



# Landmark

**Upper Intermediate** Student's Book

Simon Haines & Barbara Stewart

OXFORD



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UNIVERSITY PRESS

<b>1</b> Why do they do it? Pages 4–13	Preview	Reading	Listening
	Listening and reading: Dangerous activities Present tenses review	Dangerous activities Aspect Sounding interested	Dangerous jobs Action verbs and state verbs
	Vocabulary	Language in action	
	Vocabulary development Collocations Confusing pairs	Agreeing and disagreeing	Getting into a conversation Preventing someone from getting into a conversation Exclamations Writing: A formal letter
<b>2</b> First person singular Pages 14–23	Preview	Listening	Reading
	Reading: Childhood confessions Past simple and Past continuous review	Hidden Talents Past perfect Weak forms	Happiest days <i>used to, would</i>
	Vocabulary	Language in action	
	Collocations	Expressing and asking about opinions Avoiding expressing an opinion	Involving someone in a conversation Vague language Writing: Notes
<b>3</b> It'll never happen Pages 24–33	Preview	Listening	Reading
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	Using a dictionary Adjectives describing feelings	Asking for and giving reasons	Changing the subject of conversations Repetition of words or phrases Writing: Letters and notes of explanation
<b>4</b> Children, parents and ancestors Pages 34–43	Preview	Listening	Reading
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	Homonyms Euphemisms	Expressing annoyance Calming someone down	The use of <i>I mean</i> Writing: A letter of complaint

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	<b>Vocabulary</b> Metaphorical language The verbs <i>look</i> and <i>see</i>	<b>Language in action</b> Announcing / confirming decisions Questioning decisions	<b>Writing: Announcing decisions in writing</b> Missing words Asking negative questions Sentence stress
<b>11</b> Followers Pages 104–113	<b>Preview</b> Reading: Paparazzi <i>Causatives review</i>	<b>Reading</b> Tornado followers <i>Causative verbs and the passive; non-causative use of have something done</i>	<b>Listening</b> Fans <i>Question tags</i> Intonation of question tags
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## 2 First person singular

### Preview

#### Your thoughts

Look at the magazine cover. What kind of competition is it? Think about something naughty you, or someone you know, did as a child. Tell another student the story.



#### Reading

- 1 You are going to read three entries to the 'Childhood confessions competition'. First make sure you understand the meanings of the words in the list below. Then use the titles and words to help you guess what the stories are about.

**Sorry grandad**

doze snore scissors  
moustache tiptoe

**I was a ten-year-old hoaxer**

church siren fire-engine

**My first lie**

medicine bitter hide

- 2 Read the stories and check your ideas. Make a note of how the storytellers felt immediately after their actions.

### Sorry grandad

I was about six or seven at the time. I was at home with my grandad. He looked after me during the week whenever my mother was at work. He was dozing in an armchair while I was playing with my toys. When I asked him what time Mum was coming home, he didn't answer. I asked him again but there was still no reply. You can probably guess – he was asleep. Anyway, while I was playing, I found some old scissors in my doll's house. I don't know what gave me the idea, but I just couldn't resist it. I picked up the scissors and tiptoed across the room till I was next to grandad's chair – he was snoring loudly. Really quickly I cut off the ends of his moustache. Then I just stood there and stared at him – he looked completely different. I felt so guilty I burst into tears. Of course he woke up and wondered what was happening. When I told him, he felt his moustache, leapt out of his chair and looked in the mirror. Then, amazingly, he just laughed.

### I was a ten-year-old hoaxer

One Friday morning I went into a phone box, rang the fire brigade and said that the local church, the one I actually went to, was on fire. You often do things like that because your friends persuade you to, but I just did this on my own. I remember, as I was walking home through the park five minutes later, I heard the sirens and saw the fire engine arriving at the church. I ran home as fast as I could, went up to my bedroom and peered through the curtains, but I couldn't see anything. I was expecting someone to knock on the door at any minute and take me off to the police station. I was only ten years old and I was absolutely terrified – I don't know why I did it. I never did anything like it again.

