13 HOW CAN I PUT THIS? p.44
Listening
Identifying and reporting what's happening in different conversations.
English in use
Preparing the way for difficult news with opening phrases (Have you got a moment? I've got a bit of a problem ...).
Vocabulary
Focusing on patterns that follow different verbs (promise / suggest).
Speak out
Group work; improvising conversations in different situations.

14 WE'VE BEEN HAD p.46
Reading
Following a newspaper article; a boy's journey from Honduras to New York.
Listening
Following a radio broadcast about the same news story.
Vocabulary
Expressions connected with telling lies (We took me for a ride / It was a hoax.) and proverb (When in Rome, do as the Romans do / Out of sight, out of mind.).
English in use
Asking for and providing clarification (So hang on, ...! Yes, exactly!).
Speak out
Pair work discussion: deciding whether to tell the truth in different situations.
Group work; telling stories and asking for / providing clarification.

15 BEHIND THE WHEEL p.50
Listening
Note-taking from a speech: arguments for and against the car.
Vocabulary
Verb / noun collocations (put forward a proposal / sell an ambition).
Language work
Putting forward proposals (It is essential that ...! We need to ...).
English in use
Asking expressions to make a point (The fact is ...! What we mustn't do is ...).
Speak out
A group debate: discussing how to solve traffic problems.

16 WHAT ARE YOUR PLANS? p.54
Listening
Noting the exact words; conversations about people's plans.
English in use
Talking about plans (I'm going to be / I've arranged to ...).
Vocabulary
Activity, inactivity, and changes of plan (tied up / at a loose end / talk someone out of).
Speak out
Whole class / pair work activity: asking about other people's plans and deciding on things to do.

17 AWAY FROM IT ALL p.56
Reading
Finding key points; newspaper articles about living in towns and the countryside.
Vocabulary
Adjectives for the countryside (picturesque / bleak) and compound nouns for towns (tower block / pedestrian crossing).
Language work
Two-part expressions (facts and figures / tried and tested).
English in use
Talking about change (The city streets are no longer safe. / Whole forests have been chopped down.).
Speak out
Group work; describing how places have changed and deciding on the perfect place to spend a day.

18 FROM ANOTHER PLANET? p.60
Listening
Following a discussion; two people talking about gender differences.
Vocabulary
Personal characteristics (thick-skinned / down-to-earth).
Language work
Similarities and differences (nothing like as / considerably more) and modifying expressions (As a rule, ... / To a certain extent, ...).
English in use
Agreeing, disagreeing, and half-agreeing (You're absolutely right! / I take your point, but ... / I disagree, I'm afraid).
Speak out
Group work; reacting to statements about gender issues.

19 ABSOLUTELY UNBELIEVABLE! p.64
Listening
Following two anecdotes; two people describing holiday experiences.
Vocabulary
Collocations (pitch black / boiling hot).
English in use
Describing extreme feelings and experiences (It was an absolute nightmare / I was scared stiff!).
Speak out
Pair / group work; telling anecdotes.

20 A BIT OF A PROBLEM p.66
Reading
Finding specific information; extracts from a booklet about your rights and how to complain.
Listening
Focus on politeness; two telephone conversations in which people are complaining.
Vocabulary
Expressions to explain problems (It won't ... / I can't get it to ...).
Language work
Using tentative language (I feel certain ... / There seems to be ...).
English in use
Expressions for dealing with problems (Sorry about the misunderstanding / I do apologize).
Speak out
Pair work roleplay; telephoning to make a complaint.

21 TALKING PICTURES p.70
Listening
Understanding opinions; three different conversations in which people are discussing films.
Vocabulary
Expressions connected with films (box office smash / credits) and adjectives to describe films (offbeat / gripping).
Language work
Adverb modifiers (really / pretty / rather).
English in use
Expressions for talking about films (It's set in ... / It's based on ...).
Reading
Speed reading: film reviews.
Speak out
Group work; discussing films you have seen.

22 WHAT HAVE YOU BEEN UP TO? p.74
Listening
Following short conversations; different people's recent experiences.
English in use
Talking about recent actions and activities.
Vocabulary
Vague language (what is name / twelve-six).
Speak out
Group work; a board game to practise talking about recent activities.

23 FUTURE DEVELOPMENTS p.76
Reading
Reading for gist and detail: extracts from a book about the future of English as an international language.
Vocabulary
Mult-word expressions (keep track of / give rise to).
English in use
Predictions with will / doubt whether they will ... / There is no doubt that we'll ... and the inevitable (There is unlikely to be ... / It's bound to ...).
Language work
Future time expressions (in five years' time / within a decade or so).
Speak out
Group work presentation; future developments in a chosen area.

24 ON TOP OF THE WORLD p.80
Listening
Taking notes; two stories about mountaineering trips.
Language work
Past conditionals.
English in use
Expressing regret and lack of regret (in retrospect / Luckily ...).
Vocabulary
Discourse markers (At first ... in the end ... / On the surface ... deep down / and mountain idioms (an uphill struggle / ups and downs).
Speak out
Group work; describing an event and expressing regret or lack of regret.
Speak for yourself

1. In which of these situations would you start a conversation with a stranger? How would you start the conversations?
   - on a train / plane
   - in a bar / café
   - at a party
   - at the cinema

2. Decide on three things you might ask when you meet someone for the first time.

3. In groups of three, introduce yourself and someone else at...
   - an informal party
   - a conference

Listening

Starting and ending conversations

1. Listen to eight conversation openers.
   1. Say where each one might be taking place.
   2. Predict what the response will be.

2. Listen and check. What other responses are possible?

Vocabulary

Adjectives

To agree with a critical statement, it is very common to use a synonym or an opposite adjective.

- This room's tiny.
- Yes, it's very small, isn't it?
- Yes, it isn't very big, is it?

1. Look at the adjectives in A and think of synonyms.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiny</td>
<td>sensible</td>
</tr>
<tr>
<td>freezing</td>
<td>considerate</td>
</tr>
<tr>
<td>filthy</td>
<td>interesting</td>
</tr>
<tr>
<td>hideous</td>
<td>big</td>
</tr>
<tr>
<td>tedious</td>
<td>warm</td>
</tr>
<tr>
<td>idiotic</td>
<td>nice</td>
</tr>
<tr>
<td>disgusting</td>
<td>clean</td>
</tr>
<tr>
<td>thoughtless</td>
<td>attractive</td>
</tr>
</tbody>
</table>

2. Now match the adjectives in A with their opposites in B.

3. In pairs, make exchanges using these prompts. Start with an adjective in A and respond with a synonym or an opposite.
   - a meal
   - the weather
   - a film
   - a hotel room
   - a suggestion
   - a friend / relative
   - a car
   - a building
English in use
Making introductions

Introducing yourself
Hello, I'm Anna. I work with a friend of Paul's.

Introducing other people
John, this is Tony. Tony, John.

Giving more information
We know each other from university.

1 Listen to six extracts. Note down two more examples for each of the categories above.
2 Which are more formal / informal? Which expressions did you use in Speak for yourself?
3 In groups of four, introduce yourself and other people formally and informally. Take it in turns to monitor the language used.

Did you notice...?

Actually can be used in different ways.
• to soften something that is difficult to say
• to suggest that something is surprising
• to correct or contradict what someone has said
• to mean in fact or in reality
• to decline an offer or refuse more politely

Asking questions tactfully

It is often more polite and tactful to avoid questions beginning with Who, What, Where, How many, etc., especially with someone you don't know very well.
You can ask yes / no questions instead, so that the other person can choose how much information to give.
Have you got the time? (not What time is it?)

4 In pairs, ask and answer yes / no questions about these topics.
• last weekend your flat a holiday your English
• your family your job your ambitions travel

5 Match the sentences with one of the uses of actually in Did you notice...?
1 Your face looks familiar but I don’t think we've actually spoken.
2 'Have you got a moment?' I'm a bit busy, actually.'
3 'Where are you from, Australia?' 'No, New Zealand, actually.'
4 'I can’t believe you actually met the Beatles.'
5 'What do you think of my haircut?' 'Actually, I preferred it the way it was.'

Remember
• Use a range of language for making introductions and being introduced.
• Use different conversation openers and endings.
• Use a range of adjectives for agreeing with people.
• Ask questions as tactfully as possible to find out information.

Speak out

Imagine that you are at an international conference or a party.
• Move round the classroom starting conversations.
• Get to know as much about each person as you can.
• Introduce the person you have just met to someone else and pass on any information you have.
In this lesson

- Practise reading for detailed understanding.
- Study and practise words and expressions connected with time.
- Focus on how to describe trends.
- Talk about trends in your country.

Speak for yourself

1 Listen to three people describing the same problem. What is it? Which person do you most sympathize with?

2 Do you have enough time? What three things would you do if you had more time?

Reading

Detailed understanding

1 Before you read The mad rush to save time, predict three things the writer will discuss.

2 Against the clock! You have four minutes to read the whole text and check your predictions.

**THE MAD RUSH TO SAVE TIME**

Time has become a scarce commodity. Everyone wants more of it. The refrain ‘If only I had more time’ echoes around offices and homes in the western world; ‘hurry sickness’ is becoming the malaise of the new millennium. All over the world, people are working longer and longer hours, and struggling to fit more and more into every day. Symptoms include jabbing the ‘door close’ button on lift doors to save the two to four seconds required for it to do its own, and an inability to do one thing at a time, so that every journey becomes a phone call opportunity.

Technology is speeding up the world. All over the globe, there has been a massive increase in sales of laptops and mobile phones (with a hands-free set so that you can do something else at the same time); and we wonder however we managed without pagers, remote controls, and e-mail. We live in an instant, insistent world. Advertisements read ‘Having trouble keeping up with yourself?’ We yearn for the slower pace of life we remember in the dim and distant past, but enthusiastically sign up for e-mail, messaging services, evening classes, even time management classes. The result is parents with a lack of quality time to spend with their children, and surveys showing that working couples are seeing less and less of each other these days, and that rows over time spent on domestic chores and childcare are becoming a major cause of marital discord. The idea of doing nothing has become terrifying, a sure sign of worthlessness.
Like any commodity that has become scarce, time has become a battleground. In what is supposed to be the world of the consumer, firms are stealing time from customers. It is now perfectly acceptable to be asked to hold the instant the phone is answered. This saves the company time, but costs you time. We are engaged in a constant, subtle war over time. If politics of class dominated the last century, the politics of time could dominate this one.

Of course, there is a class dimension to the rush culture. One of the biggest transitions of the past few decades has been to take the previous relationship between time and status – the rich had lots of time, the poor had little – and reverse it. While bankers in the City are now at their desk at 7 a.m., in the good old days ‘bankers’ hours’ meant 10 a.m. till 4 p.m. with a decent lunch break. Moreover, to be seen to have time to spare is a sign of low status; when arranging lunch, it is not done to be available too soon. Similarly, being late is moving from being a sign of rudeness to a sign of status.

A two-tier time society is gradually being built, with the money-rich, time-poor on one level, and the money-poor, time-rich on the other. The rich are working longer and longer hours in order to compete with each other. At the same time, they are employing others – cleaners, nannies, childminders, gardeners, and fast food outlets – in order to allow them to work all the time. Meanwhile, more and more of us are putting ourselves on the treadmill of constant activity, taking on an increasingly heavy workload, and never stopping for a moment to ask ourselves why.

### Did you notice...?

- The rich had lots of time, the poor had little.

The can be used with some adjectives to describe groups of people.
- the rich / the well-off / the poor / the less well-off / the unemployed
- the elderly / the middle-aged / the young
- the blind / the deaf / the disabled

Make generalizations about some of these groups of people.

3. Read the text again and explain the expressions in **bold**.

4. In pairs, find...
   1. two examples of 'hurry sickness'.
   2. five examples of time-saving technology.
   3. three consequences of not having enough time.
   4. one example of how companies steal time from customers.
   5. two situations where having no spare time has become a sign of status.

5. Do you agree with the writer? Why / why not?

### Vocabulary

**Expressions connected with time**

1. Choose the correct word or words. In pairs, check what the expressions mean in a dictionary.
   1. Let's go out for a drink for **old / past** times' sake.
   2. We're living in rented accommodation **for the time** [present / being].
   3. I haven't seen Rob for **donkey's / elephant's** years.
   4. I don't remember that song – it was **before my** [time / times], I'm afraid.
   5. We arrived at the station **just** [in / on] the nick of time.
   6. The pace of life was slower in **the past / former times**.
   7. We had to get up **at the** [crack / scratch] of dawn to catch the plane.
   8. She decided to go to Paris on the [impulse / spur] of the moment.
   9. The coach will leave at five o'clock **on the point / dot**.
   10. It's **high time / more than time** we bought new carpets.

2. Choose four expressions and make true example sentences.
Multi-word verbs

- We enthusiastically sign up for time management classes.
- Having trouble keeping up with yourself?

1. **Against the clock!** In pairs, you have eight minutes to read the text, find the ten multi-word verbs, and explain their meaning.

   I'm a great procrastinator. I always put off doing today what I could do tomorrow. I never seem to get round to writing long and important letters or paying outstanding bills. The problem is, my life is just too hectic; all the work piles up, and I find I can't keep up with all the things I have to do. I quite often fall behind with my paperwork and have to spend the weekend catching up. I'd love to be able to just potter about and linger over reading the papers and having my meals. Perhaps when I retire I'll be able to slow down, but until then I can't see the pressure easing off.

2. In two groups, A and B, write five questions about someone's lifestyle, using the verbs in 1.

3. In A / B pairs, ask and answer.

Language work

Describing trends

1. **Focus on form** Try to complete the extracts from the text in Reading without looking.
   - All over the world, people ________ longer and longer hours, and ________ to fit more and more into every day.
   - Couples ________ less and less of each other these days.
   - A two-tier time society ________.
   - More and more of us are ________ an increasingly heavy workload, and ________ for a moment to ask ourselves why.

   1. Which verb form is used in all the sentences? Why?
   2. What's the difference between ...?
      - A lot of people commute to London.
      - A lot of people are commuting to London.
   3. What comparative forms can be used to talk about an ongoing trend?

2. Choose the alternative in A and B which is true for your country.

   A 1. A great many young people use / are using mobile phones.
   2. A large number of women go / are going out to work.
   3. Many people use / are using credit cards as a means of payment.
   4. Many couples choose / are choosing to live together without marrying.
   5. People eat / are eating a lot of convenience food.

   B 1. Couples are tending to have more and more / fewer and fewer children.
   2. Flights are becoming increasingly / less and less affordable.
   3. The gap between rich and poor is getting wider and wider / smaller and smaller.
   4. The cost of living is getting higher and higher / lower and lower.
   5. The pace of life is getting faster and faster / slower and slower.
English in use
Describing increase and decrease

There has been a dramatic increase in mobile phone sales.
There was a sharp rise in the number of people buying mobile phones.

There was a steady decrease
slight drop
in mobile phone sales.

Sales of mobile phones
The number of people buying mobile phones

(have / has) increased.
doubled / trebled.
fluctuated.
remained constant.
decreased.
dropped.

1 In pairs, use the expressions in the box to describe the graphs.
2 Talk about changes in consumer behaviour in your country.
   - mobile phones - home computers - food shopping - cars
3 In two groups, A and B, check the pronunciation and meaning of your words as nouns and verbs in a dictionary. Notice how the main stress is marked.
   
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebel</td>
<td>insult</td>
</tr>
<tr>
<td>desert</td>
<td>conduct</td>
</tr>
<tr>
<td>decrease</td>
<td>project</td>
</tr>
<tr>
<td>produce</td>
<td>contract</td>
</tr>
</tbody>
</table>

4 Listen and check.
5 In A / B pairs, test each other by giving definitions of words from your list.

Speak out

1 In groups of four, choose one of these topics each and make notes on recent trends in your country.
   - technology - education - leisure - work - family life
2 Take it in turns to present your opinions in one minute. For each presentation, nominate a monitor to note down the expressions used to describe trends. After each presentation, discuss the ideas put forward, and give your own opinion. Find out from the monitor how many different expressions you used.

Follow-up

1 Write a paragraph about a recent trend in your country.
2 Research idioms connected with time and add them to your vocabulary book.
3 Interview someone about how they use their time, using some of the language in this unit. Note down their replies.
In this lesson
- Listen to fast colloquial speech.
- Focus on describing habits.
- Talk about food and eating patterns.

Speak for yourself

1 Read this questionnaire. Tick (✓) the option which best describes you.

1 How important is food to you?
   - Food is one of life's great pleasures.
   - I enjoy good food, but it's not a priority for me.
   - I eat to live.

2 How fussy are you about your food?
   - I'll eat anything.
   - There are certain foods I prefer to avoid.
   - I'm a very picky eater.

3 How do you feel about cooking?
   - I never cook if I can help it.
   - I don't mind cooking but I'm not wild about it either.
   - I adore cooking and entertaining.

4 How often do you eat out?
   - As often as possible.
   - From time to time.
   - Once in a blue moon.

5 What is your attitude to food additives?
   - I only eat organically-produced foods.
   - I try to avoid foods with flavourings and preservatives.
   - It never occurs to me to read food labels.

6 How important are meal times to you?
   - I like to linger over my meals.
   - I tend not to spend a long time over eating.
   - I generally grab something quickly on the go.

7 How often do you nibble between meals?
   - Hardly ever.
   - Quite often.
   - Constantly.

8 How health-conscious are you?
   - I tend to eat quite a lot of unhealthy food.
   - I try not to eat food that isn't good for me.
   - I've no idea what constitutes a healthy diet.

2 In pairs, guess how your partner answered. Discuss your answers.
Listening
Fast, colloquial speech

1. Listen to two people talking about issues connected with eating. Note down the problems each person mentions.

2. Listen to a sixteen-year-old schoolgirl talking about eating habits in her family.
   - Which of the problems mentioned above does her story illustrate?
   - Do you sympathize with her? Why / why not?

3. Listen to the same girl describing an incident involving her brother.
   - What is the main point of the story?
   - Listen again. Which fillers can you hear?

4. Turn to the Tapescript on p.110, listen again, and underline the fillers.

5. Listen again without the Tapescript. Can you understand the story better?

6. What do you think? In pairs, ask and answer the questions.
   1. Do you think children these days have a less healthy diet than in the past?
   2. In your country, do people generally sit down together and eat as a family?
   Is this an important part of family life? Why / why not?
   3. Whose responsibility is it to give advice on healthy eating?

Vocabulary
Adjectives to describe food

1. In pairs, decide which adjectives in the box have a negative meaning. Check in a dictionary.

<table>
<thead>
<tr>
<th>Greasy</th>
<th>Stodgy</th>
<th>Plain</th>
<th>Tasty</th>
<th>Rich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickly</td>
<td>Tough</td>
<td>Overcooked</td>
<td>Light</td>
<td>Raw</td>
</tr>
<tr>
<td>Juicy</td>
<td>Bland</td>
<td>Tender</td>
<td>Overripe</td>
<td>Fresh</td>
</tr>
</tbody>
</table>

2. Find adjectives from 1 which mean ...

- heavy and fattening
- containing a lot of butter, cream, eggs, etc.
- not cooked at all
- cooked in too much fat or oil
- difficult to chew
- prepared in a simple way / not rich
- too sweet
3 Against the clock! In pairs, you have three minutes to decide which adjectives from 1 can be used to describe ...
- fruit  meat  cakes  vegetables  fish
- salad  bread  chips  biscuits  cheese

4 These adjectives all mean that something is ‘past its sell-by date’. Which foods can they describe?

<table>
<thead>
<tr>
<th>stale</th>
<th>rotten</th>
<th>off</th>
<th>mouldy</th>
</tr>
</thead>
</table>

5 In pairs, describe a meal you have had in a restaurant or at someone’s house. Use a range of adjectives to comment on each course.

Food idioms

1 In pairs, choose the correct explanation for the idioms in bold.

1 It’s not my cup of tea.
   a It’s not the kind of thing I like.
   b It’s someone else’s responsibility.

2 That will give him food for thought.
   a That will make him think more clearly.
   b That will give him a lot to think about.

3 You’ll find that windsurfing is a piece of cake.
   a You’ll enjoy it.
   b You’ll find it easy.

4 She’s the breadwinner in the family.
   a She earns the main salary.
   b She works the hardest.

5 I’ve got a lot on my plate at the moment.
   a I’m very busy.
   b I’m enjoying life.

6 That’s a half-baked idea.
   a It’s a ridiculous idea.
   b It’s not been thought through very carefully.

7 Buttering me up will get you nowhere.
   a You won’t get what you want by telling me lies.
   b You won’t get what you want by flattery.

8 She’s out to lunch most of the time.
   a She concentrates hard.
   b She’s slightly mad.

9 He’s got a sweet tooth.
   a He likes sweet food.
   b He always talks nicely to people.

10 He gets paid peanuts.
   a His salary is low.
   b He gets a lot of extra benefits.

2 Do the idioms have an equivalent in your language?

English in use
Describing habits

- We’ll eat watching the telly together.
- My husband generally tends to come in quite late.
- I go through phases of skipping lunch.
- I tend not to eat out during the week.
- He never gets to eat anything but snacks.
- We almost never eat together.
1 **Focus on form** In pairs, decide how / when the forms on p.12 describing habits are used.

2 Use the different forms to talk about your habits relating to ...  
   - physical exercise  
   - television  
   - travel to work / school  
   - daily routines

**Adverbs and adverbial phrases of frequency**

<table>
<thead>
<tr>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>once in a blue moon</td>
<td>every now and again</td>
<td>from time to time</td>
<td>hardly ever</td>
<td>occasionally</td>
</tr>
</tbody>
</table>

3 **Against the clock!** In pairs, you have **three minutes** to position these adverbs and adverbial phrases on the frequency scale above.

4 Where do they go in a sentence?

5 In groups of three, describe what you do / don’t do on Sundays.

**Speak out**

1 In groups of three, describe your eating habits. Talk about ...  
   - the types of food you eat or don’t eat.  
   - mealtimes: where, what time, how long, and who with.  
   - eating out and cooking.

2 Ask questions after each person has finished speaking. Take it in turns to monitor, and tick (✓) every time a point from the **Remember box** is used correctly.

3 Think about your own country and others you have visited. Decide which has ...  
   - the healthiest diet.  
   - the tastiest food.  
   - the most sensible mealtimes and eating habits.

**Follow-up**

1 Imagine you have applied to join a fitness club and you have been asked to describe your lifestyle on an application form. Write about your habits in one paragraph.

2 Visit a local bar or restaurant with another class member. Make notes on the food, service and atmosphere, in preparation for giving a spoken review in class.

3 Study the rules for the position of adverbs in a grammar book. Make notes on anything new you learn.

4 Design a survey to find out about food and eating in different parts of the world.
In this lesson

- Talk about jobs, studies, plans, and ambitions.
- Practise using verb / noun collocations.
- Focus on verb forms to talk about jobs and current projects.

Speak for yourself

What questions would you ask the people in the photos about their jobs / studies?

Listening

Focusing on verb forms

1. Listen to Mark asking Russell about his job. Note down the questions he asks.

2. Listen again. Note down what Russell says about...
   - his work in general
   - his current project

3. Listen to Mark talking about his work.
   1. What two jobs does he do?
   2. How does he describe doing two jobs at once? Why?

4. Focus on form. Read the transcript of Mark describing his job. Which forms of the verbs in brackets complete the text?

   I work with all kinds of household name businesses over here and I usually work with small groups of managers in the area of improving communication, er, communications, inter-relations, er, team-building, problem-solving, that type of area, um, and I’ve (do) that for about twenty years or so. But I always (be) musical, and I (be) a performer in the past, and about seven or eight years ago I (start) composing ... and, um, I (do) bits for the BBC, I (do) a wildlife series a few months ago.

5. Listen again and check. Why are these verb forms used?
English in use
Asking about jobs and studies

1. Against the clock! You have two minutes to predict the questions.
   1. What _________ a living, then?
   2. What have _________ work-wise?
   3. So how long _________?
   4. How's _________ going?
   5. How did _________, then?

2. Listen and check.
3. Listen again. Note down three useful expressions from the responses.
4. Listen to someone asking a teenager about their studies. Did you ask the same questions in Speak for yourself?

Vocabulary
Collocations

1. Complete with the correct form of a single or multi-word verb.
   1. I'm planning to _________ freelance in March.
   2. Hopefully I'll _________ promoted when my boss retires.
   3. When I've _________ my degree, I'd like to _________ advertising.
   4. My ambition is to _________ my own business.
   5. I'm fed up with the commuting, so I'm planning to _________ my notice.
   6. I'm hoping I won't _________ redundant when the firm is downsized.
   7. I'm going to _________ six months' maternity leave after the baby's born.
   8. I'm toying with the idea of _________ early retirement next year.

2. In pairs, ask and answer about your plans and ambitions using verb / noun collocations.

Speak out

1. In pairs, A look at p.103 and B look at p.107. Check the meaning of any new words in a dictionary.
   1. Ask B about his / her job. Say what you think it involves.
   2. B confirm or correct A's ideas. Swap roles.

   A: So what do you do for a living?
   B: I'm a sound engineer for MGM films.
   A: Oh, right. So does that mean you actually record the actors?
   B: Well, not exactly. My job involves working in a studio and editing.

2. Make similar conversations with ideas of your own.
05  LOVE AT FIRST SIGHT?

In this lesson
- Read to pick out key points.
- Look at expressions and multi-word verbs connected with relationships.
- Practise paying compliments.
- Focus on so, such, and really.

Speak for yourself
1. Do you believe in love at first sight? Has it ever happened to you or people you know?
2. In pairs, decide what initially attracts one person to another.
3. Read the extract. Do you agree with the psychologists?

It seems that love at first sight – eyes meeting across a crowded room – is not just the stuff of romantic novels; it is a scientifically-recognized phenomenon. According to research carried out by psychologists, when we meet someone, it takes us only a few seconds to make up our minds if we are attracted to them and to weigh up their suitability as a prospective mate. Appearance and body language are what we look at first of all, but we can also pick up important clues as to a person’s background and personality from their voice and the way they speak.

4. In two groups, A and B, match your words below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>blind</td>
<td>eligible</td>
</tr>
<tr>
<td>lonely</td>
<td>office</td>
</tr>
<tr>
<td>lifelong</td>
<td>arranged</td>
</tr>
<tr>
<td>soul</td>
<td>Right</td>
</tr>
<tr>
<td>singles</td>
<td>ceremony</td>
</tr>
<tr>
<td>hearts</td>
<td>bachelor</td>
</tr>
<tr>
<td>bar</td>
<td>civil</td>
</tr>
<tr>
<td>date</td>
<td>marriage</td>
</tr>
<tr>
<td>commitment</td>
<td></td>
</tr>
<tr>
<td>mate</td>
<td></td>
</tr>
</tbody>
</table>

5. A turn to p.103, and B to p.107. Check your expressions and in A / B pairs, ask and answer the questions.

Reading
Taking notes
1. In three groups, A, B, and C, A read Text A opposite, B turn to p.103, and C to p.107. Make notes to answer your questions.
2. In groups of three, tell someone from another group about your text, using the notes you have made as prompts.
3. What do you think? Which of the ways of meeting a partner is most and least likely to lead to a lasting relationship? Why?
HERE’S THE DEAL: WILL YOU MARRY ME?

Lesley Friedman, millionaire and chief executive officer of a New York law firm, describes her quest to find a soul mate. ‘I was over forty and unattached, and I thought, “I have been a very successful entrepreneur. What if I approached dating the way I approached my business?”’ So she mapped out her five-year plan: find the right market for your product; re-image the product if current image is not working; network; ask for the order; close the deal and get married.

The easiest part was step one, the market component. Friedman is looking for an intelligent, highly motivated man aged forty plus, so she zeroed in on high-brow charities and political fund-raisers. Step two, re-imaging, was where she ran into problems. The transformation itself was a wild success. On the advice of friends and a trainer, she lost two stone, hired a consultant to revamp her wardrobe from dowdy to sexy, straightened and cut her hair, and replaced her glasses with contact lenses. ‘I wanted to be judged on my achievements’, she says. ‘But I found that while women look for their mental and emotional peer in a partner, men focus on looks and chemistry first. So I finally decided that yes, changing my looks was superficial and against my feminist instincts, but I am forty-something and want to get married.’

Friedman also began networking (step three) by attending balls and fund-raising events, but found that step four (ask for the order) was the key to success. It’s the reason she has had 150 dates in the past two years, spawning six relationships and one proposal of marriage (which she turned down). ‘In business, you can’t have a pleasant talk with the buyer and leave it at that. To close the deal, you have to ask for the order. You have to ask your friends to fix you up, to make the sale. You have to be introduced to men. And if one date doesn’t work out, you go out and get another.’

Now near the end of year two in her five-year plan, Friedman is still single, enthusiastic, and hopeful. Women applaud her, while men are either intrigued or intimidated. ‘There are some people who find what I am doing wrong. They say to me, “Lesley, you should wait to be chosen”, but I don’t think so. See you at the wedding!’

two stone = 12.7 kg

1 How successful was each of the five steps in Friedman’s plan, and why?
2 How have other people reacted to her plan?

Vocabulary

Expressions and multi-word verbs

1 In two groups, A and B, look at the expressions in your column. Try to explain their meaning. Check in a dictionary.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>have an affair with</td>
<td>hit it off with</td>
</tr>
<tr>
<td>think the world of</td>
<td>be infatuated with</td>
</tr>
<tr>
<td>be on the same wavelength as</td>
<td>be crazy about</td>
</tr>
<tr>
<td>have a crush on</td>
<td>have a fling with</td>
</tr>
<tr>
<td>have a soft spot for</td>
<td>be seeing someone</td>
</tr>
<tr>
<td>not see eye to eye with</td>
<td>be unfaithful to</td>
</tr>
<tr>
<td>flirt with</td>
<td>play hard to get</td>
</tr>
</tbody>
</table>

2 In A / B pairs, test your partner on the expressions in your column.
3 **Against the clock!** You have four minutes to complete the sentences with the correct words.

1. I didn’t use to like Emma but she’s beginning to grow ________ me.
2. Matt and Jo have split _________. I thought they were getting on well.
3. I didn’t take _________ her at first but now we’re really close.
4. Who was that girl you were chatting _________ in the bar last night?
5. Tom fell _________ Alex and now they’re not speaking.
6. They had a terrible row last week but I think they’ve made _________ now.
7. I’m not sure Jenny will ever get _________ Philip. He meant the world to her.
8. I used to really fancy James but I’ve gone _________ him recently.

4 Use some of the expressions and multi-word verbs you didn’t know before to describe relationships you or your friends have had.

---

**English in use**

**Paying compliments**

1. Which responses are possible for each compliment?

2. Would you make the same responses? Why / why not?

- You’re looking smart today!
  - Oh! I’ve got an interview.
- I like your jacket. It really suits you.
  - This old thing? I’ve had it for years.
- Wow! You look absolutely stunning!
  - Don’t I always?
- Mmm, nice perfume.
  - What are you after?
- This is really delicious. You’re such a good cook.
  - Thank you.
- What lovely flowers!
  - Glad you like them.
- Wasn’t that a great party?
  - Yes, it was, wasn’t it?
- You’re so good at organizing things.
  - Do you really think I am?
Language work
So, such, and really

1 Focus on form Complete these rules.
   Use so before
   Use such (a) before
   Use really before
   • adjective
   • adverb
   • 'adjective + noun
   • 'positive' or 'negative' noun

2 Look at the cartoons and decide what the people are saying.

Speak out

1 a Prepare compliments to pay to others in the class. Think about...
   • clothes • appearance • skills • talents
   • recent achievements • personal qualities

   b Against the clock! You have five minutes to go round the class
   and pay compliments. Respond in an appropriate way.

2 a Look at the statements. Choose one you agree with and one you
   disagree with, and prepare your ideas.

You should wait till you are in your thirties before getting married.
Marriage was easier in my parents' days.
Shared interests are the most important element in a relationship.
True love lasts forever.
Divorce is better than an unhappy marriage.
Getting married is better than living together.

b In groups of four, talk about the statements you chose and why
you agree / disagree with them.

Remember
• For 1a and b, use a range of expressions with so, such, and
really to pay compliments.
• For 2a and b, use a wide range of expressions and multi-word verbs
to talk about relationships.

Follow-up
1 Look in an English-language newspaper / magazine and find the Lonely Hearts column. Find out the meanings of any abbreviations used, and look up any words you don't know. Choose the most suitable partner for you!
2 Write the ad that you would place in a Lonely Hearts column.
3 Make a word diagram to link words and expressions connected with love and romance in your vocabulary book.
4 Look up derivatives of six of the words in this unit. Note these in your vocabulary book, and mark the stress on each one.
Speak for yourself

1. In pairs, ask and answer.
   1. How often do you read or listen to the news?
   2. Do you prefer to follow the news on TV, on the radio, or in newspapers? Why?
   3. What proportion of news in your country is devoted to international affairs?

