



South Valley University
Faculty of Education in Hurghada
English Department

Conversation and Listening (4)

Expressing doubts and uncertainty

8

Conversation: Advice to a friend

PAT: Hi, Katie—I'm calling you to **cry on your shoulder**. **Do you mind** if I come over? I really need to talk to you.

KATIE: Of course I don't mind; come over. I'll make a pot of tea. Pat, what's **the matter**?

PAT: It's just that everything is wrong with my life. **In the first place**, there are so many problems at work. My boss is really **out to get** me. He's **on my case** for every little thing. Lately I can't do anything that pleases him. **Plus**, he makes me so nervous that I'm beginning to make unnecessary mistakes.

KATIE: **So**, what's the reason for all that?

PAT: It's probably because he has problems at home. But that doesn't give him the right to **take it all out on** me, does it?

KATIE: It's **just the opposite**. It's at work where he ought to seek a little peace **so** he can **work out** his personal problems at home. **At least** that's what I think.

PAT: I have the impression that nobody is really happy. The situation at my house **doesn't exactly** cheer me up either. You know what? Those two guys I share the house with **don't have a clue** about how to keep it clean. They **don't lift a finger** to help me. Last night I **spent** two hours cleaning the kitchen while they **pigged out** on pizza and watched TV. I'm **sick and tired** of their behavior. But that's not the worst! **As if that weren't enough**, Brad refuses to talk to me. Like **out of the blue** he's decided he **wants his space**. I really feel like **throwing in the towel**.

KATIE: Calm down, Pat, and **let's** look at one thing at a time. I don't think things are as bad as they seem right now. **For a start, why don't** we make a list of the positive things in your life? That way, you'll realize what your **strengths** are. Then we'll make a plan to begin changing the things that aren't **working** for you. You shouldn't let yourself get depressed.

PAT: Thanks, Katie. You know, I already feel much better. You really know how to **cheer me up**.

KATIE: I care about you. **After all**, you are my best friend—and have been **from the get-go**. I know I can **count on** you for good advice **from time to time**.

Improving your conversation

In the first place

In the first place is an expression that precedes the first point or argument you present when trying to convince someone of something.

I don't want to live in the southern part of the county. **In the first place**, the schools are not very good there.

For a start

For a start is an expression that precedes the first suggestion related to a plan.

We both want to buy a new house, but **for a start**, we need to see if we have enough money.

Alternatives to this expression are **for starters** and **to begin with**.

I will consider your marriage proposal, but **for starters**, we need to work out some of our problems.

Let's talk about our plans for the new house. **To begin with**, we need to decide exactly what we want.

Plus

Plus introduces a second, third, or further point in a positive or negative argument.

I loved that movie. It was a western; Clint Eastwood was in it; **plus**, it lasted three hours.

I hated that movie. It was a western; Clint Eastwood was in it; **plus**, it lasted three hours.

In addition

In addition introduces a second, third, or further point in a positive argument. In the following example, it is understood that the speaker likes westerns, likes Clint Eastwood, and was happy that the movie was long.

I loved that movie. It was a western; Clint Eastwood was in it; **in addition**, it lasted three hours.

Besides

Besides introduces a second, third, or further point in a negative or defensive argument. In the following example, it is understood that the speaker does not like westerns, does not like Clint Eastwood, and was unhappy that the movie was long.

I hated that movie. It was a western; Clint Eastwood was in it; **besides**, it lasted three hours.

As if that weren't enough

As if that weren't enough introduces a final point at the end of a series of positive or negative arguments.

It was a terrible date. He arrived late. He was rude to my parents. And **as if that weren't enough**, he was in a bad mood the whole evening.

At least

At least indicates a minimum possible amount.

You have **at least** \$100 in your pocket (possibly more).

He has **at least** three cars!

At least can introduce a comment intended to show that something is good, in spite of other negative information.

It's cold and rainy, but **at least** I have my umbrella.

After all

After all introduces a reason or a justification of what was just said.

Don't expect him to behave like an adult. **After all**, he's only ten years old.
I didn't do my best at work today, but **after all**, I was sick.

Cry on someone's shoulder

To **cry on someone's shoulder** means to tell someone that you need sympathy and support.

I just got fired from my job. Will you let me **cry on your shoulder** tonight?

Matter

To **matter** means to be important.

You really **matter** to me a lot.
I'm sorry I hurt your feelings.

It doesn't **matter**. (It's not important.) I forgive you.

To be **the matter** indicates what is wrong or what is upsetting someone.

You've been crying. What's **the matter**?
I just heard that my brother is sick.

Do you know what's **the matter** with him?

Just the opposite

To be **just the opposite** indicates that the truth is very different from what was just said.

You must be really excited about your promotion!

It's **just the opposite!** They're transferring me to another city, and I don't want to go.

Out to get

To be **out to get** someone means to want to hurt or make trouble for that person.

The president of the club refused to listen to any of our suggestions. I think he is really **out to get us**.

On someone's case

To be **on someone's case** means to constantly criticize or scold someone.

My dad's always **on my case** about my long hair. He really wants me to cut it.

Take it all out on

To **take it all out on** someone means to build up anger and frustration over a problem and then show that anger toward a person unrelated to the problem.

I know you're disappointed that you didn't get better grades at school, but don't **take it out on your little sister!**

Work out

To **work out** a problem is to solve it.

We're not going to get married until we can **work out** our problems.

To **work out** can also mean to be satisfactory.

The new arrangement of desks at the office is **working out** very well. Everybody likes it. Our relationship isn't **working out**. It's better that we not see each other anymore.

To **work out** can also mean to exercise.

You look fantastic—I can tell you've been **working out**.

Not have a clue

To **not have a clue** means to not know what is happening or what others are thinking.

Do you think Ray has any acting talent? To be honest with you, I **don't** think he **has a clue** about what he's supposed to be doing.

Not lift a finger

To **not lift a finger** means to not do anything to help or contribute.

She is so spoiled. She **doesn't lift a finger** to help her parents with the housework.

Spend

To **spend** means to use money or time.

Oh my gosh! I just **spent** \$100 on groceries.
I wish you wouldn't **spend** so much time playing video games.

Pig out

To **pig out** means to eat too much.

Oh, I really **pigged out** on that cake. It was so delicious.

Sick and tired

To be **sick and tired** means to no longer tolerate something.

He's been here **pigging out** all week. I'm **sick and tired** of his behavior.

Out of the blue

To be **out of the blue** means to appear or happen with no warning.

So I'm driving down the turnpike when **out of the blue** I get a call from Freddie!

Want one's space

To **want one's space** is a delicate way of saying you want to end a romantic relationship.

Elizabeth, we've been arguing a lot lately, and I'm getting uncomfortable with it. I really feel like I **want my space** for a while, so I can think things over.

Throw in the towel

To **throw in the towel** means to stop trying to do something. An alternative expression is to **give up**.

Hey, Niko, how are your tennis lessons going?

I have to quit school; it's just too hard.

Oh, I **threw in the towel** a couple of months ago. I just didn't have enough time to practice.

You can't **give up** now! You only have a couple of semesters left.

Work

To be **working for** someone can mean to be employed by that person.

I'm still going to school, but I'm **working for** my dad this summer.

It can also indicate that a certain strategy or program is suitable for someone.

This new diet just isn't **working for** me. I've actually gained weight!

Teaching at the public school really **works for** her, because she has the same schedule as her children.

Cheer someone up

To **cheer someone up** means to make someone feel happier.

She was feeling lonely, so we went over and **cheered her up**.

Count on

To **count on** someone means to expect that that person will support you when necessary. Alternative expressions are to **depend on** someone and to **rely on** someone.

We can always **count on** Bob to make us laugh.

She doesn't worry about spending money; she knows she can **depend on** her mother to pay her bills.

You're always late! I can't **rely on** you when I need you.

To **be there for** someone means to support someone whenever necessary.

I **count on** Ann. She **is** always **there for** me.

He's a great dad, always **there for** his kids.

Do you mind . . . ?

Do you mind . . . ? is a way of asking someone's permission to do something.

Do you mind if I sit here?

Do you mind if I smoke?

No, of course not. (You may sit there.)

Actually, I do. Smoke really bothers me.

Let's

Let's is a way of suggesting an activity for you and one or more other people.

Let's eat Chinese tonight.

Let's not argue about it.

Why don't . . . ?

Why don't . . . ? is another way of suggesting an activity to one or more people. This may or may not include you.

Why don't you study Japanese?

Why don't we invite the neighbors over?

Strengths

Strengths are the positive traits of a person. The negative traits are called **weaknesses**.

Often in a job interview, they ask you what your **strengths** and **weaknesses** are.

It's a good idea to emphasize your **strengths**.

So

So has a number of uses. **So many** emphasizes that there are a lot.

She has **so many** friends on Facebook, she can't keep in touch with them all.

So + adjective means very.

He is **so** funny—he makes everybody laugh.

So can indicate—or ask for—a conclusion as a response to new information.

We don't have enough money to buy a new house, **so** we have to get extra jobs.

I don't want to buy a new dress.

So what are you going to wear to the wedding?

Not exactly

Not exactly, when used before an adjective or a noun, means not at all.

She's **not exactly** shy. (She's aggressive.)

He's **not exactly** a stranger. (We know him well.)

Hardly can be used with the same meaning.

He's **hardly** my best friend. (We are rivals.)

It's **hardly** rocket science. (It's not difficult.)

From the get-go

From the get-go means from the beginning.

He has been enthusiastic about this project **from the get-go**.

She's been a pain in the neck **from the get-go**. Let's get her off the committee.

From time to time

From time to time means sometimes. Other expressions with the same meaning are **(every) once in a while/(every) now and then/every so often/occasionally**. These expressions can go before the subject or at the end of the phrase.

I'm not still in love with him, but I think of him **from time to time**.

She's not a big football fan, but **every once in a while** she goes to a game with me.

Now and then he sends me an e-mail.
We have a family reunion **every so often**.
Occasionally I get together with my high school friends.

EXERCISE

8-1

Fill in each blank with the most appropriate word or expression (after all, besides, in the first place, in addition, plus, as if that weren't enough, at least).

1. I like the house on Oak Street. a. _____, it's in a good neighborhood.
b. _____, it's in a great school district, c. _____, it's close enough to the school for the kids to walk. d. _____, the price is under our budget, and we'd have money for decorating. You're right, it's not really close to a shopping center, but e. _____, that's not the most important thing to us. f. _____ we have a reliable car for trips to the grocery store.
2. I hope you don't choose a college on the other side of the country. a. _____, we can't afford out-of-state tuition. b. _____, the in-state tuition is much lower. c. _____, our state universities are among the best in the country. d. _____, think how expensive it would be for you to come home for holidays.

EXERCISE

8-2

Fill in each blank with in addition or besides, as appropriate.

1. I don't want to go to school today. It's really boring, and _____, I have a bad headache.
2. I didn't enjoy the game. There wasn't much action, and _____, we lost.
3. The birthday party was awesome! There was a clown who did really cool tricks, and _____, there was a huge chocolate cake.
4. I really want to move to New York. It has interesting neighborhoods, great restaurants, and fantastic museums. _____, you can get around easily on public transportation.
5. No, we can't move to New York. It's too far away from my family, it's expensive, and _____, you don't even have a job there!

EXERCISE

8-3

Match the words or expressions in the first column with those in the second column that have a similar meaning. Note: There may be more than one match for each expression.

- | | |
|------------------------------------|--|
| 1. _____ cry on someone's shoulder | a. be someone's employee |
| 2. _____ take it out on someone | b. be suitable for someone |
| 3. _____ be the matter | c. be weary of |
| 4. _____ matter | d. be wrong |
| 5. _____ be out to get someone | e. blame an innocent person |
| 6. _____ be on someone's case | f. criticize someone |
| 7. _____ be sick and tired of | g. give unconditional support to someone |
| 8. _____ count on someone | h. intend to hurt someone |
| 9. _____ be working for someone | i. want to end a relationship with someone |
| 10. _____ be there for someone | j. no longer tolerate |
| 11. _____ cheer someone up | k. be important |
| 12. _____ want one's space | l. not want to do anymore |
| | m. depend on someone |
| | n. not want to hear anymore |
| | o. scold someone |
| | p. tell someone your problems |
| | q. make someone feel better |
| | r. know someone will be there for you |

EXERCISE

8-4

Circle the most appropriate response to each question or remark.

- | | | |
|------------------------------------|------------------------------|---------------------------------------|
| 1. I can't handle this anymore. | a. Don't lift a finger. | c. You can cry on my shoulder. |
| | b. Get off my case. | d. I'm sick and tired. |
| 2. She criticizes everything I do. | a. Why is she there for you? | c. Why does she cheer you up? |
| | b. Why is she on your case? | d. Why does she cry on your shoulder? |

3. He asked me for a date.
 - a. I think he's out to get you.
 - b. I think he wants his space.
 - c. I think he likes you.
 - d. I think he's on your case.
4. Why are you so upset?
 - a. My boyfriend wants his space.
 - b. My boyfriend just pigged out.
 - c. My boyfriend is there for me.
 - d. My boyfriend works out.
5. What are his strengths?
 - a. He doesn't lift a finger.
 - b. I don't have a clue.
 - c. He's out to get me.
 - d. He spends too much time on the telephone.

EXERCISE

8·5

Circle the word or expression that best completes each of the following sentences.