# My first lie

I can't have been more than four when this happened. I can't remember what was wrong with me, but I was taking medicine twice a day. It had such a bitter taste that I took it mixed in a glass of sweet orange juice. The problem was I could still taste the medicine in the orange juice. One particular afternoon I was watching television and my mother brought the horrible drink in. As she gave it to me, the phone rang and she went to answer it. I looked at the orange drink and decided I couldn't face it, so I hid the glass behind a pile of magazines. Of course, when my mother said, 'Have you taken your medicine?' I said, 'Yes.' I felt very pleased with myself. She found the drink the next day when she was doing the housework. She looked at me very seriously and said, 'It's very naughty to tell lies!'

- 3 Which of these three entries to the 'Childhood confessions competition' do you think should win the first prize? Think of reasons for your choice. Compare your ideas with other students.
- 4 Look at the two main stories mentioned on the magazine cover.
  - a Work in pairs. Decide what one of these stories is about.
  - b Make up the story. How old was the person? Who else was involved? What did they do? How did they feel? What were the consequences?
  - c Tell your version of the story to another pair.

## Person to person

- 1 At what age do children know they are being naughty?
- 2 Why do they do things they know will make their parents or other adults upset?

## Grammar – Past simple and Past continuous review

- 1 How are the Past simple and the Past continuous used?
  - a Which form do we use to emphasize that an action or event took place over a period of time in the past?
  - b Which form do we use to refer to a completed action or event which took place at one or more particular times in the past?
  - c Which form is more often used for temporary situations?
- 2 Match sentences a–f with the descriptions 1–6. Compare your ideas with a partner.
  - a *He was dozing in an armchair while I was playing with my toys.*
  - b *He looked after me during the week whenever my mother was at work.*
  - c *She found the drink the next day when she was doing the housework.*
  - d *I worked in New York from January to May last year.*
  - e *One Friday morning I went into a phone box, rang the fire brigade ...*
  - f *One particular afternoon I was watching television and ...*
  - 1 a specific action which took place while a longer action was in progress
  - 2 an action in progress which forms the background to a story
  - 3 a number of completed actions which took place one after the other
  - 4 a repeated action that took place at certain specified times
  - 5 two actions in progress over the same period of time
  - 6 a completed action which took place over a specified length of time

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## Check

- 3 Choose the correct form of the verb for these sentences.
  - a While I *had/was having* breakfast, someone knocked on the door.
  - b I *often phoned/was often phoning* my friends when my parents were out.
  - c While he was talking on the phone, the meal *burned/was burning* in the oven.
  - d The sun *shone/was shining* and the birds *sang/were singing*. Suddenly ...
  - e I *left/was leaving* the house at 6 o'clock, *got/was getting* into my car and *drove/was driving* off.
  - f He *played/was playing* tennis for Australia between 1988 and 1997.

## Pronunciation

- 4 a The past tense *-ed* ending of these regular verbs is pronounced in three ways. Practise saying them with a partner and then put them into three groups.

need long want laugh knock add love gaze kiss watch stop  
wait judge try wash

- b **2.1** Listen and check your ideas. What rules of pronunciation and spelling can you work out?

- Past perfect  
► used to, would

p.16  
p.19

# Listening

- 1 Work in pairs. Look at the two pictures and discuss these questions.
- What sort of people live in these rooms? What sort of characters do you think they have?
  - Which of the two rooms would you feel more comfortable in? Why?



You are going to listen to an extract from a radio programme called *Hidden Talents*, where people talk about an aspect of their character.

As you listen

- 2 **2.2** Answer these questions.
- What is the speaker's particular 'talent' or 'secret power'? Listen for examples. How does the speaker feel about her talent?
  - Which of these words describe the tone of her talk?  
amusing heavy humorous ironic light-hearted serious

## Interpretation

Listeners often have to interpret things they hear in order to get the full meaning. You have to 'listen between the lines' to understand what the speaker is really saying.

- 1 a How do you interpret these extracts from the programme?
- ... I spent a whole day looking for an important document that I knew I'd left ... on the table. **Although I could not see the document, it was there.**
  - ... I feel the **unusual combinations of objects** in my house might have made the burglar think that my house had already been broken into.
  - ... **the object will not be staying for long.**
- b What advantages and disadvantages of her 'hidden talent' does the speaker mention?
- 2 a Which of these negative qualities could be used to describe the personality of the speaker you have just heard? Discuss your choices with a partner.  
untidy disorganized inefficient careless impatient
- b What are the opposites of these five qualities?