2. Rate your opinion for each statement.

<table>
<thead>
<tr>
<th>agree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Genetically modified foods should be banned.
- Everyone should have the right to freedom of expression.
- The benefits of nuclear power outweigh the risks.
- Earthquakes often cause more death and destruction than is necessary.
- There is no point in going on a demonstration.
- The developed countries should cancel debts owed by poorer countries.
- National industries should not be sold off to foreign companies.
- The private lives of politicians do not concern the public.

3. What do you think? Choose three of the topics to discuss in pairs.

Listening

Following news bulletins

1. In two groups, A and B, predict which words/ phrases from your box will feature in which news story.

   **An Earthquake**  **A Demonstration**  **The Internet**  **The Car Industry**

   **A**
   - unions
   - clashed
   - management
   - casualties
   - censor
   - rally
   - crackdown
   - abolition
   - rubble

   **B**
   - ingredients
   - stand down
   - leak
   - resignation
   - eliminate
   - donated
   - allegations
   - eradication
   - brand
   - crops
   - aid
   - plant

2. Listen to your bulletins and note down the main point of each story.

3. Within your group, compare your ideas. Listen again and check.
4 In A / B pairs, tell your partner about two or three of the stories that you heard.

Apparently, ...
I heard on the news that ...

5 Listen to five more stories and note down key words / phrases.

6 In pairs, summarize the five stories in one sentence each.

7 Which verb forms in Did you notice ...? are used ...
   - to announce recent news?
   - to add further details, especially regarding time and place?
   - to make announcements about the near future in informal speech?
   - to make announcements about the near future in formal speech?

Vocabulary

Two-part nouns

The government has announced a crackdown on the publication of offensive literature.

There was a reported breakdown in a nuclear power station.

1 Read the sentences. Match the nouns in bold with the definitions.
   1 And we'll be bringing you an update on that story later on.
   2 Relief workers are struggling to prevent an outbreak of cholera.
   3 The Prime Minister has suffered a setback in his electoral campaign.
   4 There has been a breakthrough in talks on the future of the car industry.
   5 The low turnout at the conference may have been due to the weather.
   6 Car workers have been asked to double output by the end of the year.
   7 The government is to announce cutbacks in its education budget.
   8 The outcome of the talks will be known later today.
   9 The company has an annual turnover of £400 million.
   10 There are fears of a backlash against the government by the rebel forces.

   a number of people attending
   b amount of production
   c result of something
   d amount of business
   e problem that delays progress
   f sudden start of something
   g important new development
   h reduction in something
   i negative reaction to something
   j account of recent developments

2 Which part of the nouns is stressed? Practise saying them.

3 In pairs, choose four of the nouns and write example sentences.

4 In groups of four, read out your examples without the noun for the other pair to complete.
Language work
Uses of the definite and indefinite article

1. Against the clock! You have two minutes to complete the text with a, an, the, or no article.

   1. _____ pet cat has survived after going through 2. _____ complete washing cycle in 3. _____ automatic washing machine. 4. _____ cat's owner had said he didn't realize that 5. _____ cat was in 6. _____ machine when he loaded it up before going to 7. _____ work. 8. _____ cat is reported to be dazed but unharmed.

2. Listen and check your answers. In pairs, decide on rules to explain your decisions.

3. Tick the letter(s) to complete this rule correctly.
   We almost always use a determiner (a / the / my / this / that) before ...
   a. singular countable nouns
   b. plural nouns
   c. uncountable nouns

Forming noun phrases

Look at these examples

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>offensive literature is published</td>
<td>the publication of offensive literature</td>
</tr>
<tr>
<td>student grants will be abolished</td>
<td>the abolition of student grants</td>
</tr>
</tbody>
</table>

4. Look at the headlines below and describe the topic of the stories. Use a noun phrase instead of a verb.
   - Cézanne masterpiece stolen.
   - The story is about the theft of a Cézanne masterpiece.
   - 1,000 HECTARES LOST IN FIRE
   - GM foods to be eradicated
   - GOVERNMENT TO LAUNCH NEW DRUGS INITIATIVE
   - 2,000 new homes to be built
   - Scientists discover AIDS vaccine
   - Car plant will create about 1,000 jobs
   - Pop star mysteriously disappears
English in use

Giving and reacting to news

1. Listen to seven conversation openings. In each case, predict what the listener will say next.
2. Listen and check your predictions.
3. Turn to the Tapescript on p.112 and find expressions used to...
   a. introduce news
   b. respond to good news
   c. express surprise
   d. respond to bad news
   e. express lack of surprise
   f. show interest
4. Against the clock! You have three minutes to match these expressions to the categories in 3.

   How annoying!
   That’s hardly surprising.
   According to the Independent, ...
   That’s incredible!
   Well done!
   What a nightmare!
   What a pity!
   They haven’t, have they?
   You must be thrilled.

   I’m so sorry.
   Congratulations!
   Oh, right.
   He didn’t!
   Really?
   That makes a change!
   Apparently, ...
   Wow! That’s fantastic!
   Good for him!

Speak out

1. Prepare to exchange personal, local, national, or international news. Look at the categories below and make notes on some of them.

   1. News about yourself, family members, friends, and acquaintances.
      - jobs
      - relationships
      - celebrations
      - pets
      - holidays
      - houses
      - purchases
      - hobbies
   2. News about your school, university, or workplace.
      - staff changes
      - courses
      - working practices
      - buildings
      - exams
      - social events
   3. News you’ve heard on the TV or radio, or read in the newspapers.
      - political news
      - local news
      - international events
      - celebrities
      - entertainment
      - sport

2. Move around the class exchanging news. Ask questions and repeat news you have heard from other class members.

3. In groups of four, share the most interesting pieces of news.

Follow-up

1. Study a news item (from the radio, TV, or newspaper) and prepare to summarize it in the next lesson.
2. Look at the Tapescript of the news bulletins on pp.111/112 and note down useful words / multi-word expressions in your vocabulary book.
3. Write a local news item for a bulletin and practice saying it. In class, record a news programme including some of the bulletins.
4. Prepare three pieces of personal, local, national, or international news to bring to the next lesson.
In this lesson

- Practise asking for information politely.
- Focus on colloquial responses.
- Study and practise ways of expressing degrees of certainty.

Speak for yourself

* Against the clock! In pairs, you have five minutes to improvise four of these conversations.

1. Ask a stranger for directions to the station.
2. Ask a friend for someone's phone number.
3. Ask a stranger questions about the bus service.
4. Ask for details of accommodation at a tourist information bureau.
5. Phone a cinema to ask about performance times.
6. Phone the electricity board to make an inquiry about your electricity bill.
7. Ask a colleague for a phone number.

Listening

Noting the exact words

1. Listen to eight short conversations in which people are asking for information. Say...
   - where each conversation is taking place.
   - what information is asked for.

2. Listen again. Complete these requests for information.

   1. Hi Paul, _______ she'll be back?
   2. _______ do you?
   3. _______ the London train?
   4. _______ round here?
   5. _______ Hayfield Road.
   6. _______ to Manchester.
   7. _______ about car hire.
   8. _______ it opens.
   9. _______ about rubbish
   10. _______ collection.

Pronunciation

1. Listen to these extracts. Notice how the words are linked.
2. Listen again and repeat.

3. What do you think? Would you make requests in a similar way in your language? Did you make similar requests in Speak for yourself?
English in use

Asking for information

Start conversations politely

Excuse me, ...
Sorry to trouble you, ...
I wonder if you could help me.

State your purpose

I'm looking for (information about) ...
I'm ringing to enquire about ...
I'd like to speak to someone about ...

Use indirect questions

Could you tell me ...
Do you happen to know ...

* Against the clock! In pairs, you have four minutes to decide how these questions might continue.
1. (At work) Any idea what time ...?
2. (On a train) Do you happen to know if ...?
3. (At a restaurant) Could you tell me where ...?
4. (At a bus stop) I don't suppose you'd happen to know when ...
5. (In a shop) Any idea whether ...?
6. (At a railway station) Could you tell me how long ...

Vocabulary

Colloquial responses

Complete the responses. How certain is the speaker in each response?

1. ‘Do you know if they take credit cards?’ ‘Sorry, I [ ] a clue.’
2. ‘Do you know how often the buses run?’ ‘Sorry, [ ] offhand.’
3. ‘How long is the interval?’ ‘About twenty minutes, as far as I [ ].’
4. ‘Do you know where the leisure centre is?’ ‘Sorry, I’ve no [ ].’
5. ‘Do you know Adrian’s date of birth?’ ‘Not off the [ ] of my head.’
6. ‘Have you any idea where the Majestic Restaurant is?’ ‘No, never [ ] of it, sorry.’
7. ‘Do you know if the post has gone?’ ‘Sorry, I haven’t the [ ] idea.’
8. ‘What flavour is this ice cream?’ ‘I’ve [ ] idea.’
9. ‘Is the trip fully booked?’ ‘I’m pretty [ ] there are spaces left.’
10. ‘Where’s Carol?’ ‘I’ve a [ ] she’s gone to the dentist’s.’

Speak out

1. In pairs, repeat the conversations you had in Speak for yourself and improvise the others.
2. Write down five pieces of information to get from others in the class. Move around the class, asking and answering questions.
In this lesson
- Read a guidebook entry.
- Study and practise location expressions.
- Focus on expressing preferences.
- Practise speaking to reach a decision.

Speak for yourself
If you could go anywhere in the world for a holiday, where would you go?

Reading
Following a guidebook entry

1 Have you ever been to India? If so, what were your impressions? If not, what sights and sensations would you expect to find?

2 *Against the clock!* You have three minutes to match the adjectives in A with the nouns in B.

<table>
<thead>
<tr>
<th>A</th>
<th>vibrant</th>
<th>barren</th>
<th>tranquil</th>
<th>unspoilt</th>
<th>harsh</th>
<th>fragrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>reality</td>
<td>palm groves</td>
<td>colours</td>
<td>aroma</td>
<td>beaches</td>
<td>deserts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>contrasting</th>
<th>lush</th>
<th>snow-capped</th>
<th>shocking</th>
<th>rolling</th>
<th>exotic</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>peaks</td>
<td>landscapes</td>
<td>ifth</td>
<td>paddy fields</td>
<td>spices</td>
<td>hills</td>
</tr>
</tbody>
</table>

3 Read the text and check your answers. Which of your ideas from 1 were mentioned?

4 What do you think? Read the article again.
   1 Underline any features of life in India that particularly appeal to you.
   2 In pairs, compare your ideas.

India
LAND OF CONTRASTS

There's nowhere quite like India: the heady concoction of all that is beautiful in the world, and the harsh reality of a country that is home to around 900 million people.

To paint India as only a romantic destination would be painfully superficial. There are such extremes of poverty and wealth in this vast, vast subcontinent that it would be callous just to talk of the incredible sunrises and sunsets over the Taj Mahal. A holiday in India would undoubtedly take in fabulously romantic sights, but no visit to India can gloss over the shocking filth, poverty, continual hassle and throngs of people that is part of life. Despite all this, perhaps because of all the hassles, people fall deeply in love with this fascinating country, and long to return again and again.
The subcontinent has a life of its own – from the haggling buyers and sellers to the passionately revered cows in the streets, along with the vibrant colours and fragrant aroma of the flower garlands and the mounds of exotic spices piled up in the markets. It is also steeped in a complex history stretching back over 4,000 years, during which the philosophies, religions, and languages of its people have expanded to produce the immense wealth of culture, heritage, and tradition that exists there today.

There is no doubt that India's landscapes are overwhelmingly beautiful in their variety. They range from the harsh barren deserts of Rajasthan to the rolling green hills of Darjeeling; from the snow-capped peaks of the Himalayas to the tranquil palm groves and lush paddy fields of the south, to say nothing of the long unspoilt beaches beside the Indian Ocean. You can stay in former palaces, explore hilltop forts, haggle for an auto-rickshaw in Delhi, escape the heat among the tea plantations of Darjeeling, or for those who prefer a more leisurely holiday, you can just relax for a few days on a palm-fringed beach somewhere off the beaten track.

And then there is religion. Apart from the continually contrasting landscapes and the colourful pageant of its people, at the very heart of India is a religious spirit which, more than anything else, is responsible for making the country so magical, so captivating. Indeed, the very essence of India is religion, and the strength of Hinduism and Buddhism, both of which originated there.

The Good Honeymoon Guide

Vocabulary
Location expressions

[D] Just relax for a few days on a palm-fringed beach somewhere off the beaten track.

1. Read these sentences and tick (✓) those which are true for you.

1. There is a cinema within walking distance of my home.
2. I love spending my holidays off the beaten track.
3. My English school is located right in the heart of the town.
4. I'd hate to live in the middle of nowhere.
5. I live a couple of minutes' walk from a bus stop.
6. It's dangerous to walk alone in the back streets of my town.
7. It's a ten-minute drive to the supermarket from where I live.
8. There's a bank a few blocks from here.
9. I'd like to stay in a hotel that's just a stone's throw from the sea.
10. The nearest airport is only about ten kilometres away as the crow flies.

2. In pairs, compare your ideas.

3. **Against the clock!** In pairs, you have two minutes to explain the difference between the expressions in bold.

1. The youth hostel is situated north of/in the north of the city.
2. We stayed in a campsite on the main road/off the main road.
3. We have to go inland/to the mainland to do our shopping.
4. We spent our holiday on the coast/on the beach.

4. Use some of the expressions in 1 and 3 to talk about your home, your school, and holidays you have had.
Language work
Expressing preferences

For those who prefer a more leisurely holiday, you can just relax...

1 Focus on form Complete the sentences with one word.

General preferences
On the whole, I prefer sightseeing ______ than sunbathing.
Personally, I like secluded coves ______ than crowded beaches.
I like them both ______.
I don’t like ______ of them.

Making a choice
I think I’d rather go out ______ stay in tonight.
Given the choice, I ______ sooner stay in a hostel than go camping.
On balance, I’d prefer to travel alone ______ than go on a coach tour.
I’d just as ______ go for a week as go for a fortnight.
I don’t mind. It’s ______ to you.
I’m easy. I’ll go ______ you like.

Asking about preferences
Which do you ______, the seaside or the countryside?
Do you ______ the seaside or the countryside?
What would you ______ do, go for a walk or have a swim?
Would you ______ have a beer or a Coke?

2 In pairs, ask and answer questions about the following topics.
Give reasons for your preferences.

<table>
<thead>
<tr>
<th>General preferences</th>
<th>Making a choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>rugged landscapes / picturesque landscapes</td>
<td>go to an art gallery / visit a monument</td>
</tr>
<tr>
<td>beach holidays / city breaks</td>
<td>travel independently / go on a package tour</td>
</tr>
<tr>
<td>lively resorts / quiet places</td>
<td>go on holiday alone / go with friends</td>
</tr>
<tr>
<td>travelling by train / travelling by car</td>
<td>camp / stay in a hotel</td>
</tr>
</tbody>
</table>

Pronunciation
1 Try saying the Asking about preferences questions with the correct intonation.
2 Listen, check, and repeat.
3 In pairs, practise asking and answering.
English in use
Reaching a decision

1. Read this description of a hotel in India. Would you like to stay there? Why / why not?

**Windamere Hotel**

The most refined and popular place to stay in Darjeeling, the Windamere is the perfect spot if you are looking for a little old world style and relaxation. This wonderful old colonial mansion, set on the slope of Observatory Hill, is just like stepping back in time to the days of the Empire. You'll find no frivolous modern amenities here such as televisions, central heating, or minibars, and the owner of the hotel, Mrs. Tendu La, a formidable Tibetan octogenarian, is proud of it. Instead, the Windamere has other delights in store for guests, such as open fires lit each night in the guest rooms, hot water bottles, afternoon tea served on the lawn, a string quartet playing in the drawing-room, and a pianist who plays during dinner. The food at the Windamere is excellent, and the portions generous. Bedrooms are basically furnished, with private shower (cold water only) and WC.

2. **Listen to two people discussing the hotel. Are they enthusiastic?**

3. Turn to the Tapescript on p.112 and listen again. Underline the language they use to express...
   - enthusiasm about something
   - lack of enthusiasm about something
   - doubt or uncertainty
   - a suggestion

4. In pairs, use the expressions to discuss your reactions to the text.

**Speak out**

   
   b. Highlight the points which appeal to you, things that don't appeal, and anything you are uncertain about.
   
   c. Compare your ideas with other people in your group.
   
   d. In A / B / C groups, tell each other about your hotels, and reach a decision about where to go.

2. In new groups of three or four, imagine you have to make a three-minute promotional video clip for a holiday destination you know. Reach a decision about...
   - what exactly you would show on the clip.
   - a running sequence for the video.
   - a title.

**Remember**

- Use different expressions to express enthusiasm, lack of enthusiasm, uncertainty, and to make suggestions.
- Ask and answer about preferences.
- Use a range of location expressions.
- Concentrate on correct intonation to quote from a text and ask about preferences.

**Follow-up**

1. Produce a poster to advertise your country or another holiday destination, and display it on the classroom wall.
2. Write a voice-over for the promotional video you planned in Speak out.
3. Find a description of a famous holiday destination in your country. Prepare to give a short summary to the class, and give your opinion on how accurately it portrays the place.
4. Find a holiday brochure and note the kind of adjective / noun collocations that are commonly used. Start a page in your vocabulary book for adjective / noun collocations.
CAUSE FOR CONCERN

In this lesson
- Listen to understand the main points.
- Study and practise expressions connected with crime and quantity.
- Focus on ways of talking about cause, blame, and solutions.
- Practise speaking to solve problems.

Speak for yourself

Westcombe’s aim is for young men to leave...
- more able to take their place in society as husbands, fathers, sons, employees, and citizens.
- more likely to gain employment, enjoy constructive leisure pursuits, and participate in education.
- less likely to reoffend.

What do you think? In pairs, ask and answer these questions.
1. What could have caused the young men to commit these offences?
2. Why do you think the vast majority of young offenders are men?
3. What would happen to them in your country?

Listening

The main points

Listen to a probation officer at a prison for young offenders talking about the causes of juvenile crime.

1. Note down the main points he makes. Compare notes with a partner.
2. Turn to the Transcript on p.112. Highlight any multi-word expressions that are new to you.
Vocabulary
Expressions connected with crime

1 Read the text quickly and decide what the main topic is.

2 ★ Against the clock! You have five minutes to complete the text using the expressions from the box.

- effective discipline
- young offenders
- in custody
- take out their aggression
- on probation
crime rate
stricter measures
punishments
family breakdown
vandalized

The sight of ________ telephone booths and bus shelters, slashed tube seats, and walls sprayed with graffiti has become depressingly common. For many people, the rising ________ has become a cause of considerable concern. There are those who consider the recent increase in ________ to be due to a lack of ________ at home and at school. They maintain that the courts have become far ________ with criminals, and that ________ should be taken. Police should ________ in greater numbers to keep an eye on trouble-makers; and as for youngsters convicted of an offence, putting them ________ is no longer enough. It is time, they say, for a return to old-fashioned measures like ________.

Others, however, blame social conditions such as unemployment, poor housing, and ________ . They say that many ________, lacking any proper facilities or means of expression, need to let off steam, and so they ________ on their environment. These people, they say, are ________, and we should be offering them our help and understanding rather than keeping them ________ and handing out increasingly severe ________.

3 In pairs, A and B, A read out the first sentence and pause at the gap. B try to remember the expression. Swap roles half-way through.

Language work
Quantity expressions

These expressions are used in more formal English instead of words like most, many, some, etc.

- a great deal of
- a great many
- a certain amount of
- the vast majority of
- virtually all
the majority of
vast amounts of
a small number of
the overwhelming majority of
virtually no

a large number of
a tiny minority of
a small amount of

1 ★ Against the clock! You have three minutes to divide the expressions into two groups, according to whether they are used with countable or uncountable nouns. Some can be used with both.

2 Arrange them in order in their groups, from largest to smallest.

3 Which expressions are followed by a plural verb and which by a singular verb?
4 Complete the sentences with a suitable expression.
1 _______ violent crimes are committed by men.
2 _______ countries impose the death penalty.
3 _______ crimes are related to drugs.
4 _______ juvenile delinquency is caused by family breakdown.
5 _______ judges are women.
6 At present, there is _______ unemployment in my country.
7 _______ crimes remain unresolved each year.
8 _______ people are the victims of burglary each year.
9 There is _______ poverty in my country.
10 _______ violence is shown on TV nowadays.

'Ungrammatical' language
5 Listen to five extracts from interviews with young offenders. Match the questions to the extracts.
6 What were the answers to the questions? Did they surprise you?
7 Focus on form What is 'ungrammatical' about these sentences?
   1 I'm in here because I done an armed robbery.
   2 I thought I knew it all, but when I come in here, I don't know nothing.
   3 We're going to have to do them stupid jobs.
   4 You've got work that don't pay you nothing.

English in use
Cause, blame, and solutions

1 Complete the sentences with a suitable word.

Talking about the cause of a problem
I think one reason _______ young people turn to crime is _______ they don't have a job.
The main reason _______ juvenile delinquency is unemployment.
I think the increase in violence is largely / partly / entirely _______ to a lack of recreational facilities.
A key factor _______ juvenile crime is poor parenting.

Talking about blame
I think society as a whole is _______ blame.
I blame the problem _______ television.
I think parents have a lot to answer _______.

Putting forward solutions
I think / don't think we _______ hand out stricter punishments.
The best solution / One way forward would be _______ schools _______ exercise more discipline.
I think there's a lot / something to be said _______ community service.
2 In pairs, look at the newspaper headlines and choose three that interest you.
   - Decide what the causes of the problem are, and who or what is to blame.
   - Suggest solutions.

New report shows some dolphins on the verge of extinction

New figures show 50% of marriages end in divorce

Smoking on the increase in developing countries

POLL REVEALS THAT MOST PEOPLE DON'T KNOW THEIR NEIGHBOURS

Many pupils leave school 'virtually illiterate' say employers

Speak out

1 a You are going to take part in a public meeting to discuss how to tackle the problem of growing levels of juvenile crime. Read the background information below.

BARCHESTER is a medium-sized town which has recently seen a massive increase in violence, and in vandalism, petty theft, burglary, and armed robbery involving young offenders (up to the age of 21). There is a high unemployment rate, and many young people leave school without qualifications. A large number of the offenders come from troubled family backgrounds, and drug abuse is a growing problem. A meeting has been called to decide how to spend a sum of money allocated by the government to deal with the town’s crime problems.

b Turn to p.104 and read the proposed solutions.

c Agree on a time limit as a class. In groups of three, follow this agenda.
   1 Discuss the reasons for the recent increase in crime and violence in general.
   2 Review the advantages and disadvantages of the proposed solutions.
   3 Reach agreement on how the solutions can be implemented.
   4 Choose the two best solutions.

2 Listen to the probation officer giving his opinion on the best way to rehabilitate young offenders.
   1 What three solutions does he mention?
   2 Do you agree that prison is not the best option?

Remember
   - Use a range of expressions to talk about crime, cause, blame, and solutions.
   - Use a range of expressions to describe quantity.
   - Back up your argument.

Follow-up
   1 Find a newspaper report of a crime, and underline any new multi-word expressions.
   2 Write a short letter to a newspaper, saying who you think is to blame for a problem that is in the news, and explaining your idea for a solution.
   3 Prepare to give a short speech on a topic that gives you cause for concern.
10 WHERE WAS I?

In this lesson
- Talk about cross-cultural differences.
- Practise interrupting and returning to a topic.
- Look at vocabulary connected with body language.

Speak for yourself
1 Read the questionnaire. Tick (✓) the option which best describes you.

1 When you want to say something in class, do you ...
   - speak out immediately?
   - try to attract the teacher's attention?
   - wait for the teacher to invite you to speak?

2 When you want to interrupt a group of people, do you ...
   - wait for a pause in the conversation?
   - gesture that you want to say something?
   - butt in with what you want to say?

3 When you are listening to someone speaking, do you ...
   - make noises and comments as they speak?
   - nod and maintain eye contact?
   - look away and listen in silence?

4 If there is a long pause in a conversation, do you ...
   - feel embarrassed?
   - try to fill the silence immediately?
   - feel perfectly comfortable?

2 In small groups, compare your answers. What differences would you expect in different cultures?

Listening
Noting the exact words
1 Listen to two people discussing cross-cultural differences.
   1 What aspects of cultural behaviour do their two stories illustrate?
   2 How is the behaviour they describe different from what happens in Britain?
   3 What would happen in your culture in these situations?

2 Listen to extracts from the conversation. Answer the questions.
   Extract A
   1 Has Lynne mentioned the seminar before? How do you know?
   2 What does Colin say to interrupt?

   Extract B
   3 How does Colin interrupt to start his story?

   Extract C
   4 How does Lynne return to her earlier topic?
   5 What expression shows that she has forgotten what she was going to say?
Vocabulary

Body language

1 🔄 Against the clock! You have three minutes to match the verbs in column A with the nouns in column B.

2 What mood or signal, if any, do the actions convey?
   You clench your fists when you feel angry or frustrated / to express anger.

3 In pairs, practise miming and guessing the actions in the box below.

<table>
<thead>
<tr>
<th>tap someone on the shoulder</th>
<th>blow your nose</th>
<th>giggle</th>
</tr>
</thead>
<tbody>
<tr>
<td>beckon someone</td>
<td>sniff</td>
<td>point</td>
</tr>
<tr>
<td>pat someone on the back</td>
<td>shrug</td>
<td>stare</td>
</tr>
<tr>
<td>nudge someone</td>
<td>wink</td>
<td>frown</td>
</tr>
</tbody>
</table>

4 Are any of these impolite in your country? When?

English in use

Turn-taking

1 🔄 Against the clock! You have two minutes to match a heading to each group of expressions.

Moving on to a new topic  Interrupting  Returning to a topic  Forgetting your point

A  
Hang on, ...
Sorry, can I just say something?
Sorry to interrupt, but ...
If I can just make a point please, ...

B  
My mind’s gone blank.
I’ve lost my train of thought.
Where was I?
What was I saying?

C  
As I was saying, ...
Anyway, going back to (exams), ...
Anyway, what I was going to say was, ...

D  
That reminds me of (a friend of mine), ...
By the way, talking of (football), ...
Changing the subject completely, ...

2 In groups of three, decide on six topics to talk about. Practise speaking, interrupting, and returning to the topic.

Speak out

1 Explain different customs related to some of these topics in your own country or give examples from other cultures you know.

- telephoning
- touching people
- clothes / dressing
- body language and gestures
- birthdays
- punctuality
- weddings
- interrupting
- shopping
- hospitality

2 a Note down five pieces of advice to give to visitors to your country, including one piece of bad advice.

b In groups, take it in turns to speak and identify the bad advice.
11
OUR CLEVEREST INVENTION?

In this lesson
- Read quickly to understand the main points of an argument.
- Look at adverbs to express attitude.
- Focus on uses of the definite article.
- Use discourse markers to structure a formal argument.

Speak for yourself
1 How do you prefer to get information, from books or via the Internet? Why?
2 Do you think books will be supplanted by electronic technology? Why / why not?
3 What are the advantages and disadvantages of using books / the Internet?

Reading
Identifying the main arguments
1 Complete these sentences with the / a book or the Internet.
   1 Everyone loves to curl up with ___________.
   2 Thanks to ___________, I can access much of the world's great art, literature, and scientific thought within minutes.
   3 ___________ offers an exciting and invigorating way to disseminate knowledge.
   4 ___________ is the most potent artefact ever created by humanity.
   5 We have a deep emotional attachment to ___________.
   6 ___________ is a masterpiece of design.
   7 For up-to-date knowledge about the state of the world now, use ___________.

2 Against the clock! In two groups, A and B, A read the text below, and B turn to the text on p.104. You have five minutes to note down the main points that the writers use to support their arguments.

WILL THE BOOK BE SUPPLANTED BY ELECTRONIC TECHNOLOGY?

THE INTERNET
First, can we divorce the sentimentality that surrounds the printed word from this debate? Yes, racks of leather-bound books look fantastic. Yes, everyone loves to curl up with a good book. But the real question is whether the printed word will be able to compete effectively with electronic media as a source of knowledge – and the answer has to be no. On paper, knowledge is restricted and isolated. Once digital, it becomes global, interconnected, collaborative. Often it becomes free.
Thanks to the Internet, I can access much of the world's great art, literature, and scientific thought within minutes, without having to leave my desk. At this moment, volunteers are putting 1,000 of the world's greatest works of literature – from Balzac to Xenophon – into digital form. On a CD-ROM costing tens of pounds, I can access an encyclopedia which once cost hundreds. Surely you can see the benefit of both of these phenomena? And surely you have to believe that for all the aesthetic virtues we associate with the printed page, electronic media offer a much more exciting and invigorating way to disseminate knowledge.

Instead of clinging to the cuddliness of the book, we should be trying to get as many Internet-connected PCs to as many corners of the world as possible. We should save our children from out-of-date textbooks, and get schools connected as quickly as possible. Clearly, those who want to keep their books will do – like those who hang on to vinyl records. But we are looking towards the future here, hopefully a future where knowledge flows freely, ignoring national boundaries or the whims of the publishing industry. Electronic media are vital for this future.

The Guardian

Did you notice...?

Surely you can see the benefits the Internet can bring?

Look at the uses of these words in bold.
The book definitely / certainly won't be supplanted by the computer.
'Would you mind opening your suitcase, sir?' 'Certainly.'
'Can you give me a hand?' 'Sure.'
Surely you don't believe that?

Vocabulary

Adverbial phrases

Clearly, those who want to keep their books will do.

Adverbs like clearly can be used in more formal English to express attitude. They often come at the beginning of a sentence or clause.

- obviously
- not surprisingly
- fortunately
- ironically
- sadly
- tragically
- hopefully
- naturally
- oddly enough
- clearly
- surprisingly
- understandably
- unfortunately
- strangely enough
- amazingly
- predictably

1 In pairs, write three true sentences using these adverbs.

2 Read your sentences to another pair without the adverb. They complete the sentences.
Language work
Uses of the definite article

Thanks to the Internet, I can access much of the world’s great art. The is used with nouns that refer to something of which there is only one, or when we know which one is meant, for example:

a certain institutions or organizations, e.g. the church, the Internet
b geographical or cosmic features, e.g. the sun, the equator
c things that people usually have only one of, e.g. the front door, the fridge

1 # Against the clock! In pairs, you have two minutes to decide which of the above categories these words could belong to.

- the press
- the council
- the garden
- the roof
- the ground
- the kitchen
- the weather
- the world
- the sky
- the stereo
- the moon
- the car
- the media
- the horizon
- the government

Usually the is not used to make generalizations, e.g.
I love books. (not the books)
Technology moves so fast. (not The technology)
In more formal English the can be used with a singular countable noun to make generalizations, e.g.
The invention of the book was a milestone in the development of humanity. (= the concept of the book, not a particular book)
The mobile phone has revolutionized communications. (= the concept of the mobile phone, not a particular phone)

2 What do you think? Which three inventions are the most beneficial to humanity, and why?
I think the telephone is an important invention because ...

English in use
Presenting an argument

Listing points in a speech

First, can we divorce sentimentality from this debate?

Use these discourse markers to move on to a new point.
First(ly), ... second(ly), ... third(ly), ... and finally, ...
What’s more, ... In addition to this, ...
Plus the fact that ... and on top of that, ...

1 Which of these expressions can be used instead of firstly?
At first, ... In the first place, ... At the beginning, ... To start with, ...
For a start, ... First and foremost, ... First of all, ...

2 Which of these expressions can be used instead of finally?
Lastly, ... At last, ... In the end, ... Last but not least, ...
Admitting the truth of an opposing view

- Yes, everyone loves to curl up with a good book.

Use these expressions to show you are aware of the other side of the argument.

- True, ...
- Granted, ...
- Admittedly, ...
- Yes, ...

3. If someone said, ‘Granted, it’s handy for sending e-mails ...’, are they basically for or against computers?

4. How would you expect the sentence to continue?

Introducing an opinion

- It is scarcely surprising that we have a deep emotional attachment to the book. After all, it is the most potent artifact ever created by humanity.

It’s scarcely surprising that ... No wonder ... After all, ...

5. Which expressions are used to ...?
- state an unsurprising fact
- justify an opinion

6. Which word could be used instead of scarcely?

7. Complete the sentences using expressions from the boxes in this section.

1. The book has its advantages, ________, it’s cheap and lightweight. ________, you don’t have to install expensive hardware. ________, you don’t need to log on every time you want to find a piece of information.

2. The book will not disappear, ________, no new technology has entirely supplanted an old one.

3. ________, the internet is a godsend if you don’t have access to a local library. But many people still prefer to get their information from books.

4. ________, we like to go to bed with a good book. You can’t curl up with a computer, after all.

