

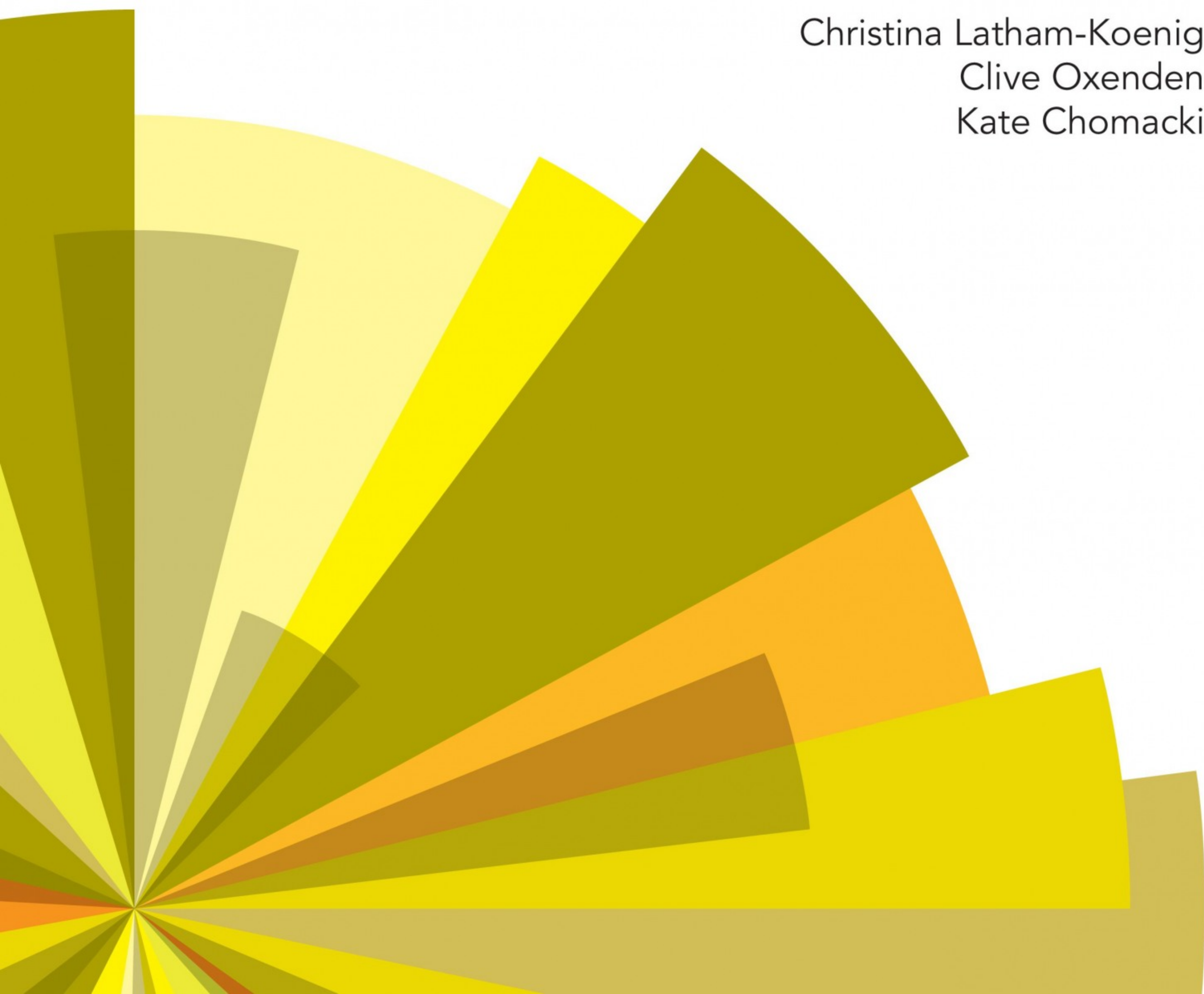
fourth
edition

English File

Advanced Plus

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki





e-book interactive features

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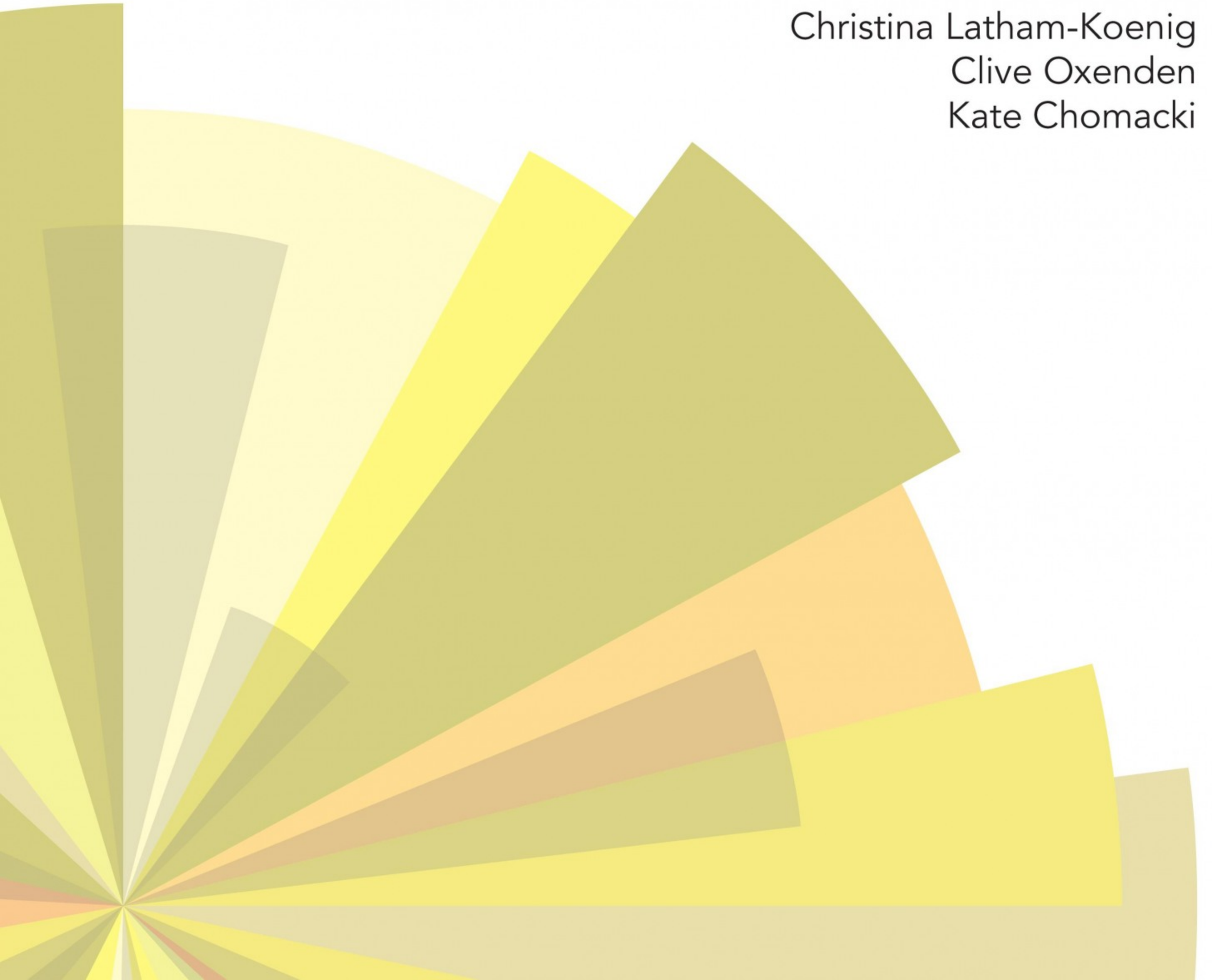
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Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.

ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



Online Practice

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

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

LOOK AGAIN

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

PRACTICE

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

CHECK YOUR PROGRESS

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

SOUND BANK

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

- c Read the extracts again. With a partner, decide which of the personal qualities from the list you think each person has. Give examples from the extracts to justify your choices.

altruism charisma creativity determination energy
enthusiasm people skills

- d Now read six more pieces of advice from Richard Reed's book, given by people in the public eye. Match them to summaries A–F.