## Speaking personally

- Have you ever put something in a safe place and been unable to find it again?
- Which of your things do you never have to look for because you always know where they are?
- Do you have any 'hidden talents'? What are they?

Grammar

## Past perfect

### Exploring concepts

- Underline all the verbs in these extracts from the programme.
  - I spent a whole day looking for an important document that I knew I'd left in an obvious place on the table.*
  - ... as I was unpacking the food I had just bought at the local supermarket, I discovered the missing key under a bag of potatoes.*
  - ... while I was looking for my glasses, I came across a sandwich I'd lost the previous weekend.*
- Now answer these questions for each of the three extracts.
  - What is the main action or event in each sentence? What tense is used?
  - Which of the actions or events mentioned in each extract took place first? What tense is used?
  - Why does the speaker mention these other events or actions?

- 3 Here are some more sentences referring to past actions or events. What is the purpose of the Past perfect verbs in these sentences? Choose one or more of the uses 1–4.
- By seven o'clock this morning, I'd *done* three hours' work.
  - After I'd *finished* working, I had breakfast.
  - I'd *eaten* hardly anything the day before so I was really hungry.
  - It *had been* a tiring day. I *hadn't* slept well the night before. By mid-afternoon I was almost asleep.
- to show a particular sequence of actions or events in the past
  - to give background information to a story
  - to explain a past action, event, or state
  - to give information about an action, event, or state which preceded a particular time in the past
- 4 How does the use of the continuous aspect change the meaning? What is the difference between these sentences?
- While I was looking for a screwdriver recently, I found my daughter's birth certificate, which I'd *been searching for* for months.
  - I'd *searched* for months for my passport. Then, the day after I got a replacement passport, the old one turned up.

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Pronunciation

- 5 a How is *had* pronounced in natural speech?
- After John *had* finished he left.
  - What *had* he done to deserve that?
  - Had* the party finished by two?
  - No, I don't think it *had*. No, it *hadn't*.
  - I *had* thought of that, you know.
- b **2.3** Listen and check your ideas. What rules of pronunciation can you work out?

**Exploitation**

- 1 Make a list of five interesting things you had done by the age of fifteen. Then ask other students questions based on your own experiences.

Example

*By the age of fifteen I'd visited Australia, Portugal, and Japan. Which countries had you visited by the age of fifteen?*

You could think about some of these things:

- places you'd lived in or visited
- events you'd attended or watched
- people you'd met.

Agree on the most interesting or unusual experiences.

- 2 Imagine you arrived at work after the weekend and found your office in a terrible mess. What had happened?



Example

There were small, round, burn marks on your chair. *Someone had been smoking and had put out their cigarette on the chair.*

- The door lock was broken.
  - There were red stains on the floor and bottles in the bin.
  - There was a half-eaten sandwich on one of the desks.
  - There was a broken window and a football on the floor.
  - There were opened letters on the floor.
  - The desk drawers and filing cabinets were open.
- 3 Work in groups. Use your imagination to explain the background to these events.
- Last weekend your favourite singer or sporting personality collapsed and was taken to hospital.
  - Quite suddenly, your best friend got married and emigrated.
- 4 A mini-saga is a very short story with a title, a beginning, a middle, and an end. It must be exactly 50 words long, not including the title. Read this example.

**Learner driver**

*It was the first time I'd driven alone, although I'd often been out with my parents. I knew what to do and was driving carefully. When the policeman stopped me and asked me why I was driving so slowly, I said I didn't think children under ten should drive fast.*



Work in pairs. Make up an entry for a mini-saga competition. Start in one of these ways.

- I'd spent the whole morning waiting for my friend to arrive.
- I couldn't remember where I'd seen her before.



# Reading

- 1 Think about a particularly happy day in your life. Compare your ideas with a partner.
- 2 You are going to read about the happiest day in someone's life. Read the first paragraph of the article.
  - a What happened on that day?
  - b Which words and phrases tell us the writer was happy?

As you read

- 3 Find out whether the writer remained happy after the excitement of the happiest day.



