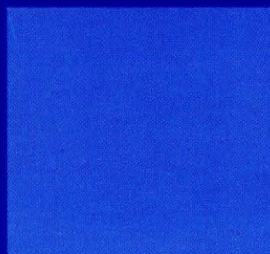
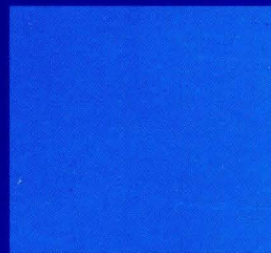
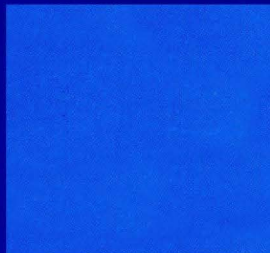
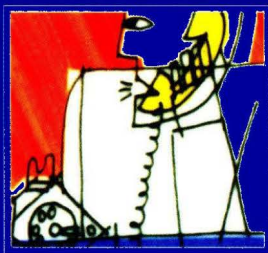


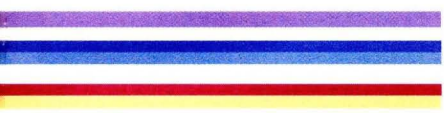
# Landmark

ADVANCED | Student's Book



Simon Haines

OXFORD



# Landmark

ADVANCED | Student's Book

Simon Haines

OXFORD  
UNIVERSITY PRESS

Unit / Topic	Language focus	Vocabulary / Exploring words
<b>1 Influences</b> 1.1 20th century people p.6 1.2 My influences p.8 1.3 -isms p.10 Exploring words p.12	Discourse markers: adding, contrasting ideas, etc. p.7 <i>all, both, either, neither, none</i> p.11	Two-part adjectives ( <i>hard-hitting</i> ) p.9 <b>Exploring words</b> Describing personality and mood p.12
<b>2 Infernal machines</b> 2.1 Computers and cars p.14 2.2 Computers and you p.16 Exploring words p.18	The conditional; <i>as long as, provided that</i> , etc. p.15 Emphasis (auxiliary verbs, word order, etc.) p.17	<i>make and do</i> p.16 <b>Exploring words</b> Computers and computing; antonyms and synonyms p.18
<b>3 Open questions</b> 3.1 Caught in the rain p.20 3.2 Time travel p.22 3.3 Saving a language p.24 Exploring words p.26	<i>wish</i> and other expressions p.21 Speculating and imagining ( <i>would, might, could, Imagine ...</i> , etc.) p.23	Language words p.24; adjectives and nouns p.25 <b>Exploring words</b> Crime and punishment p.26
<b>4 Danger</b> 4.1 A near miss p.28 4.2 Anonymous threats p.30 4.3 Cyber danger p.32 Exploring words p.34	Narrative tenses (Past simple, Past continuous, Past perfect) p.31 Reported speech and reporting verbs p.33	Expressions with <i>danger</i> p.29 <b>Exploring words</b> Collocation (1): adjective–noun, verb–noun p.34
<b>5 Dilemmas</b> 5.1 In the workplace p.36 5.2 A quiet Sunday bus ride p.38 5.3 How far should we go? p.40 Exploring words p.42	Opinions and suggestions p.37 Inversion after negative expressions p.39	Three-part phrasal verbs p.37 Adjective–noun collocations p.41 <b>Exploring words</b> Rights, responsibilities, truth, and lies p.42
<b>6 Natural assets</b> 6.1 Personal gifts p.44 6.2 Survivors p.46 Exploring words p.48	Obligation: <i>should, ought to, must, have to, need to; had better, be supposed to, be meant to</i> p.45 Determiners: <i>some, any, every, no, not a, not any, (a) few, (a) little</i> p.47	<b>Exploring words</b> Words and their roots p.48
<b>7 Senses</b> 7.1 Gut feelings p.50 7.2 Don't stare – it's rude! p.52 7.3 Common sense p.54 Exploring words p.56	Degrees of agreement p.51 Present perfect (vs Past simple); simple and continuous p.53 Making generalizations (Present simple, adverbial expressions) p.55	<i>look at, watch, stare</i> , etc. p.52 Verb–noun collocations p.55 <b>Exploring words</b> Colloquial words and expressions p.56
<b>8 Control</b> 8.1 Family pressures p.58 8.2 Gun control p.60 8.3 Waste control! p.62 Exploring words p.64	Reference words (1) p.59 <i>What</i> and <i>It</i> clauses for emphasis p.61 The future: <i>will, going to</i> , Future perfect and continuous p.63	Meanings of <i>take up</i> p.59 <b>Exploring words</b> Countable and uncountable nouns p.64
<b>9 Music matters</b> 9.1 My music p.66 9.2 The player and the listener p.68 9.3 The good and the bad p.70 Exploring words p.72	Adverbs of degree ( <i>absolutely, fairly</i> , etc.) p.67 Formal and informal style p.69	Music styles p.66 Adjectives p.68 Music: performers, etc. p.70 <b>Exploring words</b> Collocation (2): adjective–noun; <i>classic</i> vs <i>classical</i> , etc. p.72