- A 'Do more than you thought was ever possible.'
B 'Don't see yourself through other people's eyes.'
C 'Don't be afraid of failure.'
D 'Don't diversify.'
E 'Don't become self-important.'
F 'Don't think that talent alone is enough to guarantee success.'

- e **Language in context** Look at the highlighted phrasal verbs and idioms from the book extracts. With a partner, say what you think they mean.

- 1 ...would have to relearn the flute **from scratch**.
- 2 ...I basically **dropped out**.
- 3 ...doing whatever I could **to make ends meet**.
- 4 So he **talked his way into one** and found out.
- 5 ...prisons are hugely overcrowded with, **more often than not**, innocent people.
- 6 Those living **on the margins of society**...
- 7 ...don't ever **believe your own hype**,...
- 8 ...you might **screw up**,...

- f Re-read all eight pieces of advice in this lesson. Which one says most to you personally?

2 VOCABULARY vague language

- a Quickly scan the extract about Annie Lennox and complete the phrases. Why do you think she chooses to use vague language?

- 1 'I lived in 21 or 22 different places all over London: hostels, bedsits, that _____
_____...'
- 2 'I'd sit in my bedsit with a harmonium and come up with _____.'

- b **V** p.140 **Vocabulary Bank** Vague language

- c **C** **Communication** Don't be vague! **A** p.86
B p.90 Use vague language to try to avoid giving your partner precise answers.

3 SPEAKING

- a Think of someone (dead or alive) from the world of entertainment, sport, business, etc., who you find inspirational, or think is a good role model. Make detailed notes about the following:

- what you know about their background
- what they have achieved
- their personal qualities
- any difficulties they have overcome
- what makes them inspirational / a good role model

- b In small groups, describe your person. Explain what aspects of their lives and careers you admire, and what you think makes them stand out.

- c Together, discuss all the people you talked about in **b**. Can you agree on the best role model?

1 **Olivia Colman**, actress

If you're ever lucky enough to be successful in what you choose to do, don't ever believe your own hype, and remember it could all stop tomorrow. Do whatever you do to the best of your ability. Take the job seriously, but not yourself. And most of all, be nice to work with.



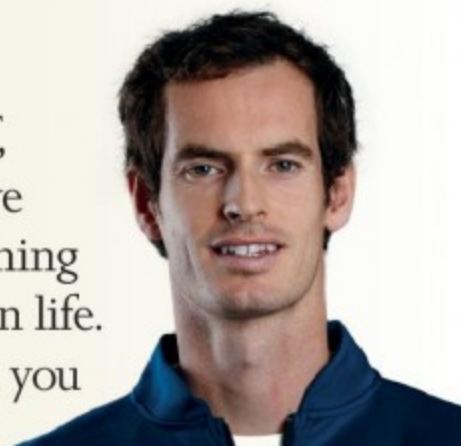
2 **Martha Lane Fox**, internet entrepreneur

Be bold. If you're bold you might screw up, but you can also achieve much more, so be bold. You've only got your own reputation to lose and that's not important.



3 **Andy Murray**, tennis champion

Always believe that when you apply yourself, you can achieve anything. Make sure you give 100% and work as hard as you can in everything you do, not just in what you enjoy, but also in life. And don't forget, natural ability will only get you so far. There is no substitute for practice.



4 **Jonathan Ive**, Apple designer

Just do one thing. And aim to become best in the world at it.



5 **Nitin Sawhney**, musician

Do not let others define you and your life. Do not be defined by other people's expectations of you.



6 **Marina Abramović**, artist

Today, 100% is not enough. Give 100% and then go over this border into what is more than you can do. You have to take the unknown journey to where nobody has ever been, because that is how civilization moves forwards.



- c 1.9 Now listen to the podcast. Complete its overall message.

If you need to motivate others, it is better to... rather than...

- d Listen again and choose a, b, or c.

