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# Navigate

**Coursebook**  
with video

**Advanced → C1**

**OXFORD**

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 **Oxford 3000™** *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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# Play

## 6.1 Play games and save the planet?

GOALS ■ Use *would* ■ Talk about preferences

### Grammar & Listening uses of *would*

- Discuss the questions with a partner.
  - What is your attitude to online gaming?
  - How do you think playing online games can be useful?
- Read part of a newspaper article about a new use for online gaming. Work with a partner. What is the benefit of playing such games?



An estimated three billion hours are spent gaming around the world every week, and a new wave of online games uses some of this time to help solve medical and scientific problems. The games, which can be played without any scientific knowledge, simply ask players to find patterns or match similar sounds and structures, and win points for doing so.

Players of *Foldit* take part in a game originally designed to help scientists find a cure for a disease only found in monkeys. Those who play *Planet Hunters* have discovered over thirty planets so far, some of which may be capable of supporting life. One of the biggest sites, *Zooniverse*, has more than a million participants. Its aim is to explore the universe and discover new worlds. Other games help experts to rescue forests or identify whale languages. The possibilities are endless.

The trick is to make the games as addictive as possible, because more participation means more data, and the findings become more reliable.

- 6.1 ))) Listen to four gamers reacting to the idea of playing such games. What reasons do they give for liking/not liking the idea of playing the games?
- 6.1 ))) Listen again and complete the extracts from the interviews.
  - I \_\_\_\_\_ that the games would turn out to be pretty dull.
  - When I was at school, the teachers \_\_\_\_\_ these educational games ...
  - That's interesting. \_\_\_\_\_ what happened?
  - I didn't realize it \_\_\_\_\_ so addictive, and that's important ...
  - I asked some friends to try them out, but \_\_\_\_\_.
  - They \_\_\_\_\_ shooting games and I think that would be true of lots of gamers.
- Read the Grammar focus box and match the uses of *would* a-f to sentences 1-6 in exercise 4.

### GRAMMAR FOCUS uses of *would*

You are familiar with *would* in unreal conditionals and other unreal situations. Here are some other meanings of *would*:

- would* is the past form of *will*
  - to talk about an event that was in the future at a past time \_\_\_\_\_
  - to talk about an agreement or refusal in the past \_\_\_\_\_
- with *would*, you can be indirect, less definite, more polite
  - as part of expressions with *sooner* or *rather* to express a preference \_\_\_\_\_
  - as part of expressions with *say*, *imagine*, *have thought* \_\_\_\_\_
  - to make a polite request or offer \_\_\_\_\_
- would* can describe how things were in the past
  - to talk about repeated actions or habits in the past \_\_\_\_\_

→ Grammar Reference page 152



- 6 Match the two halves of the sentences and questions, adding *would/wouldn't* in the correct place.
- 1 We never imagined *f*
  - 2 Most gamers sooner starve
  - 3 I imagine that
  - 4 If you had to choose between career and family,
  - 5 you ever
  - 6 There'll be plenty of people interested in this project
  - 7 I asked to take a selfie with my favourite player,
- a the objective is always to make the games addictive.
  - b I have thought.
  - c but he let me.
  - d which you go for?
  - e than stop playing in order to eat!
  - f the game <sup>would</sup> become so popular.
  - g consider working in the games industry?

**PRONUNCIATION** *would* in connected speech

- 1 *Would* is often contracted to 'd and *would not* to *wouldn't*:  
They'd sooner play shooting games.  
He **wouldn't** let me.
- 2 *Would have* is often contracted to *would've* /'wʊdəv/ or 'd've /dəv/:  
I'd've thought he's about fifty.
- 3 *Would you* in questions is pronounced /'wʊdjə/ in natural speech:  
**Would you** tell us what happened?

- 7a 6.2 ))) Listen and write six sentences, which all include *would*.
- b Work with a partner. Choose two of the sentences and write a short conversation for each one. Practise them.