Speak out

In pairs, prepare to give a presentation for or against one topic.

- experiments on animals
- choosing the sex of your child
- the legalization of soft drugs
- euthanasia
- cloning
- body piercing
- military service
- working from home
- banning handguns

Organize your presentation.
- Give a general introduction, and state your position.
- Concede the opposing arguments.
- List your own arguments with examples and justification.
- Summarize your position with a convincing final sentence.

Follow-up

1. Look again at the texts, and underline all uses of the definite article. See if you can explain why it is used in every case.

2. Find a newspaper article presenting an opinion. Underline and look up the meaning of the discourse markers used.

3. Write a summary of the article.

4. Do a class survey on attitudes to and use of the Internet.
12 HOW WE MET

In this lesson
- Following narratives.
- Study and practise vocabulary connected with movement and feelings.
- Practise telling stories using appropriate verb forms and expressions.
- Focus on being an active listener.

Speak for yourself
1 In pairs, decide on the four most likely places to meet a partner.
   - at a party
   - at a supermarket
   - on the beach
   - at an airport
   - at work
   - at a disco
   - on a train
   - in the pub
   - at school/university
2 In your country, where else do couples meet?

Listening
Following a narrative
1 These words are from a true story. In pairs, predict what happened.

<table>
<thead>
<tr>
<th>to stock up</th>
<th>a trolley</th>
<th>the checkout</th>
</tr>
</thead>
<tbody>
<tr>
<td>the ice cream counter</td>
<td>a bunch of flowers</td>
<td>a cheque book</td>
</tr>
<tr>
<td>directory enquiries</td>
<td>embarrassed</td>
<td></td>
</tr>
</tbody>
</table>

2 Listen to the whole story.
   1 Note down three things you learn about Jane.
   2 What happened ...
      - at the ice cream counter?
      - later that day?
      - at the checkout?
      - on their date?

3 Listen to another story. Answer the questions.
   1 Where does the story start?
   2 How was the woman feeling? Why?
   3 Where did she first see the man?
   4 Where did they next meet?
   5 What happened after that?
   6 What are the similarities with the story in 2?

Did you notice...?

I thought, 'Well, it's time to go out and do some things.'

I went towards the door thinking 'That's a shame, I'm never going to see him again.'

When telling a story, it is common to report speech or thoughts directly.

Write three examples of what the man in the first story might have thought.
Vocabulary
Feelings and moods

I was a bit nervous because you’re not really meant to go out on dates with people you’ve picked up in supermarkets.

She was feeling quite depressed because she’d had quite a bad time man-wise recently.

1 In pairs, decide which words / expressions describe positive or negative feelings.

<table>
<thead>
<tr>
<th>tense</th>
<th>bad-tempered</th>
<th>in good spirits</th>
<th>sorry for yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>apprehensive</td>
<td>lethargic</td>
<td>restless</td>
<td>deserted</td>
</tr>
<tr>
<td>emotional</td>
<td>content</td>
<td>elated</td>
<td>drained</td>
</tr>
<tr>
<td>energetic</td>
<td>anxious</td>
<td>fed up</td>
<td>pleased with yourself</td>
</tr>
</tbody>
</table>

2 Complete the sentences with I was / I was feeling a bit / really _______ and one of the words / expressions from 1.

1 ... so I went for a run round the park.
2 ... because I’d just had my manuscript rejected again.
3 ... so I had an early night.
4 ... because it was a beautiful day and I didn’t have to work.

3 Against the clock! In pairs, you have four minutes to write three similar half sentences. Test another pair.

Verbs of movement

I was trundling around with my trolley.

4 What does trundle mean? What other verbs could you use instead?

5 In two groups, A and B, check these verbs in a dictionary.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>rush</td>
<td>leap</td>
</tr>
<tr>
<td>storm</td>
<td>tiptoe</td>
</tr>
<tr>
<td>crawl</td>
<td>stroll</td>
</tr>
<tr>
<td>dash</td>
<td>wander</td>
</tr>
<tr>
<td>stride</td>
<td>march</td>
</tr>
<tr>
<td>stagger</td>
<td></td>
</tr>
</tbody>
</table>

6 In A / B pairs, test your partner. Mime or give a definition of the verbs in your box and ask your partner for the verb.
Language work
Narrative verb forms

1. Against the clock! You have four minutes to complete the extract with forms of the verbs in brackets.

Well, I 1. __________ (go) shopping one day, I 2. __________ (live) in East Oxford for about five years, with my two boys, and I 3. __________ (have) a boring sort of weekend doing some painting and I 4. __________ (think), ‘Well, it’s time to go out and stock up on some things.’ Tom 5. __________ (have) his eighth birthday, so I 6. __________ (get) some birthday stuff, so I 7. __________ (set off) to the supermarket. And then I 8. __________ (trundle) around Sainsbury’s with my trolley, when suddenly, this rather interesting-looking man 9. __________ (appear) at the ice cream counter.

2. Listen to the extract again to check your answers.

3. Focus on form Which verb forms are used...
   - to describe events before the story happened?
   - to set the scene for the main events of the story?
   - for the main events?
   - to describe a future event?

4. Try to complete these flashbacks from the story.

1. I ... went towards the door thinking, ‘Oh, that’s a shame, I’m never going to see him again’, and then I suddenly realized I was going to see him again because ____________________ .

2. ... and then about eight o’clock that night he telephoned. And it was amazing because ____________________ so I wasn’t in the directory and what he’d done, ____________________ by looking at my cheque book when I wrote my cheque.

5. Listen and check.

6. Look again at the flashbacks. Are they used...
   - to give a reason for the main event?
   - to give information the speaker has not previously mentioned?
   - for both reasons?

this and these

Use this or these to introduce a new person or element in the story.

Suddenly this rather interesting-looking man appeared.
And there he was with these flowers.

7. Complete the sentences with a phrase using this or these.

1. I was lying by the pool sunbathing, when all of a sudden ... 
2. I was driving on the motorway, when ... 
3. I was trekking in the rainforest, when suddenly ... 
4. I was just about to take a bite of my sandwich, when ...
Fronting with adverbial expressions

We often use fronting devices for dramatic effect in a story. Notice the word order.

☐ ... and then off I went.
☐ ... and there he was behind me.

8 In pairs, make sentences using these expressions.

<table>
<thead>
<tr>
<th>and there she stood</th>
<th>and out he leapt</th>
<th>and off I ran</th>
</tr>
</thead>
<tbody>
<tr>
<td>and there they were</td>
<td>so in I marched</td>
<td></td>
</tr>
</tbody>
</table>

9 Turn to the Tapescript on p.114. Listen to Hanne's story again and highlight examples of ...

- how she sets the scene.
- flashbacks or explanations.
- uses of this and these.
- fronting.
- how she reports her thoughts.

English in use

Being a good listener

As you are listening, you can help the flow of a story by making comments or noises to show interest and encourage the speaker.

☐ Right ...
☐ Oh no!
☐ You're joking!

1 Turn to the Tapescript on pp.113/114. Highlight expressions Hanne uses ...

- to show that she is listening and understanding.
- in response to a surprising or dramatic event.

2 Listen to a story, and in the pauses use an expression from 1 to show you are listening.

Speak out

1 Plan the story of how you or someone you know met a partner.

2 In pairs, tell your stories. Make suggestions about how to improve each other's storytelling.

3 In groups of three or four, retell your stories.

Remember

- Use appropriate narrative verb forms to tell stories.
- Use this and these and fronting expressions for dramatic effect.
- Use a range of verbs of movement and adjectives to describe feelings.
- Show interest by commenting and helping the story along.

Follow-up

1 Ask other English speakers that you know how they met their partner or a friend.

2 Look up the use of the past perfect in a grammar reference book. Note down two things you learn.

3 Practise telling the story of a famous meeting in a film or novel, as you would if you were telling a friend. Set the scene carefully, and use flashbacks.

4 Use a dictionary to research different ways of looking, e.g. gaze, glance, and write these in a new page in your vocabulary book.
In this lesson
- Practise using English in different social situations.
- Focus on how to prepare people for difficult news.
- Study and practise verbs and adverbs for reporting conversations.

Speak for yourself
1 In pairs, choose two of these situations and improvise conversations.
   - Offer to help a flatmate before a party.
   - Apologize to a friend for losing a book he/she lent you.
   - Invite a friend to do something with you this evening.
   - Ask a colleague to cover for you while you have an afternoon off.
2 Listen to a different pair’s conversations.

Listening
What’s going on?
1 Listen to eight short conversations. Match one or more of the verbs from the box to each conversation.
   - accuse
   - apologize
   - offer
   - admit
   - turn down
   - invite
   - arrange
   - accept
   - refuse
   - suggest

2 Against the clock! In pairs, you have four minutes to report the content of the conversations, using the appropriate verbs.
3 Listen again to check your ideas.
4 Look at the Tapescript on p.114. Underline any interesting new words and expressions.

English in use
Preparing the way for difficult news
1 In pairs, choose three of these opening phrases and make dialogues.
   1 Could I ask you a big favour?
   2 You know I said I could lend you my car this weekend ...?
   3 Have you got a moment?
   4 I've got a bit of a problem ...
   5 You know that book you lent me?
   6 I don’t quite know how to put this, but ...
   7 There's something I've been meaning to tell you.
   8 I'm afraid I've got an apology to make ...

2 Listen and compare your ideas with the dialogues on the tape.
3 Do you use similar openers in your language?
Vocabulary

Verb patterns

1 **Against the clock!** In teams, you have five minutes to decide which sentences are incorrect and correct them.
   1 She promised me to write every day.
   2 He admitted to forging my signature.
   3 He suggested me to take up yoga.
   4 She pleaded with me not to tell her father.
   5 She swore to tell the truth.
   6 He recommended that I should see an optician.
   7 He confessed cheating in the exam.
   8 She told me off for borrowing her bike without asking.
   9 He owned up for stealing the video.
   10 They urged me to get a second opinion.

Did you notice...?

1 In which two of the sentences in 2 does the adverb come after the verb?
2 Write two more sentences using the two verb/adverb collocations.

Verb / adverb collocations

2 Complete the sentences with an adverb from the box. In some cases, more than one is possible.

<table>
<thead>
<tr>
<th>willingly</th>
<th>kindly</th>
<th>categorically</th>
<th>reluctantly</th>
<th>freely</th>
<th>strongly</th>
<th>warmly</th>
<th>flatly</th>
<th>faithfully</th>
<th>profusely</th>
</tr>
</thead>
</table>

1 My colleagues ________ congratulated me on my promotion.
2 James apologized ________ for losing his temper.
3 My bank ________ denied having received the cheque in the post.
4 I ________ admit that I lied about my age to get the job.
5 The company ________ refused to pay me a relocation allowance.
6 Jenny ________ offered to cook me dinner last night.
7 All my friends ________ advised me to seek legal advice.
8 I promised ________ to pay my brother back within a week.
9 The injured player ________ accepted my offer of help.
10 Steve ________ agreed to work overtime but he really didn't want to.

3 In A / B pairs. A close your book. B give a reporting verb from 2 and ask for a collocating adverb.

Speak out

1 In groups of three, A and B choose a reporting verb from this unit. Describe a recent experience and use the verb. C monitor the language for accuracy. Swap roles.

2 In new groups of three, A and B improvise the conversations in Speak for yourself again, and C monitor. Swap roles.
In this lesson
- Read quickly to find specific information.
- Practise asking for and providing clarification.
- Focus on expressions connected with telling lies.
- Look at proverbs.

Speak for yourself
1 Write down four things you associate with New York.
2 In pairs, compare your ideas.
3 What impressions do you have of New Yorkers?
4 Have you ever been there? If not, would you like to go? Why / why not?

Reading
Following a newspaper story
1 Look at the photo, the map, and the headline of the article. In pairs, think of things you would like to know.
I wonder how long it took him.
I wonder if he could speak any English.
2 **Against the clock!** You have three minutes to read the article and try to find answers to your questions.

BOY IN 4,500-MILE TREK TO FIND HIS FATHER

Edwin Daniel Sabillon, a slight 13-year-old boy who arrived in New York on Saturday with only a change of clothes, a paper bag containing $24, three biscuits, and his birth certificate, wanted so badly to find the father he had only ever seen in snapshots that he travelled 4,500 miles from Honduras to find him. Over 37 days he rode buses and trucks, walked, cycled, and hitchhiked, often through dangerous territory. In spite of hunger, the loss of his wallet containing his father's phone number, and the fact that he speaks no English at all, he was carried along by luck, and the charity of strangers.
The epic journey began after Hurricane Mitch tore through Honduras, destroying his home and killing his mother, his brother, and his grandfather. The boy wrote to the father he knew was living in New York, and several months later, a letter came back with $200 and an arrangement for a roadside rendezvous. It seemed a little haphazard, but Edwin was determined to make the meeting. His father said he would be waiting at the entrance to La Guardia Airport on three successive days, 25, 26, and 27 June, wearing a white shirt and black hat.

And so, on 22 May, Edwin waved goodbye to his friends in the village of San Francisco de Yojoa Cortez, and headed north on a trek that took him through Guatemala and up the east coast of Mexico to the edge of the United States. He then continued via Houston, New Orleans, and inexplicably - Edwin's geography appears to have failed him at this point - down to Miami, Florida, where he managed to beg money for the bus journey to New York.

Sunday morning found the young boy at a bus terminal in Upper Manhattan. For a while, he strolled unfamiliar streets, and then made his way to the airport just as any New Yorker would - by hailing a taxi. But when he got there, there was no sign of Edwin's father. So the taxi driver, 35-year-old José Basora, took pity on Edwin and drove him to his home in the Bronx, before alerting the police to the boy's plight.

"We'll do the best that we can to try and help him," promised Mayor Rudolph Giuliani, indicating that the authorities will turn a blind eye to the illegalities of the boy's entry into the United States. And now Edwin, who is in city foster care, can only wait and hope that his father shows up.

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**Did you notice...?**

- / honestly believed he made that journey.
- / feel disappointed, to be honest with you.
- / think we've got all our values upside down, to tell you the truth.
- / genuinely believed him.

Which expressions would you use...

1 to insist that you are being sincere?
2 to give a slightly negative opinion?

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3 What is your reaction to the story? Does anything surprise you?
4 In pairs, decide what the expressions in bold mean.

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**Listening**

A radio broadcast

1 **Listen to Part 1** of a news programme broadcast the day after the story of Edwin broke in the newspapers.

- What do the words 'We've been had' mean?
- What do you think of Officer Granger's reaction?

2 Listen to Part 2. Note down whether the five people interviewed approve or disapprove of what Edwin did. Who do you agree with?

3 Listen to Parts 1 and 2 of the broadcast again. Decide what these idiomatic expressions mean.

1 Edwin was telling a tall tale.
2 You can't take anyone at their word nowadays.
3 Now he's going to get away with it.
4 They've got egg on their faces.
5 There's a silver lining for us there.
6 He took us all for a ride.

4 **What do you think?** In pairs, answer the questions.

- Were you taken in by Edwin's story when you read the article?
- Have your impressions of New York and New Yorkers changed?
Vocabulary
Expressions connected with telling lies

1 In pairs, look at the expressions. What's the difference between them?

1 He made out he was English.  
2 He was economical with the truth.  
3 He was kidding.  
4 It was a hoax.  
5 I was taken in.  
6 He was having me on.  
7 He told a white lie.  
8 He was pulling my leg.

Proverbs

☐ So I guess there's a silver lining for us there.

This refers to the proverb Every cloud has a silver lining. It is common to use part of a proverb rather than quoting it in full.

2 What do the half-proverbs in bold mean?

1 I don't usually eat so late but we are on holiday and when in Rome ...
2 She said her exams went well but she shouldn't count her chickens just yet.
3 I wish he wouldn't spend all his time in the office. You know what they say about all work and no play ...
4 The whole team is incompetent. It's a clear case of too many cooks.
5 I don't know what she sees in Jack. Oh well, it takes all sorts, I suppose.

3 Complete these proverbs with the words in the box.

<table>
<thead>
<tr>
<th>eating</th>
<th>never</th>
<th>mind</th>
<th>fonder</th>
<th>speed</th>
<th>cure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Out of sight, out of ______________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 More haste, less ______________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Better late than ______________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Prevention is better than ______________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 The proof of the pudding is in the ______________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Absence makes the heart grow ______________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 In pairs, think of situations in which you might use some of the proverbs in 2 and 3.

English in use
Asking for and providing clarification

1 ☐ Listen to someone talking about a man who lied every day.

1 What did he lie about?
2 Why did he lie?
3 What happened in the end?
2 Listen again and tick (√) the expressions used to ask for clarification.

- Asking for clarification
  - So hang on, ...
  - What, you mean, ...
  - What, so ...
  - So, are you saying ...

- Providing clarification
  - Yes, exactly. / Yes, that’s right.
  - Not exactly ...
  - No, not at all ...

3 In A / B pairs, ask for and provide clarification.
   - Explain how and why you decided to enrol for this language course.
   - Tell the story of Edwin Sabillon or another story you’ve heard on the news.

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**Speak out**

1 In pairs, look at these situations. Would you tell the truth?

1. Your friend has his hair cut in a style that you don’t think suits him. He asks you for your opinion. What do you say?
2. You are asked to provide a job reference for a friend who is not very punctual and a bit lazy. What do you write?
3. You oversleep and are half an hour late for work. What do you tell your boss?
4. You go out for a drink with an old boyfriend / girlfriend. Do you tell your present boyfriend / girlfriend?
5. You are undercharged at a restaurant. Do you tell the waiter?
6. You accept an exciting invitation even though you have a prior engagement with someone else. Do you confess when you cancel the first arrangement?
7. An eight-year-old asks you if Santa Claus really exists. What do you say?
8. You know that a friend’s husband is having an affair. Do you tell her?

---

2 a. Make notes on one of the following situations and prepare to tell a short story. Include one false detail.

- an eventful journey you have made
- a time when you were taken in
- a time when you had to tell a lie
- a time when someone lied to you

b. In groups of three, tell your story. As you listen to the other stories, ask for clarification and at the end, guess which detail was false.

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**Follow-up**

1. Write about a time when you were taken in, or when you took someone in.
2. Practise asking for clarification next time you have a conversation in English.
3. Translate some proverbs from your country into English and put them on a poster to display in the classroom.
4. Go through a newspaper article and underline any useful idiomatic or multi-word expressions you find. Add them to your vocabulary notebook.
In this lesson
- Practise note-taking from speeches.
- Focus on making your point strongly.
- Study and practise verb / noun collocations.
- Talk about proposals for solving traffic problems.

Speak for yourself
1. Tell other people about a car you own or would like to have.
2. Which of these statements best sums up your attitude to cars? In pairs, explain why.
   - My car is an essential part of my life.
   - My car comes in handy but I could manage without it.
   - I really wish I had a car.
   - I may have a car one day, but I don’t need one at the moment.
   - I never intend to own a car.

Listening
Note-taking from a speech
1. You are going to hear two people making speeches for and against the car. What arguments do you think each speaker will put forward?
2. In two groups, A and B, A listen to the argument for and B to the argument against. Make notes for each of these topics.
   - pollution  •  congestion  •  health care
   - public transport  •  road-building
4. What do you think? In pairs, answer the questions.
   1. Are there any points you disagree with?
   2. Do you agree or disagree that the car does more harm than good?

Pronunciation
1. Listen to this statement and mark whether the speaker’s voice rises or falls on the underlined words.
   Cars are noisy, they are smelly, and they are dangerous.
2. Predict the rises and falls in these statements.
   1. They clog up the streets, they emit fumes, and they cause accidents.
   2. People like them, they’ve got used to having them, and they’re not going to give them up.
   3. They bring in revenue from car tax, road tax, and tax on fuel.
3. Listen and check.
4. Listen again and repeat the sentences.
Vocabulary

Verb / noun collocations

1 Which verbs were used with the nouns in bold in the two speeches?
   The car _________ a major threat to our planet.
   Public transport cannot _________ everyone’s needs.
   Instead of _________ war on cars, we need to accommodate them.

2 Turn to the Tapescript on pp.115/116 and check.

3 ♦ Against the clock! You have three minutes to match the verbs on
   the left with a group of nouns on the right.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>put forward</td>
<td>an argument / a problem / a dilemma</td>
</tr>
<tr>
<td>implement</td>
<td>an agreement / a solution / a compromise</td>
</tr>
<tr>
<td>pose</td>
<td>a plan / a scheme / a programme</td>
</tr>
<tr>
<td>tackle</td>
<td>a need / a demand / a deadline</td>
</tr>
<tr>
<td>fulfil</td>
<td>an ambition / one’s potential / a dream</td>
</tr>
<tr>
<td>meet</td>
<td>a proposal / a suggestion / an argument</td>
</tr>
<tr>
<td>reach</td>
<td>a threat / a challenge / a problem</td>
</tr>
<tr>
<td>resolve</td>
<td>a problem / an issue / a task</td>
</tr>
<tr>
<td>raise</td>
<td>research / an order / a task</td>
</tr>
<tr>
<td>carry out</td>
<td>awareness / a question / an objection</td>
</tr>
</tbody>
</table>

4 Look at the box again for one minute. Test your partner. Read out a
   verb and ask for some of the collocating nouns. Swap roles.

Language work

Putting forward proposals

Use a clause with should ...

- after suggest, propose, and recommend.
- to express the concept of necessity or importance.

We are proposing that traffic should be restricted in the rush hour.
She suggested that we should try to reach a compromise.
It’s absolutely vital that we should meet this challenge.
It is essential that we should tackle the problem of pollution.

Use should, shouldn’t, or need to to give your opinion

- We need to come up with radical solutions.
- The government should be trying to address the problem.
- We shouldn’t close our eyes to the problem.

In pairs, discuss these questions in relation to three of the issues below.
1. What proposals have been made in your country?
2. What do you think should be done?
   - road accidents
   - global warming
   - air pollution
   - motorways
   - road rage
   - taxation
English in use
Making your point

Phrases to state a fact or opinion
1 The simple fact of the matter is, the car is here to stay.
The fact is,... What we've got to remember is ...
There is no doubt that... Quite frankly, ...
It seems to me that... Quite honestly, ...

Sentences with what
What we should be doing is using public transport more.

1 Match the two parts of the sentences.
   1 What we need to do ...
   2 What we want ...
   3 What we mustn't do ...
   4 What has grown ...
   5 What worries me ...
   6 What we should be doing ...
   7 What will happen ...
   8 What is being proposed ...

   a ... is that congestion will be reduced.
   b ... is that people might be discouraged from using public transport.
   c ... is cutting the cost of public transport.
   d ... is encourage more people to use buses.
   e ... is cleaner air.
   f ... is that parking charges should be increased.
   g ... is increase air pollution.
   h ... is the number of cars on the roads.

The use of simply for emphasis
1 It's simply not fair to put the blame on cars.

2 Where could you put simply in these sentences?
   1 It's not true that cars clog up city centres.
   2 We won't solve the problem by declaring war on the bus.
   3 We can't put people's lives at risk because there isn't enough money.
   4 Travelling by bus is not attractive.
   5 If fares are too high, people won't use public transport.
   6 The problem is that there aren't enough roads.

3 In pairs, look at the photos and give your opinion using the language on this page.
Speak out

1 a You are going to take part in a debate on how to solve the traffic problems of a large city. In three groups, A, B, and C, read your proposals below. Prepare to argue for your proposal with the rest of your group. Make notes on ...
- the advantages of the proposal.
- how the scheme will be financed and how it will work in practice.
- how to defend possible criticisms of the proposal.

b In A / B / C groups, present and discuss your proposals and try to reach agreement.

2 In groups, discuss traffic problems and solutions in your city.

Follow-up
1 Write a report of the debate.
2 Study the Tapescript on pp.115/116 and make a note of new words or expressions, especially those used to make a point strongly.
3 Prepare to give a short oral presentation on how to solve a problem connected with your country, city, school, or university.
4 Look in a dictionary to find examples of how the verb / noun collocations on p.51 are used. Write sentences of your own in your vocabulary book.
What Are Your Plans?

In this lesson
- Talk and ask about plans.
- Study and practise expressions connected with plans, activity, and inactivity.
- Focus on multi-word verbs connected with changes of plan.

Speak for yourself

Against the clock! In pairs, you have two minutes to decide how you would tell someone about these plans in your diary.

<table>
<thead>
<tr>
<th>TUE</th>
<th>Salsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>WED</td>
<td>London / party 9pm</td>
</tr>
<tr>
<td>THU</td>
<td>Mum and Dad - dinner?</td>
</tr>
<tr>
<td>FRI</td>
<td>Ten-pin bowling</td>
</tr>
<tr>
<td>SAT</td>
<td>Cricket</td>
</tr>
<tr>
<td>SUN</td>
<td>Trip to Bath?</td>
</tr>
</tbody>
</table>

Listening

Noting the exact words

1. Listen to eight people discussing their weekend plans. Which sound the most interesting to you?

2. Listen to conversations 1 and 2 again. Complete the extracts.

   1. I think on Friday night I ________________________.
      I ________________________ to Nottingham to visit some friends up there, and
      I ________________________ stay the night, have a meal and
      ________________________ the next day.
      So ________________________ on Saturday?
      Yes, yeah, yeah, 'cos I ________________________ on Saturday night.

   2. Well, pretty much the same plans as every weekend, I ________________________ one day.
      I ________________________ a lazy weekend. I ________________________,
      sorting out things ...

3. Listen to conversations 3 and 4 again. Note down useful expressions.
English in use
Talking about plans

1. Look at the different ways of talking about your plans. Match a heading to categories 1 to 5.

<table>
<thead>
<tr>
<th>Asking questions about plans</th>
<th>Expressing a fixed plan / arrangement</th>
<th>Expressing a plan that is not fixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was going to ...</td>
<td>What are you doing ...?</td>
<td>Have you got any plans for ...?</td>
</tr>
<tr>
<td>I had been hoping to ...</td>
<td>Have you got anything lined up for ...?</td>
<td></td>
</tr>
<tr>
<td>I'm going to be ___ing ...</td>
<td>I'm going to ...</td>
<td>I've got a ...</td>
</tr>
<tr>
<td>I'll be ___ing ...</td>
<td>I've arranged to ...</td>
<td>I'm ___ing ...</td>
</tr>
<tr>
<td>I'm thinking of ___ing ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. In pairs, ask and answer about your plans for the weekend.

Vocabulary
Activity, inactivity, and changes of plan

1. **Against the clock!** In pairs, you have **four minutes** to complete these colloquial expressions with appropriate words.

   1. I think on Sunday I shall just crash _____ and have an early night.
   2. I'm going to have a lie-_____ on Sunday.
   3. I'm _____ to my eyes in work today but I'm _____ a loose end tomorrow.
   4. I'm tied _____ all this week, with meetings and that kind of thing.
   5. I'm just going to watch TV when I get in tonight. I really need to wind _____.
   6. I'd love to go with you but I'm a bit pushed _____ time this weekend.
   7. On Friday night I intend to put my feet _____ and take it easy.
   8. I was hoping to go away this weekend but I'm snowed _____ with work.

2. Which expressions in 1 describe activity and which inactivity?

3. In pairs, check the meaning of these multi-word verbs in a dictionary and find an example sentence. Make true sentences of your own.

   - call off
   - talk someone out of
   - go through with
   - fall through
   - bring forward
   - get out of
   - pull out
   - stick with

Speak out

1. Move round the class asking about other people's plans. Use some of these time expressions. Decide on three things to do with a friend.

   - at lunch time
   - tomorrow evening
   - this evening
   - in the break
   - in the summer
   - the weekend after next

2. In pairs, describe the three things you are going to do.
In this lesson

- Read to understand the key points of a text.
- Focus on compound nouns and two-part expressions.
- Practise talking about change.
- Practise describing places.

Speak for yourself

1. In which of these places ...
   - do you live now?
   - would you like to be living now?
   - would you like to bring up a family?
   - would you like to live when you retire?
   - in the heart of a big city
   - in the suburbs
   - in a small town
   - in a village
   - on the outskirts of a city
   - in the countryside

2. If you had to move away from the place where you live now, what would you miss? What would you be glad to leave behind?

Reading

Finding key points

1. Do these words / expressions refer to the town or the country?
   - peace and quiet
   - hustle and bustle
   - the green belt
   - exhaust fumes
   - thatched cottages
   - a sense of community
   - the frantic pace of life
   - squalor
   - wildlife
   - isolation
   - hedgerows
   - green space

2. In two groups, A read Text A on p. 57 and B turn to p. 105. Check your ideas.

3. **Against the clock!** You have three minutes to answer these questions with a partner who has read the same text.
   1. Where does the writer live now?
   2. Does she prefer the town or the countryside?
WE moved to a crumbling mansion block in central London when my youngest child was five. Our Cambridge friends were aghast. How could we possibly give up green space on our doorstep, the neighbourhood school, the safe environment, for crowds, congestion, and urban squalor? But with two of us working in the metropolis, we felt we had no choice.

It didn't take long for us to convert. Indeed, in ten years I've become a hard-line metropolitan. I've become allergic to the countryside I grew up in. The sight of an idyllic thatched cottage or a picturesque village green now fills me with dread. They remind me of the grim drive to the out-of-town superstore for groceries, the endless hanging about, the lawn always needing to be mowed, and the neighbours complaining when bored youngsters kicked their ball too close to their greenhouse.

To live in the centre of a city is to be permanently intoxicated with the speed of it all - it's like being in a perpetual state of fast-forward. I swear that nowadays it's the frantic pace of city life that makes me think straight and stick to the point in a conversation. Some of my best ideas are produced in an advanced state of stress, under the pressure of having struggled to meet a deadline, or arrive on time at a lecture hall or studio, through impossible traffic. And one of the surprises of city life is the lack of isolation. I've discovered that the neighbours on my staircase are as committed to the local community as the inhabitants of any sleepy village in the country.

Besides, the more of us who can be persuaded back into high density living in the city's hurly-burly, the more green space that will be freed up, out there in the country's green belt. So that the generations of country lovers will be able to continue their love affair with all that grass. Personally, I much prefer the view from my roof terrace, from where I can drink in the impossible noise, and watch the endless comings and goings, the hustle and bustle, and the thrill of inner-London life in the new millennium.

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4 Note down positive and negative features of the town and the countryside from the texts. Compare ideas with your partner.

5 Highlight three new words/ phrases in your text that you would like to understand. With your partner, try to guess the meanings from context. Check your ideas in a dictionary.

6 In A / B pairs, exchange information about your texts.

7 What do you think? In small groups, discuss the questions with reference to both texts.

1 In what ways are the descriptions of the town and the countryside in Britain similar to what you would find in your country? How are they different?

2 Have the texts made you think about the town or country in a new way?
Vocabulary
Adjectives for the countryside

1. Which adjectives could describe the landscapes in the photos?

<table>
<thead>
<tr>
<th>flat</th>
<th>picturesque</th>
<th>hilly</th>
<th>lush</th>
<th>wild</th>
</tr>
</thead>
<tbody>
<tr>
<td>gentle</td>
<td>rugged</td>
<td>bleak</td>
<td>fertile</td>
<td>tame</td>
</tr>
<tr>
<td>mountainous</td>
<td>spectacular</td>
<td>barren</td>
<td>rocky</td>
<td>arid</td>
</tr>
</tbody>
</table>

2. Describe different landscapes in your country using the adjectives.

Compound nouns for towns

1. Match words in column A with words in column B to make compound nouns.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>block</td>
</tr>
<tr>
<td>concert</td>
<td>complex</td>
</tr>
<tr>
<td>pedestrian</td>
<td>corner</td>
</tr>
<tr>
<td>tower</td>
<td>hall</td>
</tr>
<tr>
<td>road</td>
<td>park</td>
</tr>
<tr>
<td>street</td>
<td>precinct</td>
</tr>
<tr>
<td>leisure</td>
<td>mall</td>
</tr>
<tr>
<td>shopping</td>
<td>works</td>
</tr>
<tr>
<td>town</td>
<td>crossing</td>
</tr>
<tr>
<td>housing</td>
<td>dump</td>
</tr>
<tr>
<td>parking</td>
<td>arcade</td>
</tr>
<tr>
<td>bus</td>
<td>hall</td>
</tr>
<tr>
<td>corner</td>
<td>estate</td>
</tr>
<tr>
<td>amusement</td>
<td>meter</td>
</tr>
<tr>
<td>rubbish</td>
<td>shop</td>
</tr>
<tr>
<td>pedestrian</td>
<td>stop</td>
</tr>
</tbody>
</table>

2. Which of these can you find near your home?

3. Which three are most important to a town?

4. Against the clock! You have three minutes to look again at your texts on p.57 and p.105 and find more compound nouns.

Language work
Two-part expressions

1. Complete the sentences. Check in a dictionary if necessary.

1. Eventually, by trial and ________, he found the correct combination.
2. This booklet supplies all the facts and ________ about global warming.
3. There are certain important rules and ________ that must be followed.
4. Having a massage is an excellent way of relieving aches and ________.
5. This book contains over a hundred tried and ________ recipes.
6. The insurance policy does not cover wear and ________ to the equipment.
7. Successful negotiation involves a certain amount of give and ________.
8. Terry's vintage Ford Cabriolet was his pride and ________.
9. I'm sick and ________ of receiving so much junk mail.
10. They were relieved when the children turned up safe and ________.