- 1 When a friend gives you advice, she might be influenced by ____.
 - a how she is feeling at that moment
 - b what would suit her best
 - c not wanting you to make her mistakes
- 2 According to research, people usually advise others to ____ they would.
 - a behave more prudently than
 - b take more risks than
 - c do exactly as
- 3 The American study found that the schoolchildren were keener to do their homework after ____.
 - a working with their classmates on the topic
 - b being helped with the topic by their teachers
 - c coaching more junior children about the topic
- 4 Asking people for advice makes them feel ____.
 - a important
 - b inferior
 - c stressed

- e 1.10 **Language in context** Look at some extracts from the podcast containing verb collocations with *advice*. Complete the missing verbs. Then listen and check.

- 1 ...be wary of anyone **o** _____ you solid gold pieces of **advice**.
- 2 ...middle-school pupils were much more enthusiastic about doing their homework after **d** _____ **advice** on the topic...
- 3 ...than after **r** _____ **advice** from teachers.
- 4 ...when you consider how flattering it feels to be invited to **g** _____ **advice**.
- 5 ...we tend to assume we need to **s** _____ **advice** in order to obtain more knowledge...
- 6 ...there are few bigger compliments you can pay another person than to **a** _____, preferably sincerely, **f** _____ their **advice**.

- f Do you agree that people are often self-interested when they give advice? How do you feel when somebody asks you for advice?

- g 1.11 Now listen to Kathy, Emma, and Cecile talking about some good advice they were given. Make notes about the following for each person:

- 1 what the circumstances were
- 2 where the person got the advice from, and what it was
- 3 whether they followed the advice or not and why

- h Listen again and add to your notes. Do you agree with the advice each person was given?

7 SPEAKING

- a Think about a time when someone gave you good or bad advice, and how you would answer questions 1–3 in 6g.
- b In small groups, talk about your experiences of being given advice. What do you think of the advice other people were given? What would you have said to them if they had asked you?

Talking about advice you were given

Try to use some of these sophisticated expressions to talk about advice:

He / She convinced me that it was the right thing to do.

It turned out to be really sound / practical advice.

I've remembered that piece of advice all my life.

I got rather conflicting advice.

It wasn't great advice, and I really regret following it.



1 READING

- a A UNICEF report listed the characteristics in countries with the happiest children. With a partner, look at the list and decide which three you think would make children happier in your country. Which one is most important for you?

a non-competitive school culture

having parents who don't work too hard

reading a lot

a strong sense of community

gender equality

the freedom to do what you want at a young age

spending time outdoors

not being a fussy eater

being polite

- b The report showed that the top country for childhood happiness was the Netherlands. Read the title and first paragraph of an article about Dutch teenagers. How are British and Dutch parents different in terms of their attitude to bringing up children?
- c Now read what five Dutch teenagers say about their upbringing and education. Write **Moya, Zeb, Seegert, Emma, and Ben** next to a statement in each section. There is one statement in each section that you don't need.

Upbringing

- 1 _____ We use social media in a responsible way.
 2 _____ We learn to keep things in perspective.
 3 _____ We consider our parents to be our friends.
 4 _____ We discuss the rules with our parents.
 5 _____ We learn to look out for other people.
 6 _____ We are allowed to make mistakes.

Education

- 7 _____ The school you go to is chosen randomly by the state.
 8 _____ At my school you could work at your own speed, and children worked together.
 9 _____ Our schools encourage us to take part in demonstrations.
 10 _____ Girls and boys are always educated together.
 11 _____ Different styles of education are all equally valuable.
 12 _____ You are allowed to focus on what interests you.

Glossary

Montessori a method of education based on self-directed activity and collaborative play

stream a group of school students of the same age and level of ability

Why Dutch youngsters are the happiest in the world

British teenagers have never been so stressed, depressed, and anxious, while teens in the Netherlands score highest in the world for life satisfaction. What could we learn from the Dutch? Mark Smith finds out.