**Vocabulary & Speaking** preferences

- 8a Work with a partner. Put the words and phrases in the word cloud in the right category.

Like	Don't mind	Dislike

- b Complete the sentences with words from exercise 8a.
- 1 I take great \_\_\_\_\_ welcoming you to the conference today.
  - 2 Margaret took an instant \_\_\_\_\_ her new colleague.
  - 3 I've always had the highest \_\_\_\_\_ anybody who plays a musical instrument well.
  - 4 In England, many young people \_\_\_\_\_ footballers like David Beckham and Lionel Messi; in fact, you could say they are good \_\_\_\_\_ for them.
  - 5 As I get older, I find I \_\_\_\_\_ live in the country than in the city.
  - 6 When asked, most people express a clear \_\_\_\_\_ local food.
  - 7 He's such a snob. He \_\_\_\_\_ his neighbours because they drive an old car!
  - 8 My \_\_\_\_\_ film is *Titanic* - I've seen it twenty-five times!
  - 9 I have no interest in politics at all - I'm totally \_\_\_\_\_ who wins the election.
  - 10 Although Paul \_\_\_\_\_ cats, ours always seems to want to sit on his knee.

- c With a partner, decide which words and phrases from exercise 8a you would use in a formal situation.
- 9a **TASK** Work with a partner. Choose three of the questions to discuss. Give reasons for your answers.
- When you were younger, was there anyone you looked up to in particular? Why?
  - There's a saying that 'it's the little things in life that give you more pleasure'. Do you think it's true, and what could those 'little things' be?
  - Can you think of an occasion when you took an instant dislike to something? What was it? Why do you think you reacted that way?
  - Which singer or musician is your all-time favourite?
  - Who make the best role models - politicians, scientists or sportspeople? Why?
- b Which of your partner's answers did you find most interesting?





# 6.2 The invention of leisure

**GOALS** ■ Understand and use verb patterns ■ Talk about leisure, relaxation and stress

## Grammar & Listening verb patterns

- 1 Look at the photos. What links them?
- 2a Work with a partner. Which views come closest to yours?
  - 1 I prefer to spend my free time getting away from it all.
  - 2 For me, a holiday means lying on a beach and unwinding.
  - 3 I'm always glad to get out into the countryside.
  - 4 I hate lazing around doing nothing when I'm on holiday.
  - 5 Quite often, what I feel like doing on a Friday night is having a get-together with my friends.
- b Find words and phrases in exercise 2a which mean the following.
  - a an informal meeting or party
  - b having a short holiday away from your normal routine
  - c stop worrying about problems and start to relax
  - d out of the town or city
  - e relaxing and doing very little

- 3 6.3 ))) Listen to an extract from a radio programme about the history of leisure. Complete the sentences.
  - 1 The word 'weekend' only came into use in its modern sense in the \_\_\_\_\_.
  - 2 Most people worked \_\_\_\_\_ a week over \_\_\_\_\_ days
  - 3 In the Netherlands, leisure time has gone down \_\_\_\_\_ hours per week in \_\_\_\_\_ years.
  - 4 British workers only take \_\_\_\_\_% of their permitted annual holiday.
- 4 6.3 ))) Listen again and complete the extracts.
  - 1 Even the word 'weekend' is said \_\_\_\_\_ in its modern senses for the first time as late as the 1930s.
  - 2 ... the idea of lying on a beach unwinding and feeling relieved about \_\_\_\_\_ from it all.
  - 3 In the Netherlands, for example, it is reported \_\_\_\_\_ from forty-eight to forty-four hours per week in just twenty-five years.
  - 4 I've noticed here at work the number of colleagues who get to December and then complain about \_\_\_\_\_ all their holidays for the year ...
  - 5 At the end of the year, people always say they would like \_\_\_\_\_ all their holiday, but just couldn't get away from their desks.