2. In pairs, explain what the expressions mean in your own words.

3. Test your partner. Give the first word of some of the two-part expressions and ask for the second. Swap roles.
English in use
Talking about change

The countryside isn't natural any more.
The city streets are no longer safe.
Birds used to sing in the hedgerows.
The beaches never used to be polluted.
There didn't use to be a ring road around the town.
Whole forests have been chopped down.
The dance hall has been turned into a cinema.
They've built a housing estate on the outskirts of town.
They've knocked down the old theatre and built a multi-storey car park.

1 Which of the statements above are true of where you live?

2 In pairs, A and B, A turn to p.105 and B to p.108. Describe your
pictures and discuss how the places have changed, using the
expressions in 1.

Speak out

1 a Think of a place you know well and how it has changed. Make
notes.

b In groups of three, describe your place.

c What do you think? Answer the questions.
   1 Is the countryside changing for the better or the worse?
   2 What could be done to preserve the countryside in your country?

2 a Think of the place where you would most like to spend a day.
Make notes in answer to the questions.
   - Why have you chosen to go there?
   - What season and time of day is it?
   - What can you see, hear, and smell?
   - How will you spend the day?
   - How do you feel?

b In groups of three, take it in turns to talk about your places and
what you would do there.

c Decide which of the three places you would rather go to, and why.

Follow-up

1 Interview someone about whether they would prefer to live in the town or the
country, and why.

2 Prepare to give a short oral report on the countryside in your country, or another
country you know. Talk about ...
   - the types of landscape, and geographical features.
   - who lives in the countryside and what they do.
   - how the countryside is used for leisure pursuits.

3 Start a page in your vocabulary notebook for compound nouns and add eight
new ones.

4 Write a paragraph about the town or village where you live, and the advantages
and disadvantages of living there.
In this lesson

- Listen to follow an argument.
- Study and practise describing differences and similarities.
- Focus on expressions for agreeing and disagreeing.
- Talk about men and women, and personal characteristics.

Speak for yourself

1. Read the following extracts about Martians (men), and Venusians (women). Make notes on...
   - what Martians or Venusians value.
   - how they like to view themselves.
   - how they cope with problems.

**Martians** value power, competency, efficiency, and achievement. They fantasize about powerful cars, faster computers, gadgets and new, more powerful technology. They are concerned with outdoor activities, like hunting, fishing, and racing cars, and are more interested in objects and things than in people and feelings. Martians pride themselves on doing things all by themselves, since asking for help when you can do things yourself is perceived as a sign of weakness. Hence they will keep their problems to themselves unless they require help from another person to find a solution. When they get upset, they prefer not to burden their friends with what is bothering them, and instead retreat to their caves to mull over their problems. If they can’t find a solution, they do something to relax and disengage their mind; or they engage in something more challenging like racing a car, competing in a contest, or climbing a mountain.

**Venusians** value love, beauty, and relationships. They find fulfilment through supporting and nurturing each other, and their sense of self is defined through sharing and the quality of their relationships. Rather than building highways and tall buildings, they are more concerned with living together in harmony, community, and loving co-operation. Communication is of primary importance, and sharing their feelings is much more important than achieving goals and success. They pride themselves on being intuitive, and considerate of the feelings of others. When Venusians feel upset, or overwhelmed by feelings of stress, confusion, or hopelessness, they find relief by sharing their problems with friends and talking them over in detail.

2. **What do you think?** Do you agree with the points made in the extracts?
Listening

Following a discussion

1 Listen to four extracts from a conversation between Jane and Nick about gender differences. Choose the best heading for each extract.
   Men and women in the workplace   Nature versus nurture
   Bringing up boys and girls   Differences between men and women

2 Choose an extract, listen again, and answer the questions.
   Extract A
   1 Who thinks character is ...
      • genetically determined?
      • determined by upbringing?
   Extract B
   2 Note down the examples the speakers use to illustrate ...
      • the ways boys and girls are treated differently.
      • how boys and girls differ by nature.
   Extract C
   3 Why does Nick send his wife to the garage, but fix shelves himself?
   4 What does the example of Princess Diana illustrate about men and women?
   Extract D
   5 What are the two points of disagreement between Nick and Jane?

3 What do you think? Which opinions from the conversation do you agree or disagree with?

Vocabulary

Personal characteristics

I have an elder sister who’s very very ambitious, very very career-orientated, very very determined, quite materialistic in fact.

1 Against the clock! In two groups, A and B, you have three minutes to decide whether the words in your box are positive, negative, or both, depending on the context.

2 Check your ideas in a dictionary.

3 In A / B pairs, test your partner. Choose a word from your box and ask for a definition or an example sentence.

4 In pairs, choose five adjectives that you usually associate with men and five with women.
Language work
Similarities and differences

1 **Focus on form** In pairs, answer the questions.
   
   1 Which words from the box could you use to complete the sentences?
   
   - Men are _____ more aggressive than women.
   - Women are _____ as aggressive as men.
   
<table>
<thead>
<tr>
<th>much</th>
<th>nothing like</th>
<th>just</th>
<th>considerably</th>
<th>not</th>
<th>slightly</th>
<th>nowhere near</th>
<th>far</th>
<th>infinitely</th>
<th>marginally</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   2 Decide on one word to complete the sentences.
   
   - Men's priorities are totally different _____ / similar _____ / exactly the same _____ / identical _____ women's.
   - _____ comparison with women, men are very single-minded.
   - Compared _____ men, women tend to be family-orientated.
   - Women talk about their feelings, _____ men talk about football.
   - There's no difference _____ men's and women's personalities.

2 Use the expressions in 1 to compare yourself with your family.

3 Decide on differences in character between men and women, using adjectives from p.61.

### Modifying expressions

- In general, ...
- In my experience, ...
- In some parts of the world, ...
- As a rule, ...
- To a certain extent, ...
- In the eyes of the law, ...
- On average, ...
- In theory, ...
- In the past, ...
- In many jobs, ...
- In some households, ...
- Traditionally, ...
- ... because of their upbringing.
- ... by nature.
- ... but it really depends on the individual.

4 How far do you agree with these statements? Change them where necessary, using modifying expressions from the box.

   1 Women do far more housework than men.
   2 Men are the main breadwinners.
   3 Women have exactly the same rights as men.
   4 Men aren't as intuitive as women.
   5 Women are infinitely better at looking after children.
   6 Men are more career-orientated than women.
   7 Women live slightly longer than men.
   8 Men have better spatial awareness.
   9 Women are more articulate in talking about their feelings.
   10 Women are nothing like as interested in computers as men.
   11 Girls like playing with dolls, whereas boys like playing with guns.
   12 Women wear the trousers.

5 Talk about other differences between men and women, including the things they like doing, are good at, and talk about.
English in use

Agreeing, disagreeing, and half agreeing

1 📜 Against the clock! You have three minutes to list the expressions in the box under one of the three headings.

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
<th>Half agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 You're absolutely right.</td>
<td>8 That's rubbish!</td>
<td></td>
</tr>
<tr>
<td>2 I don't think that's true.</td>
<td>9 I see what you mean, but ...</td>
<td></td>
</tr>
<tr>
<td>3 I disagree, I'm afraid.</td>
<td>10 That's true in a way, but ...</td>
<td></td>
</tr>
<tr>
<td>4 I take your point, but ...</td>
<td>11 That's right.</td>
<td></td>
</tr>
<tr>
<td>5 Absolutely.</td>
<td>12 Well, it depends.</td>
<td></td>
</tr>
<tr>
<td>6 Come on!</td>
<td>13 To a certain extent, but ...</td>
<td></td>
</tr>
<tr>
<td>7 Do you really think so?</td>
<td>14 I would agree with that.</td>
<td></td>
</tr>
</tbody>
</table>

2 Which two expressions would you probably only use with people you know well?

Speak out

1 Rate your opinion for each statement.

<table>
<thead>
<tr>
<th>agree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ There is a ‘glass ceiling’ that stops women rising to top level jobs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ If a working couple have children, the woman should stay at home to look after them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Sexual harassment in the workplace is a big problem for women in my country.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Parents should bring up boys and girls in exactly the same way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Women make better bosses than men.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Young women nowadays have more choices than men.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 In groups, choose three of the statements and compare opinions.

Follow-up

1 With another person, discuss similarities and differences between you and members of your family or friends.

2 Start a page in your vocabulary book for personal characteristics and add eight new words from this lesson.

3 Listen to or watch a discussion programme in English and notice the language used.
In this lesson

- Listen to anecdotes and practise telling them effectively.
- Focus on collocations and expressions to describe extreme feelings and experiences.

Speak for yourself

Think about your most recent holiday. In pairs, talk about ...

- the journey
- the accommodation
- the food
- people you met
- the weather
- what you did

Listening

Following two anecdotes

1. In pairs, look at the cartoons and decide what happened.
2. Listen to anecdotes A and B. Were your predictions right?
3. Listen again and make notes for both anecdotes using the headings.

<table>
<thead>
<tr>
<th>Where it happened</th>
<th>What exactly happened</th>
<th>When it happened</th>
<th>Adjectives used</th>
</tr>
</thead>
</table>

4. Turn to the Tapescript on p.117 and highlight expressions used to ...

- start an anecdote
- finish an anecdote
- start a new anecdote

5. Add details to anecdotes A and B by completing these sentences.

A
- The people having their lunch ...
- The woman sitting at the table next to me ...
- The woman serving the drinks ...

B
- The friend sitting in front of me ...
- The friend driving ...
- A man walking down the slope ...

Did you notice...?

Relative clauses containing participles are often shortened in spoken English.

- The bar was full of people having their lunch ...
- The friend driving realized and stopped ...
- (not the friend who was driving ...)
Vocabulary
Collocations

... it was freezing cold, pitch black, couldn’t see a thing ...

1 **Against the clock!** You have three minutes to match the words below to make extreme descriptions.

| boiling | idle | bone |
| stark   | new  | open |
| brand   | awake| fast |
| wide    | hot  | soaking |
| bone    | naked| dry  |
|         |      | stone |
|         |      | cold |
|         |      | asleep |
|         |      | wide |
|         |      | wet  |

2 Which of the expressions could you use to describe ...?
- a person
- the weather
- a meal
- a car
- a door or window
- the ground
- clothes
- eyes

3 In pairs, use the collocations to talk about recent experiences.

English in use
Describing extreme feelings and experiences

... it was unbelievable. I’ve never been so embarrassed in my life.

1 Decide which phrases in A could go before the expressions in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was absolutely ...</td>
<td>It was absolutely ...</td>
</tr>
<tr>
<td>stunned.</td>
<td>hilarious.</td>
</tr>
<tr>
<td>petrified.</td>
<td>an absolute nightmare.</td>
</tr>
<tr>
<td>livid.</td>
<td>so embarrassing.</td>
</tr>
<tr>
<td>devastated.</td>
<td>sheer bliss.</td>
</tr>
<tr>
<td>speechless.</td>
<td>a total disaster.</td>
</tr>
<tr>
<td></td>
<td>really weird.</td>
</tr>
</tbody>
</table>

2 In pairs listen to six extracts from anecdotes, and predict which expressions from 1 the speaker will use next.

3 Listen and compare your ideas.

Speak out

1 In pairs, A look at p.105, and B at p.108. Prepare your anecdotes.

2 In A / B pairs, tell your anecdotes.

3 Note down the main points of a real holiday anecdote.

4 In groups of four, tell each other your anecdotes.
In this lesson
- Focus on expressing yourself more politely in English.
- Read and listen to understand specific words and phrases.
- Study and practise tentative language and ways of explaining problems.
- Practise making and dealing with complaints.

Speak for yourself
1 Read the questionnaire. Tick (√) the option which best describes you.

1 At a restaurant, your meal is not very hot. Do you ...?
   - demand to see the manager.
   - ask the waiter to heat it up for you.
   - grumble to your companions, but avoid making a scene.
   - eat it, but write to the manager later.

2 You bought a cassette recorder which turns out to be faulty. Do you ...?
   - accept a credit note or exchange.
   - ask firmly for your money back.
   - go to the shop and demand to see the manager.
   - shrug your shoulders and forget about it.

3 The flight you reserved a seat on turns out to be overbooked. Do you ...?
   - wait patiently to be put on another flight.
   - shout at the check-in assistant.
   - insist that you are given a seat on the plane.
   - complain vociferously to your fellow passengers.

4 You called the plumber but he never turned up. Do you ...?
   - not make a fuss but say you'll take your custom elsewhere in future.
   - threaten to tell the whole neighbourhood how unreliable he is.
   - phone and ask him to come immediately.
   - forget about it.

2 In pairs, compare your ideas. When did you last make a complaint? What happened?

Reading
Finding specific information
1 Read the extracts about how to complain. What advice is given for each situation?
2 Would the same advice apply in your country?
3 ✷ Against the clock! In pairs, you have eight minutes to decide on the meaning of the words and expressions in bold.
know your rights

AT A RESTAURANT

When you eat out, whether in a café, restaurant, or pub, you enter into a contract with those providing the service. Under the contract, the standard of service and food provided must be reasonable. What is reasonable will depend on many factors, such as the type of establishment and the price paid. Should the food or service fail to live up to your expectations, it is best to act immediately, when there is the maximum opportunity of rectifying the situation. Your complaint should first be addressed to the waiter serving you. Only when the waiter is unable or unwilling to put things right should you complain to the manager. If you have failed through reasonable discussion to put things right satisfactorily, you could consider making a deduction from your bill.

FAULTY GOODS

Before you return a faulty item, be clear exactly what it is that you want. Do you want a repair, replacement, or full refund, or will you accept a credit note? It is always a good idea to ask to see the manager or person in authority, to show that you mean business right from the start. It is important to adopt the right tone. The last thing you want to do is antagonize the person you are dealing with. Make your complaint politely but firmly, and avoid getting into a row. Wherever possible, take your receipt or other proof of purchase. Find out what your legal rights are; this will give you confidence, and put you in a stronger bargaining position.

OVERBOOKING OF FLIGHTS

Some airlines deliberately overfill their flights on the assumption that several would-be passengers will cancel, leaving a neat fully-booked flight. Should you be unable to get a seat on the flight you booked, the airline is in breach of contract, and may have to pay you compensation for whatever loss you have suffered, provided it is one that could not reasonably have been foreseen.

BROKEN APPOINTMENTS

If a repair man has undertaken to call at a certain time, and either doesn’t turn up, or arrives very late, he has broken part of his contract, and you are entitled to compensation. Deduct a reasonable sum from the bill for wasted time and inconvenience, and send a letter explaining why you have paid less than asked. You can claim for extra telephone calls, and additional expenses such as using a launderette for your washing, if it is your washing machine that needs repairing. If you have had to take time off work, you can claim for loss of earnings too.

Listening

Focus on politeness

1 In pairs, improvise these conversations.
   • A customer phones a mail order company to complain that a book has not arrived.
   • A software retailer phones a wholesale outlet to complain that he hasn’t received the number of CD-ROMs he ordered.

2 Listen and compare your conversations with those on the tape.

3 Turn to the Tapescript on p.117 and listen again. Highlight any words / expressions that make the conversations more polite.

4 Did you use any of the polite expressions in your conversations?
Vocabulary

Explaining problems

1 **Against the clock!** You have three minutes to read the complaints and decide if they could refer to ...

- a car       - central heating       - a computer
- a toilet    - a TV set            - a camera

1 The screen keeps going blank.
2 I’m having problems downloading things.
3 I can’t get it to go into second gear.
4 It won’t flush properly.
5 It keeps crashing.
6 I’ve been having problems with the thermostat.
7 The shutter keeps jamming.
8 I can’t get it to start.
9 It won’t come on.
10 It keeps stalling.

2 Which of these problems have you experienced?
3 Note down possible problems with different appliances.
4 In pairs, ask and answer about your problems, using some of the language in 1. Give advice.
   *It keeps ... It won’t ... I can’t get it to ... I’m having problems ...*

Language work

Tentative language

**Polite expressions**

It is common in English to use tentative language if there is a disagreement or misunderstanding, to prevent the other person ‘losing face’.

**Perhaps / Maybe** ... there’s been a mistake.

**Are you sure** you ordered a hundred?

**I feel certain / I’m pretty sure** ... we ordered two boxes.

**I understood / I thought** I would be seen to today.

1 Make these statements more polite using one of the expressions above.

1 Did you turn the machine on?
2 I posted the letter last week.
3 You said I could exchange it if it was the wrong size.
4 We never promised to have it ready by Thursday.
5 You promised I could have a refund.
6 You told me you wanted ten copies, not twenty.
7 You don’t know how to operate the machine.
8 You obviously didn’t follow the instructions correctly.
The use of seem

You don’t seem to have sent us enough.

Even if you are sure there is a problem, use seem to sound more polite.

There seems to be a problem with the order.
It doesn’t seem to be printing properly.
We seem to have got lost.

2 Focus on form Which three patterns follow the word seem above?

3 Listen to ten statements and make them sound more polite by using the correct form of seem.

4 In pairs, act out conversations using some of the problems in 3.

English in use

Dealing with problems

Against the clock! You have three minutes to match expressions 1 to 12 to the headings.

Apologizing Making a request Expressing sympathy Offering to help

1 I’m sorry about that.
2 I’ll do my best to sort it out for you.
3 If you could just bear with me a couple of moments.
4 Sorry about the misunderstanding.
5 I don’t suppose there’s any way you could get it to me by tomorrow?
6 I’m sorry you’ve been inconvenienced.
7 I can understand why you’re upset.
8 I’ll get back to you as soon as I can.
9 I was rather hoping you could give me a refund.
10 I do understand.
11 I’ll look into it.
12 I do apologize.

Speak out

1 In pairs, A and B, take it in turns to make a phone call to make and deal with complaints. A turn to p.105 and B to p.108.

I’m phoning to ... I’m phoning about ...

2 After the roleplays, decide ...

- how successful the outcomes of the conversations were.
- how you would have dealt with these situations in your own country.

Remember

- Use a range of polite expressions.
- Use different expressions and language to explain problems.
- Concentrate on your intonation and word linking.

Follow-up

1 Think about a real problem you have had with something you have bought or ordered. Write a dialogue in which you complain.

2 If you are living in an English-speaking environment, note down examples of polite language you hear this week.

3 Choose three personal or household appliances, and think about things that can go wrong with them. Use your dictionary to research vocabulary to describe the problems.
21
TALKING PICTURES

In this lesson
- Discuss and describe films.
- Listen to people giving opinions.
- Focus on adjectives and expressions describing films.
- Study and practise adverb modifiers.
- Read quickly to understand the gist.

Speak for yourself
1. Look at the stills below and identify the films.
2. Which of the films is ...?
   - a road movie
   - a blockbuster
   - a costume drama
   - a slapstick comedy
   - a psychological thriller
   - a romantic comedy
3. What other film genres can you think of?
4. What do you think? Discuss these questions in groups of three.
   1. What types of film do you particularly like or dislike, and why?
   2. In general, do you prefer seeing films at the cinema or on video? Why?

Listening
Understanding opinions
1. Listen to a radio arts programme in which two people discuss *The Talented Mr Ripley*.
   1. What kind of film is it?
   2. Did they both like it?
2. Listen again and note down what they think of ...
   1. the film overall
   2. the acting
   3. the story
   4. the supporting actors
   5. the ending
3. Listen to two friends, Rob and Conal, discussing *The English Patient*. Did they both like it?
4. Listen again and say whether the statements are true or false.
   1. Conal thought the film was better than the book.
   2. Conal thought it was true to life.
   3. They both agreed it was a moving film.
   4. They were both impressed by the cinematography.
5. Write down five questions you could ask someone about a film.
6. Listen to someone asking about the film *Gladiator*. Did she ask the same questions?
7. Turn to the Tapescript on p.118, listen again, and note down what the speaker liked about the film.
Vocabulary
Expressions connected with films

1 In pairs, use the context to work out the meaning of these expressions.
   1 The director was unknown and couldn’t get funding, so the film was made on a shoe-string budget with a cast of amateurs.
   2 It was a box office smash in America, and made millions of dollars, but in this country it was a flop.
   3 I planned to see the film after reading all the rave reviews in the papers, but seeing the trailer at the cinema put me off going.
   4 It’s a faithful adaptation of the Dickens novel.
   5 Patrick never leaves the cinema till all the credits have been shown.
   6 It has become a cult film for a certain group of cinema-goers, but it doesn’t appeal to a mass audience.
   7 It tells the tale of a family of immigrant workers and is a bleak portrayal of life in turn-of-the-century New York.
   8 The opening sequence starts with a close-up of the heroine on the train.
   9 The screenplay is by Tom Stoppard, and John Williams composed the score.
   10 My brother is a real film buff; he can list all the films any director has made.

Adjectives to describe films

2 Against the clock! In two groups, A and B, you have five minutes to check the meaning of the adjectives in your box.

3 Which adjectives suggest a negative opinion?

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<th>A</th>
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<tbody>
<tr>
<td>action-packed</td>
<td>depressing</td>
<td>pacey</td>
<td>slow-moving</td>
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<td>moving</td>
<td>poignant</td>
<td>predictable</td>
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<td>impressive</td>
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<td>subtle</td>
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<td>compelling</td>
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<tbody>
<tr>
<td>hilarious</td>
<td>flat</td>
<td>dramatic</td>
<td>amusing</td>
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<td>oversimplified</td>
<td>sentimental</td>
<td>soppy</td>
<td>over-romantic</td>
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<td>perceptive</td>
<td>gripping</td>
<td>insightful</td>
<td>thought-provoking</td>
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<td>corny</td>
<td>brilliant</td>
<td>bleak</td>
<td>dated</td>
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<tr>
<td>overrated</td>
<td>underrated</td>
<td>stylish</td>
<td>intelligent</td>
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4 In A / B pairs, test your partner. Choose some words from your box and ask for a definition.

5 Which adjectives describe the kind of films you like / dislike?

6 Complete the rule.
   In compound adjectives, the stress usually falls on the ______ word.
   When the first word is a noun, the stress usually falls on the ______ word.

7 Mark the stress on these words. Listen and check.
   1 good-looking  2 late-night  3 old-fashioned  4 air-conditioned
   5 bullet-proof  6 first-class  7 suntanned  8 off-peak
   9 part-time  10 low-paid  11 mass-produced  12 candlelit

Pronunciation

1 Listen to these words and mark the main stress.
   action-packed slow-moving offbeat overstated underated over-romantic thought-provoking oversimplified

2 Listen again, check, and repeat.
Language work
Adverb modifiers

It is very common to use adjectives with adverb modifiers.

It was really gripping.
The acting was pretty poor.
I’d heard it was a bit over-romantic.
The ending was rather inconclusive.
I thought it was quite moving.

1 Look at the above examples.
1 Which of the adverbs are mainly used in spoken, informal English?
2 Which one is not normally used with adjectives with a positive meaning?

2 Look again at the adjectives on p.71. Use some of them with adverb modifiers to talk about films you have seen.

English in use
Talking about films

1 Read and complete the following ways of talking about films.

Describing films

What ______ of film is it?
What’s ______? It’s a kind of romantic comedy.
Who’s ______? It’s basically about his fall from grace.
Who’s it ______ by? Matt Damon plays the lead.
Did it have a happy ______? Woody Allen.
No, I was in tears at the end.
It’s ______ in America in the 1950s.
It was ______ in New Zealand.
It’s ______ on a novel by Graham Greene.
It’s ______ seven Oscar nominations.

Discussing films

Have you seen any good films ______?
What did you think ______ it? / Is it ______ good? / Is it ______ seeing?
What did you ______ ______ the camera work / the special effects?
It ______ up to / didn’t ______ up to my expectations.
I ______ the score / cinematography.
I liked the ______ where he carries her draped in a sheet ...

Describing the plot

Focus on form Which verb form is used to recount events?
He starts off as a general ... he becomes a gladiator and has to fight for his life ... he ends up being killed.

Complete the sentence with the correct prepositions.
______ the beginning she doesn’t like him but halfway ______ the film
he saves her dog’s life, and ______ the end they get married.
2 Think of a film that you have seen. Make notes about the theme, the setting, the plot, and the main actors.

3 In groups of three, describe your film to other people. They guess which film it is. Don’t make it too easy!

**Reading**

**Speed reading**

1 **Against the clock!** In two groups, A and B, you have five minutes to read about films showing at the Phoenix cinema. A turn to p.106 and B to p.109.
   1 Decide what kind of film each one is.
   2 Underline words that describe the films.

2 Decide which film appeals to you most, and why.

3 In A / B pairs, decide on a film that you would like to see together.

---

**Speak out**

1 In groups, find three films that everyone has seen, and compare your opinions.

2 Ask other people about a film they have seen recently that you have not seen. Decide whether you would like to go and see it.

**Remember**

- Use a range of vocabulary and expressions to describe films.
- Use different adjectives and adverb modifiers.
- Use the present simple to describe the plot of a film.

**Follow-up**

1 Watch a film with a friend and discuss it afterwards in English.
2 Read film reviews in a film magazine or on the Internet. Add useful words and phrases to your vocabulary book.
3 Prepare to give a review in class of a favourite film, saying why you like it.
4 Write a paragraph about a film you have seen, but without mentioning the title. Pass it to a friend for correction. In the next lesson, put the reviews on the wall and try to identify as many of the films as possible.
In this lesson
- Listen for exact words.
- Focus on verb forms to talk about recent activities and actions.
- Look at uses of vague language.

Speak for yourself
1. Note down four things you would talk about with a friend you haven’t seen recently.
2. In pairs, improvise a conversation.

Listening
Following short conversations
1. Listen to two conversations. Note down recent activities.
2. How well do the people know each other? How do you know?
3. Listen again, and complete the sentences.
   1. Adam, hello, how are you, I ________________________________.
   2. Yeah, I suppose you ________________________________.
   3. Hmm, very busy at work but mostly ________________________________.
   4. Right. Ah, you’ve always been keen on travelling, so ________________________________?
   5. Very cold and rainy, but still very pleasant, and ________________________________.
   6. And how about yourself, what ________________________________?

   1. Well, um, I ________________________________.
   2. I’ve been a bit busy with work. I ________________________________.
   3. Oh, where ________________________________?

English in use
Recent actions and activities
1. Turn to the Transcript on p.118. Which verb forms were used most?
2. **Focus on forms** Complete the rules.
   Use ________________________________ to talk about regular recent activities.
   Use ________________________________ to announce a single recent action.
   Use ________________________________ to give further details about a recent action.
3. Did you use the same verb forms in *Speak for yourself*?
4. **Look at these examples.**
   I’ve done a bit of travelling. I’ve been studying quite a lot.
   I’ve been doing a lot of overtime. I haven’t been studying very much.

   Can you use *a bit of / a lot of, a lot, and very much*...
   - with positive / negative verb forms?
   - to qualify nouns or verbs?
5 **Against the clock!** You have **four minutes** to write down two examples of recent activities / actions for each of the statements.

- I'm really stressed.
- I've put on weight.
- I'm very fit.
- My social life is great!

**Vocabulary**

**Vague language**

It is very common in spoken English to use vague expressions ...
- when it is not important to give exact details.
- when you are not sure of the exact details.

1 Why do you think the expressions in **bold** were used in the conversations in **Listening**?

1 I've been doing **various bits and pieces** – bits of this and bits of that.
2 I met a few people, and went out for meals, and didn't get enough sleep, and that kind of thing.
3 I've been on a **couple** of trips.
4 I've been organizing candles and cakes and presents and so on.

2 **Listen** to four conversations. Note down examples of vague language.

3 Listen again with the Tapescript on p.118 and check your ideas.

4 Match the expressions you heard in 2 to one of these headings.
   Approximation  Generalization  Word substitution

5 **Listen** and answer the questions using vague expressions.

**Speak out**

In groups of three, A, B, and C, toss a coin to play the game. A talk about recent activities, B ask questions, and C monitor. Swap roles.
In this lesson

- Read for gist and detailed understanding.
- Study and practise using multi-word expressions.
- Focus on making predictions and using future time expressions.
- Practise making a presentation.

Speak for yourself

1. In which professional fields is English the major language for global communication?
2. In pairs, decide whether you think these statements are true or false.
   1. English will be less important in the future than it is now.
   2. The US will continue to be the most important economic power.
   3. The Internet is developing its own variety of English.
   4. Most users of English will speak American English.
   5. In a few years, there will be more people speaking English as a second language than English as a first language.

Reading

Reading for gist and detail

1. Against the clock! You have five minutes to read the whole text and match each paragraph to one of the headings.
   - New varieties of English
   - Ownership of the English language
   - The future of English
   - A period of transition
   - English in the world today

2. Look again at the statements in Speak for yourself and decide whether the author considers them to be true or false.

3. What do you think? In pairs, answer the questions.
   1. Which predictions in the text do you find the most surprising?
   2. Have you noticed any examples of ‘net English’ or other specialist uses?

4. Which of these sentence beginnings are followed by inversions?
   - Rarely...
   - Everywhere...
   - Never...
   - Only in America...
   - Sometimes...
   - Only when...
   - Hardly...
   - Under no circumstances...
The Future of English

A
At first sight, there seems little likelihood that the global popularity of English will diminish. After all, it is the first language of capitalism, of international commerce and trade, and of the Internet. It has more cultural resources, in the sense of works of literature, films, and television programmes, than any other language. It is the main language of newspapers, airports and air traffic control, international business and academic conferences, science and technology, diplomacy, sport, international competitions, pop music, and advertising. But the future of English may well not be straightforward, and there are reasons why we ought to take stock and reassess its place in the world.

B
There is a general awareness of change at the start of a new century, but no clear vision of where it may all be leading. The economic dominance of countries such as Britain and the USA, which helped circulate English in the new market economies of the world, is being eroded by the growth of Asian economies. The populations of the rich countries are ageing, and in the coming decades young adults with disposable incomes will be found in Asia and Latin America, rather than the US and Europe. The start of the twenty-first century is likely to be a period of global transition, with a new order emerging. It can be expected to be an uncomfortable and at times traumatic experience for many of the world’s citizens.

C
As the world is in transition, so the English language is itself taking new forms. In many parts of the world, as English is taken into the fabric of social life, it develops a momentum and vitality of its own, diverging increasingly from the kind of English spoken in Britain or North America. English is also used for more purposes than ever before. Everywhere it is at the leading edge of technological and scientific development, new thinking in economics and management, new literature and entertainment genres. These give rise to new vocabularies, grammatical forms, and ways of speaking and writing. Nowhere is the effect of this expansion of English into new domains seen more clearly than in communication on the Internet and the development of ‘net English’.

D
But the language is, in another way, at a critical moment in its global career; within a decade or so, the number of people who speak English as a second language will exceed the number of native speakers. The implications of this are likely to be far-reaching. The centre of authority regarding the language will shift from native speakers; their literature and television may no longer provide the focal point of a global English language culture, their teachers no longer form the unchallenged authoritative models for students.

E
It seems, then, that the future for English may well be a complex and plural one. The language will grow in usage and variety, yet simultaneously diminish in global importance. It may cease to be the most important language, sharing that role instead with other languages such as Spanish and Chinese. In short, the future of English will be more complex, more demanding of understanding and more challenging for the position of native-speaking countries than has hitherto been supposed.
Vocabulary

Multi-word expressions

There are reasons why we ought to take stock.
These give rise to new vocabularies.

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<tbody>
<tr>
<td>keep track of</td>
<td>make fun of</td>
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<tr>
<td>take issue with</td>
<td>take advantage of</td>
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<tr>
<td>give rise to</td>
<td>get the hang of</td>
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<tr>
<td>take charge of</td>
<td>make the best of</td>
</tr>
<tr>
<td>come to terms with</td>
<td>take stock of</td>
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</table>

1 Decide whether to choose the noun or the verb part of expressions like these to look up in a dictionary.

2 In two groups, A and B, check the meaning of the expressions and note down an example sentence for each.

3 In A / B pairs, read your sentences to your partner without the expressions. They complete the sentences.

English in use

Predictions with will

1 In pairs, match descriptions a to e to the expressions in bold.
   a it will definitely happen
   b it will probably happen
   c it may happen
   d it probably won’t happen
   e it definitely won’t happen

1 I’m certain that English will die out.
2 I doubt whether they’ll find a cure for AIDS.
3 I would imagine that world supplies of oil will run out.
4 There’s no doubt that we’ll discover life on another planet.
5 It’s highly unlikely that the whale will become extinct.
6 There’s a chance that scientists will be able to reverse global warming.
7 There’s no way that America will elect a black president.
8 The chances are that solar power will be the most common form of energy.