1. I really _____ tonight. Now I don't feel so good.
 - a. worked out
 - b. pigged out
 - c. mattered
 - d. cheered her up
2. He's my best friend. He's always _____.
 - a. wanting his space
 - b. working for someone
 - c. there for me
 - d. pigging out
3. They _____ a lot of time fixing this place up.
 - a. worked out
 - b. counted on
 - c. spent
 - d. wanted their space
4. Thank you! That really _____.
 - a. cheers me up
 - b. lifts a finger
 - c. spends a lot of money
 - d. is on my case
5. He spends a lot of money, so he must be rich. It's _____; he hardly has enough to pay his rent.
 - a. out of the blue
 - b. just the opposite
 - c. a strength
 - d. the matter

EXERCISE

8·6

Circle the most appropriate response to each question or remark.

1. Is it true you have a great new office manager?
 - a. Yes, she doesn't lift a finger.
 - b. Yes, she is on your case.
 - c. Yes, she doesn't have a clue.
 - d. Yes, she is working out.
2. You look fantastic!
 - a. Thanks, I've been pigging out.
 - b. Thanks, I've been working out.
 - c. Thanks, I've been lifting a finger.
 - d. Thanks, I've been wanting my space.

3. Can I count on you?
 a. Of course, I am sick and tired. c. Of course, I am always there for you.
 b. Of course, I don't have a clue. d. Of course, I am on your case.
4. Do you mind if I sit here?
 a. Of course not, go right ahead. c. Of course not, you may not sit there.
 b. Of course, go right ahead. d. Of course, I'm sick and tired.
5. Can I cry on your shoulder?
 a. Of course. I'm on your case. c. Of course. I'll take it out on you.
 b. Of course. What's the matter? d. Of course. I'm out to get you.

EXERCISE

8·7

Write a question or remark for each of the following responses. Ask an English-speaking friend to check your work.

1. _____
 Yes, it works for me.
2. _____
 She doesn't lift a finger.
3. _____
 Yes, he's really on my case.
4. _____
 Yes, they're always there for me.
5. _____
 No, I don't mind.

EXERCISE

8·8

Match the words or expressions in the first column with those in the second column that have a similar meaning. Note: There may be more than one match for each expression.

- | | |
|---------------------|-----------------------|
| 1. _____ hardly | a. a lot of |
| 2. _____ so | b. besides |
| 3. _____ the get-go | c. every now and then |
| 4. _____ so many | d. every so often |
| 5. _____ plus | e. for a start |

- 6. _____ after all
- 7. _____ from time to time
- 8. _____ to begin with
- f. in addition
- g. it's logical that
- h. not exactly
- i. occasionally
- j. the beginning
- k. then
- l. very

EXERCISE

8.9

Answer the following questions in complete sentences. Ask an English-speaking friend to check your answers.

1. Who is always there for you?

2. What happened recently in your life out of the blue?

3. What do you spend a lot of time doing?

4. Who counts on you? What do you do for that person?

5. What cheers you up? Why?

Talking about future events

9

Conversation A: Scheduled events

RAJ: What time does the movie **start**?

INES: It **starts** at 7:30, and **ends** at 9:45.

RAJ: Good, we can go on the bus, and get back home before it's too dark. Is there a bus stop near your house?

INES: Yes. It **stops** on the corner every fifteen minutes.

RAJ: Perfect. I'm looking forward to seeing this movie.

Conversation B: Plans for the very near future

JENNY: What are you **doing** tomorrow?

PAULA: I'm going to the beach with my family for a week. We're leaving early—at 6 a.m.

JENNY: Oh, nice! So I guess you're **planning** to go to bed early tonight.

PAULA: Yeah, I'm **gonna** pack my bag and try to **hit the sack** by nine o'clock.

JENNY: **Good luck with that!** What are you taking?

PAULA: I always **pack light** for the beach—a bathing suit, a couple of pairs of shorts, some T-shirts, a hat, and lots of sunscreen. How about you? What are you doing next week?

JENNY: I'm **going to** stay home and **catch up on** some unfinished projects.

PAULA: Like what?

JENNY: Oh, I have a long list! First I'm **going to** clean up my office, pay bills, write letters, and **take care of a bunch of** paperwork. Then I'm **going to** redecorate my bedroom—paint the walls and get new curtains.

PAULA: Wow. What color are you **going to** paint it?

JENNY: It's a very light blue. I've already picked it out and bought the paint.

PAULA: Cool.

Conversation C: Long-term plans

EMMA: What do you think **you'll** do when you finish college?

KIM: Oh, **I'll probably** stay in the city and look for work here. Then I'll go back home on holidays.

EMMA: I love that idea, but **I'll probably** go closer to home to get a job. I like being close to my family and old friends. **Still**, life in the big city is certainly tempting!

KIM: Well, **maybe** you could find a job in a big city closer to home.

EMMA: Yeah, that would be a good **happy medium**.

KIM: **On the other hand**, since you like to travel, you could possibly get a job in another country—do something exotic.

EMMA: You're right. I **might** get really bored just doing **the same old thing**. I'd learn a lot **overseas**—even **pick up** another language. It's definitely something to think about.

KIM: Well, I guess we don't have to decide now, since we're still in our **freshman** year!

Conversation D: Predictions for the more distant future

TEACHER: What will the world be like fifty years from now?

ANDY: **Just think!** People **will** be living on Mars.

EMILY: **I'll bet** cars **will** be replaced by little helicopters, so you'll be able to fly ahead in traffic.

HOLLY: There **won't** be any more wars.

JULIE: Women **will** make more money than men.

STACEY: **No way!** Women **will** stay home and the men **will** do all the work.

JOE: There **will** be a better form of government.

ZACK: People **will** have forgotten how to talk and **will** only communicate electronically.

HEATHER: There **won't** be any disease, and people **will** live to be 150 years old.

COURTNEY: That **will** be horrible. It **will** be so crowded!

ANDY: That's why people **will** be living on Mars!

Improving your conversation

No one can say for sure what will happen in the future, yet we often talk about it. Future events can be described in several different ways, depending on how probable it is that they will happen.

Scheduled events

The present tense is used to talk about the future. It is used to give the time of scheduled events (99 percent probability).

The flight **leaves** at four o'clock this afternoon.

The movie **starts** at five o'clock, so don't be late.

The present tense is also used to tell what normally happens and is expected to be the same in the future (99 percent probability).

The stores **open** at ten o'clock tomorrow morning.

The children **go** back to school in September.

Class **ends** at 3:15.

The train **stops** near our building every hour.

I'll bet

The present tense is used after the expression **I'll bet**, meaning I'm pretty sure it will happen.

I'll bet she wins the election.
I'll bet he calls me as soon as he gets home.

Going to

To be **going to** is used to indicate events planned for the near future (95 percent probability).

We're **going to** move to our new house next month.
They're **going to** get married in June.

In informal conversation, **going to** is often pronounced "**gonna**."

I'm **gonna** go see my grandmother this afternoon.

The present progressive (**basic verb + -ing**) can be used as an alternative to **going to** (95 percent probability).

We're **moving** to our new house next month.
They're **getting** married in June.
We're **planning** to go to the game tomorrow.
I'll be **doing** homework after school.

Will probably

Will probably + basic verb is used to indicate about a 75 percent probability of happening.

She'll **probably** be late.
We'll **probably** leave early.

Probably won't + basic verb is used to indicate about a 25 percent probability of happening.

He **probably won't** come with me.
You **probably won't** like this movie.

May/might

May or might + basic verb can be used to express about a 50 percent possibility of something happening.

He **may** be late, because he has to work until 6.
She **might** be late, too.
I **might** come over tomorrow. It depends on what time I get home.

Maybe

Maybe also expresses about a 50 percent possibility of something happening. Unlike **may** and **might**, it is placed before the subject.

Maybe they'll be late.
Maybe I'll come over tomorrow.

Will

Will + basic verb is tricky, as it can indicate both very high and very low probability. It is used to make a promise (99 percent probability).

I'll be here at six tomorrow morning.

We'll call you as soon as we arrive.

It is also used to predict the more distant future (10 percent probability).

My baby **will** be a doctor when he grows up.

You **will** get married and have a bunch of children.

Won't

Won't + basic verb indicates a very low probability that something will happen.

He **won't** be at the wedding.

We **won't** be able to see you in such a big crowd.

Hit the sack

Hit the sack is a very informal way to say to go to bed and sleep.

Man, I was exhausted last night. I **hit the sack** as soon as I got home.

Pack light

To **pack light** means to prepare only a very small suitcase or carry-on for traveling.

Be sure to **pack light**, because we'll have to carry our bags part of the way.

Catch up on

To **catch up on** means to do or learn something that you didn't do earlier.

When we're at the beach, I plan to **catch up on** some important reading.

Take care of

To **take care of** can mean to perform a task.

I was going to call a plumber, but my husband said he would **take care of** it.

Will you mow the lawn for me?

Sure, I'll **take care of** it.

Take care of can also mean to attend to a child or other person needing supervision.

They're looking for someone to **take care of** her ninety-year-old mother during the day.

Pick up

To **pick up** means to grasp something that is on a lower surface.

I broke the glass and had to **pick up** all the pieces.

It can also mean to lift.

This box is too heavy. We can't **pick it up**.

Pick up can also mean to meet and give a ride to someone.

You can go with us. We'll be glad to **pick you up**.

To **pick up** can also mean to learn easily.

I don't think you can **pick up** Italian just by going to Venice on a vacation.
Of course, you will **pick up** a few useful phrases.

Happy medium

To reach a **happy medium** means to agree by accepting some parts of one argument and some parts of the opposing argument.

His style was modern, and hers was traditional. They reached a **happy medium** by buying an old house and putting in modern furniture.

A verb with the same meaning is to **compromise**.

The only way to keep everybody happy is to **compromise**.

A bunch of

A (whole) **bunch of** means a lot of. Alternative expressions include **quite a few** and **a number of**.

A **whole bunch of** friends are coming over tonight.

She has **quite a few** admirers.

There are still **a number of** tickets available.

The same old thing

The **same old thing** is a way to indicate that activities are routine.

What are you up to these days?

Oh, you know, the **same old thing**—working, taking care of the kids, going to school at night.

On the other hand

On the other hand is an expression that introduces an argument that is contrary to—or opposite to—a previously mentioned argument.

Well, we could use our savings to buy the house. **On the other hand**, we could use the money to visit your family in Ethiopia.

Since

Since can mean because, usually indicating that something is convenient.

I don't have an appointment for a haircut, but **since** I was in the neighborhood, I stopped by to see if you had time for me.

I was going to go home early today, but **since** you're here, I'll do your hair.

Since can also indicate the beginning of a time period.

She's been studying English **since** last September.
I've been waiting for you **since** four o'clock.

Still

Still has several meanings. In the example conversations, it introduces information that the speaker feels is contrary to the previous information, indicating a dilemma.

I'd love to buy the house. **Still**, it's important to go visit my family.

Overseas/abroad

Overseas refers to places on the other side of the ocean. **Abroad** refers to all countries except the one you are in.

We lived **overseas** for a number of years.

Many college students have the opportunity to study **abroad**.

Freshman

Freshman refers to a student in the first year of high school or college. It can also be another name for the first year. Second-year students are called **sophomores**; third-year students are **juniors**, and fourth-year students are **seniors**.

She may look like a **freshman**, but actually she's in her **senior** year.

This is the biggest **freshman** class we've ever had.

Senior (citizen) can also refer to a person who is sixty years old or more.

He's a **senior** in high school, and his grandmother is a **senior**.

Just think

Just think is an expression that introduces a fantasy or real plan the speaker is excited about.

Just think! We could get married and have children.

Just think! This time tomorrow we'll be in Rome!

Good luck with that

Good luck with that is an expression indicating that the speaker doesn't think the previous statement is very likely to happen.

They told me I'd win \$500 if I wrote the best essay.

Good luck with that. They told the same thing to all the elementary school students in the whole city.

No way

No way indicates that something is impossible, unbelievable—or even wonderful.

Are you going to major in chemistry?

No way! There's **no way** I'm going to spend four years working in a laboratory.

John and Mary are getting married next month.

No way! They were fighting the last time I saw them.

I'm going to Denmark for two weeks.

No way! Lucky you!

EXERCISE

9·1

Fill in each blank with the most appropriate word or words.

1. When you grow up, you _____ rich and famous.
 - a. are being
 - b. are
 - c. will be
 - d. were
2. Can you join us tomorrow? That's impossible because we _____ sightseeing.
 - a. went
 - b. are going
 - c. will go
 - d. go
3. Don't be late. The show _____ at 6:30.
 - a. will start
 - b. is starting
 - c. started
 - d. starts
4. Will you go to the party with me on Friday night? I can't. I _____.
 - a. study this weekend
 - b. will stay in
 - c. am going to stay in
 - d. might
5. I'm not sure what to do. _____.
 - a. Maybe I'll take the job.
 - b. I'll take the job.
 - c. I won't take the job.
 - d. I'm taking the job.
6. Is your brother going to the circus with you? _____.
 - a. No. He doesn't go.
 - b. No. Maybe he doesn't go.
 - c. No. He won't go.
 - d. No. He is going.

EXERCISE

9·2

Match the words and expressions in the first column with those in the second column that have a similar meaning. Note: There may be more than one match for each expression.

- | | |
|-------------------------------|---------------------------------------|
| 1. _____ go to bed | a. attend to someone |
| 2. _____ pack light | b. compromise |
| 3. _____ catch up on | c. do |
| 4. _____ take care of | d. do something you didn't do earlier |
| 5. _____ pick up | e. give a ride to |
| 6. _____ reach a happy medium | f. hit the sack |
| | g. learn a little |
| | h. learn something you missed |
| | i. lift |
| | j. take a small suitcase |

EXERCISE

9.3

Circle the word or expression that best completes each of the following sentences.