5 Read the Grammar focus box and match rules a–c to extracts 1–5 in exercise 4.

**GRAMMAR FOCUS** verb patterns: perfect infinitives and perfect -ing forms

- a Perfect infinitives after verbs and adjectives can have the same meaning as perfect or past tenses.  
*I was relieved **to have got** away. (= ... that I **had got** away)  
He was sorry **not to have stayed** the extra week. (= that he **hadn't stayed**)*
- b We can use the perfect -ing form in the same way, often after prepositions. In this case, the simple -ing form is also possible.  
*They are unhappy about **not having taken** as much time off as they could have. (= ... **that they had not taken** ...)*
- c With *was/were*, *meant* and *would like/would have liked* we can use the perfect infinitive to show the opposite of what actually happened.  
*She **was to have left** on Tuesday, but she fell ill and couldn't travel.  
I **meant to have sent** you the confirming email, but I completely forgot about it.  
I **would like/would have liked to have attended** the conference, but I had to work.*

→ Grammar Reference page 153

6 Complete the story with the correct perfect form (active or passive) of the verbs in brackets.

Looking back, my childhood seems  
 1 \_\_\_\_\_ (be) the laziest in the world.  
 For me, the summer meant lying on the grass in the garden, sipping lemonade. Now that I'm a busy adult, I feel sorry for 2 \_\_\_\_\_ (not enjoy) it more! I was a real dreamer, and I regret 3 \_\_\_\_\_ (not make) more of an effort to use my free time more constructively. My parents don't appear 4 \_\_\_\_\_ (worry) too much about my lack of activity. When I talk to friends about their summer holidays, they moan about 5 \_\_\_\_\_ (force) to attend summer schools and organized activities. While I sometimes wonder if it would have been good for me 6 \_\_\_\_\_ (make) to do something a bit more creative, I think I was just fortunate 7 \_\_\_\_\_ (give) the chance to do nothing! Nowadays, I think I would like 8 \_\_\_\_\_ (learn) to play at least one sport well.



7 Work with a partner. Discuss the questions.

- What is the attitude to work and leisure you grew up with?
- Do you know anybody who works harder than they should?
- What advice could you give on getting a good work-life balance?

**Vocabulary & Speaking** leisure, relaxation and stress

8a 6.4 ))) Listen to five people talking about their leisure activities. What do they do when they are not working?

b Write the phrases in the box in the correct column in the table.

be a bundle of nerves   chill out   demanding  
 drive me up the wall   get on my nerves   laid-back  
 on edge   be stressed out

Relaxation	Stress

c 6.4 ))) Listen again and check your answers.

9a Work in small groups. Think of situations where you have had or would have the following reactions.

- feel very stressed out
- be a bundle of nerves
- feel on edge
- be able to chill out
- feel quite laid-back
- be driven up the wall by something

b How did you or would you behave in those situations?

10 **TASK** Work in groups of four. Students A and B, turn to page 129. Students C and D, turn to page 140.

**▶ VOX POPS VIDEO 6**



## 6.3 Vocabulary and skills development

GOALS ■ Understand words with more than one meaning ■ Understand reference

### Vocabulary words with more than one meaning

1 Can you imagine two different situations where somebody could say these sentences with different meanings? Discuss with a partner.

- 1 I can't see the point.
- 2 This virus I've got is really causing me problems!
- 3 We have some reservations.
- 4 They found a mouse in a box in the basement.
- 5 I didn't like the company.

2a Read the information in the Vocabulary focus box about words with more than one meaning.

#### VOCABULARY FOCUS

words with more than one meaning

Many words in English have more than one meaning.

- Sometimes, the meanings are loosely connected:  
*Helena was asked to **chair** the meeting.*  
*He had to stand on the **chair** to reach the light.*
- Sometimes, there is no connection at all:  
*He had a pain in his **chest**.*  
*She kept the letters in a wooden **chest**.*

When you are reading or listening, remember that a word which you think you know may have a second or third meaning depending on the context. You need to be flexible in your interpretation.

b Each pair of sentences has the same missing word. Complete the sentences.