2 What do you think? Do you agree with the statements? Express your opinion by using a different expression where necessary.

Predictions with the infinitive

There’s unlikely to be a drop in interest rates.
It’s likely to rain tomorrow.
Air fares are bound to go up in price.
House prices are bound not to keep rising at this rate.

3 Focus on form Complete the rule.
   Use: subject + ___________ + ___________ + ___________

4 Look at the text on p.77 again and underline all the phrases with will, the infinitive, or other forms of future reference.
Pronunciation

May and might can be used to make predictions. They can be more or less sure according to which word is stressed.

1 Listen to six pairs of sentences and say which word is stressed.

2 Which prediction in each pair is more certain?

5 Use a form of bound (not) to or likely / unlikely to to expand the prompts into sentences.
   1 It / be hot next week
   2 Computers / get cheaper
   3 Brazil / win the next World Cup
   4 Jeans / go out of fashion
   5 We / have a test next week
   6 There / be a party at the end of the course

Language work

Future time expressions

by the middle of this century
in five years' time
(not) in the foreseeable future
in the near future
one day
in the next few years
within a decade or so
(not) in my lifetime
in the coming decade
in the distant future

1 Use one of the time expressions to say when these predictions might come true.
   1 Electrical appliances will be operated by voice control.
   2 There will be a world court of human rights.
   3 Traditional surgery will be replaced by gene therapy.
   4 Malnourishment will have been eradicated.
   5 People will be wearing computers on their wrists.
   6 We will have obliterated half the world’s species.
   7 Trips to the moon will become commonplace.
   8 People will be driving zero-emission cars.
   9 Everyone in the world will be speaking English.
   10 There will be a world currency.

2 Rephrase each prediction with an expression from English in use.
   In pairs, compare your ideas.

Speak out

1 In groups of three, decide what future developments there will be in the next ten years in three of these areas.
   - holidays
   - language learning
   - transport

2 Design a service or a product to meet future market needs in one area.

3 Give a presentation to the class, outlining your predictions of future trends and how your product will meet future market needs.

Follow-up

1 Write predictions about political, sporting, or cultural events in your country, or about class members.

2 Discuss the news with an English-speaking friend, making predictions about what might happen in the next few days.

3 Research facts and figures on the global use of English in reference books or on the Internet. Write a list or make a poster displaying what you have found out.

4 Find examples of ‘net’ English and other areas where the language is changing or used in different forms.
Speak for yourself

1. Why do people climb mountains? Does it appeal to you?
2. If you were going to go on a mountaineering expedition...
   a. what would you have to do before the trip?
   b. what could go wrong on the trip?
3. Look at the photos. What might have happened before or after?

Listening

Taking notes

1. In two groups, A and B, A listen to Michael. Make notes on...
   a. how the trip was planned.
   b. the peak they chose to climb.
   c. how successful the climb was.
   d. the weather.
   e. four regrets he has.

2. B listen to Julie. Make notes on...
   a. why she is on crutches.
   b. the temperature at night.
   c. her experience on the summit.
   d. a problem coming downhill.
   e. two things she did wrong.

2. In A / B pairs, use your notes to retell the stories.
Did you notice...?

... because he's a very organized sort of bloke, he got it all sorted.

Get it have something done is used when we arrange for someone to do something for us, e.g.

I had my eyes tested.
I need to get my car looked at.

Get something done can also mean 'finish doing something', e.g.

Did you get all the ironing done?
I'll never get my homework finished if you keep interrupting.

3 Listen to both stories and complete these extracts.

1 With hindsight, would you have done anything differently?
   Well, ____________________________________________.

2 On the whole, the whole trip was a great success, and _____________________ in the day-to-day running of things.
   but _____________________, and not been porter and guided all the way because it did leave me with a
   lot of spare time, and a lot of cold weather and long dark nights
   ____________________________________________.

3 With a bit more time, _____________________, and perhaps found a more interesting way, but I think on the whole,
   considering it was our first trip, we _____________________.

4 Doing all that running down the mountain caused pain in my knees and
   _____________________ and remembered the
   advice that was given, and
   is seek medical help sooner really because I had a pain the next day.

5 Oh no, but you're glad you did it? Well, ____________________________________________.

Language work
Past conditionals

1 Focus on form Look at these sentences and complete the rules.
   1 If she'd been looking where she was going, she wouldn't have fallen.
   2 If we'd consulted the map, we might not have got lost.
   3 We could have reached the summit if we'd set off earlier.
   4 If she hadn't climbed the mountain so fast, she wouldn't have a bad knee and
      wouldn't be walking on crutches today.

   To imagine different past consequences of a past event use ...
   if + _____________________ in the conditional clause, and _____________________ in the result clause.

   To imagine different present consequences of a past event use ...
   if + _____________________ in the conditional clause, and _____________________ in the result clause.

2 Listen to ten statements, and make sentences starting with If ...
   My friend suggested the idea, and so I went to the Himalayas.
   If my friend hadn't suggested the idea, I wouldn't have gone to the Himalayas.

24 ON TOP OF THE WORLD
English in use

Expressing regret and lack of regret

1 In pairs, highlight the expressions which express regret.
   1 In retrospect, I wish I'd chosen my companions more carefully.
   2 It's just as well I started taking malaria pills before I went.
   3 With hindsight, we should have checked the forecast before setting off.
   4 Luckily, we were able to book a sleeping compartment.
   5 Thank goodness we took a first aid kit with us.
   6 I have no regrets about the route we took.
   7 Looking back, I'm glad we took out insurance before the trip.
   8 As it turned out, we didn't have our waterproofs.
   9 I wish I'd gone for longer.
   10 If only I hadn't tried to stroke that elephant!
   11 I'd have liked to visit the islands as well.
   12 It's a pity we didn't get the chance to go on a guided tour.

2 Focus on form In pairs, look at exercise 1 again and answer 1 to 3.
   1 Which verb form is used after I wish and if only to express past regret?
   2 Why do we say we were able to book, and not we could book?
   3 Which two modal verbs are used and which form is used after them?

3 Against the clock! In pairs, you have three minutes to choose a headline and make five sentences to express regret and lack of regret people might feel about the situation.

Vocabulary

Discourse markers

- On the whole, the trip was a great success.
- In the end, there was an odd collection of people.

1 Against the clock! In pairs, you have three minutes to choose a discourse marker to continue each sentence.

| in practice | in public | deep down | in the current situation |
| in the flesh | in the long term | in reality | in retrospect |
| in the end | on the other |

- At first I didn't really take to him, but ...
- In theory the plan looks feasible, but ...
- At the time it seemed like a good idea, but ...
- In private he has a great sense of humour, but ...
- On paper she has the right qualifications, but ...
- On the surface she seems rather stand-offish, but ...
- On screen she looks stunning, but ...
- Under normal circumstances I'd be happy to join the expedition, but ...
- In the short term we'd make a profit, but ...
- On the one hand I'd really like to go to the party, but ...

2 Complete each sentence in an appropriate way.
Mountain idioms

1 In pairs, use the context to explain the expressions in **bold**.
   1 The team reached their **peak** at the end of last season, but from then on they seem to have **gone downhill**.
   2 Some people think you’re **over the hill** when you reach sixty, but I feel at the **peak** of my mental powers.
   3 She gave up writing **at the height of her career** to have a family.
   4 I know his behaviour wasn’t very good, but I still think it was a bit **over the top** to exclude him from school.
   5 It will be an **uphill struggle** to survive against foreign competition.
   6 The world won’t come to an end just because you’ve failed your driving test; **stop making a mountain out of a molehill**.
   7 We’ve had our **ups and downs** over the years, but we’re still friends.
   8 I’ve been searching **high and low** for my keys; they’ve disappeared.

2 Check the expressions in a dictionary. Use five expressions to write true sentences.

Speak out

1 Choose two situations which you have experienced. Make notes on how you are going to describe the event and express your feelings.

- an expedition
- a journey
- a holiday
- a performance
- an interview
- a course
- a party
- a celebration
- a speech
- an exam

2 In groups of three, describe your event. Ask and answer questions.

- **What would you have done if...?**
- **Could you have...?**
- **Do you regret...?**
- **Do you have any regrets about...?**
- **Are you glad you...?**

Remember

- Ask and answer questions using past conditional forms.
- Use a range of expressions to talk about regret and lack of regret.
- Use a range of discourse markers and idioms.
- Concentrate on using the contracted form of **have** and correct intonation.

Follow-up

1 Write a paragraph about one of the events in Speak out.
2 Ask people you know if they have any regrets about events in their lives.
3 Look up the following expressions in a monolingual dictionary, and add them to your vocabulary book.

- in the event
- as a last resort
- for that matter
- from the word go
- in due course
- on the off chance
- on the contrary
- on reflection
- to no avail
- having said that
- all being well
- as it happens

4 Practise saying conditional sentences aloud with the correct pronunciation.
01

1 Adjectives

Complete the conversations in two different ways. Use a synonym and an opposite adjective.

1 Isn't it freezing!
   a Yes, it's really __________, isn't it?
   b Yes, it isn't very __________, is it?

2 This room is absolutely filthy!
   a Yes, it's very __________, isn't it?
   b Yes, it's not very __________, is it?

3 I thought the film was really tedious.
   a Yes, it was rather __________, wasn't it?
   b Yes, it wasn't very __________, was it?

4 What an idiotic thing to say!
   a Yes, it was rather __________, wasn't it?
   b Yes, it wasn't very __________, was it?

5 Jon said the food was disgusting.
   a He was right! It was really __________.
   b Yes, it wasn't very __________.

2 Conversational exchanges

Choose the most appropriate response and explain your choice.

1 Allow me to introduce Jeremy Broad.
   a How are you?
   b How do you do?

2 Do you mind if I smoke?
   a Yes, I mind.
   b I'd rather you didn't, actually.

3 Well, I'd better be off.
   a Nice to meet you.
   b Nice meeting you.

4 Do you come here often?
   a Yes, I do.
   b Every weekend. And you?

5 Wonderful food!
   a Yes, fantastic.
   b Yes, I think so.

6 Have you got the time, by any chance?
   a I make it ten thirty.
   b The time for what?

02

1 Expressions connected with time

Rewrite the sentences using the KEY word. Check on p. 07.

1 I had to get up very early in the morning.
   CRACK

2 Production at the factory has been temporarily suspended.
   TIME

3 Dinner will be served at 8.30 precisely.
   DOT

4 We made a sudden decision to have a party.
   SPUR

5 You really should look for a job immediately.
   TIME

6 The ambulance arrived just before it was too late.
   TIME

7 It's ages since I went to a circus.
   DONKEY'S

8 There used to be a staff canteen, but that was before I started here.
   TIME

2 Multi-word verbs

Complete the sentences with the correct words. Check on p. 08.

1 I love lingering __________ breakfast when I'm on holiday.

2 It's hard to keep __________ all the changes in computer technology.

3 One of these days I'll get __________ reading War and Peace.

4 I keep putting __________ cleaning the car.

5 It looks as if the rain is easing __________ now.

6 Unless you do the washing up every day, it tends to pile __________.

7 At weekends I enjoy pottering __________ in the garden.

8 I missed two weeks of school so now I have a lot of catching __________ to do.

3 Describing trends and changes

Correct the mistake in each sentence.

1 The price of home computers has reduced dramatically.

2 More and more people buy air tickets on line nowadays.

3 In the past six months, the rate of inflation doubled.

4 I am having less and less free time these days.

5 There has been a steady increase of the number of car thefts.

6 It's getting more and more easy to find a job.

7 The divorce rate has increased strongly over the last ten years.

8 These days, people are working increasingly longer hours.
1 Adjectives to describe food
Find fourteen words to describe food, going from top to bottom, left to right, and diagonally.

B A F G Y M B O P D C L
H L L B A T E N D E R I
I O A E D A F F F C K G
E V W N A S T J E F U H
K E P V D T E D U B S T
G R E A S Y N A M I I L
U C B D E O B J O T C F
B O V E R R I P E O K Y
T O N A M J L J L H U A
R K F R E S H A E G Y C
E E D S A I R I C H H B
S D O C P W A N O D A G

2 Food idioms
Complete the sentences using a food idiom. Check on p.12.
1 I don't know how he can afford to run two cars. He gets ...  
2 You can go for a picnic if you like, but I'm afraid picnics aren't my ...  
3 He should work out exactly what needs doing instead of coming up with ...  
4 My nephew will enjoy the chocolate biscuits and ice cream. He's got ...  
5 I'd love to come out with you this evening but I'm afraid I've got ...  
6 Sally wants me to buy her a new dress so she keeps trying to ...  
7 Why don't you look for a job? I'm tired of being the only ...  
8 Thank you for that stimulating speech. I'm sure it's given everyone ...  

3 Frequency adverbs and adverbial phrases
Use a frequency adverb or adverbial phrase to describe your own habits.
1 I eat fast food.
   I hardly ever eat fast food / I don't often eat fast food / I eat fast food every other day.
2 I try out new recipes.
3 I say grace before a meal.
4 I have a cigarette after my meal.
5 I have breakfast in bed.
6 I eat ready-made meals.
7 I eat my main meal after 9.00 in the evening.
8 I eat watching TV.
9 I have friends round for a barbecue.
10 I have wine with my main meal.
11 I prepare a packed lunch.
12 I order a takeaway.

1 Work and study collocations
Match the words below with the appropriate verb.

get  
work
make  
study

2 Revision of verb forms
Complete the text with a correct form of the verb in brackets.

Dear Sir / Madam,
I am writing to apply for the position of Adoptions Coordinator, as advertised in yesterday's edition of The Guardian.

As you will see from the enclosed CV, I 1 (study) Sociology and Psychology at Nottingham University, where I 2 (obtain) an upper second class degree. I 3 (work) in the field of social work ever since I 4 (graduate) in 1996. From 1996 to 1999, I 5 (be) employed by Nottingham Social Services as a social worker. Since then, I 6 (have) extensive experience of adoption work. Over the past four years I 7 (specialize) in adoptions and foster care, and 8 (lead) workshops on adoption procedures for teams within the Nottingham area.
I 9 (include) co-ordinating adoption teams within the Derbyshire Social Services Department, where my duties 10 (include) co-ordinating adoption teams within the Derbyshire area. I 11 (also / study) part-time for a Master's degree in Social Work.
I 12 (feel) the post you 13 (offer) will allow me to develop my expertise in team management, and that I 14 (possess) the necessary skills and experience to do the job successfully.

I look forward to hearing from you.

Yours sincerely,
Alyson Matthews
Alyson Matthews

7th April 2001
3 So, such, such a, really

Complete the sentences with so, such, such a, or really.
Check on p.19.
1 I've put on _____ much weight that I can't get into my jeans.
2 He's _____ fussy about punctuality, so get there on time.
3 I've got _____ little time that I can't keep up with everything.
4 Katy always makes me laugh. She's _____ good company.
5 We had _____ nice time that we didn't want to come home.
6 Thanks for a lovely evening. We _____ enjoyed ourselves.
7 It was _____ bad weather that we decided to stay in.
8 I can't come out because I have a _____ heavy workload.
9 He was _____ fed up that he answered a lonely hearts ad.
10 She was under _____ pressure that she had a breakdown.

05

1 Relationships vocabulary

Decide whether these sentences are logical (L) or illogical (I).
1 He had a crush on her so he tried to chat her up.
2 I went off Tim because we're on the same wavelength.
3 Sarah is having a fling with her other half.
4 Paul and Clare really hit it off so they decided to split up.
5 She's still got a soft spot for him, so she wants to make it up.
6 They fell out because they didn't see eye to eye on anything.
7 I used to think the world of him, but now he's grown on me.
8 Even though he's a terrible flirt, he's never been unfaithful to his wife.
9 They went on a blind date, and it was love at first sight.
10 We share a house, but we're not actually living together.

2 Paying compliments

Match compliments 1 to 10 with answers a to j.

1 I like your bracelet.
2 You're looking well.
3 What a sweet little puppy!
4 Didn't she play beautifully?
5 This trip was such a good idea.
6 What lovely handwriting you've got!
7 You dealt with that customer really well.
8 Doesn't your garden look gorgeous?
9 Great speech!
10 Your children are so well-behaved!

a Oh, it's terribly overgrown really.
b Yes, isn't he adorable?
c Thanks, I've just come back from holiday.
d Do you think so? I was really nervous.
e Yes, I thought it would do you good to get away.
f Thank you. I almost lost my cool with him, to be honest.
g They're little monsters, actually.
h Thanks. It was a present for my eighteenth birthday.
i Yes, I think it's the best recital I've heard her give.
j Thank you. Everyone says it's neat.

06

1 Two-part nouns

Rewrite the sentences using the KEY words. Check on p.21.
1 Are you expecting many people to attend the meeting?
   TURNOUT
2 Let me know what happens as a result of the treatment.
   OUTCOME
3 We are expecting that fewer people will be recruited this year.
   CUTBACK
4 Violence broke out at last night's football cup final.
   OUTBREAK
5 We have had problems with our attempt to launch the satellite.
   SETBACK
6 Could you let me know about your recent research?
   UPDATE
7 Talks between the management and unions have broken down.
   BREAKDOWN
8 We will introduce tough new measures to combat hooliganism.
   CRACKDOWN
9 How much business did you do last month?
   TURNOVER
10 Scientists have discovered an important new way to treat heart disease.
   BREAKTHROUGH

2 Articles

Complete the text with a, an, the, or no article.

______ man in Essex has discovered ______ painting by Picasso in ______ rubbish dump near his house.
______ painting was stolen from ______ private collection in London six months ago and its owners had offered ______ reward of £250,000 for ______ information leading to ______ discovery of ______ masterpiece. ______ man, who came across ______ painting when out walking his dog near ______ dump, has said he will spend ______ money on ______ yacht to travel around ______ world. ______ detectives are still investigating ______ theft of five other paintings reported missing from ______ collection during ______ same robbery.
3 Reacting to news

Respond to each piece of news and add a question.
1. My sister’s having a baby. Is she? Fantastic! When’s it due?
2. I’ve just been burgled.
3. Guess what! I’ve just won £500!
4. The bus is late again.
5. My mother’s not very well.
6. Hey, guess what! I’ve just been promoted.
7. Apparently an elephant’s escaped from the zoo.

07

1 Asking for information

Write the words in the correct order and add punctuation.
1. could me if you wonder I help
2. this idea to you do Paddington if any have train goes
3. price about to ringing of Malta enquire I’m to the flights
4. tube you where the sorry nearest know is station do
5. Sylvia’s you happen do if you birth know date don’t don’t
6. find me tell the excuse you can look me I can where
7. know the suppose I where gone caretaker has don’t you

2 Colloquial responses

Answer these questions about your teacher or a class member, using a colloquial expression.
1. When’s his / her birthday?
2. How long has he / she been teaching?
3. How does he / she travel to work?
4. Has he / she got any children?
5. What kind of music does he / she like?
6. What does he / she do in his / her free time?
7. What’s his / her favourite colour?
8. Has he / she got any pets?
9. What languages does he / she speak?
10. What does he / she do after the class?

08

1 Location expressions

Correct the wrong word in these location expressions. Check on p.27.
1. The sea is only six kilometres away as the pigeon flies.
2. Is the shrine inside cycling distance from here?
3. The climate is often a few degrees cooler in the coast.
4. The nearest pub is only a rock’s throw from here.
5. There are shanty towns at the south of the city.
6. They live on a little farm in the centre of nowhere.
7. The capital city is fifty kilometres far from here.

8. We found an island that was outside the beaten track.
9. Our hotel was right at the heart of New York.
10. It’s a ten-minutes’ walk to the city centre.

2 Expressing preferences

Complete the second sentence so that it means the same as the first.
1. Would you rather eat out or order a takeaway?
   Which
2. If I could choose, I’d sooner have a room with a view of the sea.
   Given
3. I don’t mind whether we stay a week or a fortnight.
   I’d just
4. I like driving better than being driven.
   I prefer
5. I’d rather stay in a hotel than in self-catering accommodation.
   I’d prefer
6. I don’t mind what we do.
   I’ll do

3 Reaching a decision

Put the lines of this dialogue in the correct order, 1 to 11.

1 What do you reckon then, should we stay at the Ainsdale Apartments or Sandbrook Cottage?
2 And according to the brochure, the apartments are very modern and well-equipped.
3 Mum, me too. And I suppose we could always go and spend the day in the countryside.
4 Yes, it does. On the other hand, the apartments would be very convenient for going out in the evening.
5 That’s a tough one, there are pros and cons in both places. Where would you rather go?
6 That’s right, I like the sound of the sauna and Jacuzzi.
7 Well, that’s true, it could be a bit isolated. But, as you say, the cottage itself does sound idyllic.
8 Yes, let’s do that. I’ll give them a ring now.
9 Well, I’m not sure either. I fancy the idea of staying in a cottage but I’m not sure I like the idea of being stuck out in the middle of nowhere.
10 Yes, we’d have everything on our doorstep. And if we’re on holiday, we might as well make the most of the nightlife.
11 You’re right, we could hire a car and go for day trips. Maybe we should go for the apartments then.
1 Crime vocabulary
Complete the puzzle by following clues 1 to 10. Find the mystery word.

1. Juvenile ________ is becoming an increasing problem.
2. When someone has been found guilty of a crime and their conduct is monitored but they are not sent to prison, they are on ________.
3. Someone who commits a crime is an ________.
4. Young people who are socially ________ often turn to crime.
5. Writing or pictures on the walls of stations, public toilets, etc. is called ________.
6. The ________ rate has risen sharply in the last year.
7. An alternative to prison is ________ service.
8. The opposite of strict is ________.
9. If you are in prison awaiting trial, you are in ________.
10. If you intentionally damage public or other people's property you ________ it.

2 Quantity expressions
Replace the words in bold with a different quantity expression with a similar meaning. Check on p.31.
1. Nowadays, a lot of marriages end in divorce.
2. Some species of whale are on the verge of extinction.
3. A little stress is inevitable in any job.
4. Nearly all primary school teachers are women.
5. A few children leave school unable to read or write.
6. In 99.9% of cases, there will be no problem.
7. The government is spending lots and lots of money combating illiteracy.
8. Most young offenders come from deprived backgrounds.
9. There are hardly any pandas at all left in the wild.
10. There is a lot of evidence that poor posture causes back pain.
11. It is natural that young men will feel some aggression.
12. The violence was caused by just a handful of pupils.

3 Cause, blame, and solutions
Make complete sentences using the prompts. Check on p.32.
1. Main reason / teenage smoking / peer pressure.
The main reason behind teenage smoking is peer pressure.
2. I think / something / said / banning cigarette advertising.
4. I blame / the rise in violence / video games.
5. I think the games manufacturers / a lot / answer.
6. Reason / kids eat junk food / it is on sale at school.
7. I personally think / best way forward / create more night shelters.
8. The change in the climate / largely due / global warming.

10 Body language
Complete the expressions. Check on p.35.
1. clear your ________
2. raise your ________
3. clench your ________
4. shake your ________
5. cross your ________
6. tap your ________
7. snap your ________
8. blow your ________
9. rub your ________
10. fold your ________
11. tap someone on the ________
12. pat someone on the ________

2 Turn-taking
Complete the conversation using one of the expressions in the box.

| can I interrupt talking of that reminds me of where was I as I was saying | I've lost my train of thought going back to sorry to interrupt changing the subject completely |
|---|---|---|---|
Anna  I had a really weird telepathic experience yesterday when I was talking to my friend. She asked me if I'd ever thought of taking up rock climbing, and...
Bob  Hey, ________ rock climbing, I've been invited to Scotland next month to go climbing. What do you think of that?
Anna  Great. Fantastic. Anyway, ________ telepathy, my friend asked me if I'd ever thought of taking up rock climbing, and the amazing thing was that...
Clare  Hi Bob, ________ but have you seen my glasses by any chance?
Bob  No, sorry, I haven't. Go on, Anna. What were you saying?
11

1 Adverbs expressing attitude

Complete the text with an appropriate adverb from 1 to 8.

The Editor
Birkdale Herald
10th October 2001

Dear Sir

I am writing to express my concern about the proposal by the town council to spend £500,000 on refurbishing the local government offices and buying a statue for the forecourt costing a further £100,000.

1 a) I understand the local councillors’ desire for a pleasant working environment, but 2________ there are better ways of spending tax-payers’ money?

I have made countless phone calls to the council but, 3________ no one was ever available to discuss these projects. 4________ they are embarrassed about the sums of money involved, and want to rush the plans through with the minimum of publicity.

If the council has £500,000 to spare, it could 5________ be spent in better ways.

6________ there are a number of homeless people in this town, who have to sleep out on the streets in all weathers. 7________, for such a large town as this, there are no facilities for offering them temporary accommodation. 8________ the council will reconsider their spending plans and decide to spend tax-payers’ money on a more worthy cause.

Yours faithfully
Jonathan Brett
Jonathan Brett

1 a) ironically  b) clearly  c) naturally
2 a) not surprisingly  b) surely  c) certainly
3 a) strangely enough  b) tragically  c) fortunately
4 a) clearly  b) unfortunately  c) amazingly
5 a) fortunately  b) understandably  c) certainly
6 a) sadly  b) hopefully  c) oddly
7 a) obviously  b) amazingly  c) ironically
8 a) obviously  b) clearly  c) hopefully

2 Uses of the definite article

Complete 1 to 12 with the or no article.

1 a) telephone was invented by Alexander Graham Bell.
2 a) friendship is more important than money.
3 a) earth revolves around sun every 365 days.
4 Where’s dog? I think he’s in kitchen.’
5 Internet is an important source of knowledge.
6 I think military service should be abolished.
7 In general, dogs are more affectionate than cats.
8 A quality I value highly in friends is loyalty.
9 discovery of penicillin was one of most significant medical advances.
10 dove is a symbol of peace all over world.
11 press and media should respect people’s right to privacy.
12 He’s always paying compliments to opposite sex.

3 Presenting an argument

Write words or phrases with a similar meaning. Check on p.38 and 39.

1 IN ADDITION TO THIS
   a) what’s more
   b) p________ the f________ that
c) and o________ t________ of t________

2 FIRSTLY
   a) f________ of a________
   b) f________ and f________
c) in the f________ p________
d) f________ a s________

3 FINALLY
   a) L________
   b) L________ but n________ l________

4 ADMITTEDLY
   a) T________
   b) Y________
c) G________

5 IT’S HARDLY SURPRISING THAT
   a) It’s s________ surprising that
   b) N________ w________
3 Narrative verb forms

Complete the text with a correct form of the verbs in brackets.

I ________ (meet) my girlfriend when I ________ (backpack) in Peru three years ago. It ________ (be) the last day of my holiday. I ________ (travel) for six weeks and I ________ (run) out of money, so I ________ (decide) to hitch the last stage of the journey. It ________ (pour) with rain and I ________ (carry) a heavy rucksack, so I ________ (hope) that I ________ (not / have to) wait too long for a lift. I ________ (find) a place to wait under a tree, and I ________ (start) to hitch. Six hours later, I ________ (still / wait). Several cars ________ (go) by during the day, but nobody ________ (stop).

I ________ (decide) to give up, and so I ________ (set off) to look for a place to stay. Just then, a car ________ (pull) up beside me, and a voice ________ (say) ‘You look a bit wet. Can I offer you a lift anywhere?’ It ________ (be) Justine, who is now my girlfriend.

2 Verbs of movement

Complete the sentences with the correct form of one of the verbs.

<table>
<thead>
<tr>
<th>stride</th>
<th>dash</th>
<th>crawl</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiptoe</td>
<td>troll</td>
<td>leap</td>
</tr>
<tr>
<td>wander</td>
<td>limp</td>
<td>stagger</td>
</tr>
</tbody>
</table>

1 She ________ into the room so as not to wake the baby.
2 Hot, thirsty, and weighed down by our heavy rucksacks, we ________ the final few yards to the youth hostel.
3 He ________ over the fence and got the ball back.
4 The centre forward ________ off the football pitch with a knee injury.
5 We ________ slowly homewards along the country lanes.
6 He dropped to his hands and knees and ________ under the table.
7 When the downpour started, we ________ to shelter under a nearby tree.
8 After they had finished the picnic, they ________ over to explore the woods.
9 The man ________ over to the reception desk and demanded to see the manager.

1 Social situations

Write the actual words of the reported conversations.

1 Sally invited Roger to go out for a pizza, but he turned down the invitation.
   Roger, do you fancy going out for a pizza this evening? I’d love to but I’m afraid I’m doing something else.
2 Roger offered to help Sally with her luggage, and she accepted his offer.
3 Roger apologized profusely for being late, and Sally accepted his apology.
4 Sally asked Roger to peel the potatoes, but he refused.
5 Roger suggested Sally should go on a diet, but she rejected his suggestion.

2 Reporting verbs

Report the sentences, using an appropriate verb.

<table>
<thead>
<tr>
<th>promise</th>
<th>suggest</th>
<th>plead</th>
<th>tell off</th>
<th>deny</th>
</tr>
</thead>
<tbody>
<tr>
<td>refuse</td>
<td>own up</td>
<td>urge</td>
<td>accuse</td>
<td>agree</td>
</tr>
</tbody>
</table>

1 You shouldn’t have borrowed my bike without asking.
2 Please don’t tell my father!
3 You’ve broken my video recorder!
4 I didn’t break your video recorder. Honestly!
5 Well, actually, I did break it.
6 I won’t be late again.
7 There’s no way I’m going to that party.
8 Have you thought of taking up yoga?
9 You really should see a doctor, you know.
10 OK, I’ll give Sarah a ring tomorrow.
14

1 Expressions connected with lies
Choose the correct alternative for each situation.
1 The boy phoned the fire brigade even though there was no fire.
   a) It was a hoax.
   b) He was having them on.
2 She told me she loved me but really she wanted my money.
   a) She was kidding.
   b) She took me for a ride.
3 He pretended to be American, as a joke.
   a) He was taking me in.
   b) He was pulling my leg.
4 I told her I enjoyed the meal so as not to offend her.
   a) I made out she was a good cook.
   b) I told a white lie.
5 He pretended to be a policeman, and stole her passport.
   a) He tricked her.
   b) He was having her on.
6 He asked for money, even though he had plenty of his own.
   a) He was economical with the truth.
   b) He made out he needed money.

2 Proverbs
Find and correct the wrong word in the proverbs. Check on p.48.
1 Every cloud has a silver heart.
2 It takes all kinds to make a world.
3 All work and no play makes Jack a dull boy.
4 When in Rome, eat as the Romans do.
5 Don’t count your ducks before they are hatched.
6 Out of sight, out of memory.
7 The test of the pudding is in the eating.
8 Better now than never.
9 More haste, more speed.
10 Too many cooks spoil the broth.

3 Clarification
Write expressions under the headings. Check on p.49.
Asking for clarification  Providing clarification

15

1 Verb / noun collocations
Complete the sentences using an appropriate verb or multi-word verb. Check on p.51.
1 We are trying to design a system that will ________ everybody’s needs.
2 Global warming ________ a challenge to the developed countries to consume less energy.
3 It is not easy to ________ this dilemma.
4 At the age of sixty-five he finally ________ his ambition to sail around the world single-handed.
5 The government’s first priority is to ________ the problem of unemployment.
6 How much will it cost to actually ________ this scheme?
7 During the meeting, someone ________ the question of money.
8 The design team ________ several proposals during the meeting.
9 After six hours of negotiations, the two sides finally ________ an agreement.
10 I give the orders; your job is simply to ________ them ________.

2 Putting forward proposals
Complete the suggestions for solving traffic problems in your town.
1 Some people have proposed that ...
2 I suggest that ...
3 It is essential that ...
4 We need ...
5 The council should ...
6 We shouldn’t ...

3 Emphatic sentences with what
Make the sentences emphatic by starting them with what.
1 I bought a new car.
   What I did was buy a new car.
2 You should get your car serviced.
3 I need a holiday.
4 He said that he was tired.
5 We are destroying the environment.
6 We shouldn’t exacerbate the problem.
7 The use of pesticides should be banned.
8 I haven’t renewed my passport.
9 I’m concerned about the exhaust fumes.
10 We need to look at the cause of the problem.
11 We are simply treating the symptoms.
16

1 Talking about plans
Complete the exchanges about future plans using the prompts.
1 A you / do / weekend?
   B arranged / bowling / Saturday night. Sunday / visit / my parents / as usual. evening / revise / my exam.
2 A plans / this evening?
   B hoping / concert / but / cancelled. might / film / instead.
3 A you / anything / lined up / summer?
   B thinking / go / Greece / fortnight. after that / start new job.