1. Our mayor is an excellent politician. _____, he's not exactly a good administrator.
 - a. Just think
 - b. No way
 - c. On the other hand
2. I'll probably take his course. _____, I've heard he's a hard grader.
 - a. Still
 - b. Just think
 - c. No way
3. It's great to have a holiday. _____, otherwise we'd be at the office right now.
 - a. Just think
 - b. No way
 - c. Still
4. I'm exhausted. I'll probably _____ as soon as I get home.
 - a. hit the sack
 - b. pack light
 - c. reach a happy medium
5. I'm going to ask the teacher to give me an A in this course. _____!
 - a. Still
 - b. Just think
 - c. Good luck with that

EXERCISE

9.4

Fill in each blank with an appropriate word or expression that is explained in this chapter.

1. There aren't very many jobs available. _____, I'm going to keep looking.
2. He's seventy-five, so he gets a _____ discount.
3. We're so bored. It seems like every day we do _____.
4. Maybe if I got a job _____, I could pick up another language.
5. There will be _____ new students next year.
6. I heard the _____ class is going to be the biggest one ever.
7. You have a lot of airport changes on this trip. You really should _____.
8. She's staying at home tonight to _____ some reading.
9. I tried to pay for the dinner, but he insisted on _____ it.
10. He wants an apartment, and she wants a house. They could _____ by buying a townhouse.

Write a question or remark for each of the following responses. Ask an English-speaking friend to check your work.

1. _____

I'll take care of it!

2. _____

I'll take care of her!

3. _____

Still, I'm not sure it's a good idea.

4. _____

We could pick up a little Arabic.

5. _____

On the other hand, it's very expensive.

6. _____

Just think! We'll be having so much fun!

7. _____

She won't go.

8. _____

Good luck with that!

9. _____

No way!

10. _____

That sounds like a good happy medium.

Making a case or arguing a point

10

Conversation: Selecting a company officer

BOSS: I've called you here to talk about the selection of a new director for the Customer Service Department. As you know, **so far** there are only two candidates, Martha Francis and Juliette Welch. **First**, I'd like to hear your comments, both **pro** and **con**, about Martha's qualifications for this position.

IVANA: Well, I think Martha is the perfect person for this position. She's been with the company for twenty years, so she knows the business **inside out**. She's conservative and serious; **plus** she gets along with everybody.

APRIL: **Yikes!** In my opinion, if she becomes director, nothing will change. **I mean**, we wouldn't see anything new—just the opposite—we'd **keep on** implementing the same programs as always.

KATIE: She isn't known for **thinking outside the box**. **What's more**, we'd start to see our current customer base **fall off**, simply because our competitors have enthusiastic new people and innovative programs. **I'm just sayin'** . . .

TIM: I have to agree with April and Katie on this one. **In the first place**, Martha is too conservative; **plus** she'd **hardly** inspire any enthusiasm among the employees.

BOSS: Anybody else want to **put their two cents in**? OK. Then let's talk about Juliette. What do **you guys** think?

IVANA: Look, if Juliette gets this job, it will be a **total** disaster for the company. **In the first place**, her fancy degree isn't worth **squat** because she has **zero** experience. **Besides**, we don't even know her very well. **Good grief**, she's only been here **since** March, and **to top it all off**, we all know that she was fired from her last job.

TIM: **Really**. I've heard that her coworkers think she's **a bit uppity**, like she thinks she's the queen of the office. She's **not exactly** popular with the other employees. I don't think they'd be **happy** with her as the boss.

STAN: Well, **since** I **put her name up**, I have to say that I see her as a very bright and competent person. **Still**, I recognize that she lacks experience. And now that you tell me that her personality could cause **friction** among the employees, then I'll **go along with** your decision in this case.

BOSS: **Obviously**, we haven't found the ideal person to **handle** this job. We may have to look outside the company, which I don't particularly want to do. We'll meet here tomorrow at the same time. I'll expect your suggestions—and **they'd better** be more promising!

Improving your conversation

Pros and cons

Pro can be used as a shortened form of *professional*—in this case meaning expert.

You painted the walls yourself? Man, you're a real **pro**!

Pro can refer to the positive characteristics or positions in an argument. **Con** refers to the negative ones.

This issue has both **pros** and **cons**.
On the **pro** side, he's a hard worker.
On the **con** side, he often comes to work late.

In the first place/plus/in addition

To begin a series of arguments that are intended to convince someone to agree with your **pro** (positive) argument, use **in the first place**. Subsequent arguments are introduced by **in the second place**, **in addition** (more formal), **furthermore** (more formal), **what's more**, **plus**, and—to introduce the last argument—**finally**. **For the frosting on the cake** can be used instead of **finally** to indicate that the last argument mentioned is the strongest one of all. **As if that weren't enough** and **to top it all off** are alternative expressions with the same function.

Our lake district is a wonderful place for a vacation. **In the first place**, it's easily reached by car, and there is plenty of free parking for all visitors. **In the second place**, there are luxury hotels, with all the bells and whistles, as well as more economical inns and even campsites for those who like to rough it. **What's more**, there are lots of things to do, from golfing to swimming and other water sports, **plus** many activities organized especially for children. **Finally/For the frosting on the cake/As if that weren't enough/To top it all off**, the fresh air and quiet atmosphere guarantee you an invigorating, yet relaxing, break from city life.

Besides

In a **con** (negative) argument, the same expressions are used, with one exception: instead of **in addition**, **besides** is used.

I don't recommend the lake district for a family vacation. **In the first place**, it's very expensive for what it offers. **In the second place**, it's just as hot there as it is in the city, and **besides**, the place is full of mosquitoes. **Finally**, the roads that take you there are jammed with traffic all summer. Why not opt for a change of scenery and go a little farther away?

So far

So far indicates what has happened between the beginning of something and the present time. It can go before the subject or at the end of the phrase.

We have a hundred signatures on the petition **so far**.
So far we have a hundred signatures on the petition.

Still

Still has a number of meanings. Here it indicates that what follows is contrary to and more important than what preceded it.

I would like to have that job. **Still**, it would be very difficult for me to move to another city to be able to do it. (I probably wouldn't accept it if they offered it to me.)

It would be very difficult for me to move to another city to be able to take that job. **Still**, I would like to have it. (I would probably accept it if they offered it to me.)

On the other hand can be used for the same purpose.

I would love to move to a place with a better climate. **On the other hand**, my whole family lives here. (I'll probably stay here.)

My whole family lives here. **On the other hand**, I would love to move to a place with a better climate. (I might move.)

Since

Since has a number of meanings. It can indicate the beginning of a time period that extends to now.

I haven't seen my uncle **since** last Friday.
They've been living in their new house **since** June.

In the example conversation **since** means because, indicating convenience.

I can take you home, **since** your house isn't far from mine.
Since you came early, you can help me finish setting up for the party.

Yikes

Yikes is an expression that indicates surprise—either good or bad.

You have just won a trip for two to Hawaii. **Yikes!** Wait 'til I tell my husband!

You are charged with driving more than fifteen miles over the speed limit. **Yikes!** Wait 'til I tell my husband!

Good grief

Good grief is an expression that indicates mild displeasure.

More homework? **Good grief**, Miss Thompson, you've already given us a paper to write!

Just sayin' . . .

Just sayin' . . . is an expression that is intended to subtly show the speaker's desire that you consider something just suggested.

There's a good movie on tonight, and I have a big flat-screen TV. **Just sayin' . . .**
It could be that you're being a little hard on your sister. **Just sayin' . . .**

I mean

I mean introduces an explanation or further comment on what was previously said.

I really don't recommend that teacher! **I mean**, she gives way too much homework.

You guys

You guys is an informal way to address more than one person. In the southern part of the United States, **y'all** is commonly used instead.

What are **you guys** doing for the Fourth of July?
What are **y'all** doing for the Fourth of July?

You people is considered extremely insulting. It's best not to use it.

Friction

Friction can mean unrest, difficulty, or disagreement between two or more people.

You guys have got to learn to get along. There is too much **friction** in this office.

Really

Really can be used in several ways. In the example conversation it indicates agreement with what was said before.

The new teacher is fantastic. **Really**, she says she will help everybody get an A.

Total

Total, when used as an adjective (before a noun), means complete.

He's a **total** slob. He never cleans his desk.

Zero

Zero, when used before a noun, means no amount of.

She's hard to work for. She has **zero** patience.

Squat

Squat means nothing at all.

I went to every class, and I didn't learn **squat**. It was all a review of the previous class.

Obviously

Obviously indicates that what is going to be said is already known by the listener(s); an alternative is **of course**.

John's dog just died. **Obviously**, he's feeling sad.

Hardly

Hardly means almost not at all.

She **hardly** has enough money to live on.

Hardly ever means almost never.

He **hardly ever** calls his mother.

Not exactly

Not exactly, when used before an adjective, means hardly.

Well, this is **not exactly** the best pizza I ever ate.

Inside out

Inside out can indicate that an inner surface has become the outer surface.

You have your shirt on **inside out**.

It can also indicate a thorough knowledge of something.

Get Pierre to help you with your French. He knows the grammar **inside out**.

Keep on

To **keep on** means to continue or not stop. It is followed by a verb in **-ing** form.

We can't take a break. We have to **keep on** studying.

Think outside the box

To **think outside the box** means to be creative or to always have new ideas for solving problems.

When she solved the school's traffic problem, she was really **thinking outside the box**.

Fall off

To **fall off** can mean, literally, to accidentally disappear from a high point.

He broke his leg when he **fell off** the diving board.

It can also mean to decline or be reduced.

Sales of new houses began to **fall off** during the month of January.

Put one's two cents in

To **put one's two cents in** means to offer one's opinion.

Everybody is arguing about this. OK, I'll **put my two cents in**: we should go home and think about this and then try to discuss it calmly next week.

A bit uppity

To be a **bit uppity** means to act as if you were superior to other people. Alternative expressions include **to be stuck-up/to be snooty/to be a snob**.

Maybe she's just not used to the job, but the new secretary seems to be a **bit uppity**.

Put someone's name up

To **put someone's name up** means to nominate someone for a position or office.

No, I'm not running for president of the fraternity. I don't know who **put my name up**.

Go along with

To **go along with** means to accept an idea or decision.

I really don't agree with some of these rules, but I will **go along with** whatever the majority decides.

Handle

To **handle** means to do whatever necessary to perform a duty in a satisfactory way.

The job is hard, but I think she can **handle** it.

To **handle** can also mean to touch.

Please do not **handle** the merchandise.

Had better

Had better indicates a warning and implies that if something isn't done, there will be negative consequences. It is usually used in the form of a contraction.

They'd better arrive on time. [Otherwise, they'll miss the bus.]

I'd better not go out tonight. [I have a test tomorrow that I need to study for.]

You'd better not tell anyone my secret. [If you do, I'll be very angry.]

EXERCISE

10·1

Fill in each blank with the word or expression (e.g., in the first place, in the second place, plus, in addition) that best organizes a convincing argument.

1. Man, I'm not going to see that movie.
 - a. _____, it's a chick flick.
 - b. _____, it's starring Myra Delgado.
 - c. _____, it lasts two and a half hours!
2. Girl, I can't wait to see that movie.
 - a. _____, it's a chick flick.
 - b. _____, it's starring Myra Delgado.
 - c. _____, it lasts two and a half hours!
3. This is a house you should consider buying.
 - a. _____, it's in a fantastic location.
 - b. _____, it's in a great school district.
 - c. _____, it has four bedrooms and four bathrooms all on one floor.
 - d. _____, the kitchen has been completely updated.
 - e. _____, the backyard is private, and there is room for a swimming pool.

EXERCISE

10·2

Match the words or expressions in the first column with those in the second column that have a similar meaning. Note: There may be more than one match for each expression.

- | | |
|--------------------------------|--|
| 1. _____ keep on | a. accept |
| 2. _____ fall off | b. accidentally drop from a higher place |
| 3. _____ handle | c. add your opinion |
| 4. _____ be uppity | d. be a snob |
| 5. _____ go along with | e. be creative |
| 6. _____ put a name up | f. be snooty |
| 7. _____ put your two cents in | g. be stuck-up |
| 8. _____ think outside the box | h. decline in volume |
| | i. manage |
| | j. nominate |
| | k. not stop |
| | l. suggest someone |
| | m. take care of |
| | n. touch |

EXERCISE

10·3

Circle the word or expression that best completes the following sentences.

- Don't stop now. You need to _____.

a. put someone's name up	c. keep on trying
b. top it all off	d. be stuck up
- We need to work harder to keep our profits from _____.

a. going along	c. handling it
b. falling off	d. keeping on
- I'd like to get to know her, but she seems to be _____.

a. a bit uppity	c. thinking outside the box
b. falling off	d. putting her two cents in
- This is a big project. Do you think you can _____?

a. keep on it	c. fall off it
b. top it all off	d. handle it
- I've heard everybody's opinion except yours. It's time for you to _____.

a. put your two cents in	c. handle it
b. think outside the box	d. be a bit uppity

6. We need to _____ if we want to compete in today's market.
- | | |
|--------------------------|--------------------|
| a. think outside the box | c. be a bit uppity |
| b. top it all off | d. fall off |
7. We're in a bit of trouble. Our profits are _____.
- | | |
|----------------|-----------------------|
| a. inside out | c. stuck-up |
| b. falling off | d. topping it all off |
8. It's been a bad week. Long days at the office, problems at home, and _____, I've come down with the flu.
- | | |
|---------------------------|----------------------|
| a. to go along with that | c. handle that |
| b. to put your name up to | d. to top it all off |
9. Do you want to be treasurer? I'll _____.
- | | |
|---------------------|--------------------------|
| a. fall off | c. keep on trying |
| b. put your name up | d. put your two cents in |
10. You think we should get a new car? I'll _____.
- | | |
|--------------------------|---------------------|
| a. think outside the box | c. top it all off |
| b. go along with that | d. put your name up |

EXERCISE

10-4

Circle the word or expression that best completes each of the following sentences.