- 1 a They lived in a house at the foot of the mountain.  
b I dropped the ball on my foot and broke a toe.
- 2 a My job was to \_\_\_\_\_ new films for a specialist website.  
b After this disaster, we all realize we have to \_\_\_\_\_ our procedures.
- 3 a It's not easy to \_\_\_\_\_ a large organization like this.  
b Did you \_\_\_\_\_ to get through to the hospital?
- 4 a I need some time to \_\_\_\_\_ on your criticisms.  
b They used giant mirrors to \_\_\_\_\_ the light onto the field.
- 5 a We stopped at the \_\_\_\_\_ of the cave, too afraid to go in.  
b Don't talk with your \_\_\_\_\_ full!
- 6 a Most plants take in water through their \_\_\_\_\_.  
b What are the \_\_\_\_\_ of the current conflict?
- 7 a They found a supermarket trolley on the river \_\_\_\_\_.  
b It was clear the visitor's \_\_\_\_\_ had not been slept in.
- 8 a My horse is taking part in the big \_\_\_\_\_ next week.  
b It is illegal to discriminate against a person because of their \_\_\_\_\_, religion or gender.
- 9 a We ran into terrible traffic on the \_\_\_\_\_ road.  
b She wore a single gold \_\_\_\_\_ on her left hand.

c In which cases are the two words connected? What is the connection? Does it help you to work out the meaning of the less common use? Discuss with a partner.

*foot = the lowest part of something, e.g. the body, a mountain, the stairs, etc.*





## Listening & Speaking understanding reference

- 3 6.5 ))) Listen to two jokes. What do they depend on?



- 4 6.5 ))) Listen again and answer the questions.
- 1 In joke 1, who does 'he' refer to?
  - 2 In joke 2, who does 'her' refer to?
- 5 Read the information in the Unlock the code box about referencing in listening.



### UNLOCK THE CODE referencing in listening

There are many ways in which speakers refer back to a previous situation, person, object or idea. When listening to natural speech, you need to try to keep the current information in your mind, just in case the speaker uses one of these words further on.

The main ways of referring are:

- 1 pronouns like *it, they*; possessive pronouns like *her, their*  
*A lot of people buy clothes they really can't afford.*  
(*they* = people)
- 2 demonstratives like *this, these, that, those*  
*The car had been stolen the week before, but we didn't know that.* (*that* = the fact that the car had been stolen)
- 3 auxiliary verbs, especially *do*  
*It seems incredible that the two sides reached an agreement, but I can assure you they did.*  
(*did* = reach an agreement)
- 4 *one, ones, some*  
*There were many reasons why the war started, but the most important one was economic.* (*one* = a reason)
- 5 *such*  
*It was long thought the Earth was flat, and such a belief was logical in many ways.* (*such* = the belief the Earth was flat)

- 6a 6.6 ))) Listen to the first part of a podcast about wordplay. According to the speaker, why should we study it?
- b 6.6 ))) Listen again. In the extracts below, what do the underlined words refer to?
- 1 It's very short!
  - 2 Such words ...
  - 3 It seems to cut across national and cultural boundaries.
  - 4 But despite this ...
  - 5 ... many people certainly do ...
  - 6 ... one that's worth studying ...
  - 7 ... they allow for this kind of joke ...
- 7 6.7 ))) Listen to the next part of the podcast. Take notes.
- 8a Work with a partner. Use your notes to answer the questions.
- 1 What is 'the lowest form of humour'?
  - 2 Why does the speaker talk about ancient Egypt, China and Iraq?
  - 3 What are T-communication and I-communication?
  - 4 What would you point at in restaurants and why?
  - 5 People are always inventing 'new ones' – what?
  - 6 What are adults happy to do at football matches?
- b 6.7 ))) Listen again and check your answers.
- 9 Discuss the wordplays with a partner. Why are they amusing?
- To write with a broken pencil is pointless.
  - Have you ever tried to eat a clock? It's very time-consuming.
  - I'm reading a book about antigravity. It's impossible to put down.
  - I couldn't quite remember how to throw a boomerang, but eventually it came back to me.
  - Time flies like an arrow. Fruit flies like a banana.