2 Changes of plan
Complete the sentences with one of the multi-word verbs in the right form.

<table>
<thead>
<tr>
<th>call off</th>
<th>talk someone out of</th>
<th>go through with</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall through</td>
<td>bring forward</td>
<td>get out of</td>
</tr>
<tr>
<td>pull out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 I was going to move house at the end of the month, but my buyers decided to _______ at the last minute.
2 The wedding was _______ because the bride got cold feet.
3 The council had been planning to build a new concert hall, but the scheme _______ for lack of sponsorship.
4 If I can _______ doing overtime, I'll meet you for a drink tonight.
5 I was having second thoughts about the colour scheme, but in the end I decided to _______ turquoise and gold.
6 If you decide you don't want to _______ the deal, let us know as soon as a matter of urgency.
7 You're not going to _______ me _______ piercing my nose. My mind's made up.
8 The meeting will be _______, so that everyone can be present.

2 Two-part expressions
Unscramble the letters to make two-part expressions.
Check on p.58.
1 dirpe and yoj
2 cks and derit
3 cashe and spain
4 feas and donus
5 arew and rate
6 sileur and gutraliosen
7 lirat and rorer
8 evig and kate
9 scraft and sugrife
10 derit and detest

3 Talking about change
Complete the sentences with an appropriate word or phrase to describe changes.
1 There _______ to be deer in the woods.
2 The streets are no _______ safe at night.
3 There _______ used to be litter in the streets.
4 The city centre didn't _______ to be so congested.
5 You can't paddle in the sea any _______.
6 They've _______ an amusement arcade in the centre of the town.
7 The village green has been _______ into a car park.
8 The old windmill has been _______.
9 All the elm trees have been _______.

18

1 Personal characteristics
Match the adjective to the descriptions.

- a thick-skinned
- b ruthless
- c conscientious
- d obstinate
- e single-minded
- f cautious
- g self-effacing
- h caring
- i self-sufficient
- j down-to-earth
- k sullen
- l stand-offish

1 She's modest and doesn't make an effort to impress people.
2 He can act cruelly, with no regard for the feelings or lives of other people.
3 He is cold and distant, and doesn't like to mix with other people.
4 She is rarely cheerful, and communicates her bad mood with silence.
5 He always fulfils his duties carefully and properly.
6 He is too insistent on doing what he wants, and no one can persuade him to do otherwise.
7 She always thinks and acts practically, without having her head in the clouds.
8 He knows exactly what he wants to do and nothing can deter him from his plan.
9 She never acts spontaneously, and generally opts for a safe course of action.
10 He is not easily hurt or offended by what others say about him.
11 She is affectionate, and tries to help and look after other people as much as she can.
12 She can manage her life without the help of other people.

2 Similarities and differences
Rewrite the sentences using the KEY words. Check on p.62.
1 Your salary is exactly the same as mine. DIFFERENCE
2 Anna is much more ambitious than Tom. NOWHERE NEAR
3 Sophie and Ellen are equally intelligent. JUST
4 The new boss is nothing like as patient as the old one. INFINITELY
5 I have nothing whatsoever in common with my brother. DIFFERENT
6 Scotland is rainier than Italy. IN COMPARISON
7 Janet and I are equally well-qualified. IDENTICAL
8 Today is a little less cool than yesterday. SLIGHTLY

3 Agreeing and disagreeing
Write as many expressions as you can under the headings. Check on p.63.

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
<th>Half agreeing</th>
</tr>
</thead>
</table>

19

1 Collocations
Complete the extreme expressions. Check on p.65.
1 ________ idle 6 ________ new
2 ________ awake 7 ________ hot
3 ________ naked 8 ________ open
4 ________ dry 9 ________ cold
5 ________ asleep 10 ________ wet

2 Describing extreme feelings and experiences
Complete the expressions. Check on p.65.
1 Dad was absolutely livid. He nearly ________ the roof.
2 It was so funny, I couldn’t keep a ________ face.
3 I was really embarrassed. I’ll never ________ it down.
4 I was absolutely speechless. I couldn’t believe my ________.
5 It frightened the life out of me. I was absolutely ________
6 It was a really weird experience. In fact it was totally ________
7 When my team won the championship I was over the ________

8 It was such a devastating experience that I felt like ________ into tears.
9 When I heard that strange noise last night I felt scared ________

20

1 Complaining politely
Put the lines of the dialogue in order.

☐ Absolutely positive, I’ve been through all the instructions three times.
☐ Certainly. Have you got your receipt?
☐ Good morning. Can I help you?
☐ Actually, I was rather hoping for a refund.
☐ Well, if you like we can give you a replacement and you can try with that.
☐ I see. If you could just bear with me a minute, I’ll check with the manager. ...Yes, that’s fine. We can issue you with a refund.
☐ Oh dear, what exactly is the problem?
☐ Actually, I can’t seem to find it.
☐ When I press ‘print’ on my computer, nothing happens.
☐ Oh dear. I’m afraid it’s our policy not to give refunds without a receipt.
☐ Thank you very much. I do appreciate that, and sorry for the inconvenience.
☐ Yes, good morning. I bought this printer here yesterday and it doesn’t seem to be working.
☐ Are you sure it’s connected properly?
☐ Yes, I do understand. I don’t suppose there’s any way you could make an exception, is there? The thing is, I’ve decided I might as well stick with my old printer instead of getting a new one.

2 Explaining problems
Explain a problem you might have with these appliances.
1 A computer
2 A car
3 A toilet
4 A camera
5 A TV set
6 Central heating
3 Tentative language
Rewrite the sentences using seem to make them less direct.
1. The radiator is leaking.
2. The battery is flat.
3. The flash doesn't work.
4. I can't set the alarm.
5. It isn’t recording.
6. The colour has run.
7. They have shrunk.
8. You haven't loaded the film properly.

21

1 Expressions connected with films
Find ten words connected with films, from left to right, top to bottom, or diagonally.

FAR CREDITS
LDLEUACKEC
OAAGVCAENR
PPTRAILERE
CTGNITEDTE
EASCOREWAN
RTSCLOSEUP
NIHTEIPITL
BOXOFFICEA
ONASWONGRY

2 Adjectives to describe films
Complete the sentences with an adjective to describe films. Check on p.71.
1. It got rave reviews but, personally, I didn't think much of it; I felt it was rather ____________.
2. I like ____________ films like that, that you can discuss for a long time afterwards over a drink.
3. There was nothing new or original about the plot; in fact, it was pretty ____________.
4. I prefer films with a lot of action; this one was a bit ____________ for me.
5. My friend liked all the happy reunions and weddings at the end, but frankly, I found it all a bit too ____________.
6. It was a very ____________ film, there were no laughs or light moments, and the ending was unbearably sad.
7. I was almost in tears when that child got out of her wheelchair and walked again; it was a very ____________ scene.
8. I like the way the director didn't make the point too strongly; everything was really ____________.
9. I couldn't take my eyes off the screen from start to finish; I found the whole film very ____________.

3 Talking about films
Complete the dialogue with appropriate questions.
A 1 ____________?
B Yes, I saw Titanic the other day.
A Oh, really, 2 ____________?
B Oh, it's a typical Hollywood blockbuster.
A 3 ____________?
B Actually, I thought it was a bit sentimental. It's not really my kind of film.
A 4 ____________?
B Kate Winslet and Leonardo DiCaprio.
A 5 ____________?
B Yes, they acted quite well, I thought.
A 6 ____________?
B It's basically about these two people who fall in love on a sinking ship.
A 7 ____________?
B No, not really, because the Leonardo DiCaprio character dies in the water waiting to be rescued.

22

1 Recent activities
Write true sentences to describe your recent activities.
1. sport
   I haven't been doing much sport recently.
   I've played golf twice recently. I went skiing last month.
2. cinema
3. letters / e-mails
4. jogging
5. sleep
6. cooking
7. parties
8. English
9. work
10. friends

2 Vague language
Complete the sentences using one of the expressions in the box.

such and such and things like that what's name

such and such in his late twenties or something
that kind of thing or so

1. I did a lot of sightseeing, you know, museums, art galleries,
2. You know my cousin. He's dark, ____________, got a beard.
3. There must have been fifty ____________ people at the meeting.
4. Would you like a beer ____________?
5. Can you come round at ten ____________ tomorrow morning?
6. I bumped into ____________ at Chris's exhibition.
7 I'm in charge of answering the phone, making reservations, dealing with customers, ______________.
8 She always has some excuse or other; 'Oh sorry, I can't make it, I'm doing ______________ tonight.'

24

1 **Past conditionals**
Complete the sentences in an appropriate way.
1 If I hadn't gone to the party ...
2 If I'd known it was your birthday ...
3 You wouldn't have missed the bus if ...
4 You might have got better grades if ...
5 I wouldn't be feeling so sick if ...
6 If we hadn't taken an umbrella ...
7 He would never have known the truth if ...
8 I'd be a lot richer if ...

2 **Expressing regret and lack of regret**
Use the prompts to imagine regrets or lack of regrets for these people.
1 **CHILD AFTER A VISIT TO THE ZOO**
I'm glad / lions liked / longer
2 **PERSON WHOSE HOUSE HAS BEEN BURGLED**
If only / burglar alarm
Thank goodness / police
3 **COUPLE HOSTING A PARTY**
needn't / food
just as well / wine
4 **PERSON BACK FROM A HOLIDAY IN CHINA**
regret / photographs
luckily / able / the Great Wall
5 **PERSON WHO HAS JUST HANDED IN HER RESIGNATION**
no regrets / decision
pity / sooner
6 **PERSON WHO HAS JUST HAD A JOB INTERVIEW**
hindsight / should / questions
wish / nervous

3 **Discourse markers**
Complete 1 to 10 and a to j with a preposition and find pairs of phrases. Check on p.82.

1 __________ first  a __________ practice
2 __________ the time  b __________ reality
3 __________ the short term  c __________ the flesh
4 __________ public  d __________ the other
5 __________ screen  e __________ private
6 __________ the surface  f __________ the long term
7 __________ normal circumstances  g __________ the current situation
8 __________ the one hand  h deep __________
9 __________ paper  i __________ the end
10 __________ theory  j __________ retrospect

**23**

1 **Multi-word expressions**
Complete the sentences with an expression from the box.
keep track of  take issue with  give rise to
come to terms with  take charge of  make fun of
make the best of  get the hang of  take stock of

1 In the absence of Mr James, Mrs Livesey will ______________ the day-to-day running of the business.
2 Reversing round corners is difficult at first but you'll soon ______________ it.
3 All the other kids will ______________ me if I go to school wearing this!
4 She's finding it hard to ______________ the fact that her children have grown up.
5 Overwork can ______________ stress.
6 Now is the time to ______________ the opportunities that e-commerce can offer.
7 If you try and ______________ what you spend each month, you shouldn't run up debts.
8 I'm afraid I ______________ your description of my novels as 'boring and dated'.
9 I know the hotel is awful, but we can't change now so we'll just have to ______________ it.
10 After two years in the job, she felt it was time to ______________ her career.

2 **Verb phrases with will or the infinitive**
Change the sentences to make others with a similar meaning, using the KEY word. Check on p.78.
1 I'm certain that you'll get the job.  BOUND
2 Petrol prices may go up.  CHANCE
3 It's unlikely that there'll be a recession.  DOUBT
4 I expect it will be warmer tomorrow.  LIKELY
5 The treaty may well be ratified.  CHANCES
6 There's no way that it will snow tomorrow.  BOUND

3 **Future time expressions**
Put these expressions into two groups: near time and distant time.
in five years' time  in the near future
in the coming decade  one day
by the middle of the century  in the distant future
in the next few years  within a decade or so
not in the foreseeable future  not in my lifetime
A personal profile and CV

PROFILE OF TESSA ADAMS

Personal qualities

I am a motivated, dynamic individual with ambition to succeed. I am well-organized and have good time management skills; I can work to deadlines, and cope calmly under pressure. I am a good team member; I also have a proven track record of successful leadership of groups, and can delegate effectively. Articulate and approachable, I possess excellent interpersonal skills, am a good listener, and at the same time I can handle problems with tact and sensitivity. Resourceful, creative, and flexible, I am an original thinker, I can take initiative, and I welcome new challenges that develop my abilities and extend my expertise.

Key skills

- I am fluent in French, and have a basic working knowledge of Italian and Finnish.
- I am highly computer-literate with an in-depth knowledge of computer graphics.
- Over a twelve-year period I have built up a sound understanding of the television industry.

CURRICULUM VITAE

Name Anthony James Corrigan

Education and qualifications

1991 – 1995 University of Leeds Second class Honours degree in Economics with French
I spent the year 1993 – 1994 studying French at the University of Grenoble
1984 – 1991 Greenbank Comprehensive School, Harrogate
3 'A' levels: History (A), French (B), Mathematics (B)

Employment to date

2000 – present Deputy Manager, ABC Supermarket
15, Oxley Road, Southport PR8 4LY
1998 – 2000 Assistant Manager, Brough's Chemist's
19, Canning Road, Oxford OX2 6JE
1996 – 1998 Trainee Manager, Brough's Chemist's
Birkbeck Centre, Nottingham NG1 4ZH

4 The following headings can also be included in a CV.
1 Which would you include in your own CV?
2 Are there any you would prefer not to include? Why?

Address
Telephone
Nationality
Publications
Interests
E-mail address
Sex
Marital status
Date of birth
References

5 Write your own personal profile and CV.

Remember

- In a profile, highlight your key characteristics and skills. Use a range of expressions, e.g. I am a ... and ...
  Individual. I possess good / excellent ... skills. I have a basic / sound / in-depth knowledge / understanding of ...
- In a CV, list your qualifications and work experience starting with the most recent.
- Use headings, etc. to make the sections stand out.
- Your CV should be no more than one or two pages long.
An argument

Not such a great day out?

'Come and have a great day out at the zoo,' the advertisements urge. Most major towns and cities have their own municipal zoo, and most of us can remember childhood expeditions to go and throw fish to the sea-lions, crane our necks to admire the giraffes, and laugh at the antics of the penguins. Yet how much fun do zoos really provide?

There are, of course, many arguments in favour of zoos. They provide us with the opportunity to observe in the flesh animals that we could never possibly hope to view in the wild. It is also commonly argued that zoos fulfil a conservation function, by allowing the safe and selective breeding of endangered species. And last but not least, they serve an entertainment purpose, supplying us with an alternative to fairgrounds and museums as destinations for family outings.

However, the facts reveal a different side to the story. One has only to compare the pitifully short lifespans of animals kept in captivity with those of animals living in the wild to realize that a large proportion of zoo-kept animals are literally dying of unhappiness. Moreover, studies have revealed that a number of captive animals also display psychotic behaviour; polar bears in London Zoo, for example, have been observed to pace up and down in their enclosures, a behaviour pattern totally unknown in their natural habitat.

There are further compelling arguments against zoos. The contention that zoos can help conserve endangered species is surely refuted by the unsuccessful attempts in recent years to mate the last few existing zoo-kept pandas, and by the alarmingly low survival rates of animals born in captivity. And as for the so-called entertainment purpose, how many of us have gone away from zoos feeling slightly ashamed, with an ill-defined sense that we have somehow been complicit in perpetuating the animals' state of captivity? Feeling that we haven't, perhaps, had such a great day out after all?

The fact is that there are, nowadays, a number of more humane alternatives to zoos. We could, for example, take our children to safari parks, where animals can at least roam free and uncaged in a much larger area. We could, in addition, encourage them to watch the excellent wildlife programmes that are widely shown on our TV screens, and support the conservation work that is being carried out in game reserves in the animals' natural habitats. In this way we could help foster a love of animals, without needing to keep them prisoner in the sad, cramped, out-dated prisons that continue to masquerade as places of entertainment.

1. Read the argument and answer the questions.
2. Is the writer for or against zoos?
3. What points does she include to support her argument?
4. Look at the first sentences of each paragraph. What is their purpose?
5. Identify examples of the following features.
   1. An engaging first sentence.
   2. The use of questions to involve the reader.
   3. A thought-provoking final sentence.
   5. Examples to support the argument.
   6. Linking words to help the flow of the argument.
6. Underline any other useful words or expressions for writing an argument.
7. Write an argument on one of the following topics.
   - Tourism
   - Cloning and genetic engineering
   - Violence on television
   - Exams

Remember
- Follow the pattern of: Introduction / Acknowledgement of opposing arguments / Explanation of your own views / Conclusion.
- Start a new paragraph for each new section, and preview the content of the paragraph in the first sentence.
- Use linking words, e.g. First of all ..., Moreover ..., Another argument is ..., Finally, ... but do not over-use these.
- Give examples and details to back up your argument.
- Make the writing more colourful by including engaging first and last sentences, specific details, and questions.
A personal letter

Dear Serena,

1. It sounds like you’ve been having a tough time recently, and I’m sorry to hear about you and Phil breaking up. I hope things are getting easier now.

2. I’m still working at U.L.P. It’s hard to believe I’ve been there for almost three years. Where does the time go? Work is OK, but, as you might expect, it takes up more of my time than I’d like. I’m doing a lot of overtime, which is quite tiring. Still, the job is secure, and I get on well with the people I work with.

3. I’ve been to Bali twice this year, and in August, I went to the States with Melanie. This Christmas the plan is to head back to Indonesia, with Melanie and a couple of other people, but this time it’ll be to London, which is supposed to be more like home. Bali was fifteen years ago, before too much development got held up by the government, and it’s a great way of meeting new people.

4. I am British, after all! I look at the daily forecast for the UK, and then everything about Sydney seems OK with me! I haven’t been back to England for two years now, and quite frankly I’m missing going back to those long dark days and the damp cold does tend to put me off...

5. Mum and Dad are keeping in good health, and are planning to come over for a visit in the new year after Dad retires. Jenny is on the point of having a baby after spotting a fish farm. I hope things work out for her.

6. To be honest, I still don’t know how much longer I’ll stay here in Sydney. My contract runs out in March, and it will be decision time for me about whether to stay here or move on. I like it here but I’m getting itchy feet. Ideally, I’d like to take a year out travelling in South America, but I’m not sure how feasible that is financially. We’ll see how things turn out.

7. How are you? Have you finished your dissertation yet? How’s the new job going? I hope you had time to drop me a line with your news. I’d love to hear from you. Take care.

Much love,

Tim

1. Read the letter quickly.
   1. What do you think is the relationship between Tim and Serena? Why?
   2. Do you think Tim is happy with his life in Australia? Why / why not?

2. Read the letter again.
   1. What is the topic of each paragraph?
   2. Choose a suitable first sentence (or sentences) for each paragraph.

   a. So what can I tell you about me?
   b. I suppose I should mention the weather.
   c. Sorry I haven’t written for so long.
   d. It seems ages since I last heard from you.
   e. On the whole, life goes on much the same as ever.
   f. My family are doing well.
   g. And what about the future?
   h. I often think of you and wonder what you’re up to.
   i. Travel is still a passion for me.
   j. Well, I’ve covered just about everything now, I think.
   k. When it comes to free time, I try to make the most of the weekends.

3. Group these ways of closing a letter into two categories, close and more distant, according to the relationship of writer and receiver.

<table>
<thead>
<tr>
<th>Kind regards</th>
<th>Yours</th>
<th>Love</th>
<th>Lots of love</th>
</tr>
</thead>
<tbody>
<tr>
<td>All my love</td>
<td>All the best</td>
<td>Best wishes</td>
<td>With love</td>
</tr>
</tbody>
</table>

4. Underline any other words or expressions that could be useful when writing a personal letter.

5. Write a letter to a friend in which you describe your current life, recent activities, and future plans.

Remember:
- You needn’t write your or your friend’s address at the top, but it is customary to write the town and date.
- Start the letter with Dear ... Don’t say Dear friend, ...
- Respond to news by saying, I’m glad / sorry to hear that ..., It sounds as if ..., Start each paragraph with a suitable opening sentence.
- Finish with an appropriate informal expression, e.g. Love ...
- If you have forgotten to mention something, you can include it at the end of the letter with PS, e.g. PS Give my regards to Chris.
E-mails

1. Hi Claudia
   This is just to confirm my flight details. I'll be arriving at Heathrow Terminal 3 at 16:45 (Flight No. BM 310). *Hope to see you soon*
   Alex

2. Dear Anna
   Here's the agenda, as requested. *Any comments or suggestions?*
   *Meeting starts 2:15 in the Adderbury Room.*
   Kind regards
   Paul

3. Just a reminder that we need the report on Fischer Mendel ASAP.
   *Any chance you could get it to me by 4.00?* Sorry to rush you. Also, could you phone Colin in IT urgently re your password, as it's about to expire.
   Neil

4. Dear All
   I attach details of your shifts for next month. Please check carefully and get back to me if there are any problems.
   Thanks everybody!
   Mary Sanderson

5. Hello James
   I'm afraid I won't be able to make lunch tomorrow. Would Weds be OK?
   Harriet

6. Hi there!
   Thanks for your phone message. Sorry I haven't been in touch for so long - I've been laid up with flu. Seems to be on the mend, though.
   *No major news. We should hear any day about the house, so we're keeping our fingers crossed. BTW have you heard from Mum recently? Have been trying to phone her but no luck. Is she away?? Hope all is well with you.*
   Love, Jess

7. a. Neil, sorry about the report. *Everything a bit frantic here! I'll pull out all the stops and get it to you hopefully by 5 p.m. today. Haven't been able to get through to Colin, but will keep trying.*
   Peter

8. b. Sure, no problem. Shall I pick you up one-ish and we can have a pub lunch? Give me a ring to confirm.
   Speak soon

9. c. Dear Mary
   Think you've forgotten I'm going to be away from the 18th. Can you swap me with someone else?
   Thanks
   Moira

10. d. Thanks for your mail. *Will be there!*

11. e. Thanks for this. Could you make sure an item about room reservations is added? Thanks. See you at 2.15.
    Peter

12. f. Hi, *good to hear from you.* Sorry about the flu, but glad to hear you're feeling better. Mum is in Ireland on a Tai Chi course, didn't she tell you ?? *Must dash.* Due at work in ten mins. Keep me posted about the house. Matt says hello. Cheers, Alyson.

---

1. Read the twelve e-mails and match 1 to 6 with a to f.
2. Decide what the relationship is between the people in each exchange. How do you know?
3. How many different ways can you find ...
   1. to start an e-mail?
   2. to sign off?
4. Which words were missed out in the highlighted sections (1 to 9) in the e-mails?
5. What do these abbreviations stand for?
   *Weds p.m. mins ASAP BTW*
6. Underline any other useful expressions you can find for writing e-mails.
7. Write two e-mail exchanges that you might have ...
   1. with a friend
   2. in a job or study situation.

---

Remember
- E-mails are often no longer than one or two lines.
- Salutations are not always necessary, but *Dear ...,* is often used if you have not met the person you are writing to.
- Polite expressions such as *looking forward to hearing from you* are only used in formal situations.
- Requests are usually stated simply, e.g. *Can / could you get back to me? Give me a ring.*
- If you are sending an attachment, say *Here is ..., I attach / I am sending as an attachment (a copy of ...).*
- Use abbreviations and remember you can often miss out words such as *I, there is, it is,* etc.
1. 16, Acacia Avenue,  
Merridale, Liverpool L18 5RE  
The Manager,  
Cranfield Mail Order,  
5 Weston Rd,  
Cranfield CN2 5LF  
Customer Number 37402480  
20th October, 2000

Dear Sir or Madam,

Re: Order for a waterproof jacket

I am writing regarding an order I placed with your company over six weeks ago for a waterproof jacket (Code Number HY2 / 346). I have tried several times to phone your Customer Services Department, but I have received an engaged signal, or been asked to hold.

I sent off the order on September 5th, and unfortunately the jacket has still not arrived. However, I note that my VISA account has been debited for the amount of the jacket (£65).

I would be grateful if you could look into the matter, and dispatch the jacket as soon as possible, with an explanation for the delay.

I look forward to hearing from you.

Yours faithfully,

Agnes Beale  
Ms Agnes Beale

2. 17, Walford St,  
Burnfield BN9 2SA  
17th April 2001

The Director,  
Sea Experience,  
5 12, The Promenade  
Plymouth

Dear Sir or Madam,

I am writing to enquire about windsurfing courses at your sailing centre during the coming summer. I would be grateful if you could send details of the dates of courses in the month of August, along with rates and reservation information. I would also be glad if you could answer the following questions:

1. Do you offer special rates for families?
2. Is it necessary to be able to swim in order to take part in the courses?
3. Are there any courses available for children under seven?

I enclose a stamped addressed envelope for your reply.

With thanks in advance,

Yours faithfully,

Alice Stevenson  
Alice Stevenson (Mrs)

3. Seaton Hall  
University of Exeter,  
Exeter EX4 5TB  
May 3rd 2001

Dear Mr Evans,

I have been given your name by my college tutor, Dr Sean O'Brady, who said you may be able to help me with a research paper I am writing on Dylan Thomas. I understand that you were a close friend of his, and have some letters he wrote during his final years.

I wonder if it would be at all possible for me to pay you a brief visit, and whether you might consider letting me have a look at some of the letters? I will be visiting Cardiff in the first week of June, and would be able to call in at any time during that week that is convenient for you. If you could write or e-mail to let me know when I could call on you, I would be most grateful.

I do hope it will be possible to meet you.

Yours sincerely,

Gustavo Espinoza  
Gustavo Espinoza
Sarah Gunn
Accommodation Officer
Princes Language Academy
Barry Rd
OXford OX2 2KR
4th March 2001

Dear Ms Gunn,

I am writing in response to your advertisement in last Friday’s Oxford Times for host families for 10 students at your language school.

My husband and I have recently retired and our children have all left home. As a result we now have time on our hands and would be happy to welcome a foreign student into our home. We have a spare room, which is not large, but is quite cozy. Our house is a three-bedroom semi in a quiet residential area, and is on a bus route to the city centre. We could provide good home cooking and a friendly atmosphere.

Do telephone us on 01865 712393 if you would like to arrange a time to visit.

I look forward to hearing from you.

Yours sincerely

Ann McCarthy
Ann McCarthy (Mrs)
A report

REPORT ON THE FERRY ROAD CYCLE TRACK

This report has been written to inform the local community of the results of an investigation into the use of the new cycle track between Ferry Road and the city centre, which was carried out in the first week of March 2001.

The purpose of the investigation was to determine how successful the track has been in meeting the needs of the people in the Marston area, and to discover any problems that may have been experienced by its users. Questionnaires were distributed to cyclists throughout the week. Respondents were asked to supply biographical information, and were asked for what purposes and how frequently they used the track, how satisfied they were with it, and whether they had any suggestions for improving it.

It was found that the track is mainly used for the purpose of commuting to and from work, but is also used for leisure and recreation. Most users fall into the 20 – 50 age bracket, and surprisingly few schoolchildren use the track. It is used on a regular basis by most people, with fewer than 10% of cyclists saying that they used it once a week or less.

The investigation also revealed that over 80% of users were satisfied with the track overall, with one in five of these claiming to be very satisfied. Reasons for satisfaction centred mainly on the fact that it provided a safe alternative to car use, but a substantial number of replies mentioned the fact that it cut journey times to work, and provided a welcome escape from traffic-clogged and polluted roads. Regarding improvements, one third of respondents referred to the unsatisfactory lighting at night, and a small number commented on the need for resurfacing on certain stretches of the track.

Overall, it appears that the track is fulfilling its purpose of providing a safe alternative route for cyclists in the Marston area, and that the vast majority of its users are satisfied with it.

As a result of the investigation, the following recommendations have been made:

- that the council should investigate the lighting and take appropriate measures to ensure that it does not fail at night.
- that resurfacing should take place on two stretches of the road.
- that the Cycling Officer should liaise with local schools to encourage more children to use the track to travel to school.

1 Identify these sections in the report.
   - Aim of report
   - Background information
   - Findings
   - Conclusions
   - Action points

2 Find and underline ...
   1 examples of passive and impersonal structures.
   2 expressions used to quote statistics.
   3 other useful expressions for writing a report.

3 Write a report on an investigation into the use of a local facility, e.g. a library, youth club, or sports centre.

Remember
- Give the report an informative title.
- Follow the structure: Aim / Background information / Findings / Conclusions / Action points.
- Use sub-headings for each new section.
- Use passive and impersonal structures, e.g. Questionnaires were distributed ..., the following recommendations have been made ..., it was agreed / felt / found that ...
- Use bullet points or lists where appropriate.
- Avoid giving personal opinions.
04 SO WHAT IS IT YOU DO?

Speak out Student A

Read your roles and check any new words in a dictionary. Ask B what his / her job is and say what you think it involves. Swap roles.

1 SUB-EDITOR
- You work on a magazine which gives details of the television programmes on all channels.
- You are responsible for editing the descriptions of films / programmes supplied by production companies and press offices, and for writing captions for photos.
- You have to keep to tight deadlines and you often work anti-social hours.

2 SYSTEMS ANALYST
- You work for a software company and are currently involved in a transport systems project.
- Your main role is to help people understand what a particular computer system can do so that it can be designed in the most effective way for your project.
- You work as part of a team and a lot of your time is spent liaising with other team members.

05 LOVE AT FIRST SIGHT?

Speak for yourself Student A

Check your collocations. In pairs, ask and answer the questions.
1 Would you ever go on a blind date? Why / why not?
2 Do you ever read the lonely hearts column in the newspaper?
3 Do most people in your country see marriage as a lifelong commitment?
4 How would you define a soul mate?
5 Have you ever been / would you ever go to a singles bar?

Reading Student B

Read the text and make notes to answer the questions.

The air is thick with sweat, scent, and anticipation as a thousand of Berlin's loneliest hearts cram into a tent to try their luck at Fisch sucht Fahrrad (Fish seeks Bicycle), the city's most popular singles party. As they cruise along the dance floor, the men and women, most in their thirties and forties, take a discreet look at the number each one wears on their chest. Interested parties can leave messages for one another on a giant notice board, but the numbers can also identify advertisers in the lonely hearts pages of Berlin's top listings magazine, offering prospective partners the chance to make an anonymous assessment of each other's physical charms. It saves you the disappointment you often feel when you meet someone through an ad and it means no one has to say no to you face to face, says Stefan, a thirty-nine-year-old office worker who admits he has been hunting for a long-term partner for over two years.

An alternative is to advertise in the paper. The city's leading tabloid runs regular profiles of 'Berlin's most eligible bachelors', with photos of melancholy-looking businessmen in vast, empty flats. Most of these eligible men claim they are yearning to meet the right woman, settle down, and start a family. But many of Berlin's new breed of singles are happy the way they are and have no intention of letting love interfere with their successful, high-powered lives. The idea of looking at the same partner every evening bores me to tears. It's better to see each other twice a week, but intensely, says Maria Bohne, a thirty-year-old arts administrator.

This sentiment is not shared by Norbert, who is among hundreds of singles who appear each week on Speckkanal, one of four television stations in the city that fill hours of airtime each day with lonely hearts videos. Norbert is forty-four, overweight, and balding, and he is waiting impatiently for Fräulein Right to come along and share his social life. 'She should have long, dark hair, and I like a woman to show her legs, so short skirts, please. And she should have a personality just like mine.'

Fish seeks bicycle The name of the venue comes from the expression 'A woman needs a man like a fish needs a bicycle'.

1 Which three ways of meeting a partner are described in the text?
2 How do Stefan, Maria, and Norbert differ in what they are looking for from a partner?
08 FARAWAY PLACES

Speak out  Student A

Read the text and highlight the points which appeal to you, things which don’t appeal, and anything you are uncertain about.

POPEYE GUEST HOUSE

In a fabulous location right in the heart of Cangalute, the liveliest resort in Goa, the newly built Popeye Guest House offers simple, comfortable accommodation. All around you local life goes on and the family next door keep chickens and pigs in their back yard. It’s a familiar sight to see a whole family of pigs and goats parading through the streets. This is definitely the place to mingle with the locals, and get a real feel for Goan life, and the friendly hotel proprietors are renowned for their hospitality and for taking an interest in their guests. The gorgeous Cangalute beach is just a stone’s throw away, and at night you can hear the waves gently lapping against the shore and the breeze whispering through the palms; perfect for early morning walks and moonlight dips. The hotel is located close to local shops, restaurants and discotheques. The guest house has its own rooftop restaurant, with homely local cuisine, and a café / bar is planned for next season. The rooms have twin bedrooms, ceiling fan, and spacious ensuite shower with hot water and WC. Great value for those on a budget.

09 CAUSE FOR CONCERN

Speak out

Read the proposed solutions for tackling the problem of juvenile crime.

1 a Invest in an early intervention scheme, whereby social workers identify children at risk of getting involved with crime.
   • How could such children be identified?
   • What would be done with the children at risk?

b Provide more sports and recreation facilities in the town.
   • What exactly would be provided?
   • How would this help?