Exploring natural speech / Other language input	Skills focus	Writing
Unstressed words: <i>was, were, that, for</i> p.9 Comparison language p.11	Reading: important 20th-century people p.6; <i>-isms</i> p.10 Speaking: important 20th-century events p.7; role models p.9; inventing a new <i>-ism</i> p.11 Listening: personal influences p.8	A personal profile p.9
<i>I suppose</i> p.16 Arguments for and against p.17	Reading: <i>If only everything was as reliable as a computer</i> p.14 Listening: people's views on computers p.16 Speaking: a debate p.17	
Commonly contracted expressions ( <i>going to, want to, etc.</i> ) p.22	Reading: <i>Scientists rule out running from the rain</i> p.20; <i>The death of a language</i> p.24 Listening: getting wet p.20; time travel p.22 Speaking: interview with a time traveller p.23; choosing projects p.25	A formal letter p.23
Vague language p.29 <i>sort of</i> p.30 Language of interruption p.31	Listening: a motorway incident p.29; dangerous situations p.30 Speaking: telling news stories p.29 Reading: <i>Melissa creator pleads guilty</i> p.32	A story p.31
<i>I'm afraid</i> p.37	Listening: work dilemmas p.36; genetic engineering p.40 Reading: <i>An everyday dilemma in modern Britain</i> p.38 Speaking: discussing statements/pros and cons p.41	A magazine article p.41
Interaction in conversation: adding, finishing, replying p.45	Listening: talents p.44 Reading: <i>Outlasting the Dinosaurs</i> p.46 Speaking: an interview about human survival p.47	
Unfinished sentences p.51	Listening: 'other senses' p.50 Speaking: a survey p.51; common sense ideas p.55 Reading: <i>What are you looking at?</i> p.52; <i>Will your common sense help you as a manager?</i> p.54	A report p.51
Elision p.60	Reading: <i>A family hothouse</i> p.58; <i>Ecological Nightmare</i> p.62 Listening: a report on gun control p.60 Speaking: how to reduce crime p.61	A magazine article p.63
Adjectives ending in <i>-y</i> ( <i>poppy, catchy</i> ) p.66	Listening: musical preferences p.66 Reading: <i>The Artist</i> p.68; concert reviews p.71	A review p.71