Economy Single

**Geelong to Melbourne**



001098 51  
001098 51

# My single ticket to freedom

The happiest day of my life

The day I left home was the happiest day of my life. I walked away from my parents' house, along narrow suburban pavements to the railway station, and into the brightest afternoon I had ever lived. I had no baggage but a briefcase, and in it nothing but a nightshirt, a paperback book, a hairbrush, and a sample bottle of 'Shocking' by Schiaparelli. 'A single ticket,' I sang at the man in the ticket office. Even now, whenever I travel, I feel the warm afterglow of that afternoon.

If I was entitled to housing I had no knowledge of the fact. I didn't even know if I was eligible for the dole, and it never occurred to me to ask. I don't suppose I thought of a home of my own so much as somewhere to live. For years I lived in other people's houses. Sometimes I would keep the fact that I was at university under my hat, so as to work as a housekeeper. Sometimes, I'd house-sit in properties that were to be pulled down or done up and sold. More than once I came 'home' to find my few belongings dumped unceremoniously on the pavement and the locks changed. But one day I found an empty hay loft at the back of a Victorian house near the university. The tenants in the house didn't mind whether I lived there or not.

My loft was only 15 feet by 11, the sole access was a trap door in the floor, and the ventilation was a half-door that opened into a tree. It was freezing, it was insecure, it was perfect.

I bought an old cast-iron wood stove and used to burn the hardwood blocks that were removed as the streets of Melbourne were macadamized; being impregnated with tar, they'd burn a treat. On the stove I kept a pot of stew, bunged in the least battered vegetables I could find after the market closed and scrag ends of this or that fowl or sheep, and a few bones.

Whatever my abode was, it was not fixed. The owner could have thrown me out at any time. With no running water, no electricity but a single 40-watt bulb hanging from a rafter, bare brick walls, no ceiling, let alone insulation, my home was unfit for human habitation. I was living in a shed and I liked it fine.

From the outside you would never have known that anyone lived there, which is why I was not turfed out as a fire risk or a health hazard or a lunatic. If I'd been gathered up and forced to return to my parents' clean, warm house, I would have gone berserk, beaten up my warders, and thrown myself under a truck. I needed that space just as it was. Perhaps I felt I had proved I could survive in a crack in the consumer society. It didn't matter to me whether people classified me as a beatnik or a loony as long as I could sit with my feet in the oven of the old stove reading my book until I felt sleepy, and sleeping until I felt like waking up.

My parents made no attempt to find out what had become of me. I was both glad and bitter. I told myself that I didn't need to feel any remorse about running away and not letting them know where I was. If they'd wanted to know, the university could have told them. What I didn't realize (because like all teenagers I was totally self-absorbed) was that when a child does not fit in at home, the tension is felt by everyone. It was probably better for the rest of the family that I had taken myself off. It was certainly better for me. In my parents' house I was sleepless and nervous and used to suffer from repeated bouts of bronchitis; in my loft I had to develop a resistance to respiratory and gut infections.

*The Guardian*

## Close up

- 1.3 What does *but* mean in this sentence? (It is used twice.)
- 1.11 What do you do if you *keep something under your hat*?
- 1.13 What does *house-sit* mean? Which verb ending in *-sit* means 'to look after young children'?
- 1.33 What does the phrase *let alone* mean here?

## Interpretation

- 1 What is the opposite of a *single ticket*? Why does the writer use this expression about leaving home? (1.5)
- 2 Why were the writer's belongings *dumped unceremoniously on the pavement*? (1.14)
- 3 Why does the writer say her *freezing, insecure home was perfect*? (1.21)
- 4 What does this extract from the text tell you: *Dozens of people survived on stew out of that pot ...*? (1.28)

## Speaking personally

Do you agree or disagree with these opinions?

- 1 The writer is the kind of strong-minded, independent person I admire.
- 2 The writer was cruel towards her parents, and selfish and irresponsible towards other people.
- 3 The writer must be a strange person to enjoy living in a cold, insecure hay loft.
- 4 It's better for children over 18 to live independently of their parents.