- 05 When I moved to Amsterdam ten years ago, I was astonished by the number of unaccompanied minors tearing about the place, mostly on bikes. Weren't parents worried that their kids would end up face-down in one of the many unfenced canals? In fact, the one thing Dutch
 10 parents really fear is the idea of raising a child who's fretful and dependent. On the contrary, they aspire to raise kids who are secure and socially confident.

Moya, 17

- Having a lot of friends in England and Ireland, I do notice
 15 that the Netherlands is a much freer environment. Everyone is treated very equally; there isn't such an emphasis on social status. Dutch parents are relaxed, so my friends and I would play out on the street in the centre of Amsterdam at four years old. Everybody knows everybody else on our block,
 20 so we were safe, and there was a feeling that everyone was keeping an eye out for one another. There's not such a sense of minding your own business as elsewhere. A lot of schools are Montessori ones and it's a very laid-back system in which you are given opportunities to make discoveries at your own
 25 pace. It was collaborative rather than competitive. I enjoyed that. I cannot handle structure – I'm a chaotic person and if people start telling me to do stuff I get very stressed.

Zeb, 17

- I'd say we in the Netherlands prize freedom over money on
 30 the whole. I think having the freedom to do what you want plays a big part in how happy you are. At school, we're free to study pretty much anything that we find interesting – recent events in US politics made me want to know more about the history of America, so that's what I'm focusing
 35 on at the moment. But, of course, if you don't learn to do something constructive with your freedom, life isn't going to be very fulfilling. Sure, you can spend your whole time taking pictures of yourself for social media, but my friends and I just attended the massive climate march in the Hague
 40 and that was entirely driven by social media. Gathering thousands of people in support of a huge world problem warrants a day away from school.

Seegert, 14

- There's nothing I've ever really wanted to do that I haven't
 45 been allowed to. It's kind of like a negotiation where everyone's point of view is considered. For example, my parents and I made a deal that if I don't take risks and behave sensibly until I'm 18, they'll pay for my driving licence. There is a lottery system in the Netherlands that
 50 decides which school you go to – you're given a number

Abridged from The Times



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

Emma, 16

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

Ben, 22

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

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

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

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

2 GRAMMAR noun phrases

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


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

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

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

c  p.117 Grammar Bank 1B

3 SPEAKING

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

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

b Talk to a partner.

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

4 LISTENING



- a Look at the cartoons of three types of parent. In pairs, decide how you think each type would bring up their children.

- b 1.13 Listen to the introduction to a radio programme in which a parenting expert is interviewed about a book called *Love, Money and Parenting*. Check your answers to a. Then choose the correct option to complete the summary of what the book is about.

The authors of the book, Matthias Doepke and Fabrizio Zilibotti,...

- show that being a helicopter parent can have negative consequences.
 - argue that the children of helicopter parents do better in life.
 - say that the children of helicopter parents are better risk-takers.
- c 1.14 Now listen to the first part of the interview and answer the questions.
- According to the book, what is the main benefit of helicopter parenting?
 - What aspect of how helicopter parents behave makes the biggest difference?

- d Listen again and complete the sentences.

- Helicopter parents are a combination of _____ and _____.
- This is very different from authoritarian parents – the so-called tiger parents – who put a big emphasis on _____.
- Children of free-range parents get the _____ - _____ results.
- Reading with children, telling them stories, and, when they are older, _____, all push up test scores significantly.
- Encouraging a child to play the violin or piano... trains them to _____ on a task.

- e 1.15 Now listen to the rest of the interview. Mark the statements **T** (true) or **F** (false).

According to Doepke and Zilibotti,...

- the research evidence suggests that free-range parenting produces more creative children.
 - good helicopter parenting pushes children to make the right choices by themselves.
 - the children of helicopter parents work hard and are able to deal with life's challenges.
 - helicopter parenting has always been the best way to bring up British children.
 - the authors themselves don't have a defined parenting style.
 - the right parenting style depends on the society where you live.
 - in some countries, for the children of many tiger parents, academic success comes at a cost.
 - children of free-range parents sometimes suffer from a lack of parental attention.
- f Listen again. What does the parenting expert say to support the statements that are true, or negate the ones that are false?
- g Do you agree that it's difficult for many parents to 'get the balance right'? Why? Which of the three types of parent were your parents? Which might you be, do you think?