Unit / Topic	Language focus	Vocabulary / Exploring words
<b>10 From place to place</b> 10.1 Travel p.74 10.2 First impressions p.76 Exploring words p.78	<i>as</i> and <i>like</i> p.75 Historic present p.77	Vague language referring to people's ages p.75 <b>Exploring words</b> Compound nouns p.78
<b>11 Remember</b> 11.1 Memories p.80 11.2 Memory p.82 11.3 Help! p.84 Exploring words p.86	<i>must, can, can't (+ have)</i> : certainty and deduction p.81 Relative clauses p.83 Articles p.85	<b>Exploring words</b> Loan words used in English ( <i>bungalow, femme fatale</i> ) p.86
<b>12 All the rage</b> 12.1 Crazes p.88 12.2 Fast food fashions p.90 12.3 Films p.92 Exploring words p.94	<i>used to</i> and <i>would</i> p.89 Omitting words p.91	Expressions of interest p.89 Phrasal verbs with <i>off</i> p.93 <b>Exploring words</b> Fashion p.94
<b>13 Conflict</b> 13.1 Personal and professional p.96 13.2 Only a game p.98 13.3 Families at war p.100 Exploring words p.102	<i>-ing</i> forms p.99 Singular or plural ( <i>team, government, etc.</i> ) p.101	<b>Exploring words</b> Conflict p.102
<b>14 Work</b> 14.1 Time management p.104 14.2 The big wide world p.106 Exploring words p.108	Ability and possibility: <i>can, could, manage to, etc.</i> p.105 Indefinite pronouns: <i>someone, everybody, anything, etc.</i> p.107	Phrasal verbs with <i>out</i> p.107 <b>Exploring words</b> Euphemisms p.108
<b>15 Behaviour</b> 15.1 Why do they do it? p.110 15.2 Honesty? p.112 15.3 How to skive p.114 Exploring words p.116	Alternatives to relative clauses p.111 Fronting: emphatic word order p.113 <i>-ing</i> forms and infinitives p.115	<b>Exploring words</b> Competitions; word formation p.116
<b>16 Processes</b> 16.1 Getting to sleep p.118 16.2 Animation p.120 16.3 Interviews p.122 Exploring words p.124	Habits and predictable behaviour ( <i>will, tend to, etc.</i> ) p.119 The passive p.121 Verb + object + <i>to</i> + infinitive p.123	Applying for a job p.123 <b>Exploring words</b> American and British English p.124
<b>17 Creativity</b> 17.1 Mr Gormley's Angel p.126 17.2 But is it art? p.128 17.3 Women in the arts p.130 Exploring words p.132	Dependent prepositions p.127 Reference words (2) p.129	Art styles and techniques p.128 Male and female words ( <i>waiter, spokesperson, etc.</i> ) p.131 <b>Exploring words</b> Metaphorical language p.132
<b>18 In the public eye</b> 18.1 Infamy p.134 18.2 A year in the public eye p.136 Exploring words p.138	Sentence structure: simple, compound, complex p.135 Uses of <i>get</i> : as a main verb, in causative constructions, as a phrasal verb p.137	Connotation: <i>fame, notoriety, etc.</i> p.134 <b>Exploring words</b> Urban and rural living p.138

Exploring natural speech / Other language input	Skills focus	Writing
<i>just</i> p.75	Listening: adventure holidays p.74 Speaking: planning a holiday p.75 Reading: <i>Welcome to the Pole!</i> p.76	An account of a visit p.77
Reference words p.80 Remembering p.81	Listening: early memories p.80 Speaking: recounting your earliest memories p.81; remembering objects p.83; Internet services p.85 Reading: <i>The mystery of memory</i> p.82; <i>Remembering and forgetting</i> p.84	A personal memory p.81
Repetition p.88 Talking about films p.92 Spontaneous speech p.93	Listening: past crazes p.88; successful films p.92 Speaking: childhood interests p.89; frightening scenes in films p.93 Reading: <i>The rise of the burger</i> p.90	
Fronting p.97 Calming someone down p.97	Listening: differing attitudes to conflict p.96; a conflict p.97 Speaking: resolving a conflict p.97; family issues p.101 Reading: <i>A playground with a difference</i> p.98; two profiles of parents p.100	A story p.99
Colloquial expressions p.106	Reading: <i>The hardest time slot to fill</i> p.105 Speaking: planning an ideal schedule p.105; ideal jobs p.107 Listening: future work plans p.106	A job description p.107
Using auxiliary verbs for emphasis p.113 Advice expressions p.115	Reading: <i>Test of vocal cords ...</i> p.110; <i>How to skive</i> p.114 Speaking: ideas for record-breaking competitions p.111 Listening: cheating p.112	An article p.115
<i>thing and stuff</i> p.118	Speaking: sleep habits p.118; different habits p.119; cartoons/animated films p.121 Reading: <i>Poultry in motion</i> p.120; <i>What <u>not</u> to say in interviews</i> p.122 Listening: sleep habits p.118; description of a process p.120	A report p.121 A letter of application p.123
Reacting and clarifying p.131	Listening: interview with a sculptor p.127; men and women in the arts p.130 Reading: <i>Struggling artists</i> p.128 Speaking: animal experiments p.129; male or female jobs? p.131	
Tentative language p.136	Reading: <i>Names that live in infamy</i> p.134 Speaking: a new reality TV programme p.137 Listening: <i>Castaway project</i> p.136	A profile p.135