## 6.4 Speaking and writing

GOALS ■ Use vague language (2) ■ Write an online review

### Listening & Speaking vague language (2)

1 Work in a group. Answer the questions about *Cowboys and Aliens*.

- Have you read the book or seen the film?
- If yes, what did you think of it? If no, would you like to read/see it? Why?/Why not?



2a 6.8 ))) Listen to Marco, Amy and Ross discussing the film. Who ...?

- a liked it   b didn't understand it   c really hated it

b 6.8 ))) When we are speaking, we often use vague language, e.g. *It was a bit of a mess. The plot was kind of strange.* Listen again and write down at least three phrases using vague language that you hear.

c Look at the Language for speaking box. Add the phrases you wrote in exercise 2b.

#### LANGUAGE FOR SPEAKING using vague language (2)

##### Nouns

things  
someone like that  
sometime (later)  
somewhere / some place (hotter/nicer)

##### Quantifiers

a bit of a flop, state, etc.  
(just) a bit dull, boring, etc.  
plenty of / (absolutely) masses of action, extras, etc.  
a couple of times, places, etc.

##### Generalizing

(some) kind of thriller, sci-fi film, etc.  
rather / pretty / relatively / somewhat dull, confusing, etc.  
that sort of thing

##### Additions

and so on / and so forth

3a 6.9 ))) Listen to five sentences containing some vague language. What is each person probably describing? Choose from the list below.

- a business presentation
- a computer game
- a film
- a forest
- a mansion
- a party
- a politician's speech
- a sportsperson

b 6.9 ))) Listen again and complete the sentences with the vague language.

- 1 I didn't enjoy it. The food ran out, so it was \_\_\_\_\_ a disaster, really.
- 2 The palace belonged to a duke, or a lord, \_\_\_\_\_.
- 3 There's \_\_\_\_\_ on the DVD, like interviews with the actors, some scenes they didn't use, \_\_\_\_\_.
- 4 The shareholders' meeting was actually quite exciting. \_\_\_\_\_ people got up and started shouting while the CEO was speaking.
- 5 She played in \_\_\_\_\_ matches, and then had to retire because she had \_\_\_\_\_ wrong with her leg. It was \_\_\_\_\_ sad, really.

c 6.10 ))) Listen and repeat. Try saying the vague language at a natural speed.

4a Work with a partner. Choose one of the conversations and insert vague language phrases from the Language for speaking box in the appropriate places, or change precise phrases to vague ones.

- 1 A That was the best film I've seen for a long time. There were moments when I wanted to cry.  
B Really? I thought it was sentimental. The final part was unwatchable.  
A Apparently, it cost \$40 million to make.  
B That was a waste of money, in my opinion.
- 2 C I like your new phone. It looks like it cost money.  
D Not really. I got a really good contract. Five hundred free texts, two hours of free calls ... and with this make, you get a large number of free apps.  
C Sounds great. Did you get it online?  
D No, I went to that new shop called Phoneworld, Phonehouse ...

b Work with a pair who worked on a different conversation in exercise 4a. Listen to their conversation and insert the vague language.



## Reading & Writing an online review

5 Before you see a film, read a book or eat out at a restaurant, how do you decide whether if it is any good?


6a Read three online reviews. What are they reviewing?





### Your Reviews

ENTERTAINMENT | RESTAURANTS | THEATRE | FILM | MUSIC | COMEDY | GAMING | EXHIBITIONS

Filter by  
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 ▶ Newest

1  A notable highlight of the show was the real conviction and confidence of the singing. Sam Hall was a joy to watch, with perfect comic timing, as was Emma Williams, thoroughly believable and convincing in the role of the alluring murderess. These two young talents stole the show, in my opinion. The only disappointments were the dancing, which showed a lack of originality, and the opening scene, which fell a little flat. Despite the occasional technical hitches, this was a highly enjoyable and greatly impressive production, which the company should be proud of.