2 a Increase funding to the local police force, to recruit more police officers and implement a liaison scheme between the police and local schools.
   • What exactly would the police do?
   • How would this solve the problem?

b Set up a community service system, whereby prisoners help in the community instead of going into prison.
   • What exactly could the offenders do?
   • What problems might arise and how could they be overcome?

3 a Investigate and set up a system of restorative justice, whereby young offenders are forced to confront the victims of their crime.
   • Who would administer the scheme, and what would it involve?
   • How would it help solve the problem of crime?
   • What problems might arise?

b Invest in a job creation scheme to increase employment opportunities.
   • Who would administer and finance the scheme?
   • How would it work in practice?

11 OUR CLEVEREST INVENTION

Reading  Student B

Read the text and note down the main points that the writer uses to support his argument.

The Book

The Internet is a fabulous new institution; instant, current, vast, and global. For up-to-date knowledge about the state of the world now, electronic data may represent a new and exciting way of reaching information. But the book still has a successful career ahead of it. Bear in mind that no new technology has entirely supplanted an old one.

It is scarcely surprising that we have a deep emotional attachment to the book. After all, it is the most potent artefact ever created by humanity. It is a masterpiece of design: it’s virtually indestructible, portable, and versatile, but above all self-contained. No expensive hardware, intervening software, password or downloading stands between the human eye and the printed page. The book can very effectively stand up for itself against electronic media.

For a wide range of uses, the book is ideal. For novels, poetry, plays, biographies; for linear reading, rather than intermittent consultation, the book is best. Books for the bed and beach, disks for details and data. And don’t forget: the Internet may have grown massively, but more books are being published now than at any time in history. How’s that for staying power?

The Internet has a lot going for it. So has the book, because it’s still our cleverest invention, and we shall not, and need not, do without all its wonderful features.

The Guardian
17 AWAY FROM IT ALL

Reading  Student B

Read your text and find words / expressions from ex.1 on p.56.

I don't know if it happens the other way around, but almost everybody who lives in the city sometimes thinks of leaving it. Stuck in a traffic jam, squeezing onto the underground train, pushing a buggy at noxious exhaust-fume level along a crowded street, we imagine a more innocent world, where the horizons are wide and the air pure, where birds sing from the tree tops.

Of course, the countryside isn't natural any more; it is manufactured and tame. The forests have gone, the coasts are eroded by global warming. There is oil on the beaches, pollution in the rock pools. Farms have become agrochemical production sites, as industrial as a factory making computers. In these rural-industrial sites, the countryside has been abolished; the hedgerows where wildlife flourished have been wiped away, and pesticides have meant the death of hundreds of species of insects and birds and wild flowers. Motorways and A-roads thunder through little villages; you can be in more danger from cars on country lanes than in the towns. Whole communities have died out in the country. There are villages without shops or pubs or churches which are just commuter corridors. You can live by a farm and yet only be able to buy fresh fruit and vegetables from the huge supermarkets.

Yet I am very glad to be leaving the city. I don't want to be in the swing of things really, in the grip of fashion and speed and ambition. I won't miss the city where everything is carved up by roads and dual carriageways, and with mile upon mile of houses, factories, shops, broken windows, untended gardens, stations, industrial wastelands, great rubbish dumps, scrap yards, plastic bags flying in the dirty wind, cemeteries, and walls covered with graffiti. I dream of the sensuous and earthy smells of the countryside; wet grass, pigs, flowers, mulched leaves, the salty east wind, autumn bonfires. I long to be in the garden, sinking my fingers into the earth, getting my hands dirty at last. I imagine evenings, after work is done, when we can all drive to the coast and walk on the shingle beaches.

Maybe we'll all go mad in the country, or maybe we'll end up saner and more contented. Maybe in a year or two we'll return and be back in the crowds dreaming of escape. But maybe we won't.

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The Observer

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19 ABSOLUTELY UNBELIEVABLE!

Speak out  Student A

Look at the photos and prepare to tell two holiday anecdotes.

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20 A BIT OF A PROBLEM

Speak out  Student A

Read your information and act out the telephone conversations. You have five minutes per roleplay to reach agreement. Swap roles after each one.

Roleplay 1  Phone Student B

You have recently had a shower installed by a local plumbing firm. A week after it was installed the water started running hot and cold. You are going to phone up to complain.

Think  What do you want the firm to do? What compromise are you prepared to accept?

Roleplay 2  Student B phones you


Think  How will you deal with queries about on-line bookings?

Roleplay 3  Phone Student B

You ordered a coat from a mail order company and it was sent to you a month ago. You have not worn it because it is too big. You want to return it, but you realize you have passed the twenty-one-day limit for returning goods. You phone the mail order company.

Think  What will you say to persuade them to take back the coat?
21 TALKING PICTURES

Reading  Student A

Read about the films showing at the Phoenix cinema.
Decide what kind of film each one is and underline words used to describe them.

GIRLS' NIGHT
Director Nick Hurran
Starring Brenda Blethyn, Julie Walters, Kris Kristofferson, George Costigan
GB 1998 95 mins

Receiving a standing ovation following its premiere at the Sundance Film Festival, Girls' Night is a beautifully acted, genuinely moving and uplifting tale of friendship and new beginnings. Jackie and Dawn leave their monotonous factory jobs behind them every Friday when they go for a girls' night at the bingo. When Dawn wins £100,000 she shares her winnings with Jackie, giving her best friend the chance to finally leave her husband and her irksome job. For Dawn, however, her luck is overshadowed by the knowledge that she has cancer. When Jackie discovers Dawn's secret she impulsively whisk's her away for a dream holiday in Las Vegas where they live it up, amongst the rhinestones and Elvis impersonators, until reality finally breaks in. With a conscious nod towards Thelma and Louise, Girls' Night cleverly steers clear of sentimental schmaltz in favour of heartfelt emotion, largely thanks to the humour and honesty of the script and powerful performances by two of Britain's best loved actresses.

Celebrity
Director Woody Allen
Starring Kenneth Branagh, Leonardo DiCaprio, Melanie Griffith, Judy Davis, Famke Janssen, Winona Ryder, Charlize Theron, Joe Mantegna, Vanessa Redgrave, Hank Azaria
USA 1998 114 mins

Filling the role normally reserved for writer/director Woody Allen, Kenneth Branagh plays the neurotic lead: aspiring screen writer and would-be novelist Kee Simon, whose lack of success takes a toll on his marriage to Judy Davis. As a divorced single, he embarks on a course of serial flirtation and encounters with famous women, acquiring a literary-agent girl friend in a determined attempt to turn his life around and gain celebrity status. A star cast includes Leonardo DiCaprio playing a tempestuous young film star and Melanie Griffith as a breezy actress. Made on a budget of only $800,000 this stylish black and white feature offers a rueful, hilarious take on the pursuit of fame and success.

Elizabeth
Director Shekhar Kapur
Starring Cate Blanchett, Geoffrey Rush, Christopher Eccleston, Joseph Fiennes, Richard Attenborough, Fanny Ardant, Kathy Burke, Eric Cantona, Vincent Cassel, John Gielgud
GB 1998 122 mins

One of the most original and intriguing period dramas of recent years, Elizabeth is a beautifully filmed, densely woven historical thriller, which focuses on the turbulent times surrounding the accession of Princess Elizabeth to the throne and the early months which shaped her into the legendary Virgin Queen. Drawn to the script by the astonishing modernity of Elizabeth's character, Bandit Queen director Shekhar Kapur has created a darkly vivid tale of intrigue, conspiracy, and betrayal, revolving around a powerful performance from Cate Blanchett as the increasingly independent Elizabeth forced to make the difficult choice between personal happiness and her responsibilities as queen.

POINTBLANK
Director John Boorman
Starring Lee Marvin, Angie Dickinson
USA 1967 92 mins

One of the definitive films of the late 60s, John Boorman's masterful adaptation of Richard Stark's The Hunter. Clearly influenced by Boorman's European sensibilities and bearing comparison to Godard's Alphaville, Point Blank is an enigmatic thriller, a compelling look at man in the urban jungle and crucial in the development of the cinema's portrait of America as a complex of organized crime. Lee Marvin, arguably cinema's most intensely powerful tough guy, gives his finest performance in a riveting account of a dying gangster's fantasies of wreaking revenge on the faceless criminal organization responsible for his demise in which the actual and the imaginary are perfectly joined through flashback and elliptical editing.

Saving Private Ryan
Director Steven Spielberg
Starring Tom Hanks, Tom Sizemore, Matt Damon, Edward Burns
USA 1998 168 mins

Savage, harrowing, and at times utterly breathtaking, Saving Private Ryan is Steven Spielberg at his very best. In many ways a natural progression from Schindler's List, the film follows six American soldiers on a secret mission through occupied France in search of a private who is to be sent home on compassionate grounds following the death of his three brothers. Reluctantly the men search for Private Ryan, frustrated that they are being sent on a PR exercise at such a crucial stage in the battle, but as the war rages around them, their determination to ensure that this is not a futile mission grows. Already, and justifiably, being hailed as one of the truly great war films, its claim rests largely on a truly stunning twenty-six-minute opening sequence of the D-Day landings, a piece of film-making of such outstanding technical virtuosity, emotional force, and palpable terror that it is difficult to imagine how anyone could commit anything more powerful to film. Simply masterful.
SO WHAT IS IT YOU DO?

Speak out  Student B
Read your roles and check any new words in a dictionary. Answer A's questions about your job and swap roles.

1 INDEPENDENT FINANCIAL ADVISER
- You work for the financial services side of a private bank in the City of London.
- You are responsible for your own list of both corporate and individual clients.
- You advise on a wide range of issues including pensions, investment, and tax planning.

2 RESTAURANT MANAGER
- You work for a four-star hotel chain in one of their two hundred-seater London restaurants.
- You are responsible for the smooth running of the restaurant as well as the training and recruitment of the kitchen and waiting staff.
- You work every evening and Sunday lunchtimes.

FARAWAY PLACES

Speak out  Student B
Read the text and highlight points which appeal to you, things which don't appeal, and anything you are uncertain about.

Bangaram

Island Resort

The resort is made up of thirty simple huts built in blocks of four, but we'd like to warn you that the walls are of tissue-like proportions, so that any loud neighbours will be heard by all and sundry, and could be a major source of entertainment or irritation! The rooms are simply furnished, have twin beds, telephone, ceiling fan and ensuite shower and WC, with hot water connected to the shower only. There is a dining hut by the beach, where all meals are taken in buffet style. At least once a week there is a beach barbecue, and the chef will happily cook for you any fish you've been lucky enough to catch on one of your fishing expeditions. Note that this area is well known for its fishing industry, and you can expect the occasional smell from the traditional fish drying process. After lunch you'll most likely want to have a little siesta, and one of the many hammocks suspended from the palm trees around the huts is the ideal place. Emphasis here is on natural beauty and simplicity; a paradise for sunworshippers, divers and snorkellers, and anyone who wants to get away from it all and have a relaxing 'no frills' holiday.

LOVE AT FIRST SIGHT?

Speak for yourself  Student B
Check your collocations. In pairs, ask and answer the questions.
1 Do you think the concept of an eligible bachelor still exists?
2 What do you think about arranged marriages?
3 Is there such a thing as Mr or Ms Right?
4 In your country, do people usually get married in church or with a civil ceremony in a registry office?

LOVE AT FIRST SIGHT?

Reading  Student C
Read the text and make notes to answer the questions.

Aghjit Banerji, a chartered accountant, and his wife Moona, a GP, were both born and brought up in Bermondsey, a wealthy suburb of London. The couple are both Hindu Bengali from similar castes, and their marriage was arranged by their parents. Moona, thirty-four, says, 'I was brought up with the idea that when I was ready to get married, if I hadn't already met somebody, I would be introduced to suitable matches. My mother always said it didn't have to be someone she found for me. But I decided I wanted to meet a partner like this, because I wanted to marry someone who was ultimately of my background and culture that I would be able to understand.' Aghjit, thirty-six, agrees. 'It never even occurred to me to go about marriage any other way. I knew instinctively that I would have to settle down with someone who shared my set of beliefs.'

The couple 'discovered' each other through the extensive Asian network. A mutual friend suggested they might be compatible and put the parents in touch with each other. Then Moona, accompanied by her older brother, met Aghjit and his sister at a restaurant. It was a nice way of breaking the ice,' says Aghjit. 'On a traditional date, you're on your own. But we knew our families were behind us, so there was none of the initial awkwardness. The basis of the introduction is that you are meeting someone for a lifelong commitment and that is crystal clear right from the start.

Neither felt under any pressure to feign affection or to force the match to work. Moona explains, 'The first time we met it was just to decide whether we actually wanted to speak to each other again. There was no need to flirt or chat each other up or pay compliments. If we hadn't liked each other, that would have been the end of it.'

Moona and Aghjit have no doubt that they will play an important part in the marriages of their own children. Aghjit says, 'We feel it is our duty to help our children at that momentous time of their lives when they want to settle down. That's the last thing you have to do for your children; marry them off to the right person.'

1 What are the advantages of arranged marriages mentioned in the text?
2 What was different about their first date?
08 FARAWAY PLACES
Speak out Student C
Read the text and highlight the points which appeal to you, things which don’t appeal, and anything you are uncertain about.

PARK LANE GUEST HOUSE
The Park Lane offers simple, clean accommodation just a couple of minutes’ walk from the beach. A five-minute walk along the beach will take you to the nearest auto-rickshaw and taxi station where you can take a taxi to the resort centre; or, for the more energetic, it can be reached by a leisurely stroll along Lighthouse Beach. The Park Lane has a lovely courtyard decorated with cane furniture, surrounded by plants and with an overhead passion fruit trellis, where you can relax in a peaceful atmosphere with a good book, a long cool drink, and an interesting selection of local foods. Each room has its own spacious, modern bathroom, with WC and shower (cold water only). The staff are extremely friendly, and if you can’t stand a cold shower, they will boil up a couple of buckets, and deliver it right to your door. A penthouse in Park Lane it’s not, but what it lacks in facilities it more than makes up for in character and tranquility, and provided you’re not expecting the Ritz, we think you’ll love it. Please note that access to Park Lane is by a steep uneven path followed by a five-minute walk along the beach, and is not suitable for those with walking difficulties.

17 AWAY FROM IT ALL
English in use Student B
Listen to A’s description of their photo 1 and then describe your photo 1. Discuss how you think the place has changed using expressions from p.59. Then swap roles with photo 2.

19 ABSOLUTELY UNBELIEVABLE!
Speak out Student B
Look at the photos and prepare to tell two holiday anecdotes.

20 A BIT OF A PROBLEM
Speak out Student B
Read your information and act out the telephone conversations. You have five minutes per roleplay to reach agreement. Swap roles after each one.

Roleplay 1 Student A phones you
You are the manager of a small plumbing firm. All your plumbers are fully booked up for the next ten days. It is company policy to take responsibility for the work of the plumbers, but complaints about materials should be addressed to the manufacturers.

Think How are you going to deal with emergency requests?

Roleplay 2 Phone Student A
You have bought a plane ticket to New York over the Internet, but you have not yet received confirmation by post of the booking. You are anxious, because the flight is tomorrow. You are going to phone American Airlines.

Think What exactly do you want from the airline?

Roleplay 3 Student A phones you
You are the customer relations officer for a mail order clothing company. Your policy is not to accept returned goods after 21 days.

Think How far are you prepared to bend company policy for the sake of good customer relations?
21 TALKING PICTURES

Reading  Student B

Read about films showing at the Phoenix cinema.
Decide what kind of film each one is and underline words used to describe them.

My Name is Joe

Director Ken Loach
Starring Peter Mullan, Louise Goodall, David McKay, Annemarie Kennedy, David Hayman
UK 1998 105 mins

Despite often having the reputation for being worthy and a tad depressing, Ken Loach's films are distinguished by a warmth and genuine love of humanity, ensuring that they are, in reality, surprisingly uplifting in their celebration of human strength, resilience, and wry humour. Much of the heart of his latest film, My name is Joe, lies in the performance and charisma of Peter Mullan, who justifiably won the award for Best Actor at Cannes for his portrayal of a charming, unemployed, lonely man whose main love is coaching a particularly talentless football team. He glimpses a new and potentially better life when he meets Sarah, a social worker involved with some of his football team. As they gradually come together, the realities and complications of life both bind them and threaten to split them up. Gritty, honest and compelling, the film's passion, warmth and life sweep you along to the heartbreaking, devastating ending. Simply marvellous.

A Simple Plan

Director Sam Raimi
Starring Bill Paxton, Billy Rob Thornton, Bridget Fonda
USA 1998 121 mins

A tense, psychological thriller set in snowy Minnesota, which earned Academy Award nominations for best supporting actor and best screenplay based on previously published material. Brothers Hank (Thornton) and Jacob (Paxton) come across a plane wreckage in their local woods and find $4.4 million in cash. They decide to keep the money and agree to split it when the snow thaws. While one brother wants to keep the money, the other struggles with his conscience and a string of blunders bring the police on the trail. A gripping tale of greed, paranoia, and distrust from Evil Dead director Sam Raimi.

eXistenZ

Director David Cronenberg
Starring Jennifer Jason Leigh, Jude Law, Willem Dafoe, Ian Holm
USA 1999 96 mins

Smoothly blending horror and black humour, David Cronenberg returns to more familiar territory after Crash, with his first original screenplay since Videodrome. In a not too distant future, a group of people assemble for a seminar to test a computer game and meet its designer, Allegra (Leigh). Minutes into the first game, a member of the audience pulls out a gun and fires, wounding Allegra, who escapes with a security guard (Law). Disconcerting, playfully absurd, and great fun.

North by Northwest

Director Alfred Hitchcock
Starring Cary Grant, Eva Marie Saint, James Mason
USA 1959 136 mins

Opening with Saul Bass' snappily funny credits sequence, the delightful comic-thriller North by Northwest is perhaps Alfred Hitchcock's most perfectly realized film. Cary Grant gives one of his finest performances as the self-satisfied, suave ad exec who is mistaken for a spy and finds himself pursued by enemy agents convinced that he knows too much. Based on a script by Ernest Lehman, it is the quintessential chase movie and a compendium of its director's cinematic trademarks; ingenious shots, subtle male-female relationships, a dramatic score by Bernard Herrmann, bright technicolour, witty symbolism, and masterfully orchestrated suspense. Interweaving themes of paranoia, isolation, and sexual anxiety with responsibility and redemption, the film is a bizarre tightrope between sex and repression, nightmarish thriller and urban comedy.

Tea with Mussolini

Director Franco Zeffirelli
Starring Joan Plowright, Judi Dench, Maggie Smith, Cher, Lily Tomlin, Michael Williams
Italy / GB 1998 117 mins

With delightful performances from an impressive cast, Tea with Mussolini is a gentle, moving, and beautiful tale of a group of rather eccentric expatriates determined to remain in Florence as Italy heads towards war. In the midst of their world, the group meet for tea every day, attempting to maintain a little corner of Britain, with complete, if deluded, faith that Mussolini will protect them. Renowned for visual splendour in his films, legendary Italian director Franco Zeffirelli has captured the delicate beauty of the Tuscan landscapes as well as the determination of a group of British ladies.

TRAINSPOTTING

Director Danny Boyle
Starring Ewan McGregor, Ewen Bremmer, Jonny Lee Miller, Kevin McKidd, Robert Carlyle, Kelly MacDonald
GB 1995 91 mins

The Shallow Grave team's hilarious but harrowing screen adaptation of Irvine Welsh's powerful, comic cult novel. Capturing the surreal tone of the book and using much of its obscenity splattered language, Trainspotting, whilst acknowledging the terrible, destructive side of drugs, is about the decision to choose life. Intense, bleak, horribly realistic, and very, very funny.
01 NICE TO MEET YOU

1. Excuse me, is anybody sitting here? I'm afraid it's taken, actually.
2. Have you been waiting long? No, only about ten minutes.
4. Do you know when the next bus is due? In about half an hour I think.
5. Lovely weather! Yeah, beautiful, isn't it?
6. Have you got change for a fiver by any chance? I haven't. I'm afraid. I'm sorry.
7. Have you got the time? I make it twenty to.
8. These trains are always late, aren't they? Yeah, they're not very punctual, are they?

A: Ah! Henry, allow me to introduce Ed Bamber. Ed's in charge of our overseas division. Ed, this is Henry Goodfellow, who's just joined us from ICI.
B: How do you do.
C: Nice to meet you.
2. A: Do you two know each other?
B: I don't think so...
C: No, I don't think we've met, have we?
A: Tim, this is Louise. Louise, Tim.
B: Hi. Nice to meet you.
C: Yeah, you too.
A: Tim's just spent a week travelling around the world.
B: Ah, a globe-trotter.
C: Yeah, that's right, I...

3. A: Sarah, have you met Philippa? Philippa and I used to share a house together.
B: Actually, your face looks familiar. But I don't think we've actually spoken, have we?
C: Yeah, you look familiar too. Where do I know you from?
B: Hmm. You don't play badminton?
C: No...
4. A: Angela, can I introduce Ingrid, an ex-colleague of mine at Pegasus?
B: We're old friends, actually.
C: Yes, Angela and I were at school together.
5. A: Excuse me. Can I introduce myself? My name's Clare Hardy. I'm doing a research project on Ted Hughes, and I understand you've just written a book on him.
B: Oh, yes, that's right.
A: Well, I was wondering...
6. A: Hi, I'm Naomi.
B: Hi, I'm Tom.

A: Great party.
B: Yeah.
A: Can I get you a drink?
B: Oh, thanks. Gin and tonic, please. With ice.

02 TIME FLIES

1. Well, the thing is, it takes me about six to eight hours each way on the train and then another twenty minutes at the underground, so by the time I get home in the evening after a full day's work, I'm completely exhausted and, er, really don't feel like doing anything, apart from having something to eat and then collapsing in front of the TV. I don't do any sort of exercise and I hardly ever go out during the week.
2. I have to get up really early to get to my eldest, ready for nursery, and at the same time make sure that Sophie is all right and that she gets some breakfast. So, by the time I've taken Jo to nursery on the bus and then home back and dropped Sophie off at the childminder round the corner, it's already around 8.30 and then I have to rush to get in work by 10.00. And, er, in the afternoon it's pretty much the same thing in reverse order and by the time the kids are in bed, I'm ready to fall asleep myself.
3. I get up at about 6.30 because my school's a long way from where I live and I have to get the bus. And then I get home from school at about 6.00, watch a bit of TV if I'm lucky, and have to start doing my homework. I usually get about two hours' homework a night, so if I don't start by 6.00, it's difficult to finish in time and have supper and be in bed by 9.30. I wish I could see my friends in the evenings but there just isn't enough time.

03 FOOD FOR THOUGHT

1. It just seems to me that children these days don't get a balanced diet any more and they grow up with all sorts of health problems as a result. And schools have got a lot to answer for; they offer far too much choice in their canteens without actually educating the kids. And far too much junk food on the menu and you'll find a lot of the kids just going for that, so all they're getting is fat and sugar with no guarantee that they'll get a decent evening meal.

And then, if they take packed lunches, you find that parents will give them crisps and chocolate and fizzy drinks anyway, so they're no better off. I mean, I'm not saying that it's better to be force-fed school dinners like I was but there must be some way of making sure these kids at least know what a balanced diet is.

B: You see those images of families in the old days, you know, all sitting round the table, um, or, the kids eating what they're given because that's all there was. Um, everyone eating the same food at the same time and actually talking to each other sometimes. Um, you know, sometimes that's pretty unusual in my family unless it's a special occasion. Er, there'll be my eldest watching the telly in the lounge with her dinner on her lap, um, er, there's my youngest lying on the floor upstairs watching something else. Um, and then my husband tends to come in quite late so he hardly ever eats at the same time as the rest of us.

Oh, and life would be a lot simpler if they'd all eat the same things without complaining about it all the time. Oh, honestly. I tend to end up cooking three different meals, yeah, either Sara's on a diet or eating this and that or Josh is going through one of his phases of only eating chips and beans. You know, and then my husband always wants a big 'meat and two veg' meal because he never gets to eat anything but snacks during the day. So, um, oh, by the time I get to think about what I want, I've lost interest!

04 SO WHAT IS IT YOU DO?

1. Mark: So what do you do for a living, Russell?
Russell: I'm a fashion photographer.
Mark: Oh, right. So, um, does that mean you take pictures of models all over the world?
Russell: Actually, yes it does, yes. I am, I, I take fashion and advertising images and I also...
05 LOVE AT FIRST SIGHT

1. You’re looking smart today!
2. I like your jacket. It really suits you.
3. Wow! You look absolutely stunning!
4. Mmm, nice perfume!
5. This is really delicious. You’re such a good cook.
6. What lovely flowers!
7. Wasn’t that a great party?
8. You’re so good at organizing things.

06 HERE IS THE NEWS

1. Reports are coming in of an earthquake in an older suburb of San Francisco. The quake, measuring 7.2 on the Richter Scale, struck at 3:00 a.m. local time. Although the exact number of casualties has not been officially confirmed, it is feared that at least thirty-five people may have been killed, and the death toll is likely to rise. Hundreds more may have been left homeless or injured. Meanwhile, the city has been declared a disaster area, and rescue workers with sniffer dogs are being flown to the scene in a desperate race against the clock to rescue people trapped under the rubble.

2. The government has announced a crackdown on the publication of pornographic and racist literature on the Internet. A package of measures has been unveiled, which includes imposing fines on Internet providers who authorize web sites containing material considered offensive or unsuitable for children. Opposition politicians have attacked the plan, claiming that the measures will be too difficult to enforce. The proposals also include new laws to criminalize freedom of expression for citizens, and that individuals should not be allowed to:param on the Internet.

3. There is grave concern in Birmingham over the scandal about the city’s largest car plant may be sold off to an unnamed multinational company. Unions have warned that the sell-off could lead to the loss of thousands of jobs, and are due to meet the management of the company later today for urgent talks on the company’s future.

4. There have been violent scenes in central London as police clashed with demonstrators who had gathered outside the Houses of Parliament to protest against the abolition of student grants. Police say that four people were detained for alleged criminal damage, and a further ten for criminal trespass. The organizers of today’s rally are demanding the return of the student grants, and blamed the violence on a minority of people not involved with the student organizations.

B

1. The Foreign Secretary, Andrew Gardner, has resigned from the cabinet following allegations about his private life. Mr. Gardner is understood to have handed in his resignation in a meeting with the Prime Minister earlier today. The allegations, which have been widely reported in the press, concern an alleged relationship with an eighteen-year-old nightclub dancer. Mr. Gardner, who is married with four children, has refused to comment on the rumors, insisting that he was standing down because he did not wish to cause any further embarrassment to the government or to his family. The Prime Minister has praised Mr. Gardner, saying that he had been an outstanding Foreign Secretary. He will continue to represent his constituency as a Member of Parliament.

2. The Minister for Overseas Aid, Ms. Rosemary Long, is to meet her European counterparts in Brussels tomorrow to discuss a package of measures aimed at cancelling debts owed by the world’s poorest countries. Ms. Long has insisted that stringent criteria will be met by developing countries before their debts could be written off. These include the establishment of democratic forms of government, and guarantees that any future aid donated by developed countries would be channelled to those most in need, and not into the pockets of corrupt officials.

3. The supermarket chain, BLC, has announced that it’s to eliminate GM ingredients from its own brand products from next April. Other supermarkets and food producers are likely to follow suit. The move follows consumer pressure to ban foods made from genetically modified crops, replacing them with GM-free alternatives.

4. Scottish authorities have given assurances that there is no risk to the public after a reported breakdown in a nuclear power station near Strathclyde last night. Officials at the plant say there was a minor malfunction in the central operating system of the plant. They told reporters that there had been no leak of radioactivity, and that there is no cause for alarm.

5. New research suggests that drinking coffee may increase the risk of heart disease and stroke. Scientists at Sussex University have found that both filtered and unfiltered coffee can pass a risk to health, and not simply unfiltered coffee, as had previously been believed.

6. A pet cat has survived going through a complete washing cycle in an automatic washing machine. The cat’s owner had said he didn’t realize that the cat was in the machine when he loaded it up before going to work. The cat is reported to be dazed but unhurt. According to its owner, it is now making a full recovery, and is cleaner than ever before.

7. Passengers on a flight from Gatwick to the Isle of Wight were delayed for almost three quarters of an hour, when the plane had to circle the airport. Later, officials apologized to passengers, saying that the delay had been caused because the air traffic controller was out to lunch at the time.

8. Armed robbers who broke into a designer footwear shop in Manchester last night got away with a haul of shoes containing only left shoes. The owner of the shop explained that the right shoes were out on display at the time.

9. The Bank of England will announce later today whether it’s to increase interest rates, which are currently at five and a quarter per cent. Unions have warned that an increase could threaten manufacturing jobs and further damage the economy.
5  A  Excuse me, I wonder if you could help me. I'm looking for Hayfield Road.
B  Er, sorry, I'm a stranger here myself.
A  Oh, er, OK, thanks.
6  A  Hello, North-West Rail, how may I help you?
B  Oh, um, hello. Er, I'm ringing to enquire about times of trains to Manchester.
A  Er, when are you travelling?
B  Er, I want to travel on Friday at around 5 o'clock...
7  A  Yes, er, if you could help me, I'm looking for information about car hire.
B  Sorry, we don't actually keep details of car hire. You'll have to ask at the car hire desk. But I'm afraid it's shut at the moment.
A  Oh no. Do you know what time it opens?
B  Sorry, can't tell you, I'm afraid.
8  A  Hello, Downside City Council.
B  Hello, I'd like to speak to someone about rubbish collection.
A  Hold the line, please, I'll put you through to Environmental Services.

08 FARAWAY PLACES

A Mm. Windermere Hotel. I like the sound of this one.
B Oh yeah, what's it like, then?
A Er, it says here. The most refined and popular place to stay in Bowness. The Windermere is the perfect spot if you're looking for a place.
B Oh, that sounds good.
A And isn't it true, um, 'Open fires lit each night...'
B Yeah, sounds a bit too spartan for my liking.
A Still, the idea of an 'old colonial manor' is quite appealing, I must say.
B Um, how much does it cost?
A Er, it doesn't say. You have to send away for a price list, I suppose.
B Well, maybe we should e-mail them and find out the prices.
A Yeah, yeah, let's do that.

09 CAUSE FOR CONCERN

A Who comes here, and what, what sort of, er, offences have they committed?
B Er, young men are sent here by courts who have committed relatively full range of offences below murder or, although we have had actually people here for manslaughter, um, so the, the most common offences are robbery and burglary. Car crime, car thefts as well, er, dishonesty. We don't have any sex offenders here, there are other places that take sex offenders. But it's mostly offences of dishonesty and violence.
A Right, um, what do you think causes them to turn to crime?
B Well, as usual, we would have to say a full range of problems. Ern, you could list the following factors as one or more of them being present in all young men. One is family breakdown, er, where there's been divorce or breakdown between parents and um... because most of the young men here we find have been brought up either by one parent or by two parents who've had a very, um, poor relationship and they've not provided the care and love and that. So it's, there are family problems behind first.
A Um, secondly, is poor housing and poor social conditions and poverty which they're in.
B Well, thirdly, um, it is, um, unemployment, um... an inability to get work, for a lot of these young men, they, um, get excluded from school, there's a whole pattern, a common pattern where people, um, even the bright ones, might get excluded from school because of misdemeanours, or because they can't learn, they may be dyslexic, they may have problems with learning, they get excluded from school, hang around with other kids at risk, um, then start taking illegal drugs in a lot of cases, um, or they take alcohol too young and that goes to their head.
A Approximately a third of young men here, for example, are home for one or more of the expenditure, and for the over-eighteens, less so for the under-eighteens.
B But certainly that's in line with police figures from outside. So it's a combination of family and social problems, um, unemployment, er, drug abuse, er, inability to control, er, figures have shown that a high number of kids have been abused, er, either sexually or violent abuse from parents, usually from a father. Um, lack of consistent good fathers is a key factor of the lives of most of these young men.
A Right, um, they mentioned things like, um, money. (Yes) How important do you think that is, wanting to live the high life, and so on?
B Wanted to live the high life, there's tremendous peer group pressures, er, you know the, um, you know, teachers, all the class, etc. They're a lot of kids, the pressures to conform, to show that you can, er, live this high life, are very great on young people, and getting, er, that money adequately when you've emerged from school even if you've stayed on at school with the right qualifications to get decent employment, to gain a regular legal income is very hard, so the temptation to cut a corner is very acute.

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come back and I try to do homework, can’t do it, play something...you know how it is, it’s hard you see, so I’ll have to really wait till I get out ‘cos I can’t really concentrate.

