markers (1): linkers

- a Read some extracts from other *What I'm really thinking* articles. Match them to the jobs from the list. What point is each person making about their job?

☐ A&E doctor ☐ dental hygienist ☐ fashion stylist
☐ political advisor ☐ university lecturer ☐ 999 operator

- 1 **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.
- 2 When you are really disengaged and disconnected, I see hands reach for phones in bags. Sometimes you even pass notes and giggle. **Yet** I also see you when you laugh at my jokes.
- 3 I'm exhausted. It is demoralizing to start a shift only to find that the department already has a four-hour wait **to** see someone. There are people lining the corridors, and there is nowhere to take new patients, and **consequently** the wait gets longer.
- 4 One supermodel arrived at a shoot three hours late, then spent another couple of hours looking at Twitter while everyone waited for her. Then she was a nightmare. She was a world-class bully, and said she had never met anyone as rude as me. **However**, I fought back and she was lovely after that – **though** she made me sign a non-disclosure agreement not to talk about the shoot.
- 5 I'm only here **in order to** help get you elected. But why you? Yes, I know, you won the party's nomination, but did they realize that, **despite** your firm handshake and boyish charm, you know as much about corporate tax policy as I know about astrophysics?
- 6 I know it's not the most pleasant experience, **so** I try to alleviate the worry...

- b With a partner, write the **highlighted** linkers in the correct column.

result	reason	purpose	contrast
			<i>Although</i>

- c **G p.143 Grammar Bank 1B**
- d **1.16** Listen and write the first halves of eight sentences. Compare with a partner, and then decide together how you think the sentences might continue.
- e **1.17** Now listen and complete the sentences from d. Are they similar to what you predicted?

6 WRITING

- W p.116 Writing A job application** Analyse a model email applying for a job, and write a covering email.

1 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 an English folk musician known both for singing and playing the violin. She is the daughter of singer / guitarist Martin Carthy and singer Norma Waterson, who are also English 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 UK album of the year, has won eight BBC Folk Awards, and has also been given an MBE for services to folk music. When she released an album of collaborations with her mother, entitled *Gift*, a BBC reviewer wrote: 'The gift in question here...is a handling of talent from generation to generation.'



- b Watch Part 1 of the interview. What is Eliza's overwhelming memory of her childhood?
- c Now watch again. What does Eliza say about...?
- | | |
|---------------------------------|-------------------------------------|
| 1 her father in the 50s and 60s | 5 <i>The Spinning Wheel</i> |
| 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 | |
- d Do you think Eliza's upbringing sounds like it was fun or quite hard? Why?

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 /hʌl/ a city in Yorkshire, England

travellers / gypsies people who traditionally travel around and live in caravans

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 Now watch Part 2. What do you think Eliza Carthy was like as a child? What do you find out about her as a mother?
- b Watch again and answer the questions.
- 1 Did Eliza 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?
 - 6 What does she feel she's lacking at the moment?
- c What do you think of Eliza's work-life balance?

Glossary

the Fylde /faɪld/ an area in western Lancashire, England

Fleetwood a town in the Fylde

the Marine Hall a venue in Fleetwood

Part 3

- a Now watch Part 3. How has Eliza Carthy's family influenced her approach to music?
- b Watch again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.
- 1 Eliza thinks the reason she doesn't like working alone is because of being brought up surrounded by people.
 - 2 At the moment 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'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.
- c Did you ever want to have the same job as your parents? Would you like to work with any members of your family? Why (not)?

Glossary

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



2 LOOKING AT LANGUAGE



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*) which connect and organize language, and help you to follow what she is saying.

a Watch some extracts from the interview and complete the gaps 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 'Er, 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 and 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 THE CONVERSATION



a Watch the conversation. Who...?

- 1 worked for their family business
- 2 knows someone who worked for their family business
- 3 doesn't mention their own family

b Watch again. Which of these advantages and disadvantages of working in a family business are mentioned, and by whom?

- 1 ☐ If your parents run a business, it can be very convenient to work for them.
- 2 ☐ It can be a problem to take a break from work.
- 3 ☐ If the business is successful, all the money stays in the family.
- 4 ☐ It can be difficult to achieve a good work-life balance.
- 5 ☐ Sometimes family members can be taken advantage of.
- 6 ☐ It's impossible to maintain good relations with your family.
- 7 ☐ It makes you understand how difficult it is to run a business.

c Do you think that on the whole it's a positive thing to work for a family business?

d Watch an extract where Joanne talks at the same time as Alice. Complete what Joanne says. What is Joanne's intention?

Alice ...my parents would go off to work and I knew that was a place that they went off...

Joanne ¹_____.

Alice ...to make money...but I didn't see it, so I –

Joanne I think that's really ²_____, to appreciate it. Yes, ³_____.

Alice It makes you appreciate it, it more and you see the hard work and the stresses...

Joanne ⁴_____.

Alice ...of running a business.

Joanne So it could be an ⁵_____...

Alice Definitely.

Joanne ...one ⁶_____, rather than an exploitative situation.

e Now have a conversation in groups of three. Discuss the statements.

- 1 It's much easier for the children of successful parents to be successful themselves.
- 2 It's not possible to both have a successful career and be a successful parent.