Tapescripts p.140

Writing guidelines p.150

Interaction and check p.157



# 3 Open questions

## 3.1 Caught in the rain

### Lead in

- 1 a Put these adjectives in order from weak to strong.

damp soaked wet

- b Put these 'moving' verbs in order of speed.

run stroll walk

- 2 It is raining heavily and you haven't got an umbrella. What is the best thing to do – continue walking or start running?

- 3 **3.1** You are going to hear three people talking about this situation.

- a What happened to the woman? What did she do?  
b Would she have got wetter if she had walked?

- 4 Choose the best meaning for the phrases in **bold** in the extracts.

- a *Yeah, yeah – but it occurred to me actually – cos I was running down the street to ...*

it happened to me I discovered  
I suddenly realized

- b *... as much rain is falling on you as if you were walking – mind you it would have gone totally against the grain ...*

but and also because

### Reading

- 1 Read the title and first paragraph of the article below.

- a Complete the paragraph with these words.

downpour problem rain run walk weather

- b What are you going to find out by reading this article?

- 2 Read the rest of the article and check your ideas.

## Scientists rule out running from the rain



..... scientists may not be able to prevent ..... and sometimes cannot predict it, but they have at last solved the ..... of what to do in a ..... – is it better to ..... or ..... for cover?

**U**NIVERSITY SCIENTISTS report in the journal *Weather* that it is pointless to run, ending a dispute that has rumbled on for years. A dash means spending less time in the rain, but you will be just as wet at the end of the trip, says Dr Stephen Belcher, a lecturer in meteorology.

To come to this conclusion, Dr Belcher and his colleagues observe that there are two ways in which a

person encounters each raindrop: 20  
'Firstly the raindrops can fall directly on to the top surface of the person, and secondly, as the person moves, they will run into those raindrops which are directly in 25 front of them.'

However, the surface area of the front of an individual is much greater than that of the head and shoulders. Using idealized cuboid 30 people to make the calculations easier, the team concludes that wetting from passing through the rain is the dominating factor. Only if we moved very slowly, or were caught 35 in an incredible storm, would it be a good idea to make a dash for it.

- 3 According to the article, are these statements True or False?
- If you run in the rain you get less wet than if you walk.
  - Rain always falls on people in the same way.
  - The scientists did their experiments on models, not on real people.
  - It would be sensible to run if you were in a thunderstorm.
  - Scientists now understand exactly why people prefer to run.

4 Work in pairs.

- Explain in your own words:
  - why *it is pointless to run in the rain*
  - why the scientists used *idealized cuboid people*.
- Then present your explanation to another pair, and together decide whose explanation is clearer and more effective.

**The scientists are baffled by why most people prefer to run, says John Holden, another member of the team. He agrees that 'this intriguing problem' should now be passed to the university's psychology department. 'Sometimes I do run,' he admits. 'But I keep trying to tell myself that there's no reason to.'**

*The Daily Telegraph*



### Language focus: wish

- 1 In the conversation, one of the speakers said *I wish I'd brought my umbrella*.

We use the verb *wish* to talk about situations in the past, present, or future, which for some reason are impossible or unlikely to change.

Match these *wish* sentences with their uses.

Sentence	Uses
a <i>I wish I'd brought my umbrella.</i>	criticizing another person's actions or showing you are annoyed by them
b <i>I wish it wasn't raining.</i>	regretting something that happened or didn't happen in the past
c <i>I wish I was ten years younger.</i>	hoping for something in the future
d <i>I wish you wouldn't smoke in here.</i>	expressing an impossible fantasy
e <i>I wish the weather would improve.</i>	desiring a change in the present situation

- 2 Rephrase sentences 1a–e above using as many of the alternative structures from this list as you can.