1. _____ you're here, you might as well wait.
- | | |
|---------------|----------|
| a. Good grief | c. Yikes |
| b. Really | d. Since |
2. It's a beautiful day. Maybe you should take a break and go for a walk with me. _____
- | | |
|----------------------|----------------------|
| a. I mean . . . | c. Still . . . |
| b. Just sayin' . . . | d. Furthermore . . . |
3. _____! You've been working for nine hours.
- | | |
|---------------|----------------------|
| a. Good grief | c. Just sayin' . . . |
| b. Since | d. Still |
4. I'm ready for a vacation; _____, I haven't had one for more than a year.
- | | |
|-----------|----------------|
| a. Still | c. hardly ever |
| b. I mean | d. so far |
5. What's the matter? You _____ call me anymore.
- | | |
|--------------|----------------|
| a. still | c. hardly ever |
| b. obviously | d. so far |
6. How many miles have we driven _____?
- | | |
|-----------|-----------|
| a. hardly | c. so far |
| b. squat | d. still |

7. You have the flu. _____, you should go home.
 a. Still
 b. So far
 c. Obviously
 d. Total
8. You paid \$200 for a pair of shoes? _____!
 a. Just sayin' . . .
 b. Yikes
 c. I mean
 d. Squat

EXERCISE

10·5

Match the words or expressions in the first column with those in the second column that have a similar meaning. Note: There may be more than one match for each expression.

- | | |
|-----------------------------|----------------------------|
| 1. _____ pro | a. almost never |
| 2. _____ plus | b. almost not at all |
| 3. _____ so far | c. because |
| 4. _____ since | d. besides |
| 5. _____ hardly | e. complete |
| 6. _____ zero | f. completely |
| 7. _____ total | g. unfriendliness |
| 8. _____ hardly ever | h. expert |
| 9. _____ friction | i. furthermore |
| 10. _____ good grief | j. in addition |
| 11. _____ still | k. it's just a suggestion |
| 12. _____ inside out | l. not exactly |
| 13. _____ just sayin' . . . | m. of course |
| 14. _____ obviously | n. on the other hand |
| | o. positive characteristic |
| | p. squat |
| | q. until now |
| | r. what's more |
| | s. yikes |

EXERCISE

10·6

Write an appropriate completion to each of the following sentences. Ask an English-speaking friend to check your work.

1. This is a fantastic opportunity. Still, _____
2. I don't want that job, and besides, _____
3. He plays the violin professionally. Obviously, _____
4. Yikes! _____
5. I'm sad, since you hardly ever _____
6. I'll go along with _____
7. My best friend is not exactly _____
8. I hope no one/someone puts my name up for _____
9. This is ridiculous, I mean, _____
10. So far this week, I haven't _____

EXERCISE

10·7

Write five sentences indicating what you think you'd better do in order to avoid negative consequences. Indicate what those consequences would be. Use the following sentence as a model. Ask an English-speaking friend to check your work.

I'd better go to bed early tonight; otherwise, I'll be too sleepy to do well on my exam.

Narrating a story

11

Conversation: A traffic accident

JACK: Hey, buddy, what happened to you? Don't tell me you broke your leg!

SAM: No, it's not that drastic. I just twisted my ankle. Still, it hurts a lot, and walking with these crutches is a **pain in the neck**.

JACK: So when did it happen?

SAM: It was the night of the basketball championship. And **the worst thing** is that we lost the game and all hopes of winning our title back.

JACK: What a **bummer!** Sit down here for a minute and tell me all about it.

SAM: Well, it all happened last Thursday. It was **pouring down rain** and also freezing. I was in a hurry to get to the gym early to **chill out** a bit before the game. I was all **stressed out** about the game when I left home, but I got in the car and started to drive toward the gym. **All of a sudden** my phone rang—it was my girlfriend. She was all **excited** about the game and wanted to **wish** me good luck. I started to get **pumped up** and ready for the game. My girlfriend and I kept on talking when I suddenly **realized** that the cars in front of me were stopped, and I was going a little fast. I slammed on the brakes, but it was **too** late. The street was wet, and I hit the car that was stopped **in front of** me. That hard braking caused me to twist my ankle. I could hardly get out of the car to talk to the other driver because my ankle hurt so much. **To tell you the truth**, I was so **freaked out** I didn't know what to do. I was thinking about the game, my girlfriend, my teammates—it never occurred to me that I wouldn't be able to play that night. **Finally** a **cop** came and made me sign some **papers**; then an ambulance took me to the hospital. They took some X-rays to see if my ankle was broken or not. **Thank goodness** it wasn't broken, but **the upshot** was that I wasn't going to play basketball that night. And now I'm **stuck with** these crutches.

Improving your conversation

The example dialogue is very informal and uses only a few of the traditional markers that indicate the order of events in a narration.

First/second/next/then/after that

In a more formal or longer narration, chronological order can be made clearer with the use of expressions such as **first**, **second**, **next**, **then**, and **after that**. The last event in the series is preceded by **finally**.

First, I got into the car and started to drive toward the gym.

Second, I had an accident.

Then I realized that I had twisted my ankle.

After that, they took me to the hospital.

Finally, I went to the game on crutches and watched my team lose.

Note that each of these expressions is followed by a comma (or pause, when speaking), with the exception of **then**. **Second** can be replaced with **then**, **next**, or **after that**, which are interchangeable.

This is what happened at the meeting this afternoon. **First**, we discussed the budget; **second**, the chairman announced the new position in Human Services. **Next** we talked about the problems in Customer Service. **After that**, we had a short coffee break, and **then** we had a chance to ask questions. **Finally**, we adjourned.

Finally

Finally can also indicate relief or joy that something long awaited or expected has happened.

After three long days on the road, I **finally** got to San Antonio.

Finally you're here! We expected you two hours ago.

Thank goodness

Thank goodness and **thank God** are other ways to express relief, joy, or satisfaction.

Thank goodness you arrived safely. Now we can celebrate.

Thank goodness and **thank God** (but not **finally**) can also express appreciation.

We have enough money to live on, **thank God**.

All of the children are healthy, **thank goodness**.

To top it all off

Sometimes a series of events are meant to tell a convincing story. **To top it all off** is an expression that is used to introduce a final event that adds weight to the sum of the previous events. Other expressions with the same function are **for the frosting on the cake** and **as if that weren't enough**.

First, my alarm didn't go off, and I woke up an hour late. **Then** I spilled coffee all over my suit and had to change clothes. **After that**, I got in the car and noticed that it was completely out of gas. **Finally**, I had to wait in a long line to get gas. And **to top it all off**, when I left the gas station, I was in the middle of a huge traffic jam.

All of a sudden

Events that interrupt a narration can be preceded by **all of a sudden**, **suddenly**, **before I knew it**, **out of nowhere**, **out of the blue**, and **just like that**—all of which mean without warning.

We were enjoying our picnic, when **all of a sudden**, it began to rain cats and dogs.

They were taking a test, when **suddenly** the fire alarm went off.

I stepped on a slippery rock, and **before I knew it**, I was on the ground.

He was driving down the street, and **out of nowhere**, a car approached from the left.

I was watching TV the other night, when **out of the blue** I got a call from an old friend whom I hadn't seen in ages.

I was feeling a little depressed, and **just like that**, my favorite song came on the radio and cheered me up.

The best thing and the worst thing

The best thing and **the worst thing** indicate that what follows is the most or least desirable aspect of an issue.

The best thing about this school is that it has wonderful students. They are all eager to learn.

The best thing you can do at this point is be patient.

The worst thing about this apartment is the location. It's not convenient to anything.

The upshot

The upshot of an issue is its result or outcome. This is often used to avoid telling a complete story or explaining an issue in detail.

I'm not going to give you all the details. **The upshot** is that Caitlyn has left town and won't be back.

An expression that has a similar function is **the bottom line**.

I just had a long conversation with the chairman of the company. **The bottom line** is that I've been promoted.

I don't have time to hear your whole story—what's **the bottom line**?

The bottom line is that I got fired and I'm looking for a new job.

Paper

Paper has a number of meanings. **Paper** is the most common material used for writing, printing, and cleaning, and it is in many manufactured goods. In this function, it is a non-count noun and is not made plural.

This book is made of **paper**.

We need to conserve **paper** in order to protect our forests.

Paper can also be a count noun, and can be made plural, when it means document.

We need to fill out a whole bunch of **papers** when we go to the doctor.

Paper is also a count noun when it means essay, written composition, or thesis.

I have two research **papers** to write, so I will probably spend the weekend in the library.

A **paper** can refer to the newspaper. **The paper** can mean today's newspaper.

She went down to the newsstand to buy a **paper**.

Have you read **the paper** yet? The news is amazing!

Bummer

A **bummer** is an item of bad news or bad luck.

Snow again! What a **bummer**! Now our flight will be canceled.

For serious occasions or tragedies, a **shame** would be a better expression.

I'm so sorry to hear about your dad's illness. What a **shame**!

Pain in the neck

A **pain in the neck** can refer to anything or any person that is annoying.

I wish my sister would stop banging on the door. She really is a **pain in the neck**.
I lost my Internet connection again. What a **pain in the neck**!

Cop

Cop is a slang term that means police officer.

There are **cops** stationed along the turnpike, waiting for speeders.

To **cop out on someone** has nothing to do with the police; it means to stop participating in an activity in which other people are counting on you. It indicates that the speaker is unhappy with this decision.

We had five players for the basketball team, but Steve **copped out**, and now we can't play a proper game.
Sandy promised to drive me to the game, but he **copped out on me** at the last minute, so now I'll have to take the bus.

Pouring down rain

To be **pouring down rain** means to be raining heavily. An alternative expression is **raining cats and dogs**.

The kids can't play outside; it's **pouring down rain**.
I had to pull the car off to the side of the road because it was **raining cats and dogs**.

Pumped up

To be **pumped (up)** means to be excited. An alternative expression is to be **all excited**.

We are both **pumped up** for the concert this weekend.
She is **all excited** about her date with you. Where are you guys going?

Stressed out

To be **stressed out** means to be very tense, nervous, or worried about something.

She has two sick children at home and is trying to work at the same time. No wonder she is **stressed out**!

Another way to express this feeling is to say that something **stresses you out**.

Having two sick children at home really **stresses me out**.

Freaked out

To **freak out** or be **freaked out** means to be extremely scared, angry, or excited. Also, something can **freak you out**.

He **freaked out** when he saw his brother driving his new car.
She is **freaked out** because she has three exams tomorrow.
That car speeding toward us really **freaked me out**.

Creeped out

To be **creeped out** means to be disgusted or frightened by something. Also, something can **creep you out**.

Those pictures of dead bodies really **creeped me out**.
It **creeps me out** that he just sits there and never says a word.

Another way to indicate disgust is to be **grossed out**.

It really **grosses me out** when the kids have food fights.

Stuck with

To be **stuck with** means to have to cope with an uncomfortable or undesirable situation.

My brother went out with his friends, and I'm **stuck with** looking after my little sister.

Chill out

To **chill out** means to relax or calm down.

Come on over! We're just **chillin' out** on the back patio.
Oooh! I'm so mad I could scream! **Chill out**, babe. It's not worth getting upset over.

Realize

To **realize** means to be aware of, to already know.

I'm sorry I yelled at you. I **realize** that I was wrong.

Wish

To **wish** means to be sorry that something isn't true. It is followed by a clause with a subjunctive verb.

[You are not here.] I **wish** you were here.
[I can't go with you.] I **wish** I could go with you.

Wish is also used in formal greetings.

We **wish** you a happy New Year.
I **wish** you the best of luck.

To tell you the truth

To **tell you the truth** precedes information that may surprise the listener.

Did you enjoy your trip? **To tell you the truth**, it wasn't that great.

Too

Too has a number of meanings. It can mean also.

I went home early, and Jon did, **too**.

- v. police officer
- w. result
- x. second
- y. then

EXERCISE

11·4

Write an appropriate question or remark for each of the following responses. Ask an English-speaking friend to check your answers.

1. _____

What a bummer!

2. _____

He's a real pain in the neck.

3. _____

Thank goodness, we're all safe.

4. _____

I finished writing it last night, thank God.

5. _____

Yeah, that's the bottom line.

6. _____

It was right out of the blue.

EXERCISE

11·5

Match the words or expressions in the first column with those in the second column that have a similar meaning. Note: There may be more than one match for each expression.

1. _____ be pumped up

a. be all excited

2. _____ be stuck with

b. be angry

3. _____ be raining cats and dogs

c. be aware of

4. _____ be freaked out

d. be disgusted

5. _____ be stressed out

e. be frightened

6. _____ chill out

f. be grossed out

- | | |
|-------------------------|---------------------------------------|
| 7. _____ realize | g. be in an unfortunate situation |
| 8. _____ be creeped out | h. be nervous |
| 9. _____ wish | i. be pouring down rain |
| 10. _____ cop out | j. be scared |
| | k. be sorry that something isn't true |
| | l. be surprised |
| | m. be tense |
| | n. be worried |
| | o. calm down |
| | p. feel enthusiastic |
| | q. know |
| | r. not participate as promised |
| | s. relax |
| | t. stop worrying |

EXERCISE

11.6

Write an appropriate question or remark for each response. Ask an English-speaking friend to check your work.

1. _____

That really creeps me out.

2. _____

You need to chill out.

3. _____

They copped out on me.

4. _____

I realize that.

5. _____

No wonder you're stressed out!