2  I was really looking forward to Jonathan Baker's latest, which is set in an imagined, but realistic, London of the near future. But I found this new effort was let down by the slightly one-dimensional characterization, and the writing is below standard for the most part: some of the early scenes between Martha and her husband are slightly monotonous. The superb characterization and ambition that Baker demonstrated in his previous novels seem to be missing here. Baker's commitment to describing the lives of ordinary people is admirable, but the whole thing is lacking in energy.

3  This is instalment number three in the nearly twenty-year-old series, delivering a captivating story and loads of comedy. There is some strong writing and voice acting, but the new instalment chooses to go for a linear narrative, with some puzzles included along the way, which is less involving than the theme of exploration and conversation which previous instalments have depended on. Besides, the puzzles are not particularly engaging, and many of them have been seen before in other adventure games. The visuals are stunning, of course, as we have come to expect, this time featuring locales in Catalonia. But overall, a slight disappointment.

b Is each review broadly positive or negative?

7a Underline words and phrases that are used to show praise or criticism in the reviews in exercise 6a.

b Complete 1–6 with words and phrases from exercise 7a in the Language for writing box.

### LANGUAGE FOR WRITING writing a review

#### Praise

##### Adjectives and collocation

*electrifying/gritty/powerful performance*

*spine-chilling plot*

1 \_\_\_\_\_ *timing*

*dazzling visual effects*

*superb characterization*

*action-packed plot*

*thoroughly believable/ 2 \_\_\_\_\_ performance*

##### Useful expressions

*A notable highlight (of the show) was ...*

3 \_\_\_\_\_ *the show*

*a must-see film*

*... bring a character to life*

#### Criticism

##### Adjectives and collocations

*(extremely) disappointing script*

*a slight disappointment*

*not very/less inspiring/dull/wooden/... performance*

*the slightly 4 \_\_\_\_\_ characterization*

*not particularly 5 \_\_\_\_\_*

##### Useful expressions

6 \_\_\_\_\_ *a little flat*

*a lack of + noun / ... is lacking in + noun*

*(X) is less (involving) than ...*

8a **TASK** Write a review of a book, film, play, game, musical, TV programme or restaurant you have recently read, seen, played, or visited. Use the words and phrases from the Language for writing box.



b Read two of your classmates' reviews. Do they tempt you to read/see/try it?





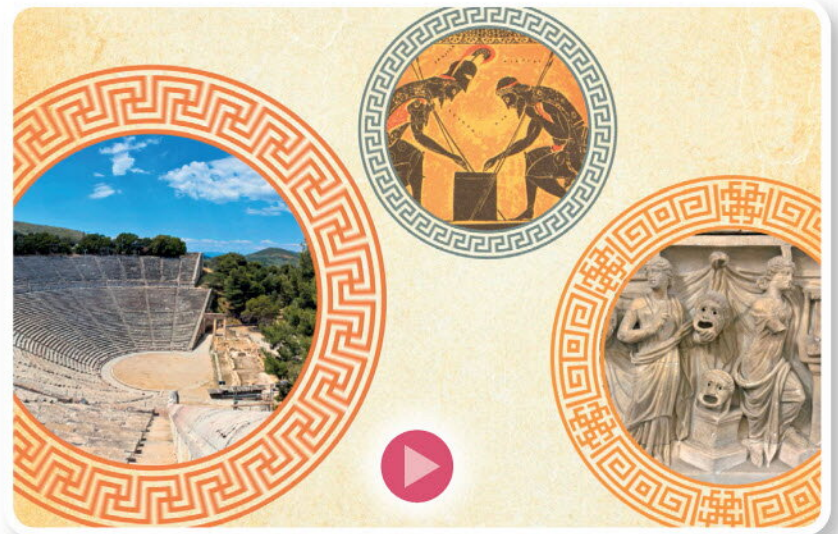
# 6.5 Video

## Leisure through the ages

- 1 Look at the photos. What different historical periods do they show? Discuss which leisure activities might have been popular during these periods.
- 2 Work with a partner. Match two statements to the historical period shown in each photo.
  - a Big athletics events became popular.
  - b Free time was as important as work time.
  - c Only the wealthy elite had the luxury of leisure time.
  - d People had more money to spend on leisure.
  - e Rules were established for team games.
  - f Workers started to have a weekend break.
- 3  Watch the video and check your answers to exercise 2.
- 4  Watch the video again, then work with a partner to note what you can remember about leisure in each of the periods in the table below.