Grammar

## used to, would

### Exploring concepts

- 1 Read these extracts from the text and underline all the past verbs.
  - a *I walked away from my parents' house, ...*
  - b *Sometimes I would keep the fact that I was at university under my hat ...*
  - c *But one day I found an empty hay loft at the back of a Victorian house ...*
  - d *I used to burn hardwood blocks ...*
  - e *... they'd burn a treat.*
  - f *... (I) used to suffer from repeated bouts of bronchitis ...*
- 2 Work in pairs. Discuss these questions.
  - a Which of the extracts refer to a past habit or typical behaviour?
  - b Which of the extracts refer to a single past action?
- 3 *Used to* and *would* can both refer to past actions and habits. *I used to / would smoke whenever I felt nervous.*
  - a Which form can also refer to past states? Which of these sentences is correct?
    - 1 *I used to have* long hair and a beard in my twenties.
    - 2 *I would have* long hair and a beard in my twenties.
  - b Which form do we use to compare the past with the present? Which sentence suggests that the speaker no longer smokes when they feel nervous?
    - 1 *I used to smoke* whenever I felt nervous.
    - 2 *I would smoke* whenever I felt nervous.

### ► Language commentary p.125

### Pronunciation

- 4 a How is *used to* pronounced in natural speech?
  - 1 *I used to* go out more.
  - 2 *I used to* eat meat.
  - 3 No, but *I used to*.
  - 4 Yes, but *I didn't use to*.
- b **2.4** Listen and check your ideas. What rules of pronunciation can you work out?

### Exploitation

- 1 Work in pairs. Talk about what life used to be like in your country 100 years ago. Make positive and negative sentences using *used to* and *would*. Use these topics and verbs.
  - jobs and work (work, start, finish, be paid)
  - health and illness (die, suffer from, pay)
  - families and children (have, work)

Example  
forms of entertainment (play, do)  
*People used to make their own entertainment. For example, on Sunday afternoons, my great grandmother would play the piano.*
- 2 A popular magazine is running a series of articles called *The Good Old Days* to which readers are invited to send contributions. Write a short description of one or two of the most interesting aspects of life you have just been talking about.



- 3 Work in pairs. What is your life like now compared with five or ten years ago? Talk about some of these aspects:
  - your daily routine
  - your appearance
  - hobbies, sports, and interests
  - holidays.

### Free speech

- 4 Work in groups. Discuss any of these subjects that you find interesting. Don't spend more than about two minutes on any subject.
  - My first school
  - My first classmate
  - Favourite TV programmes from my early teenage years
  - Favourite or least favourite kinds of food when I was very young

# Collocations

Collocations are pairs or groups of words which are commonly used together. Often there is no logical reason for these word groups so it is easier to learn combinations of words rather than single items. Here are some different kinds of collocation, with examples from this unit.

**a verbs and nouns**

*I felt so guilty I **burst into tears**.*



**b adjectives and nouns**

*My house had no **running water**.*



**c verbs and adverbs**

*It was **raining heavily**.*



## Verbs and nouns

1 Match a verb from list A with an appropriate noun from list B. Some of the verbs collocate with more than one noun.

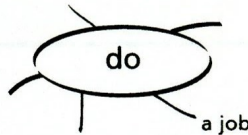
- A** answer do lock make play  
suffer (from) take tell watch

- B** the door the housework an illness  
a lie a loss medicine the piano  
the telephone television

2 Work in groups. Spend about two minutes on each of these questions.

- What musical instruments would you like to play?
- What's the worst medicine you've ever had to take?
- How much housework do you do each week?
- What illnesses did you suffer from as a child?
- What do you say when you answer the phone?

3 Which ten of these nouns collocate with *do* and which ten collocate with *make*? Make word webs.



- aerobics your best a complaint the cooking  
a crossword a decision an effort an excuse  
an exercise someone a favour friends  
your homework a job a living a mistake  
money a noise notes research the shopping

4 Now make word webs with these verbs. Check your ideas in a dictionary.

answer play take

## Adjectives and nouns

1 Match an adjective from list A with an appropriate noun from list B. Some of the adjectives collocate with more than one noun.

- A** bare bitter hard rich single strong sweet

- B** bed chocolate country exercise facts feelings feet person  
potato room sauce taste ticket town walls wind

2 Some adjectives have different meanings in different collocations. Compare the following uses of the same adjectives. What is the difference in meaning?