EXERCISE

11·7

Form sentences beginning with *I wish* to indicate your regret that the previous information is not true.

1. You are not here.

2. I can't get a promotion at this company.

3. She is always stressed out.

4. He doesn't know my e-mail address.

5. They never come to see me.

EXERCISE

11·8

Circle the most appropriate answer for each question or remark.

1. How was your interview?

a. It was pouring down rain.	c. It was out of nowhere.
b. It was the worst thing.	d. To tell you the truth, it stressed me out.
2. What's the matter?

a. I'm stuck with the job of collecting money.	c. To tell you the truth, that's the upshot.
b. I have a pain in the neck.	d. The best thing is that she copped out.
3. My dog died yesterday.

a. What a pain in the neck.	c. It's raining cats and dogs.
b. What a shame.	d. To top it all off, I'm chilling out.
4. Tell me what happened.

a. I'm out of paper.	c. The upshot is that I'm single again.
b. That creeps me out.	d. It's a good paper.
5. A strange person calls me in the middle of the night and then hangs up.

a. That chills me out.	c. That creeps me out.
b. That grosses me out.	d. That's a cop-out.

EXERCISE

11·9

Have you ever been freaked out? Write four or five sentences to describe what happened. Ask an English-speaking friend to check your work.

EXERCISE

11·10

Write a narration that describes something that happened recently in your life. Use at least eight of the words or expressions explained in this chapter. Ask an English-speaking friend to check your work.

Retelling a conversation

12

Conversation A: In the present tense

MIKE: Hey **dude**, what's up? I hear you have a new job. **How's it going?**

ADAM: **Pretty well**, so far. I have a lot to learn, but the people are nice, and there's not too much **pressure**.

MIKE: What do you do?

ADAM: Basically, I'm **learning the ropes** of management, studying the history of the company so I know how everything works.

MIKE: That's great! I hope it all works out for you.

MIKE (retelling the conversation): I asked Adam what **was** up and told him that I **heard he had** a new job. I asked him how it **was** going. He told me that it **was** going pretty well, so far. He said that he **had** a lot to learn but that the people **were** nice and that there **wasn't** too much pressure. Then I asked him what he **did**. He answered that basically he **was learning the ropes** of management and studying the history of the company so that he **knew** how everything **worked**. Then I told him that that **was** great and that I **hoped** it **worked** out for him.

Conversation B: In the present perfect tense

RENEE: Have you eaten yet?

EMILY: No, but I've **already bought** my lunch. Want to join me in the park?

RENEE: Thanks, but I've **made** a reservation for two at Kincaid's Restaurant. **Have you ever eaten** there?

EMILY: Yes, I've **been** there several times. It's great!

RENEE (retelling the conversation): I asked Emily if she **had eaten** yet, and she told me that she **had** already **bought** her lunch. She asked me if I **wanted** to join her in the park, but I told her that I **had made** a reservation for two at Kincaid's Restaurant. Then I asked her if she **had ever eaten** there, and she told me yes, that she **had been** there several times. She said it **was** great.

Conversation C: In the past tense

JASON: Where were you last night? We missed you at the party.

GINA: Oh, I had to go to my sister's house. They called her from the hospital **at the last minute** and asked her to work the night shift, so I went over to **babysit** for her kids. I **ended up** spending the night at her place.

JASON (retelling the conversation): I asked Gina where she **had been** the night before and told her that we **had missed** her at the party. She said that she **had had** to go to her sister's house—that they **had called** her sister from the hospital at the last minute and **had asked** her to work the night shift, so she **had gone** over to **babysit** for her kids. She said she **had ended up** spending the night at her sister's place.

Less formal:

JASON (retelling the conversation): I asked Gina where she **was** the night before and told her that we **missed** her at the party. She said that she **had** to go to her sister's house—that they **called** her sister from the hospital at the last minute and **asked** her to work the night shift, so she **went** over to **babysit** for her kids. She said she **ended up** spending the night at her sister's place.

Conversation D: In future tenses

BEN: Hi, Jeremy. What are you guys doing tonight? I'm kind of **at a loose end** since I broke up with Sydney.

JEREMY: Join us, then—we're going to hang out downtown—probably go to several places. Are you up for that?

BEN: Definitely. Where should I meet you? Better still, can you **give me a ride**?

JEREMY: Glad to. I'll **pick you up** at your place at 9:30. OK?

BEN: Perfect. I'll look out for you.

BEN (retelling the conversation): I said hi to Jeremy and asked him what he and the other guys were doing that night. I told him that I had been kind of **at a loose end** ever since I broke up with Sydney. He told me to join them and said that they were going to hang out downtown—probably go to several places. He asked me if I was up for that. I said that I definitely was and asked him where I should meet them. Then I told him that it would be even better if he could **give me a ride**. He said he would be glad to and told me that he would **pick me up** at my place at 9:30. He asked me if that would be OK. I said that it would be perfect and that I would look out for him.

Improving your conversation

Using the present perfect tense

The present perfect tense is used to indicate experience that relates to the present time.

The present perfect tense is formed by a conjugation of the verb *have* followed by the past participle form of the main verb.

The past participle form of most verbs is the same form as the past tense form.

Present tense	Past tense	Past participle
call	called	called
catch	caught	caught
hit	hit	hit
join	joined	joined
kick	kicked	kicked
like	liked	liked
love	loved	loved
teach	taught	taught
walk	walked	walked
work	worked	worked

However, many frequently used verbs have irregular past participle forms. Several examples follow. Check Appendix A for a complete list.

be	was/were	been
do	did	done
eat	ate	eaten
give	gave	given
see	saw	seen
take	took	taken

Expressions often used with the present perfect tense include the following:

Already

Already means at some time in the past and can indicate that the action does not need to be repeated.

I'm not hungry. I've **already** eaten.

You don't need to close the windows—we've **already** done it.

Already can be used in a question, indicating surprise that something has been done.

Have you finished high school **already**? (I can't believe you are old enough!)

Yet

Yet can be used in a question to find out if something has been done.

Have you eaten **yet**?

Have you taken the test **yet**?

Not yet

Not yet is used to indicate that something has not been done—and that it should be done in the future.

We're hungry. We haven't eaten **yet**.

I'm not finished traveling. I haven't been to Africa **yet**.

So far

So far means as of this date or time.

She has come to class on time every day, **so far**.

How many continents have you been to?

So far, I've only been to North and South America.

Ever

Ever means at any time in the past or future. It is placed between the modal verb and the main verb.

Have you **ever** been in California?

I won't **ever** do that again.

Ever can be used after *never* to emphasize its meaning.

He was never, **ever**, there.

Modal verbs

Modal verbs have past tense forms, as follows:

Present tense	Past tense
can (ability/permission)	could
may (permission)	could
may (possibility)	may have + past participle
might (possibility)	might have + past participle
should (obligation/advisability)	should have + past participle
have to/must (necessity)	had to
must (probability)	must have + past participle
will (regularity/reliability)	would

When I was a teenager, I **could** do backflips.
When you were in high school, **could** you stay out late?
I don't know where she is. She **may/might have gone** to the store.
You **should have been** here last night. It was a great party.
Sorry I couldn't make it—I **had to** work.
He's really late. He **must have gotten** stuck in a traffic jam.
He **would** come over and say hello every morning.
I called his cell phone, so that he **would** wake up.

Direct and indirect discourse

A retold conversation is also called indirect discourse. Verbs that indicate what someone communicates to another include *say, tell, indicate, explain, shout, yell, complain, cry, whisper, promise*, and others. There are certain patterns for indirect discourse.

Pattern 1: Present tense + any other tense

When the communicating verb is in the present tense, the second verb is in its normal tense. This indicates that the speaker continues to affirm belief in what follows.

Joe: I **buy** French bread and cheese every Sunday morning.
Joe **says** (that) he **buys** French bread and cheese every Sunday morning.

Joe: I **have bought** French bread every Sunday morning for five years.
Joe **says** (that) he **has bought** French bread every Sunday morning for five years.

Joe: I **bought** French bread last Sunday.
Joe **says** (that) he **bought** French bread last Sunday.

Joe: I **will buy** French bread next Sunday.
Joe **says** (that) he **will buy** French bread next Sunday.

Pattern 2: Past tense + a previous tense

When the communicating verb is in the past tense, the second verb is in a previous tense, as follows:

present → past Note that the meaning is still in present time.
Joe: I **buy** French bread and cheese every Sunday morning.
Joe **said** (that) he **bought** French bread and cheese every Sunday morning.
(Joe buys French bread and cheese every Sunday morning.)

present perfect → past perfect

Joe: I **have bought** French bread every Sunday morning for five years.

Joe **said** (that) he **had bought** French bread every Sunday morning for five years.

past → past perfect

Joe: I **bought** French bread last Sunday.

Joe **said** (that) he **had bought** French bread last Sunday.

future → conditional

Joe: I **will buy** French bread next Sunday.

Joe **said** (that) he **would buy** French bread next Sunday.

Indirect yes-or-no questions use pattern 2 plus the word *if*.

Maria: Are you going out?

Maria **asked** me **if I was going** out.

Ben: Have you bought the bread?

Ben **asked** if I **had bought** the bread.

Ben: Did you buy the wine?

Ben **asked** if I **had bought** the wine.

Ben: Will you bring the wine next Sunday?

Ben **asked** if I **would bring** the wine next Sunday.

Indirect information questions use pattern 2 plus the appropriate question word (*who/when/where/why/what/how/etc.*).

Alex: What time does the movie start?

Alex **asked** me **what time** the movie started.

Kevin: What have you done?

Kevin **asked** me **what I had done**.

Cathy: Where did they go?

Cathy **asked** her **where** they had gone.

Charles: How long will the surgery take?

Charles **asked** **how long** the surgery **would** take.

Dude

Dude is a very informal way to address a male friend.

Hey, **dude**—what's up?

How's it going?

How's it going? is an informal greeting. It's often answered with **pretty well**.

Hi, Ethan. **How's it going?**

Pretty well, thanks. How are you?

At the last minute

At the last minute indicates that something happened immediately before it was too late.

The man picked up his tickets **at the last minute**—just before the show started.

Pressure

Pressure refers to the stress of responsibility people feel when too many things are expected of them at the same time.

It's hard to ever relax. I have so much **pressure** at work—and with two small children, there's **pressure** at home, too.

Learning the ropes

To be **learning the ropes** means to be getting acquainted with a new job or routine.

There's a lot of pressure at first, but once you **learn the ropes**, you'll be fine.

At a loose end

To be **at a loose end** means to temporarily not have anything to do or not know what to do.

Would you like me to paint your room? I'm **at a bit of a loose end**.

End up

To **end up** means to find one's self doing something unplanned or in an unexpected situation.

I fell asleep on the train and **ended up** in New Jersey.

She worked here as a temporary secretary and **ended up** getting a full-time job with the company.

Babysit

To **babysit** means to **take care of** or **look after** someone else's children.

She makes extra money **babysitting** on weekends.

Will you **take care of** the baby for a couple of hours?

I hope you can **look after** the kids while I go to the store.

Give someone a ride

To **give someone a ride** means to offer to take someone somewhere in your car or other vehicle.

I see you missed the bus. If you like, I'll **give you a ride** home.

Pick up

To **pick up** means to go in a vehicle to where someone is waiting, for the purpose of giving him or her a ride.

I'll be glad to give you a ride. I'll **pick you up** in front of the school.

7. I _____ (see, not) a good movie in a long time.
8. _____ (you, do) your homework yet?
9. They _____ (buy, already) a new car.
10. _____ (she, go) to Florida yet?

EXERCISE

12·3

Convert the following sentences from the present tense to the past tense, changing the wording where necessary for them to make sense.

1. Now he can run a mile in four minutes.

Last year _____

2. This year we can take an hour off for lunch.

Last year _____

3. It may rain this afternoon.

_____ last night, but I'm not sure.

4. He might have the flu.

_____ last week.

5. You should pay your bills on time.

_____ last month.

6. What should I say when I see him?

_____ yesterday?

7. We have to rearrange the furniture so the piano will fit.

8. The children pick the wildflowers every spring.

9. It must be nine o'clock now.

_____ then.

10. She's leaving because she has to pick up her daughter.

EXERCISE

12·4

Change the following direct quotes to indirect discourse.

1. Scott: I'm leaving for the beach tomorrow.

Scott said _____

2. Eric: The train always arrives on time.

Eric said _____

3. Adam: We have already eaten lunch.

Adam said _____

4. Jack: The plane took off at 9:15.

Jack said _____

5. Val: We'll be there in about five minutes.

Val said _____

EXERCISE

12·5

Change the following questions from direct discourse to indirect discourse.

1. My neighbor: Do you have a shovel I can borrow?

My neighbor asked me _____

2. Jan: Will you help me with these packages?

Jan asked the man _____

3. Laura: What movie are you going to see?

Laura asked us _____

4. Thomas: Why did you call?

Thomas asked him _____

5. Renee: Who are you talking to?

Renee asked her _____

6. Mike: How far is it?

Mike asked _____

7. Jason: Do you speak English?

Jason asked him _____

8. Sydney: When will you come back?

Sydney asked me _____

9. April: Where do you go to school?

April asked her _____

10. Holly: Do you want me to help you?

Holly asked him _____

EXERCISE

12·6

Fill in each blank with an appropriate word or expression explained in this chapter.

1. We were going to leave without him, but he arrived _____, thank goodness.
2. This is our receptionist's first day on the job, so she's just _____.
3. Listen, _____, my car broke down, so I don't think I can _____ home this afternoon.
4. I had to leave that company because I was under too much _____.
5. I was _____, so I decided to call up my old friend and invite him over.
6. Hey, dude, _____?
7. The kids are sick, so we won't need you to _____ tonight.
8. Every time I take on a new project, I _____ doing it full-time.