I really hope ... I'm sorry ... I'd really like ... If only ...  
 Why won't ...? Please ... Unfortunately ...  
 I'd be grateful if ... I regret ... It's a pity ...

### Exploitation

- Rephrase these sentences using *I wish*.
  - I'd really like to stop smoking but I can't.
  - It's a pity you aren't coming with us.
  - I want you to stop telling me what to do.
  - Unfortunately, I didn't bring my camera.
  - I want to be young again.
- Think about yourself and your life.
  - Note down your thoughts and memories about these subjects.
    - Something you'd like to be able to do but can't
    - A missed opportunity
    - Something you'd like to change about yourself
    - Something a friend does that irritates you
    - Something from your past that you now feel embarrassed about
  - Try to find other students with similar thoughts or memories.



## 3.2 Time travel

### Lead in

Exchange ideas in pairs or groups.

Do you think time travel will ever be possible? Why? Why not?

### Listening

- 1 **3.2** You are going to hear five speakers talking about where they would choose to go if time travel were possible.
- a Which times do the speakers mention?



- 3 **3.3** Listen to the conversation and answer these questions.
- a Before you start thinking about time travel, especially travelling back into the past, what basic rule do you have to decide on?
- b What would be the main difference between New York in the past and New York now?
- c What is the difference between travelling back to the past and reading about it?
- d What would one of the speakers like to find out about her parents?
- e Why would one of the speakers prefer to travel into the future rather than the past?

### React and discuss

If you were given the chance to travel in time, what would you most look forward to about the experience and what would you be most worried about? Where would you go?

### Exploring natural speech

- 1 How are the phrases in **bold** in these sentences pronounced in everyday speech? Discuss your ideas.
- a I **don't know**, I think the Renaissance would just be absolutely amazing ...
- b I **want to** go back and look at strangers at a time before anybody I know existed.
- c **A** There's a new film at the cinema about time travel – I've just **got to** see it.
- B** Have you decided when you're **going to** go?
- A** No, but if you can **give me** a lift we could go together.
- 2 **3.4** Listen, check, and practise.

- b Listen again and note any reasons the speakers give for their choices.
- 2 You are going to hear a conversation about time travel. Before you listen, match these words and phrases from the conversation with their meanings.
- |                            |   |
|----------------------------|---|
| a <i>lay down</i>          | 1 a secret observer                         |
| b <i>ground rule</i>       | 2 communicate / get on                      |
| c <i>make bets</i>         | 3 establish / agree on                      |
| d <i>a fly on the wall</i> | 4 animal waste / manure                     |
| e <i>dung</i>              | 5 gamble / risk money                       |
| f <i>interact</i>          | 6 principle which future action is based on |

## Language focus: speculating and imagining

- 1 *Would, might, and could* are used when we are speculating or describing what we are imagining. Which verbs did the speakers use in the recordings? Try to remember what they said, then check on p.141.
  - a I ..... go back to the time of Jesus I think – first century Palestine ...
  - b I think the Renaissance ..... just be absolutely amazing ...
  - c I think it ..... be more fun to project a thousand years into the future.
  - d **M1** Well, if I had no choice – ..... I want to come back? I don't know till I go into the future.  
**M2** Yeah, it ..... be great there.  
**W** Or, you know what – it ..... not exist.
- 2 What is the difference in meaning, if any, between these pairs of sentences?
  - a You **would** discover your family secrets if you travelled back into the past.  
You **might** discover your family secrets if you travelled back into the past.
  - b In the future, time travel **could** be a reality.  
In the future, time travel **might** be a reality.
- 3 Here are some more expressions we use to speculate or imagine something unreal in the present or future. Notice the verb tenses used with them.

**Imagine** you *were* a famous actor.

**Suppose / Supposing** we *were* millionaires.

**Let's pretend** (that) *we'd never met* before.

**What if** we *didn't return* from the future?

## Exploitation

Complete the speech bubbles.

a Imagine time travel *were* possible.  
Which time ..... you visit?

b Supposing you ..... not return to the present,  
..... you still want to time travel?

c If you ..... spend an evening with any famous person  
who ..... ever lived, who ..... you choose?

d What if you ..... the prime minister or president of  
your country? What changes ..... you make?

e What ..... you do if you ..... (hear) that an  
asteroid ..... hit the world in two weeks?