- a *hard* exercise / a *hard* bed
- a *rich* person / a *rich* sauce
- a *single* person / a *single* room / a *single* ticket
- strong* coffee / a *strong* wind
- a *sweet* apple / *sweet* person

3 What are the opposites of the adjectives in 2a–e?

## Verbs and adverbs

1 Think of three verbs which each of these adverbs can be used with.

Example

*carefully*: drive, speak, write

- carefully* dangerously honestly loudly neatly quickly seriously simply  
slowly strongly

2 Work in groups. Take turns to talk for 20 seconds about some of these subjects.

- single beds
- rich people
- the best way to make friends
- people who snore loudly
- people who drive dangerously
- people who never do anything neatly

# Language in action

## Expressing opinions

### Eavesdrop!

Look at the picture and guess the answers to these questions.

- Who are the people?
- Where are they?
- What are they discussing?



### Listening 1

- 2.5** Listen, check your ideas and think about these questions.
  - What is the relationship between the speakers?
  - One of the speakers is unwilling to express an opinion. Who do you think it is and why?
- Work in groups of three. Listen to the conversation again.

**Student A** Listen and note down expressions used to express opinions.

**Student B** Listen and note down expressions used to ask someone's opinion.

**Student C** Listen and note down expressions Charlie uses to avoid expressing an opinion.

Tell each other the expressions you heard. Make lists with the following headings:
  - expressing opinions
  - asking someone's opinion
  - avoiding expressing an opinion.

### Listening 2

- 2.6** You are going to listen to two more conversations in which people express opinions. As you listen, answer these questions.
  - Who are the speakers?
  - What is their relationship?
  - What are they talking about?
- 2.7** Read and listen to the extracts from the conversations on the next page.
  - Mark any expressions used to:
    - express opinions
    - ask someone's opinion
    - avoid expressing an opinion.
  - Add the marked expressions to the lists you have already made.

### Extract 1

- T About seventy quid, wasn't it?  
 J Is it? Have you any ideas, Roger?  
 R No, nothing, no, nothing springs to mind, no.  
 T I think we ought to get a picture or a print, something, you know, something she can actually put on the wall – it'll be there to remember us by.  
 B Well, she's keen on art. I mean she went to that art course this, this year, so ...  
 T That would work, yeah. What sort of things does she like, then?  
 B Well, I don't know. It'd be nice to get something original, but I don't know if we've got enough money for that.  
 T No, seventy quid's not much for an original, is it?  
 R No, it's not much for that.



- J I suppose so. Might be able to get a nice piece of pottery, though, or glass, or something like that.  
 T Yeah, there's quite a good place down, is it down the end of ... the High Street somewhere ...?  
 J That's right, that's right, they're lovely.

- T ... that's very often got some stuff there.  
 B She's got quite a lot of pottery already, I mean ...



- R I really don't have any strong ideas on it, I mean ... I don't think pottery or glass, as you say, she's got a lot already.

### Extract 2

- K What, going to the health farm?  
 J No, no. I think if you want something relaxing, perhaps we ought to do something a bit more active, but relaxing.  
 B Yeah, but with the health club you can do both, I mean you can do exercises in the gym, you can do aerobics, or you can do swimming, or you can just lounge around and do nothing.  
 K Mmm, sounds all right.  
 B What do you think?



- K Well, you know, it's ... we're going away. I don't mind really where we go or what we do.  
 J Well, don't you think

you might waste your weekend if you were just lazing around?

- K Well, I don't know. It's difficult to say, I mean once we get there we might find that, you know, there's all sorts of things we could do.  
 B Well, in the end, I mean, I don't suppose I really mind, I mean, you know, whatever you two decide, I mean, if we can all decide ... if two of us decide on something ...  
 K Yeah, fine, that's OK with me.  
 J Well, how about ... Well, I think perhaps then we ought to then choose a neutral erm ... one that we all ...  
 B Karen, can you suggest something?  
 K Well, I'm quite happy with any of these suggestions really, I mean the health, the health club, that sounds fine.  
 B Yeah, but Julie's not keen on that, so ...