EXERCISE

12·7

Make a list of ten things that you do every day. Then write a sentence that tells which of these things you have already done. After that, write a sentence that tells which of these things you haven't done yet. Ask an English-speaking friend to check your sentences.

EXERCISE

12·8

Listen to a conversation of eight to ten lines between two people, and write down exactly what they say. Then change the direct quotes to indirect discourse. If live conversations are too fast for you to write down, try copying a conversation from a television program that you can replay as needed. Ask an English-speaking friend to check your work.

Electronic conversation



While face-to-face conversations are still considered to be the best ones, people everywhere are depending more and more on electronic devices for communication. Apart from the fixed telephone, which has been around since 1876—and is still going strong—conversations are now also carried on through cell phones, e-mail, and other electronic devices.

E-mail

E-mail (electronic mail) enables written conversations that are either typed on a computer or cell phone keyboard or entered on a touch screen on a cell phone or other electronic device. These messages are then sent to the desired recipient via the Internet. In order to use **e-mail**, you need to have an **e-mail address**, and you need to know the **e-mail address** of the person with whom you wish to communicate.

E-mail addresses can be assigned by the company that provides an Internet connection or through companies that issue subscriptions through the Internet. An **e-mail address** begins with a series of numbers or letters (of the individual's choosing), followed by the symbol @ (pronounced "at"), and then followed by the name of the provider, a period (pronounced "dot"), and finally a suffix of two or three more letters that indicates the domain—the type of organization that is providing the **e-mail account**. Here are some examples of these final domain letters:

- com** commercial (the most widely used suffix; preferred by businesses)
- edu** education (for schools, colleges, and universities)
- gov** government (for government organizations)
- net** network (most commonly used by Internet service providers)
- org** organization (primarily used by nonprofit groups and trade associations)

The suffix can alternatively indicate the name of the source country. For example:

- au** Australia
- es** Spain
- mx** Mexico
- uk** United Kingdom

IM

An IM is an “instant message,” designed to get the immediate attention of the person contacted. Electronic devices give an audible signal when an IM is received.

Texting

Texting is the practice of sending written messages from one cell phone to another, using the receiver’s telephone number.

Texters often leave out the vowels in words or make up abbreviations in order to communicate faster. For example:

cd	could
cls	class
cn	can
hv	have
prnts	parents
sndy	Sunday
tchr	teacher
wd	would

Tweeting

Tweeting is the practice of sending written messages to the general public through a commercial website, called twitter.com. Messages are limited to 140 characters. Important or famous people often use this to keep their constituents, clients, or fans informed of what they are doing or thinking.

Acronyms

Acronyms are combinations of letters that are used as abbreviations to replace words and expressions. **Acronyms** and other symbols are commonly used in **e-mail**, **texting**, and **tweeting**. They may be in all capital (uppercase) letters, all lowercase letters, or a combination of the two. There are really no rules!

Following is a list of commonly used **acronyms** and other symbols:

☺, :)	I’m happy.
☹, :(I’m unhappy.
@	at
2nite	tonight
4	for/four
411	information [traditionally a telephone number to call to get help finding a telephone number]
4ever	forever
4U	for you
911	emergency; call me [traditionally the contact number for the police or fire department]
ABT2	about to
AKA	also known as (another name for someone or something)
asamof	as a matter of fact

ASAP	as soon as possible
AWOL	absent without leave (not being where one is supposed to be) [traditionally a military expression]
AYS	are you serious? (really?)
BBB	boring beyond belief
B/C	because
B4	before
B4N	bye for now
BFF	best friends forever
BTDT	been there, done that (I don't need to do it again)
BTW	by the way
BYOB	bring your own beer/bring your own bottle
CEO	chief executive officer [traditionally used to indicate the person in charge of a company]
DIY	do it yourself
DOA	dead on arrival [traditionally used by hospital emergency rooms]
DUI	driving under the influence (of alcohol or drugs) [traditionally used by police departments]
DWI	driving while intoxicated (by alcohol or drugs) [traditionally used by police departments]
ETA	estimated time of arrival [traditionally used in airports and train and bus stations]
EZ	easy
FAQ	frequently asked questions
FF	friends
FSBO	for sale by owner [traditionally used in the real estate industry]
FYI	for your information
GAL	get a life (don't be so boring!)
GO	get out (that's unbelievable!)
GR8	great!
HAND	have a nice day
IM	instant messaging
IMO	in my opinion
ISO	in search of (looking for)
L8R	later
LOL	laugh out loud (what you sent me was funny!)
LTR	long-term relationship
MIA	missing in action [traditionally a military term]
MYOB	mind your own business
N/A	not applicable [traditionally used in formal applications]
NP	no problem
NTW	not to worry (don't worry!)
NW	no way

OBO	or best offer [traditionally used in “for sale” ads]
OK	okay
OMG	oh my God! (also spelled “omigod”)
OTC	over the counter (medicine that can be purchased without a doctor’s prescription)
OTL	out to lunch (not focused/lacking good judgment)
PC	politically correct (avoiding the use of stereotypes or negative attacks in public)
PC	personal computer
PDA	public display of affection (kissing and hugging in public)
PDQ	pretty damn quick [traditionally a military term]
PLZ	please
POV	point of view (opinion)
PS	postscript [traditionally used after a signature in a letter to add one more message]
R&R	rest and relaxation [traditionally a military term]
RSVP	<i>répondez s’il vous plaît</i> (please reply to this invitation)
RUS	are you serious? (really?)
SO	significant other (the other person in a romantic relationship)
SOW	speaking of which
SRO	standing room only [traditionally used in the theater]
TBA	to be advised/announced
TBD	to be determined
TGIF	thank goodness it’s Friday
TLC	tender loving care [traditionally used for nurses]
TTYL	talk to you later
TX	thanks
U	you
U2	you, too
UR	you are
W/	with
W/O	without
W8	wait
XOXO	kisses and hugs [traditionally used in written letters: X = a kiss; O = a hug]
Y	why
YR	yeah right

EXERCISE

13·1

"Translate" each of the following messages.

1. Cn U cm ovr asap?

2. AYS? im @schl. BBB

3. its OVR btwn us. sory

4. lol UR crzy

5. im :(w/o U

6. me2

7. CU L8r

8. OMG shes OTL

EXERCISE

13·2

Write a text message conversation between you and a good friend. Use at least ten acronyms, symbols, or other abbreviations. Ask an English-speaking friend to check your work.

APPENDIX A

Irregular past tense and past participle forms

Following are common verbs that have irregular past tense forms. Usually the past participle forms are the same as the past tense forms. Those that are *not* are in bold type.

Verb	Past tense	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought

Verb	Past tense	Past participle
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read (pronounced "red")	read (pronounced "red")
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold

Verb	Past tense	Past participle
send	sent	sent
set	set	set
shake	shook	shaken
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spin	spun	spun
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strike	struck	struck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

APPENDIX B

Short tag questions and answers

Present tense

Be

Questions	Affirmative answers	Negative answers
I am, am I not? (formal) I am, aren't I? (informal) I'm not, am I?	Yes, you are .	No, you aren't . No, you aren't . No, you aren't . No, you're not .
You are, aren't you? You aren't, are you?	Yes, I am .	No, I'm not . No, I'm not .
He is, isn't he? He isn't, is he? (she)	Yes, he is . (she)	No, he isn't . No, he's not . (she)
There is, isn't there? There isn't, is there?	Yes, there is .	No, there isn't . No, there's not .
We are, aren't we? We aren't, are we?	Yes, we are .	No, we aren't . No, we're not .
They are, aren't they? They aren't, are they?	Yes, they are .	No, they aren't . No, they're not .
There are, aren't there? There aren't, are there?	Yes, there are .	No, there aren't .

Modal verbs

Questions	Affirmative answers	Negative answers
Can I can, can't I? I can't, can I? (you/he/she/it/we/they)	Yes, you can . (I/you/he/she/it/we/ they)	No, you can't . (I/you/he/she/it/we/ they)
Could I could, couldn't I? I couldn't, could I? (you/he/she/it/we/they)	Yes, you could . (I/you/he/she/it/we/ they)	No, you couldn't . (I/you/he/she/it/we/ they)

Questions	Affirmative answers	Negative answers
May (permission) I can, can't I? I can't, can I? (you/he/she/it/we/they) May (possibility) I will, won't I? I won't, will I? (you/he/she/it/we/they)	Yes, you may . (I/you/he/she/it/we/ they) Yes, you may . (I/you/he/she/it/we/ they)	No, you may not . (I/you/he/she/it/we/ they) No, you may not . (I/you/he/she/it/we/ they)
Might I will, won't I? I won't, will I? (you/he/she/it/we/they)	Yes, you might .	No, you might not .
Must I have to, don't I? I don't have to, do I? We have to, don't we? You have to, don't you? He has to, doesn't he? (she/it) They have to, don't they?	Yes, you do . Yes, I do . Yes, he does . (she/it) Yes, they do .	No, you don't . No, I don't . No, he doesn't . (she/it) No, they don't .
Should I should, shouldn't I? I shouldn't, should I? (you/he/she/it/we/they)	Yes, you should . (I/you/he/she/it/we/ they)	No, you shouldn't . (I/you/he/she/it/we/ they)
Would I would, wouldn't I? I wouldn't, would I? (you/he/she/it/we/they)	Yes, you would . (I/you/he/she/it/we/ they)	No, you wouldn't . (I/you/he/she/it/we/ they)

Pattern for all other verbs

Questions	Affirmative answers	Negative answers
I do, don't I? I don't, do I? We do, don't we?	Yes, you do .	No, you don't .
You do, don't you? He does, doesn't he? (she/it)	Yes, I do . Yes, he does . (she/it)	No, I don't . No, he doesn't . (she/it)
They do, don't they?	Yes, they do .	No, they don't .

Present perfect tense

Pattern for all verbs

Questions	Affirmative answers	Negative answers
I have, haven't I? I haven't, have I? (you/we/they)	Yes, you have . (I/we/they)	No, you haven't . (I/we/they)
He has, hasn't he? He hasn't, has he? (she/it)	Yes, he has . (she/it)	No, he hasn't . (she/it)

Past tense

Be

Questions	Affirmative answers	Negative answers
I was, wasn't I? I wasn't, was I? We were, weren't we?	Yes, you were .	No, you weren't .
You were, weren't you? You weren't, were you?	Yes, I was . Yes, we were .	No, I wasn't . No, we weren't .
He was, wasn't he? He wasn't, was he? (she/it)	Yes, he was . (she/it)	No, he wasn't . (she/it)
There was, wasn't there? There were, weren't there?	Yes, there was . Yes, there were .	No, there wasn't . No, there weren't .

Modal verbs

Questions	Affirmative answers	Negative answers
Can I could, couldn't I? I couldn't, could I? We could, couldn't we? We couldn't, could we? You could, couldn't you? You couldn't, could you?	Yes, you could . Yes, I could . Yes, we could .	No, you couldn't . No, I couldn't . No, we couldn't .
Could I could have, couldn't I? I couldn't have, could I? We could have, couldn't we? We couldn't have, could we? You could have, couldn't you? You couldn't have, could you? He could have, couldn't he? He couldn't have, could he? (she/it/they)	Yes, you could have (could've). Yes, you could have . Yes, we could have . Yes, I could have . (she/it/they)	No, you couldn't have . No, I couldn't have . No, we couldn't have . No, he couldn't have . (she/it/they)

Questions	Affirmative answers	Negative answers
<p>May permission (same as could) possibility I may have, right? I may not have, right? We may have, right?</p> <p>You may have, right? You may not have, right?</p> <p>He may have, right? He may not have, right? (she/it/they)</p>	<p>Yes, you may have.</p> <p>Yes, I may have. Yes, we may have.</p> <p>Yes, he may have. (she/it/they)</p>	<p>No, you may not have.</p> <p>No, I may not have. No, we may not have.</p> <p>No, he may not have. (she/it/they)</p>
<p>Might I might have, right? I might not have, right? We might have, right? We might not have, right?</p> <p>You might have, right?</p> <p>He might have, right? He might not have, right? (she/it/they)</p>	<p>Yes, you might have.</p> <p>Yes, I might have.</p> <p>Yes, he might have. Yes, he might have. (she/it/they)</p>	<p>No, you might not have.</p> <p>No, I might not have.</p> <p>No, he might not have. No, he might not have. (she/it/they)</p>
<p>Should I should have, shouldn't I? I shouldn't have, should I? We should have, shouldn't we?</p> <p>You should have, shouldn't you? You shouldn't have, should you?</p> <p>He should have, shouldn't he? He shouldn't have, should he? (she/it/they)</p>	<p>Yes, you should have (should've).</p> <p>Yes, I should have.</p> <p>Yes, we should have.</p> <p>Yes, he should have. (she/it/they)</p>	<p>No, you shouldn't have.</p> <p>No, I shouldn't have.</p> <p>No, we shouldn't have.</p> <p>No, he shouldn't have. (she/it/they)</p>

Questions	Affirmative answers	Negative answers
Will I would, wouldn't I? I wouldn't, would I? We would, wouldn't we? We wouldn't, would we? You would, wouldn't you? You wouldn't, would you? He would, wouldn't he? He wouldn't, would he? (she/it/they)	Yes, you would . Yes, I would . Yes, we would . Yes, he would . (she/it/they)	No, you wouldn't . No, I wouldn't . No, we wouldn't . No, he wouldn't . (she/it/they)
Would I would have, wouldn't I? I wouldn't have, would I? We would have, wouldn't we? We wouldn't have, would we? You would have, wouldn't you? You wouldn't have, would you? He would have, wouldn't he? (she/it/they)	Yes, you would have (would've). Yes, I would have . Yes, we would have . Yes, he would have . (she/it/they)	No, you wouldn't have . No, I wouldn't have . No, we wouldn't have . No, he wouldn't have . (she/it/they)