5 VOCABULARY phrasal nouns

- a In pairs, read some statements about parenting and complete the nouns in **bold** with *in*, *out*, or *up*. Then decide what they mean.

- Parents with higher _____ **comes** will always have happier children.
- Mothers are always more engaged than fathers in their children's _____ **bringing**.
- Being too strict with a child inevitably has a negative _____ **come**.

- b How far do you agree with the statements in a? Give reasons.

- c p.141 Vocabulary Bank Phrasal nouns

- d Talk to a partner about the following:

- somebody you know who had a very strict **upbringing**
- a time when you got caught in a **downpour**
- something you don't like because it has a nasty **aftertaste**
- someone you know with a very pessimistic or very optimistic **outlook** on life
- a decision you made which had a really bad **outcome**
- something you bought or paid for that turned out to be a **rip-off**
- a famous person who has recently made a **comeback**
- a **write-up** of a concert, hotel, etc. that you have posted online
- a shop or restaurant in your town that has recently had a **makeover**
- a couple you know who had an unfortunate **break-up**

6 PRONUNCIATION short and long vowels

🔍 Fine-tuning your pronunciation: short and long vowels

The pronunciation of short and long vowels is, according to global English pronunciation expert Jennifer Jenkins, one of the main things that interferes with mutual intelligibility, especially between non-native speakers of English. It is especially important to produce the following sounds accurately if you want people to understand you easily:

Short vowels:



Long vowels:



a 🎧 1.18 Listen and circle the word you hear in each group. Practise saying the words, making a clear differentiation between each sound.

- 1 a teens b tins
- 2 a fool b full
- 3 a debt b dirt
- 4 a match b march c much
- 5 a caught b cot c cut

b 🎧 1.19 Listen and write some words from this lesson with short or long vowel sounds. In each group, the sound is spelled in different ways.

- 1 /ɪ/ _____
- 2 /i:/ _____
- 3 /ʊ/ _____
- 4 /u:/ _____
- 5 /ɒ/ _____
- 6 /ɔ:/ _____
- 7 /ɑ:/ _____
- 8 /ʌ/ _____
- 9 /e/ _____
- 10 /ɜ:/ _____

c Compare your spellings with a partner, and circle the letters which make the sound. Are there any other possible spellings for the sounds? Why do you think the /æ/ sound wasn't included in b?

d **Communication** Short and long vowels **A p.86**
B p.90 Dictate sentences, focusing on making the vowel sounds short or long.

7 WRITING

📝 p.94 **Writing** A discursive essay Analyse an essay about the pros and cons of free-range parenting, and write a discursive essay.

8 THE CONVERSATION



- a Watch the conversation. Complete 1–3 with the name of the speaker.
- 1 _____ completely agrees with the question.
 - 2 _____ partly agrees, but thinks that changing environments also play a part.
 - 3 _____ partly agrees, but thinks that people tend to have the same values as their parents.
- b Watch again. Answer the questions with a partner.

Why...?

- 1 has Tim tried to be physically close to his own children
 - 2 didn't he have a problem with screen time with his older children
 - 3 does Syinat plan to have an equal relationship with her children
 - 4 is Devika surprised that one of her cousins is bringing their children up in a very liberal way
- c Based on your experience, or that of family and friends, do you think people's parenting styles are influenced by the way their own parents brought them up?
- d Watch some extracts and complete them with the modifiers used.
- 1 ...I think _____ you are always going to be influenced by the way you were brought up yourself.
 - 2 ...it's always _____ of a tussle, a fight with them, to get them off screens.
 - 3 ...there were screens, but they weren't _____ interesting...
 - 4 ...I _____ plan on doing that with my children as well.
 - 5 ...even if that is _____ positive thing.
 - 6 ...people of my generation were brought up in _____ strict households...
 - 7 ...one of my cousins is bringing up their children in _____ way,...

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

- 1 Do you think children are less independent now than they used to be?
- 2 Do you think parents nowadays bring up sons and daughters in the same way?