## Features of natural conversation

### Vague language

The term *vague language* refers to words or phrases which do not give precise information. People use vague language for different reasons:

- they don't know the exact facts
- the precise facts are not important
- they don't want to express their real opinions.

Read Extracts 1 and 2 again, and note the highlighted examples of vague language. Decide what the vague terms could mean and why they are being used.

#### Example

About seventy quid ...

Which amounts could this mean? £65, £69, £72, or £78?

The speaker doesn't know the exact amount.

### Practice

- 1 **2.8** Listen and repeat these expressions asking someone for their opinion. Underline the syllable in each expression which carries the main stress.
- What do you think?
  - How do you feel about it?
  - Have you any ideas?
  - What do you reckon?
  - Don't you think we should discuss it?

- 2 a Say these expressions of opinion (or lack of opinion), and underline the syllable which carries the main stress in each clause.

- I'd say (it's a good idea).
- If you ask me, I think (it's fantastic).
- I don't really mind.
- I don't have any very strong feelings.
- I think we ought to (stay in).
- It's not up to me (to decide, is it)?
- I don't think (we should).

- b **2.9** Listen and check your ideas.

### Exploitation

Work in groups. Choose one of these situations. Discuss the people in the photographs opposite. You do not need to reach agreement, but simply to express opinions.

#### Situation 1

You are the personnel committee of a small business. You are looking to recruit two new members of staff to work in your team. Agree what your business is, then decide who you want in your team. All the candidates have similar qualifications and experience.

## Situation 2

Your group is going on a two-month adventure holiday. One of the original members of the group has dropped out and you are looking for a replacement. Which of the four applicants would you choose?



Max

24, unmarried, confident public speaker, tolerant, sense of humour, good at mending things, useless at housework, TV addict, good with figures, smoker.



Isabel

28, engaged to be married, practical, good listener, non-smoker, can't cook, lazy, diplomatic, good with money.



Neil

26, divorced, has experience of running successful business, good cook, good with children, always goes to bed late, workaholic, can't keep a secret, excellent report writer.



Kate

35, widow (has a five-year-old child), trained first aider, honest, untidy, independent, hard-working, bossy, talks a lot, punctual.

## Writing

- 1 You are going to write notes that you could refer to when having a serious conversation using semi-formal language. These are the kind of notes you would make to remind yourself about important ideas and opinions you wanted to express.
  - a First, think about the similarities and differences between normal conversation and more formal spoken language.

## Spoken language

- J Personally, I wouldn't even consider Jackie or Rachel – they just wouldn't fit in, but I quite like the look of Christina and I'd say Robin sounds OK from his letter.
- A Charlie?
- C It's difficult to say. Several of them sound OK from their letters.

## Semi-formal spoken language

*My own view is that Jackie's too young. She's got hardly any experience of living with other people. It seems to me that Rachel is rather shy and quiet. I don't think she'd feel comfortable with older people. In my opinion, Robin's better and I feel sure he'd fit in well. I must say, I found him a bit talkative on the phone – I imagine this might be rather irritating. From my point of view, Christina would be ideal. She seems mature and, as far as I can tell, she'd get on well with all of us.*

- b Read these notes that the speech above was based on.

## Writing

Jackie *too young, little experience of sharing*  
Rachel *rather shy and quiet, not very comfortable with older people*  
Robin *talkative but OK, could be irritating but would probably fit in*  
Christina *my first choice, quite mature, think she'd get on with us all*

- c What has been added to the notes to turn them into semi-formal language?

## ▶ Writing guidelines p.155

- 2 Choose one of these situations.

## Situation 1

Write notes in preparation for a telephone call you are going to make to one of the managers of your business. Your notes should summarize your opinions about the kind of person you would like to join your department to work with you on a new project.

## Situation 2

Write notes in preparation for a meeting, summarizing your opinions about the kind of person you are looking for to join your group on an adventure holiday.

- 3 Work with someone who chose the other situation. Explain your situation and give your opinions. Refer to your notes to make sure you cover your points.


## Unit 2 Summary

In this unit you have worked on the following language points.

- Past simple and Past continuous
- Past perfect
- used to, would*
- Collocations

- Asking about, expressing, and avoiding expressing opinions
- Writing notes

Tick ✓ the points you are confident about and cross X the ones you need to revise.



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