Pattern for all other verbs

Questions	Affirmative answers	Negative answers
I did, didn't I? I didn't, did I? (you/he/she/it/we/they)	Yes, you did . (I/you/he/she/it/we/they)	No, you didn't . (I/you/he/she/it/we/they)

Past perfect tense

Pattern for all verbs

Questions	Affirmative answers	Negative answers
I had, hadn't I? I hadn't, had I? (you/he/she/it/we/they)	Yes, you had . (I/you/he/she/it/we/they)	No, you hadn't . (I/you/he/she/it/we/they)

Future tense

Pattern for all verbs

Questions	Affirmative answers	Negative answers
I will, won't I? I won't , will I? (you/he/she/it/we/they)	Yes, you will . (I/you/he/she/it/we/ they)	No, you won't . (I/you/he/she/it/we/ they)

Future perfect tense

Pattern for all verbs

Questions	Affirmative answers	Negative answers
I will have, won't I? I won't have, will I? (you/he/she/it/we/they)	Yes, you will have . (I/you/he/she/it/we/ they)	No, you won't have . (I/you/he/she/it/we/ they)

APPENDIX C

Glossary

A

@, 139
a bit, 1, 115
a lot, 13
able to, to be, 47, 48, 49
about to, to be, 35, 39
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ace, to, 69, 74
actually, 13, 17, 25, 27, 35
after all, 81, 83
after that, 116
ages, for, 35
agree with, 13
alike, 25
all excited about, to be, 115
all of a sudden, 115, 116
all stressed out, to be, 115, 118
already, 127, 129
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any chance, 69, 74
are, 3
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as a matter of fact, 1, 3, 13, 17, 35, 59, 69
as if that weren't enough, 81, 82
as soon as, 35, 36
ASAP, 69, 74
assure you, can, 1, 4
at, 47, 48
at a loose end, to be, 132
at least, 25, 27, 81, 82
at night, 1
at the last minute, 127, 131
at the moment, 1
awesome, 1, 5, 13, 35, 36

B

babysit, to, 127, 132
back on track, to be, 69, 72
bank on, to, 35, 36, 39
basically, 25, 27, 127
be, to, 1, 3
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be able to, to, 47, 48, 49
be about to, to, 35, 39
be doing, 93
be glad to meet you, to, 1, 2, 13
be like, to, 25, 26
before you know it, 35, 36
begin with, to, 82
bells and whistles, all the, 59, 63
besides, 82, 103, 104
best thing, the, 117
better still, 128
bite to eat, a, 13, 18, 69
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C

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can't, 48, 59, 81
case, to be on someone's, 81, 83
catch up on, to, 93, 96
catch up, to, 35, 40
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change one's mind, 61
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cheer someone up, to, 81, 85
chill out, to, 115, 119
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D

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E

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F

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fingers, to cross one's, 35, 39
first, 103, 115
floor, to be on the, 35, 38
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fraternity, 28
freaked out, to be, 115, 118
freshman, 94, 98

friction, 106
from time to time, 81

G

get ahead of one's self, to, 35, 40
get ahead of, to, 36
get along with, to, 25
get along, to, 13, 18, 25
get back to someone, 74
get back, to, 35, 59
get home, to, 35, 36
get in, to, 1, 3
get rid of, to, 59, 62
get together, to, 35, 36, 40
get up, to, 25
get-go, from the, 81, 86
give someone a ride, to, 128, 132
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go, to, 69, 73
go ahead and, to, 73
go ahead, to, 73
go along with, to, 103, 108
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going to, to be, 13, 59, 93, 95,
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gonna, 93, 95
good grief, 103, 105
good guy, 1, 6
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good shape, to be in, 1, 7
good time, a, 1
go-to, 59, 62
grab a bite, to (eat), 13, 18, 69
great, 35, 36, 69, 127
grossed out, to be, 119
guy, 25

H

had better, 59, 108
had to, 130
hand, on the other, 94, 97
handle, to, 108
hands, to shake, 2
hang out, to, 13, 18, 128
happy medium, a, 94, 97
happy to meet you, to be, 1, 2
hardly, 25, 103, 106, 115
hardly ever, 27, 106
hardly, could, 115
have, 60
have a clue, to not, 81, 84
have a feeling, to, 35, 36, 40
have a look, to, 59, 62
have in common, to, 13

have in mind, to, 35, 36, 59
have in store for, to, 1, 7
have one's fingers crossed,
to, 35, 39
have to, to, 47, 48, 50, 59, 103, 130
have too much on one's plate, 52
heads-up, a, 59, 63
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hesitate, to not, 75
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horrible, 13, 94
how about, 13, 48, 51
how about if, 69, 74
how long, 1
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I mean, 25, 27, 59, 103, 105
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I'll bet, 35, 38, 94, 95
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IM, 140
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103, 104
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in touch, to keep, 40
in town, 1
inside out, 103, 107
instead, 69, 75
is, 3
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it's that, 69, 71, 81

J

jet-lagged, 1
job, to be on the, 38
join, to, 127, 128
junior, 98
just, 1, 3, 25, 35, 71, 81
just sayin', to be, 103, 105
just the opposite, to be, 81
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K

keep in mind, 36
keep in touch, to, 40
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kidding, to be, 13, 14
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L

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learn the ropes, to, 127, 132
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let someone know, to, 35, 36, 40,
47, 71
let's, 81, 85
let's say, 48, 51
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like, 1, 13, 14, 25, 81
like, to be, 25, 26
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be a, 72
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69, 72
local scene, 1, 6
look, 48, 51, 59, 69, 103
look forward to, to, 1, 7, 93
look like, to, 47
loose end, to be at a, 132
love, to, 14
love to, to, 13
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M

make sure, to, 35, 36, 40, 59
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man, 13, 18, 25, 35, 36, 69
matter, the, 81, 83
matter, to, 83
may, 49, 95, 130
may have, 130
maybe, 49, 94, 95
me, too, 35, 36, 40
meeting, 1
mention, not to, 25
might, 49, 94, 95, 130
might have, 130
mill, run of the, 35, 38
mind, 61, 70, 81
mind, change one's, 61
mind, to, 85
mind, to not, 59
miss, to, 69, 72, 127
mix, 1, 5
moment, at the, 1
more of a, 1
must, 50, 130
must be, 1, 13
must have, 130
must not, 50
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N

neck, to be a pain in the, 115, 118
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no problem, 48, 53
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not mind, to, 59
not to mention, 25
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O

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of course, 47, 52, 69, 81, 106
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oh, yeah, 69, 71
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on someone's case, to be, 81, 83
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on the job, to be, 38
on the other hand, 94, 97
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opposite, the, 81, 83, 103
opposite, to be just the, 81
other hand, on the, 94, 97
others, 1
ought to, 50
out of the blue, 81, 84
out there, 59, 62
out to get someone, to be, 81, 83
outside the box, to think, 103, 107
overseas, 94, 98

P

pack light, to, 93, 96
pain in the neck, to be a, 115, 118
paper, 117
party, to, 1
party animal, 1, 4
perfect, 48, 52, 93
pick someone up, 128, 132
pick up, to, 94, 96
pig out, to, 81, 84
plate, have too much on one's, 52
plus, 13, 17, 25, 81, 82, 103, 104
pouring down rain, to be, 115, 118
prefer, to, 13
preferably, 59, 62

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pressure, 127, 132
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probably won't, 95
promise, 1
promise, can, 59
pros, 104
pumped (up), to be, 35, 36, 39, 115, 118
put one's two cents in, to, 103, 107
put someone's name up, to, 107

Q

quite, 25
quite the character, to be, 28

R

rain, to be pouring down, 115, 118
raining cats and dogs, to be, 118
rather, would, 47
ready for, to be, 1
realize, to, 119
really, 1, 13, 25, 27, 35, 59, 81, 106
required to, to be, 60
requirement, 60
ride, to give someone a, 132
right, 1, 2, 47, 52, 60, 92
right away, 47
right now, 13, 59
roomie, 13, 18
run into, to, 35, 36
run of the mill, 35, 38

S

same old thing, the, 94, 97
say, 59, 63
say, to, 16
scene, local, 1, 6
schedule, nonstop, 1, 5
scholarship, 13, 18
second, 115
see you later, 69, 75
seem to, to, 25
senior, 98
senior citizen, 98
shake hands, to, 2
should, 1, 47, 50, 130
should have, 130
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show someone a good time, to, 6
show up, 1
show up on someone's doorstep, 7
sick and tired, to be, 81, 84
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speak, to, 16
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spend, to, 81, 84
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squat, 106
stand, can, 13
stand, to, 15
start, for a, 81, 82
starters, for, 82
starving, to be, 13
staying, to be, 1
step in the right direction, a, 35, 39
still, 94, 98, 103, 104, 115
strengths, 81, 86
stressed out, to be (all), 115, 118
stuck with, to be, 115, 119
sudden, all of a, 116
suddenly, 115
supposed to, to be, 51
sure, you can be, 1, 4
surprised, to be, 1

T

take care of, to, 1, 96
take it all out on someone, to, 81, 83
tell, can, 13, 16, 59
tell, to, 1, 15, 16
tell me about yourself, to, 5
tell you, 13
tell you the truth, to, 115, 119
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thanks, 1, 6
the thing is, 35, 39
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116, 128
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there is, 37, 61, 93
these are, 2
thing, one more, 59, 63
thing, the same old, 94, 97
thing, the worst, 115, 117
thing is, the, 35, 39
think about, to, 59
think of, to, 13, 14
think outside the box, to, 103, 107
this is, 2
though, 47, 52
throw in the towel, to, 81, 85
time to time, from, 86

tip, 35, 46, 38
tomorrow, 1
too, 2, 119
too much on one's plate, to have, 48
top it all off, to, 103, 116
total, 103, 106
totally, 69, 72
towel, to throw in the, 81, 85
trendy, 35, 38
truth, 25
truth is, the, 27
try and, to, 37
try on, to, 35, 36, 37
try out, to, 37
tweet, to, 140

U

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Answer key

1 Introducing yourself and others

- 1-1 1. c 2. b 3. c 4. d 5. a
- 1-2 1. c, h, n 2. b, k 3. a, e, g, i, l 4. g 5. b, j, k 6. b, l 7. f, l 8. c, h, n
9. a, m 10. d
- 1-3 1. Yes, I do./No, I don't. 2. Yes, I am./No, I'm not. 3. Yes, they do./No, they don't.
4. Yes, I am./No, I'm not. 5. Yes, he (or she) is./No, he (or she) isn't.
- 1-4 Answers will vary, but questions should begin as follows. 1. Do you ...?
2. Is she ...? 3. Are they ...? 4. Do you ...? 5. Does he ...? 6. Are you ...?
- 1-5 1. o 2. q 3. h 4. b 5. i, l 6. a, n 7. k 8. m 9. p 10. c 11. i, l
12. g 13. r 14. j 15. d, e 16. d, f 17. r
- 1-6 1. b 2. c 3. a 4. d 5. a
- 1-7 These are possible answers. 1. What does she do? 2. Thank you. 3. Don't be late!
4. Tell me about yourself. 5. We finish tomorrow.
- 1-8 1. see 2. seeing 3. going 4. doing 5. hear
- 1-9 Answers will vary.
- 1-10 Answers will vary.

2 Expressing opinions, likes, and dislikes

- 2-1 1. Would you like to have dinner with me/us? 2. Do you like fast-food restaurants?
3. Where would you like to go on your vacation? 4. What do you like to do on
weekends/in the winter/etc.? 5. Do you feel like _____ing?
6. What kind of fruit do you like? 7. What does he like to do? 8. Does she like
chocolate ice cream? 9. Do you like _____? 10. Would you
like to _____?
- 2-2 1. tell 2. speak 3. tell 4. say 5. tell 6. tell 7. Say 8. say 9. tell
10. tell 11. tell 12. say
- 2-3 1. Tell me where you're going. 2. Tell me what they're doing. 3. Tell me how you get
there. 4. Tell me when you study. 5. Tell me why she's crying. 6. Tell me what
time we leave. 7. Tell me who you're texting. 8. Tell me how much it costs.
- 2-4 1. a, b, h, k 2. i, j, p 3. r 4. o 5. c, g 6. n 7. f 8. d, e, l 9. q
10. c, g, m
- 2-5 1. c 2. b 3. a 4. d 5. c
- 2-6 1. a 2. c 3. a 4. b 5. c
- 2-7 Answers will vary.
- 2-8 Answers will vary.
- 2-9 Answers will vary.

3 Describing people, places, and things

- 3-1 1. b 2. c 3. a 4. c 5. d
- 3-2 1. What's he like? 2. Does she like _____? 3. What's he like? 4. What do they like to do? 5. What does she like to do? 6. What are you like?
- 3-3 1. c 2. a, b 3. d 4. i 5. l 6. h 7. j, k 8. e 9. f 10. g
- 3-4 1. d, i, l, m, n 2. h, j, k 3. c, f 4. b, o 5. a, e, g 6. b, o 7. a, e, g 8. e, g, h
- 3-5 1. c 2. a 3. d 4. d 5. a
- 3-6 1. a 2. b 3. d 4. b 5. a
- 3-7 1. In the first place 2. Second/In the second place 3. Plus 4. Not to mention that
- 3-8 Answers will vary.
- 3-9 Answers will vary.