3
A Another thing, can I say something? [Yeah] You know this prison, like, I’m not saying this prison, prison actually, like, any prison is a university of crime. You come in knowing about one crime, true, yeah?
B Yeah, true.
A You come in knowing about one crime, and you go out knowing about ten.
B True, true.
A ‘Cos you’re mixing with criminals, yeah, every day, you move around.
B ‘Cos you’re here, you hear about a robbery or something...and then you’re on your own way, you might be thinking, I’ll go straight or something, then, because there’s so many people with different crimes, you might think, ‘Oh, do you know this’, yeah. Easy.
A You come in here, you see someone for a robbery or something...and then you’re on your own way, you might be thinking, I’ll go straight or something...and then you’re on your own way, you might be thinking, ‘Oh, do you know this’, yeah. Easy.

4
A ‘Cos you’re mixing with criminals, yeah, every day, you move around.
B ‘Cos you’re here, you hear about a robbery or something...and then you’re on your own way, you might be thinking, I’ll go straight or something...and then you’re on your own way, you might be thinking, ‘Oh, do you know this’, yeah. Easy.
A ‘Cos when we get out of here we’re going to have a criminal record, so, basically, we’re at the back of the queue...like, who wants to employ an ex-criminal? Would you? That’s how it is, that’s how it is, [Yeah] so, like, we suffer, like, every day.
B We’ve come into prison, our families suffer, we suffer. We go out of prison, can’t get a job.

5
A You can have...
B It’s fashion, isn’t? It’s not fashion for... to get the money, but the style that we’re peeling, and what we want to be acting, that’s money, you get me, you’ve got a lot of money for that stuff...
A Well it’s important, very important to me before, but now I think back, it was before, ‘cos I needed to live a good life, so nice car, but now I think that it’s not that important.
B What’s made you change your mind, do you think?
A Family, family’s more important than anything. No money can buy that, no money... Serious. That’s what I’ve learned in prison. [Yeah] [That’s true] Blood weighs more than money, to me that’s true...Yeah, I don’t know...
C It’s true, it’s true.

6
A What do you think is the best option for us, um, rehabilitating young offenders?
B The best option is certainly not to bring them into custody. They learn, it’s that in, in some ways, however good a liberal prison, they still...they still, they are contaminated. So people who come here find as first offenders, they will learn things that they wouldn’t have learned outside. They get exposed, it’s a very negative environment. So, um, I think that proves to work is, outside, um, a lot of these young men have terrible problems of self-control, of thinking through choices, of thinking how to get the best out of situations, rather than, um, follow their impulses.
A What has worked and been proved to work are what are called cognitive behaviour programmes with some of them, that despite all the factors I have mentioned, we, there are some offering behaviour programmes that do work, that do tackle people’s, stop offending, compulsions to take decisions before they think, um, not to think of the consequences. And programmes that address their lack of employment skills. If people are given, um, qualifications, if they can emerge from, er, any college or prison or anywhere with qualifications that equate for the job market, that means, in a lot of cases, basic education.
A It has been proved that, um, something like ninety percent, for example, of the young prison population, because of their lack of basic education, are not equipped to apply for ninety percent of the jobs available to them. So there’s a huge educational programme needed, Mr. Him and it all proves that the two factors that, er, make a difference to people’s chances when they come out of a prison sentence for example, is, one, getting into work. Employment is the key indicator. And secondly, having a strong family support, some kind of, whether it’s a partner or a parent, some constructive help outside. Those two factors are the key indicators, research have shown. Without realistic chances of employment, and getting into work, and without family support, um, people, the temptation to drift back into crime is overwhelming.

10 WHERE WAS I?

A Lyne Anyway, as I was saying, I went to this really interesting seminar the other day, [Oh yeah] about cross-cultural awareness.
B Col ‘Oh, hang on, that’s, that’s the one with the Romanian woman?
A Lyne ‘Yes, at the university. [Uhuh] And it was really interesting, because she was saying that even the most normal thing can be quite different in different societies.
B Col What do you mean?
A ‘Oh, for example, the guy behind us was married to a Russian woman, he was saying, whenever his wife rang up his family, her family, her family, whenever they were talking, if someone was talking for a long time, they never interrupted each other, never said anything. [What?]
B Yes, no, ‘Really?’, ‘Oh, I see’, and things like that.
A What did you say?
B ‘Nothing.’
A ‘Nothing.’
A Absolutely nothing. Err, because if you do, if you say all these sorts of things that we normally say, then you find that the person thinks you’re rude, they think you’re trying to stop them and to interrupt them, and it’s really annoying.
B You know what, that reminds me of, of France actually, because when I [readily] first went to France, you know how in England if you ask for a light, [You can see a light], you know, if you’re a smoker like me, and you ask someone in the street for a light [Yeah], you go up and you say, ‘Well, excuse me have you got a light?’, ‘Yes, certainly, this here you are’, [Uhuh] ‘Thanks very much’, ‘You’re welcome’, ‘Bye’.
A You know, there’s a whole conversation around it, but in France it’s not like that at all. [Isn’t it?]

12 HOW WE MET

Hanne So, how, how did you meet David?
Jane Well, I was going shopping one day, I’ve been living in East Oxford for about five years, [Yeah] with my two boys, and I’ve been having a boring sort of weekend doing some painting, [Yeah] and, and I thought, ‘Well, it’s time to go out and stack up on some things!’ Tom was about to have his eighteenth birthday, [Oh right] so I was getting some birthday stuff, [Yeah] um, so I set off to the supermarket. And then I was shopping around Sainsbury’s with my trolley, when suddenly, um, this interesting-looking man appeared at the ice cream counter [Oh yeah], and he...
Hanne What, shopping as well, or working there?
Jane No, I think, well, yeah, he was definitely shopping, [Oh] he’d got a trolley [Right] and he sort of hung around a bit and helped himself to some ice cream and, um, talked to me about what sort of ice cream I wanted, and why was I buying it.
Hanne What, he just, he just started talking to you?
Jane Yeah, amazingly friendly, I thought [Mm], yeah, um... And we established that I was having a party for my son, and that he’d got a son as well, and, um, then off I went and did some more shopping and filled up my trolley, and then when I got to the checkout...
Hanne And he went another way?
Jane Yeah, [Yeah] and there he was again, um, right behind me [Oh] and we had a chance to do a little more talking and found out that he’d got three sons and I’d got two sons [Right] and I checked out his finger and, to see if he was married, and he didn’t seem to be and nor was I, and so this was getting quite interesting [Right] but then of course it was time for me to pay, [Mm] so I packed up all my shopping and went towards the door thinking, ‘Oh, that’s a shame, I’m never going to see him again’. [Yeah, exactly] and then I suddenly realized I was going to see him again because I hadn’t paid, so I had to...
Hanne Oh no, I know, what, because you were talking to him and you just walked off?
Jane I knew, yes, not the sort of thing I usually do. So I had to come back and quickly get out my cheque book, and I was very embarrassed because...
Hanne And was she still there?
Jane Yeah, [Oh no] and I thought, ‘Oh, he’s going to think she’s really a criminal, not paying for her shopping’. So I, I paid eventually.
and, and (Right) went away and thought, "Oh, what a shame, I go to parties and meet (Yeah, exactly) extremely boring men and here's an interesting-looking guy in Sainsbury's, and I'll never see him again." So I went home, (Mm), did a bit of painting, and decided I wouldn't think anything more about it (Yay) and then about eight o'clock that night he telephoned. (No). Yeah.

Hanne: The Sainsbury's guy?

Jane: Yeah. And it was amazing because I wasn't, I'd only just moved house so I wasn't in the directory and what he'd done (Yeah, how had he done it) he'd, he'd found out my name by looking at my cheque book when I (Right), when I wrote my cheque (Oh God, clever) and then, um, rang Directory Enquiries, found out new numbers, tried, tried a few, a few numbers before he discovered that and finally...

Hanne: So he tried completely wrong numbers?

Jane: Yeah, asking for Jane Bingham and being told off by her father and things. And then finally he got through to me and asked if I'd be very brave and go out to dinner with him.

Hanne: Oh, that's so romantic.

Jane: I know. So, um, I did go out to dinner with him and I was a bit nervous because you're not really meant to go on dates with people you've picked up in supermarkets. And I told a few friends I was, what I was doing. And then he turned up with a great big bunch of flowers and I could tell it was all going to be all right.

Hanne: And it was all right?

Jane: It was fine.

Hanne: Oh, that's fantastic.

Jane: And talking about romantic stories, I've, I've got one too, but it's, it's not about me, it's about a friend of mine (Mm) who, um, was working out in the Algarve with me, in Portugal. And I think I told you, when I was there we went to all the out in plane loads (Yeah) and I was one plane load in front of her and she, she was sitting at the airport and she'd been, she'd had a few drinks and she was feeling quite depressed 'cos she'd sort of had quite a bad time man-wise recently, and a lot of people had let her down, and she was just feeling a bit down in the dumps. (Yeah) You know she was, she thought she was thinking, 'Right, this is it,' I'll go to Portugal and I'll leave it all behind' Anyway, she went to check, to get on the flight and everything, and she went through the second part of the check-in and there was this pretty nice man sort of (Mm) doing the passports and doing the tickets, and er, she looked at him and she thought, 'Oh, well, you're, you're really attractive, I think you're great, and they had this eye contact moment but, but nothing else really (Yeah) and then she passed on and sort of thought 'Well, that was nice, but that wasn't it.' Anyway, she flew out to Faro, landed, came through the passport check-out thing again, picked up her luggage, came into the arrivals hall, and there he was. You're kidding? No, there he was, the man from Heathrow.

Jane: How did he get there?

Hanne: Well, he, apparently, he didn't know how it worked logistically but he'd got on another plane, 'cos there were lots of them going that day for the season, and he'd managed to get there first. And that obviously he can just, he's, he's an official at the airport, he could just run straight through. And the best thing was that he'd gone and collected all the sort of welcome flowers (Yeah) that all the health clubs give you (Yeah) and he'd got them all in a great big bouquet and there he was, the doors sort of parted and there he was with this great big bunch of flowers and (Amazing) they're married as well now, but living in Portugal. Really romantic. Fantastic.

Jane: Have, have I told you about the time I was trekking in the Andes? ... Yeah, it's been about six years ago ... and, um, I was climbing up through the mountains, and aiming to stay overnight in a base camp ... a base camp is one of those places where the mountaineers stay before they attempt the summit of a mountain ... Anyway, I'd been trekking all day ... I was quite tired, it was getting late, quite dark, quite cold ... I got to the top of the mountain, and I didn't have a tent with me because I'd read in my guidebook that, um, there were huts where you can stay when you get to the top. Those mountain huts ... and sure enough, there were several little huts ... um, but they were all full of mountaineers ... and I went round knocking on all of the doors saying, 'Look, um, I've come here without a tent, can I stay in your hut please?' ... and they all said 'No, no, I'm afraid it's full' ... So I went away and I thought, 'What am I going to do? Am I going to just sleep out in the open and freeze, or am I going to try again?' ... So I decided to try again and I knocked on one hut, um, and I said 'Look, please can I share your hut with you?' ... and they said 'No, I'm sorry, the hut is full' ... but, um, we do have a spare tent, and if you like, you can stay out in our spare tent' ... So fortunately I was able to sleep in the tent, um, and I was OK, but it taught me one thing, and that is, don't believe what you read in guidesbooks.

13 HOW CAN I PUT THIS?

1 A Hey, who's been at my chocolates?
   B Not me.

2 A Oh, come on, I bet you have. There was five here this morning. There's only one left.
   B Well, OK, I did take one.

3 A Oh, it doesn't matter.
   B It was really nice.

4 A It's OK.

5 A You know we arranged to play squash this evening?
   B Oh, you're not going to say you can't come, are you?

6 A Well, the thing is, I've got so much work to do that I'm going to have to stay here till about eight o'clock.
   B Oh, never mind. How about another night?

7 A Yeah, well, shall we try Thursday? That might be better.
   B OK.

8 A Um, you know that Beethoven CD you lent me?
   B My favourite one.

9 A Yeah, um, I'm afraid it's got a bit scratched.
   B Oh no, you're joking.

10 A Well, I mean, it was a bit scratchy.
   B I'm not joking. I'm really sorry.

11 I'm sure it wasn't like that. Oh well, don't worry.

A I'll get you another one.
B Thank you.

4 A Anna, um, have you got a moment?
   B Um, yes, yes, fine. What did you want?

5 A The thing is, um, we have to reach this deadline on Friday, and we're running very, very close. Would you mind working overtime this evening and tomorrow? A couple of hours extra?
   B Um, I'll have to phone home first, but that should be OK.

6 A That's great.

7 A Hi, Conagh. How are you?
   B Fine. How are you?

8 A Very well, thank you. Um, I've got a couple of tickets for the opera. I wondered if you'd like to come along?
   B To the opera? Um, that's really kind of you, but, to be honest, I'm not very keen on the opera.

9 A Oh, OK. Oh well, never mind.

10 A Gerry?
   B Um, I've got a bit of a problem. The thing is, my babysitter's just cancelled and I really need somebody for tonight. Could you see your way to doing it for me?

11 B Well, I'd love to help you out but I'm afraid my car's broken, I can't, I can't get there.

12 A Oh dear, that's a shame. Thanks anyway.
   B OK.

13 A Oh, Melinda. (Yes) do you want a hand with the washing up?
   B No, it's OK, thanks, I can manage this myself.

14 A I'm going home your way today. Would you like a lift?
   B Oh, would that be all right? Wouldn't be too much trouble?

15 A No, that'd be fine. There's plenty of room in the car.
   B Err, yeah, that'd be great. I haven't got any money for a taxi, so fantastic.

16 A Could I ask you a big favour?
   B Sure, what's the matter?

17 A Well the thing is, my neighbour was going to feed my cat while I was away on holiday but unfortunately she had to go away herself. I don't suppose there's any way you could feed the cat for me, is there?

18 A You know I said I could lend you my car this weekend ...?
   B Yeah, is there a problem?

19 A Well, yeah, you could say that. You'll never believe what happened last night ... I was just pulling away from the traffic lights when this idiot crashed right into the side of my car. He'd obviously shot straight through a red light.

20 A Have you got a moment?
   B Um, sure, what's the problem?

21 A Do you think you could explain how I can copy this document into this folder? I've been trying for ages but I can't seem to do it.

22 A I've got a bit of a problem ...

23 A Oh dear, what's happened?

24 A I've got a friend from Italy coming to stay at the weekend but the ceiling in the spare room has collapsed.
B Oh no, what a nightmare!
A I don't suppose she could sleep at your place, could she? She's very nice, you know...
5
A You know that book you lent me...
B Yeah...
A Well, I'm really sorry but I was reading it in the bath and I dropped it in the water... It's OK but the pages are a bit curl!
6
A I don't quite know how to put this, but you know...
B What's the matter?
A Well, it's about the holiday. I know I said you could come along with us, but the thing is, Jake's already invited his girlfriend and I don't see how we're all going to fit in the car.
7
A Er, there's something I've been meaning to tell you...
B What, what's the matter?
A Well, you know John and I have been seeing quite a lot of each other lately.
B Yeah...
A Well, the thing is, we're a bit more than just friends now.
8
A I'm afraid I've got an apology to make.
B Oh?
A I'm afraid I've accidentally spilt coffee on your carpet. I'm really sorry.

14 WE'VE BEEN HAD

Part 1
Newsreader
And finally, the story of Edwin Sabillon, the little boy whose epic journey from Honduras to New York and his quest to find his father won the hearts of the nation. It turns out that Edwin was telling a tall tale. When police efforts to trace his father failed, and news of his plight hit the national headlines, police discovered that the only part of Edwin's story with any grounding in reality was his journey from Miami, where he had been living with his Aunt Aurora for several years. The rest, it seems, was the product of an overactive imagination and the age-long desire to strike it rich on the streets of New York. Officer Granger from the New York Police Department sums up the reaction of the force at having been taken in by the ten-year-old.

Officer Granger
Well, what can I say? We've been had. Some people might say this makes us look kind of dumb, but I guess you could say it shows we're not just hard-nosed cops. We have this reputation of being tough, of being hard-hearted, street-wise, and all the rest, but we try to help folks when they're in trouble, we have a heart the same as anyone else does. So I guess there's a silver lining for us there.

Part 2
Newsreader
On the streets of downtown Manhattan, reactions were mixed.

A I think it's a shame. I honestly believed he made that journey, I felt sorry for the kid, you know, he was an orphan, he was down on his luck. I guess I feel kinda let down.

B I feel disappointed, to be honest with you. It seems like you can't take anyone at their word nowadays. Everyone's just out for what they can get, they trick people, they tell lies, and everyone thinks, wow, that sure is smart. He made up all those terrible things about his family, and now he's going to get away with it. And not just get away with it, he's gonna be some kind of big celebrity. I think that sucks. We've all got our upsides upside down, if you ask me.

C I believed him. I genuinely believed him. Now he's made everyone look stupid, you know what I'm saying? And the cops? They've really got egg on their faces.

D I'm glad for the kid. I'm glad people have reached out to him, like, offered him money, offered him clothes, sent him roller blades, all that stuff, like they said on the news. People in New York have really taken to their hearts. I'm proud we're such a fine bunch of people.

E I say good luck to him. He's an enterprising kid, he fooled the New York Police. Jesus, he took us all for a ride. With an acting talent like he has, he deserves to do well. Maybe he'll go on to win an Oscar, maybe he'll write a best-selling novel, hey, who knows? He's got a good future ahead of him, that's for sure.

Newsreader
And it seems that Edwin's future is indeed now secured. The New York Police Department has offered him a full scholarship to an acting school, including one from the taxi-driver who rescued him, Edward Basora. And as for the NYPD, the whole episode has revealed a human side that is not usually on display.

A I knew a guy who died every day.
B What, you mean he was a compulsive liar?
A Well, he felt he had to lie, because he was so embarrassed about losing his job, and, er...
B Hang on, how did he lose his job?
A Well, he had a disagreement over a pay rise.
B (Right) It was in Japan, and it was very straightforward to, er, have lost your job, and he couldn't face, um, telling his wife's family that, er, that he was without a job...
B What, so his wife was Japanese?
A Yes, his wife was Japanese, yeah. And, um, he went out of the house every day at the same time as if he was going to work, carrying his briefcase, and came back at the same time.
B So, so, hang on, what was he doing then, if he was going out?
A He was just looking for work and, er, going to interviews and talking to people trying to find a job, sitting in cafes. And he wouldn't be able to come home until he would normally come home at the end of his working day.
B So what happened in the end then, did he find a job?
A He found a job, and, er, his behaviour didn't change he just kept going out to work at the same time.

15 BEHIND THE WHEEL

A Ladies and gentlemen, the motion we are debating this evening is, do cars do more harm than good? And clearly, the answer is yes, on a number of counts. First and foremost, cars are responsible for the deaths of 100,000 people a year, and leave over 50,000 people seriously injured. Secondly, on pollution grounds alone, the car poses a major threat to our planet and our health. Exhaust emissions from motor vehicles are hastening the deaths of up to 24,000 people each year, and indeed forcing many other people with respiratory ailments, such as asthma, to stay indoors for large parts of the year. We can no longer open our windows, and instead have to use air conditioning; and as we know, CPCs from air conditioning are a major cause of climate change. And then there's the issue of congestion. Cars not only clog up the streets and make life unpleasant for shoppers, tourists, and pedestrians, but they are even failing to transport us quicky to where we want to go. Rush hour traffic jams cause thousands of motorists to arrive at their workplaces late and in a state of advanced stress, and at their worst can lead to road rage; and in Bangkok it's impossible to make more than one business appointment a day because you simply can't guarantee that you'll arrive on time. Cars also impose a financial burden in terms of health care, the thousands and thousands of pounds of taxpayers' money spent on treating people with respiratory ailments and the victims of car accidents; and in terms of congestion, which is costing the economy £15 billion every year in London alone. And finally, we need to think about the effect cars are having on our environment. There is no doubt that cars are starting to destroy our entire way of life. We are ripping out the heart of our historic cities to build more roads and ugly multi-storey car parks; and we are cutting through whole swathes of unspoilt countryside to create nasty pollution-producing motorways. Because of cars, huge, out-of-town shopping centres have grown up that are killing the corner shop, taking the life out of our city centres, and we are making life increasingly difficult for the old, the poor, the elderly, the disabled, and indeed for anyone who's not a car-owner. In short, ladies and gentlemen, it seems to me that unless we restrict the use of cars, we are simply going to exacerbate the problem.

What we should be doing is using public transport and our legs more, and using our cars less; for the sake of our health, our culture, and indeed our planet. Thank you.

B Ladies and gentlemen, it's quite frankly absurd to suggest that cars do more harm than good. Cars enhance people's lives, they're great liberators, and they give people choices. Now, people will argue that cars cause pollution. Of course, nobody wants pollution, nobody wants congestion, but it's simply not fair to put the blame on cars. Cars these days are getting much much cleaner, and much quieter and safer too, for that matter.

What is mainly responsible for pollution is the diesel engine. Diesel emissions actually contain forty of the most carcinogenic substances known to man, and as we all know, diesel engines are fitted in buses. As for congestion, well, no doubt you've all heard nightmare scenarios of gridlocked roads, traffic at a permanent standstill, but this could easily be solved by building more roads where they're needed. And it's simply not true to say that cars clog up city centres, because most of the day they're parked out of the way in car parks. It is misconceived policies by planners, and a shortage of roads, that is causing the problems, not cars.

And let's not forget the financial benefits cars bring to the country. The car industry provides some ten thousand jobs, not to mention the thirty odd million pounds in revenue from car tax, road tax, and tax on fuel. And finally, there's the issue of convenience. The fact is that public transport does not and cannot meet everyone's transport needs. People need to travel in and out of cities at different times and in different directions, and there are people living in the country who have no alternative but to use a car.

Quite frankly, I find it astonishing that the anti-car lobby should expect car-owners to spend thousands
of pounds on buying their cars, taxiing and insuring them, and then leave them at home and spend a small fortune on an inadequate public transport system that takes them nowhere near where they want to go. Ladies and gentlemen, let's live in the real world. The simple fact of the matter is, the car is here to stay. We like them, and we've got used to having them. You can't legislate to stop people using their cars. Ban them from the city centre and they'll simply go elsewhere. Instead of declaring war on cars, what we need to do is accommodate them and come up with creative ideas for making life easier for the motorists. Thank you.

16 WHAT ARE YOUR PLANS?

Conversations

Conversation 1
A Have you got any plans for the weekend?
B Yeah, I think on Friday night I'm going on a salsa dancing.
A Uhh, to your usual place?
B Yes, I'll meet up with some friends, (Uhh) I'm going to, yeah, probably stay up quite late.
A Uhh, how late?
B Well, I don't know. Usually about 3:00. How about you, what are your, what are your plans?
A Um, I'm going up to Nottingham to visit some friends there, and, or, I'm just going to stay the night, have a meal, and come back down the next day.
B So you're coming back on Saturday?
A Yes, yeah, that's right. (Yeah) I've got a party on Saturday night.
A Um, oh, (Yeah) very busy.

Conversation 2
A So, have you any plans for this weekend?
B Well, pretty much the same plans as ever weekend, (Uhh) I'll be playing cricket one day...
A Really?
B Er, probably on Sunday. And, er...
A If the weather lets you.
B How about you?
A Um, I'm going to have a lazy weekend. Um, I'm going to be packing, sorting out things, so that when I fly away next Wednesday, it won't be too much of a headache.

Conversation 3
A What are you doing at the weekend, then?
Katherine?
A Um, Friday night I'm just going out for a meal, and I'm going to see my parents. Um, Saturday, I'll probably go to the gym and then just do things round the house, and then Saturday night I'm going ten-pin bowling, so quite an active weekend. I think Sunday I shall just crash out and do nothing.
A Yeah, catch up with everything.
B What are you doing?

Conversation 4
A Have you got anything exciting planned for the weekend, then?
B No, not really, I was intending going down to Naomi's but unfortunately she's got flu, so she's had to call it off.
A Ah, what a shame.
B Um, yeah, I'd quite like to go on that trip to Bath though, but it depends on whether they've got any places left.

18 FROM ANOTHER PLANET?

Extract A
Jane So, you're saying that you think there's no more of the person in, is genetic, and not influenced by their upbringing?
Nick Yes, I think so, I think you look at twins, even identical twins, they have very different personalities, very different characteristics, or three children brought up in a family, or, the same environment, but radically different characteristics, and, if I take an example from my own family, I have an elder sister who's very very ambitious, very very career-oriented, er, very very determined, quite materialistic in fact.

Jane But you're, but you're just looking at one side of it, you're looking at it just from the genetic point of view. But no two people even in the same family have exactly the same experience. They don't have the same influences on them.
Nick The first child is treated very differently from the second and third. Twins are treated differently.
Jane I see what you're saying, but I still believe that, er, from my own experience, that um, in..., the experience plays a very strong part in determining the character of the individual.

Jane Yeah, I was only talking in theory that, that... I'm arguing that the whole balance seems to have swung to the importance of nature not nurture, and I think this pendulum has swung too far, and that it needs to come back to the middle point where, the upbringing, conditioning, society, all the influences after the child is born. I think still as, they should be seen as more important than the genetic make-up.

Extract B
Nick So are you arguing that boys and girls should be treated in exactly the same way every day that they're born? Is that what you're saying?
Jane I don't think it's possible because we're all products of our own upbringing. Boys and girls are brought up so differently in a family, boys really, still are not expected to cook or sew or even simple things like make their beds or do the washing up. (Mmm) whereas little girls are taught that this is playing, that if they learn to do this, and if they do it as a game, it's playing at being adult, (Mmm) and, and they, they think it's fun and they enjoy it, and they're they're conditioned into doing it and the boys get... are conditioned not to do it. Why still do Granny knit something blue for a baby boy and something pink for a baby girl? It's so, it's so deep within our culture to treat boys and girls differently. Um, I mean, what do you think, do you think they should be treated much more similarly? Or allowed to develop in their own way and not stereotyped?
Nick Absolutely I couldn't agree more. I think that parents should allow children to be who they really are, and who want to be, regardless of their, er, sex. I do however think that inherently boys like cars and trains, not all boys... by any means...

Jane Oh, that's rubbish!
Nick It's not rubbish.
Jane It is rubbish.
Nick Oh, come on Jane!
Jane Boys inherently like cars and trains?
21 TALKING PICTURES

Pru So, Jon, what did you think of the film?

Jon Eh, overall, er, it was mildly entertaining. Er, as a thriller, it didn't really have many thrills, er, but, um, on the other hand, it was, it had, it had merits. It was quite nice to look at. Er, the acting was pretty poor. What, what did you feel about it?

Pru I thought that Jude Law was good in it, but I agree with you that the rest of the acting was a bit poor. I thought Matt Damon didn't have any menace to his character at all, which made the story a bit unbelievable as a whole. [Yeah] Did you find the story believable?

Jon Absolutely unbelievable. Um, its, its premise was completely farcical, and I really didn't fall for it in any way whatsoever. Um, and like you I, I felt Matt Damon was weak, but, er, certainly not as weak as the, er, the supporting actors who were characteristically awful.

Pru But it was a beautiful film to look at, did you think?

Jon Absolutely. And myself, coming from a background where I know quite a lot about, er, the beautiful landscapes of Italy, I enjoyed watching it very much, um, but it can't, I can't help feeling that overall it's just a question of style over substance.
Conversación 1
KAREN: Hola, ¿cómo estás? No he visto a Pam en mucho tiempo.

ADMIR: Estoy bien, no he visto a Pam por mucho tiempo.

KAREN: Parece que tenemos mucho trabajo por hacer hoy.

ADMIR: Sí, parece que tenemos mucho trabajo por hacer hoy.

Conversación 2
KAREN: ¿Qué has estado haciendo últimamente?

ADMIR: He estado trabajando en un proyecto importante.

KAREN: Parece que tienes mucho trabajo por hacer hoy.

ADMIR: Sí, parece que tienes mucho trabajo por hacer hoy.

Conversación 3
KAREN: ¿Qué has estado haciendo últimamente?

ADMIR: He estado trabajando en un proyecto importante.

KAREN: Parece que tienes mucho trabajo por hacer hoy.

ADMIR: Sí, parece que tienes mucho trabajo por hacer hoy.

Conversación 4
KAREN: ¿Qué has estado haciendo últimamente?

ADMIR: He estado trabajando en un proyecto importante.

KAREN: Parece que tienes mucho trabajo por hacer hoy.

ADMIR: Sí, parece que tienes mucho trabajo por hacer hoy.
ON TOP OF THE WORLD

Michael's story

A Most mountain, most climbers who are really interested in mountaineering, er, always think of the ultimate in mountains, which are the Himalayas, and, er, going on a trip there, but it takes a lot of time and a lot of money to get there. So these things, these sorts of trips are very carefully planned and sometimes they don't come to fruition. But, er, on one occasion when I was in a pub with a friend, he said, "Shall we go to Nepal and climb a Himalayan mountain?" and I said, "Yes, why not?" And because he's a very organized sort of bloke, he got it all sorted. And, I was away in Saudi Arabia at the time and so, er, when we when we came back from there it was more or less all organized. And, er, we picked ourselves a trekking peak, which is one which is not too high and therefore too expensive, and which could be done in a month.

B How successful was the actual climb?

A Well, we did what we wanted to do, which was to get to the top. Um, we were blessed with very good weather, um, you go, climbing in the Himalayas there are two seasons and one of them is the November season when, just before the, um, you get the winter storms coming in and, er, but after the, the summer monsoon has finished, and there's a, there's usually a very steady period of weather but in fact, er, when we got there it was very cold and there'd been a lot of snow, so a lot of the, the paths and the campsites which we would have expected to be dry were in fact under snow, which made for a very interesting trip, but not such a comfortable one, and, um, but the main thing was, the weather was steady. It was clear and cold for the whole month we were there. I don't remember any rain at all, um, which, um, made for a physically enjoyable trip.

B With hindsight, would you have done anything differently?

A Well, with hindsight, um, I would have chosen my companions more carefully, but you don't always have, it can be a bit of a luxury and you can't always do that, um, you just have to, um, get together a crowd of people who can afford to go and have the time to go, so that you can actually manage to get the trip done in the first place.

And, but, our, the team that we got together was, kept changing as people dropped out, so in the end, there was an odd, motley collection of people who didn't really know each other very well and, er, this friend of mine who first suggested it was in fact one of the most difficult people to get on with; especially in a high mountain environment, er, under cold conditions when, er, the weather's lousy and, er, I think, when we all came back from this trip, this is not untypical, nobody was speaking to anybody, at least I certainly wasn't speaking to anybody else, and we were all glad to get off the plane in London and go our different ways.

On the whole, the whole trip was a was a great success, and I'm very pleased we went, but I would have liked to have been more involved in the day-to-day running of things, and not been portered and guided all the way because it did leave me with a lot of spare time, and a lot of cold weather, and long dark nights which would have been better spent if I'd had more books. Ee, so I would definitely need to take more books next time.

The route itself, um, it was a standard approach route that, er, the easiest way to the mountain, to the top of the mountain but that didn't make it, although it was the easiest way to the top, it wasn't actually that easy. Um, with a bit more time... we could have, um, spent, er, we could have done some exploring, and perhaps found a more interesting way, but I think on the whole, considering it was our first trip, we were quite glad just to be able to get up to the top.

Julie's story

A So you're on crutches, why's that?

B Um, yes, bit of a long story really, um, I damaged my knee when I was on my travels, um, last year, and, um, particularly I damaged this knee when I was in Africa and I was climbing Mount Kenya with a friend. And Mount Kenya's a very large mountain, it's five thousand metres, you need three or four days to do it, and, um,... we set off with porters and, um, reached near the summit, er, where we slept the night just below the summit. And it was freezing cold, gets to minus ten, so I was very glad that I had my thermob and my, my four-seasons sleeping bag... um, and the next morning we got up at three o'clock, got to the top of the, the mountain, amazing views, I mean I was just so glad I did it, it was such an achievement and there was snow on the top, and the sun rose, and then very quickly before the ice melted we had to start coming down... and we came down very fast because we were so happy, we were sort of leaping down like goats... um, at our achievement we were really happy... and, um, we walked down all day and got to the place where we were supposed to, um, sleep and, er, there wasn't any room so we were forced basically to keep walking for another day, and so we were, like, coming down the mountain really fast because we needed to get another fifteen kilometres, um, before the sun set... and that was just so much walking coming downhill, going very fast... and, er, I should have remembered, you know, people do say you have to take care when you come down a mountain because it's a strain on your knees, and I'd never had a problem with my knees, but, um,... doing all that running down the mountain caused pain in my knees... and I really shouldn't have done it, I should have taken it more slowly, um, and remembered the advice that was given, and, um, another thing that I wish that I'd done was seek medical help um sooner really because I had a... um, a joint the next day but it wasn't, for a few days really I kept going on it before I went and got it looked at and now I've got quite an ongoing problem with my knees.

A Oh no, but you're glad you did it?

B Well, I'm glad I did the mountain, but I, I wish I, I wish I'd done it differently.
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