Ancient Greece	
Roman times	
The Industrial Revolution	
The 1960s	
Now	

- 5a **TASK** According to the video, there has recently been a 'blurring' of the difference between work time and leisure time. Individually, make notes on the following points:
  - the advantages and disadvantages of this situation
  - the role of technology in this change
  - if you or people you know experience this situation
  - what you think will happen in the future.
- b Work in groups of four. Discuss your ideas. Be prepared to report to the class.





# Review

## 1 Rewrite the sentences using *would*.

- The researchers were convinced the games were going to provide useful data.
- Every weekend, we used to make the trip to some stadium far from home.
- You probably thought this change produced results, but it was not the case.
- The press wanted to publish the results, but the medical companies refused to release the information.
- Most people prefer staying at home to getting out into the countryside.

## 2a Choose the correct option.

- He apologized for not *having returned* / *to have returned* my call.
- Would you ever complain about *having been* / *to have been* charged too little for goods or services?
- I was sad not *having seen* / *to have seen* them while they were visiting.
- They were believed *having left* / *to have left* the country already.
- She didn't remember *having seen* / *to have seen* the film.
- Think of an occasion when you were pleased *having been* / *to have been* turned down for a job or position.

## b Work with a partner. Discuss 2 and 6 in exercise 2a.

## 3 Rewrite the words and phrases in bold in the sentences using the expressions in the box, adding words or changing the word order as necessary.

all-time favourite a bundle of nerves chill out  
clear preference drive (sb.) up the wall  
fill (sb.) with admiration instant dislike laid-back  
on edge take great pleasure

- Two thousand people were expected, so I was **extremely agitated** before my presentation.
- If you have a demanding job, the best way to **relax** is swimming.
- Normally, he's a pretty **relaxed** kind of guy, but that day he was **very nervous**.
- I **decided I didn't like** Franco as soon as I met him.
- I **very much admire** parents who **bring up** children alone.
- My elder sister **really enjoyed** teasing me when I was little.
- The constant complaints from my housemates **got me very irritated**.

## 8 Tiramisu is **the Italian dish I love more than any other**.

## 9 Children **show they prefer** using either their left or right hand by the time they are three.

## 4 Complete the information with the words in the box.

head manage races reflection review roots

Most international corporations have a workforce representing a range of age, gender and <sup>1</sup>\_\_\_\_\_ ; and when choosing a new <sup>2</sup>\_\_\_\_\_ for the company, it's vital to find somebody who can <sup>3</sup>\_\_\_\_\_ such a group. Some companies find that, on <sup>4</sup>\_\_\_\_\_, they chose badly, and it's not always easy to find the <sup>5</sup>\_\_\_\_\_ of the mistake. Companies must constantly <sup>6</sup>\_\_\_\_\_ how these decisions are taken.

## 5a Work with a partner. Rewrite the conversation without the vague language.

- A Why's the flight so delayed? It's sort of difficult to understand.
- B It looks like there's a bit of a problem with the plane. I heard an announcement saying there was a technical fault or something like that.
- A You always get loads of announcements and stuff when something goes wrong, but they never give you, you know, useful information. It's a bit frustrating.
- B There was some stuff on the screens a few minutes ago, but it's gone now.



## b 6.11 ))) Listen to the conversation without the vague language and check your answers.

## c Without looking back at the conversation in exercise 5a, read your conversation with the vague language put back in.