## Speaking

Work in pairs.

**Student A** Turn to p.157.

**Student B** Follow these instructions.

- 1 You are a journalist for a popular newspaper. You have arranged to interview someone who claims to have travelled to the future. You do not believe in time travel, but you think this could be a sensational story.
- 2 Prepare for the interview.  
Make a list of questions to ask the time traveller. Think about what your readers might be interested to know. Here are some possible subjects.
  - a Where?
  - b When? (How many years in the future?)
  - c The appearance and character of future people
  - d Proof / evidence of the visit
- 3 Do the interview.

## Writing

The newspaper story based on the interview with the time traveller has been published. The words of the time traveller have been changed to make the story more sensational.

You are the time traveller and are going to write a letter to the editor of the newspaper to complain about the treatment of your story and ask for an apology. Here are four examples of 'mistakes' from the newspaper and your notes.

*I have just interviewed a man who claims to have travelled to the future. He actually visited London in the year 2250. Amazingly it seems that the people of the future have very short legs and large heads. They work on average five hours a week but need no more than two hours sleep a night.*

Not 2250  
2050

15 hours  
a week

They look exactly the same as us.

six hours

- 1 Plan your letter paragraph by paragraph.
- 2 How formal should the style of your letter be? You consider this is a serious matter.
- 3 Write your letter, using formal letter layout. Write 150–200 words.

► **Writing guidelines** p.152

## 3.3 Saving a language

### Vocabulary

Finish the words to complete these sentences.

- 1 Another name for your first language is your m.....  
t.....
- 2 A L..... is someone who studies languages.
- 3 A language spoken by a small proportion of the people  
in a country is a m..... language.
- 4 If you have spoken a particular language since you were  
a baby, you are a n..... speaker of that language.
- 5 If you can speak a language quickly and easily, you are a  
f..... speaker.
- 6 A form of a language spoken in one part of a country,  
with some different words and grammar is a d.....
- 7 Ancient Latin and Greek are c..... or d..... languages.
- 8 English, French, and Russian are m..... or l.....  
languages.
- 9 These days many children start learning a f.....  
language at primary school.
- 10 In many countries of the world, English is used as a  
s..... language.
- 11 If you speak with an a....., you have a non-standard  
way of pronouncing words.

### Reading

- 1 As you read this article about language, choose which  
paragraphs A–E answer these questions.
  - a Are attempts to save dying languages succeeding?
  - b Are there any examples of languages being saved?
  - c How bad is the situation?
  - d What can be done?
  - e Why is this happening?
- 2 Does this article take a positive or negative view of the  
future of world languages?

### Close up

- 1.6 What does *some* mean in this context?
- 1.15 *Genocide* means killing people because they belong to a  
particular race or group. What other words do you know with  
the suffix *-cide* meaning killing?
- 1.17 A *habitat* is the environment in which animals or plants, etc.  
live. What other words with related meanings contain the  
root *habit*?
- 1.18 What is the difference between *famine* and *drought*? Why do  
they often occur together?
- 1.43 What are normally found in *nests*? What are the key features  
of a *nest*?
- 1.50 What does *very* mean in the phrase *the very brink of  
extinction*?



# The death of

**A** A LANGUAGE dies only when the last person who speaks it dies. Or more likely it dies when the second-last person who speaks it dies. For then there is no one left to talk to. There is nothing unusual about a single language dying. But what is happening today is extraordinary. According to the best estimates, there are some 6,000 languages in the world. Of these, about half are going to die out in the course of the next century. In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, they conclude that language is bound to die out soon.

**B** The reasons so many languages are dying range from natural disasters, through different forms of cultural assimilation, to genocide. Earthquakes, hurricanes, floods and other cataclysms can easily wipe out small communities in isolated areas. A habitat may become un survivable through unfavourable climatic and economic conditions – famine and drought especially. Communities can die through imported disease. Cultural assimilation is an even bigger threat. Much of the present crisis stems from the major cultural movements which began 500 years ago, as colonialism spread a small number of dominant languages around the world.

**C** It's too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Once a community realizes that its language is in danger, it can get its act together, and introduce measures which can genuinely revitalize the language. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to be funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language down on paper. That's the bottom line: getting the language documented – recorded, analysed, written down. People must be able to read and write if they and their language are to have a future in an increasingly computer-literate civilization. But can we save a few thousand languages, just like that? Yes, if the will and funding were available.

**D** There are some famous cases which illustrate what can be done: Maori in New Zealand has been maintained by a system of so-called 'language nests', organizations which provide children under five with a domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests, and that as they grow older they will in turn become role models to new

# a language

generations of young children. A language can be brought back  
50 from the very brink of extinction. The Ainu language of Japan,  
after many years of neglect and repression, had reached a stage  
where there were only eight fluent speakers left, all elderly.  
However, new government policies brought fresh attitudes and  
a positive interest in survival. Several 'semi-speakers' – people  
55 who had become unwilling to speak Ainu because of the  
negative attitudes by Japanese speakers – were prompted to  
become active speakers again. Several seriously endangered  
Aboriginal languages of Australia have been maintained and  
revived, thanks to community efforts, work by Australian  
60 linguists, and the help of local linguistic and cultural  
organizations.

**E** It is too soon to predict the future of these revived  
languages, but in some parts of the world they  
are attracting precisely the range of positive attitudes  
65 and grass roots support which are the preconditions for  
language survival.

David Crystal, *High Life*



- 3 Read the article again and answer these questions. There is a question for each paragraph.
- What are the signs that a language is in danger of dying? (para. A)
  - How do natural disasters affect languages? (para. B)
  - What does the writer suggest can be done to save dying languages? (para. C)
  - What has been done to help save the Maori and the Ainu languages? (para. D)
  - What reasons are there for optimism? (para. E)

## React and discuss

It is clear from the article that it will be a very difficult task to save the world's dying languages. Do you think it is worth the time, effort, and money that will be needed?

## Vocabulary: adjectives and nouns

The adjectives and nouns in these lists are from the article.

- 1 Note down the combinations that you can remember from the article – there are 12 altogether.

### Examples

*active speakers*    *isolated areas*

---

<b>Adjectives</b>	active	cultural	dominant	fluent	isolated
	local	natural	negative	positive	

---

<b>Nouns</b>	areas	assimilation	attitudes	community
	disasters	languages	movements	organizations
	speakers			

---

- 2 What other combinations of adjectives and nouns from the lists above are possible?

### Role play

Work in groups of four.

The island you live on has a limited amount of money to spend on protecting the natural and cultural environments. Three different projects have been proposed but there is only enough to money to pay for two. Your task is to discuss and decide which two projects to support.

- 1 Find out about the projects.
- Student A Turn to p.157.  
Student B Turn to p.157.  
Student C Turn to p.158.  
Student D Turn to p.159.
- 2 Describe and discuss the three projects.
- 3 Decide which two projects should be supported. Compare your ideas with other groups.

# Exploring words

## A question of punishment

- 1 Discuss these questions in pairs.
  - a What is the worst crime you have heard of?
  - b How should someone who commits this crime be punished?
- 2 Read this list of crimes and offences.
  - a Which are crimes against the person and which are crimes against property? Some are both. (Write Pe, Pr, or B.)

abduction ..... arson ..... assault .....  
assisting suicide ..... bank robbery ..... bigamy .....  
blackmail ..... bribery ..... burglary .....  
drug-dealing ..... forgery .....  
fraud ..... hijacking ..... kidnap .....  
manslaughter ..... mercy-killing ..... mugging .....  
murder ..... possession of drugs ..... rape .....  
shoplifting ..... smuggling ..... speeding .....  
stalking ..... treason .....

- b What are the words for the criminals who commit these crimes? In most cases they have one of these endings: *-ar / -er / -ist*. In a few cases the words are quite different from the words in the list. In some cases there is no special word for this kind of criminal.
  - c What are the verbs related to the crimes? In some cases there is a directly related verb, for example, *to murder*. In some cases you will need to use a phrase including the verb *to commit*.
- 3 Work in pairs.
    - a Group the crimes listed above into three categories.
      - Major crimes
      - Petty crimes
      - Minor offences
    - b Compare lists with another pair.
      - 1 Do you have the same crimes in each list? What are the main differences?
      - 2 Try to agree on the three crimes you consider most serious and the three most minor offences.
  - 4 Here are some of the commonest forms of punishment.
    - a Add any other punishments you know to this list.

---

a fine   a prison sentence   community service  
electronic tagging   naming and shaming

---
    - b What would be appropriate punishments for the three most serious crimes and the three most minor offences? Discuss ideas.

- 5 Work in groups.

You are going to discuss a case that took place in Britain in 1999.

- a Read the facts of the case. What is your first reaction to this story?

## The facts of the case

TWO YOUTHS went to an isolated farm in the early hours of the morning with the deliberate intention of burgling the property. The two were shot by the farmer while they were prowling around in the house. One was wounded in the arm and the other, who was shot in the back, was found dead the following day.



- b Now read more information about the case on p.157. Does this change your ideas?
- c Do you think the farmer should be punished? If so, what should his punishment be?
- d Turn to p.158 to find out what actually happened to the farmer.

# Language commentary

## 1 wish

### a wish – meanings

*Wish* expresses several related ideas. Notice the verb forms which follow *wish*.

- A regret for something in the past that is too late to change.  
I **wish I'd taken** her advice.  
I **wish I hadn't promised** to go with them.
- Dissatisfaction with your current situation, which cannot possibly change.  
I'm tired of behaving in an adult way – I **wish I were** a teenager again.
- Frustration with your current situation, which could change.  
I **wish I could** pass my driving test. I've tried several times and I keep failing.
- Impatience with someone else's behaviour – *would* suggests that the other person is unwilling rather than unable to change.  
I **wish you would** be quiet when you come in late. You woke me up last night.

► Note It isn't possible to say *I wish I would ...*

### b If only

*If only* is used to express regrets or strong wishes. *If only* clauses can stand on their own, leaving the consequence implied.

**If only** you didn't have to go so soon ...

(Implied continuation ... we could spend more time together.)

**If only** I could speak English fluently ...

(Implied continuation ... I'd be able to get a good job.)

### c Alternatives

**What a pity / shame** you can't come to our party. We'll miss you.

**It's a pity / shame** you won't be there.

**Unfortunately** there's nothing I can do to help.

I **really hope** everything goes well at the weekend.

I **regret insulting / having insulted** him now.

I'm **sorry** I made such a fuss.

**Why won't / don't you stop** complaining?

I'd **be grateful if you didn't smoke** in the house.

I'd **really like you to stay** for the weekend.

**Please phone me** as soon as you can.

## 2 Speculating and imagining

### a *would, might, could* – speculating and imagining the future

- *Would* is used in conditional sentences, or when a condition is implied.  
I **would go back** in time to the fifteenth century (if I had the opportunity).
- *Might* is used to refer to something you think of as being quite likely.  
We **might move** next year (if we can afford to / if we can find a place we like).
- *Could* is used to speculate about real possibilities.  
It **could be** sunny at the weekend. Who knows?
- *Could (not)* is also used to mean *would (not) be able* or *would (not) be possible*.  
I **could never leave** you.

### b Imaginary ideas

In these alternatives, notice past tense verbs are used to show that this is an unreal situation.

**(Just) suppose you weren't** married to Laura.

**Suppose / Supposing we missed** our flight.

**(Let's) imagine we were** on a desert island.

**Let's pretend you'd never seen** me before, what would you think?

**What if someone stole** our car and crashed it?

### c Conditionals

Conditional sentence patterns are also used to speculate or express imaginary ideas. Notice these two alternative constructions. The second example (inversion) is more formal.

**If I'd known** you weren't interested, I **wouldn't have kept phoning** you.

**Had I known** you weren't interested, I **wouldn't have kept phoning** you.

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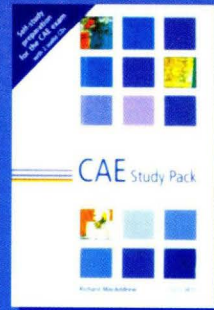
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