4 Striking up a conversation

- 4-1 1. There are 2. There are 3. There is 4. There are 5. There is
- 4-2 1. living 2. live 3. get 4. smoke 5. getting 6. stay 7. working 8. go 9. being 10. driving
- 4-3 1. a 2. c 3. c 4. b 5. d
- 4-4 1. b, h, k 2. j 3. e, h 4. i 5. l 6. f 7. d 8. a 9. c 10. e, h
- 4-5 1. i 2. c 3. d 4. n 5. o 6. a, b 7. g, m 8. f, p 9. j, k 10. e 11. e 12. h 13. l
- 4-6 1. d 2. b 3. a 4. a 5. b
- 4-7 1. b, i 2. h 3. j, k 4. a, g, k 5. d 6. f 7. i 8. c, i 9. a, e 10. a, g, l
- 4-8 Answers will vary.
- 4-9 Answers will vary.
- 4-10 Answers will vary.

5 Making dates and appointments

- 5-1 1. at, in, on, at, in 2. in, at 3. in, at, in 4. on, at, in, at, in 5. on, at, in, at, on, in
- 5-2 1. May/Can I leave? 2. You mustn't/must not leave. 3. Do you have to work today? 4. You have to work tomorrow. 5. When should I take the medicine? 6. You're supposed to take the medicine just before a meal. 7. You can't/mustn't jaywalk./You're not supposed to cross here. 8. Do I have to/Am I supposed to/Are you supposed to wait for a green light? 9. Would you rather have your steak medium or well done? 10. Will/Can/Could you come to a party at my house on Saturday night? 11. Will/Can you pick me up at the airport? 12. No, I won't pick you up.
- 5-3 1. p 2. o 3. a 4. a, d 5. d, e, f, g 6. j, k 7. h 8. q 9. m 10. n 11. l 12. b, e, q 13. b 14. d, e, f, g
- 5-4 1. were 2. could 3. would 4. had 5. didn't 6. were 7. were 8. could 9. called 10. lived
- 5-5 1. I wish you loved me. 2. I wish my neighbors didn't make so much noise. 3. I wish my mother were here. 4. I wish I were married. 5. I wish she could stay here tonight. 6. I wish he would move his car. 7. I wish she didn't drive so fast. 8. I wish they didn't come home so late. 9. I wish I had enough/more money. 10. I wish our house were bigger./I wish we had a bigger house./I wish we lived in a bigger house.
- 5-6 1. c 2. a 3. b 4. b 5. c
- 5-7 1. c, h 2. d, e, i 3. d, e, i, l, m 4. a 5. b, f, j 6. d, e, i, l 7. j 8. k 9. g 10. l
- 5-8 Answers will vary.
- 5-9 Answers will vary.
- 5-10 Answers will vary.

6 Expressing wants and needs

- 6-1 1. have to 2. need/want 3. want 4. prerequisites 5. would like 6. needs 7. would you mind 8. required to 9. requirements 10. need to/have to
- 6-2 1. c, h 2. g, k 3. e 4. i, l 5. i, l 6. d 7. f 8. a, b, j 9. m
- 6-3 1. a 2. c 3. d 4. a 5. d
- 6-4 Answers will vary.
- 6-5 1. to mind 2. to have a look 3. to have a mind to 4. none 5. to get rid of 6. to give a heads-up 7. to be worthwhile 8. in the meantime/meanwhile 9. to change your mind 10. utilities 11. One more thing 12. the country 13. go-to person/place 14. say 15. never mind 16. the mind 17. required 18. prerequisite 19. all the bells and whistles 20. out there
- 6-6 Answers will vary.

7 Making requests and offers

- 7-1 1. b 2. d 3. a 4. d 5. c 6. d
- 7-2 1. Would you mind taking off your hat? 2. Would you mind if I borrowed your ladder? 3. Would you mind lending me \$20?/Could you (please) lend me \$20? 4. Can/Will you lend me \$20? 5. Could you please give me directions to the White House? 6. Could/Can I borrow a pen? 7. Come to _____ right away!/Send a fire truck to _____! 8. Could/Can you take me to the airport? 9. Drop me off at the next corner. 10. Turn right at the next stoplight.
- 7-3 1. Let me help you./Can I help you? 2. I'm taking her home. 3. Is there any way I can help you?/Is there anything I can do to help you? 4. Would you like to borrow some money?/Would you like me to lend you some money? 5. I'll call 911!/I'm calling for an ambulance! 6. Would you like me to water your plants/take care of your dog/etc.? 7. Let me know if I can help you. 8. What can I do for you?/How can I help you? 9. I'll call the police!/I'm calling the police! 10. Can I help you?
- 7-4 1. c, l 2. e 3. b, k 4. f, g, m 5. o 6. n 7. a, d, h, i, j 8. g
- 7-5 1. d 2. b 3. a 4. c 5. c
- 7-6 Answers will vary.
- 7-7 Answers will vary.
- 7-8 Answers will vary.

8 Expressing doubts and uncertainty

- 8-1 1. a. In the first place b. In addition/Plus c. plus/in addition d. As if that weren't enough e. after all f. At least/Besides 2. a. In the first place b. After all c. Besides d. As if that weren't enough
- 8-2 1. besides 2. besides 3. in addition 4. In addition 5. besides
- 8-3 1. p 2. e 3. d 4. k 5. h 6. f, o 7. c, j, l, n 8. m, r 9. a, b 10. g 11. q 12. i
- 8-4 1. c 2. b 3. c 4. a 5. b
- 8-5 1. b 2. c 3. c 4. a 5. b
- 8-6 1. d 2. b 3. c 4. a 5. b
- 8-7 Answers will vary.
- 8-8 1. h 2. k, l 3. j 4. a 5. b, f 6. g 7. c, d, i 8. e
- 8-9 Answers will vary.
- 8-10 Answers will vary.

9 Talking about future events

- 9-1 1. c 2. b 3. d 4. c 5. a 6. c
9-2 1. f 2. j 3. d, h 4. a, c 5. e, g, i 6. b
9-3 1. c 2. a 3. a 4. a 5. c
9-4 1. Still 2. senior 3. the same old thing 4. overseas 5. a whole bunch of 6. freshman
7. pack light 8. catch up on 9. taking care of 10. reach a happy medium/compromise
9-5 Answers will vary.
9-6 Answers will vary.

10 Making a case or arguing a point

- 10-1 1. a. In the first place b. In the second place/Plus c. Besides/What's more/Furthermore 2. a. In the first place b. In the second place/Plus c. In addition/Plus 3. a. In the first place b. In the second place c. In addition/What's more/Plus d. Furthermore e. Finally/For the frosting on the cake/As if that weren't enough/To top it all off
10-2 1. k 2. b, h 3. i, m, n 4. d, f, g 5. a 6. j, l 7. c 8. e
10-3 1. c 2. b 3. a 4. d 5. a 6. a 7. b 8. d 9. b 10. b
10-4 1. d 2. b 3. a 4. b 5. c 6. c 7. c 8. b
10-5 1. h, o 2. d, i, j, r 3. q 4. c 5. b, l 6. p 7. e 8. a 9. g 10. s 11. n 12. f
13. k 14. m
10-6 Answers will vary.
10-7 Answers will vary.
10-8 Answers will vary.

11 Narrating a story

- 11-1 1. a. First b. Then c. After that/Next d. Finally 2. a. First b. Then c. Next/After that d. then e. Finally f. For the frosting on the cake/To top it all off/As if that weren't enough
11-2 1. c 2. a 3. c 4. d 5. a
11-3 1. s, x, y 2. h 3. c, i, p, t, u 4. j, w 5. k, l, q, r 6. f, g 7. d 8. v 9. a, b, m, o 10. e, n
11-4 Answers will vary.
11-5 1. a, p 2. g 3. i 4. b, e, j, l 5. h, m, n 6. o, s, t 7. c, q 8. d, f 9. k 10. r
11-6 Answers will vary.
11-7 1. I wish you were here. 2. I wish I could get a promotion at this company. 3. I wish she weren't always stressed out. 4. I wish he knew my e-mail address. 5. I wish they would come to see me.
11-8 1. d 2. a 3. b 4. c 5. c
11-9 Answers will vary.
11-10 Answers will vary.

12 Retelling a conversation

- 12-1 1. a 2. c 3. b 4. d 5. c 6. b 7. a 8. b
12-2 1. has taken 2. have read 3. haven't finished 4. have already registered 5. have called 6. has never been 7. haven't seen 8. Have you done 9. have already bought 10. Has she gone
12-3 1. he could run it in five minutes 2. we could take thirty minutes 3. It may have rained 4. He might have had the flu 5. You should have paid your bills on time 6. What should I have said when I saw him 7. We had to rearrange the furniture so the piano would fit. 8. The children would pick the wildflowers every spring. 9. It must have been nine o'clock. 10. She left because she had to pick up her daughter.

- 12·4** 1. he was leaving for the beach tomorrow 2. the train always arrived on time 3. they had already eaten lunch 4. the plane had taken off at 9:15 5. they would be here/there in about five minutes
- 12·5** 1. if I had a shovel he could borrow 2. if he would help her with the packages 3. what movie we were going to see 4. why he had called 5. whom she was talking to 6. how far it was 7. if he spoke English 8. when I would come back 9. where she went to school 10. if he wanted her to help him
- 12·6** 1. at the last minute 2. learning the ropes 3. dude, give you a ride 4. pressure
5. at a loose end 6. how's it going 7. babysit 8. end up
- 12·7** Answers will vary.
- 12·8** Answers will vary.

13 Electronic conversation

- 13·1** 1. Can you come over as soon as possible? 2. Are you serious? I'm at school. Boring beyond belief.
3. It's over between us. Sorry. 4. Laugh out loud. You're crazy. 5. I'm unhappy without you.
6. Me, too. 7. See you later. 8. Oh my God. She's out to lunch.
- 13·2** Ansrs wl vry. :)

Real

Listening & Speaking 4

with answers

Miles Craven



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Unit 1

How's it going?

Get ready to listen and speak

- | | Yes | Sometimes | No |
|---|--------------------------|--------------------------|--------------------------|
| Do you ... | | | |
| like going to parties? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| enjoy meeting new people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prefer to socialize only with people you know? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hate making small talk with strangers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| switch off if you are not interested in the conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prefer to listen to others than give your opinion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- What do you think your answers say about your character?

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A Listening - Starting a conversation

1 Listen and complete these expressions you can use to start a conversation.

- What did you get up to at the weekend?
- How's _____?
- Did you _____ last night?
- It's _____, hasn't it?
- So, how _____?
- Wow! _____.

2 Listen and match each response (1-6) with a conversation starter (a-f) in Exercise 1.

- 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

B Listening - Making small talk

1 Kerri, from Ireland, is at a party in a friend's home. Listen to two conversations (A and B) she has with people she meets.

Circle the correct answer.

Who ...

- | | |
|----------------------------|-------------------|
| a talks about himself? | <u>Tim</u> / Nick |
| b responds to information? | Tim / Nick |
| c doesn't ask questions? | Tim / Nick |
| d shows interest? | Tim / Nick |
| e asks lots of questions? | Tim / Nick |

2 Which conversation is more successful? Why? Listen again and note your ideas.

.....
.....



Learning tip

To get on well in conversation it's important to be a good listener. Listen carefully and respond to what you hear, showing interest and asking questions for more information. This will help keep the conversation going.

C Speaking – Keeping a conversation going (1)

Speaking strategy: Asking follow-up questions

- 1 Look at this extract from Kerri's conversation with Nick. Underline the follow-up questions that Nick asks Kerri about her work.



Kerri: We work in the same department.
 Nick: Oh, I see. How long have you worked there?
 Kerri: Nearly a year.
 Nick: Great. Are you enjoying it?

Speak up!

- 2 Imagine you are speaking to someone at a party. Write one follow-up question for each of these statements.

- a I've lived here for five years now.
Where did you live before?
- b I work in Manchester.

- c I'm going on holiday soon.

- d I went to Paris last week.

- e I moved house last Monday.

- 3 Now listen to eight statements (a–h). For each statement, respond by asking a follow-up question.

Example
 You hear: a
 I have two children.
 You say: Oh really? What are their names?

D Speaking – Keeping a conversation going (2)

Speaking strategy: Using question tags

- 1 Look at two more extracts from Kerri and Nick's conversation. How does Nick encourage Kerri to respond?

- a Nick: Great party, isn't it?
 Kerri: Yeah, it's really good.
- b Kerri: Have you ever been to Dublin?
 Nick: No, but I've always wanted to go. It's not expensive, is it?

Notice that using a question tag turns a statement into a question and invites the listener to reply.

- 2 Now listen to each extract. Does Nick's voice go up or down at the end of each question tag?

- a b

- 3 In which question ...

- 1 does Nick ask for clarification?
- 2 does he want Kerri to agree with him?

Speak up!

- 4 Imagine you are speaking to someone at a party. Use the ideas below to make questions using question tags. Make your voice go down at the end, asking for agreement.

Example: a John's a nice guy, isn't he?

- a John / nice guy
 b music / great
 c cold / yesterday
 d you / two children
 e they / not from here
 f your birthday / last week

- 5 Now use the ideas below to make more questions using question tags. This time, make your voice go up at the end, asking for clarification.

Example: a You don't live in London, do you?

- a you / not live in London
 b he / not find a job yet
 c Julia / not pass driving test / last week
 d you / not shopping / next weekend
 e they / eat meat
 f you / not watch the match / last night

E Speaking – Keeping a conversation going (3)

Speaking strategy: Reply questions

- 1 Look at another extract from Kerri's conversation with Nick. Notice how Nick shows interest by asking a short question *Do you?* This is called a *reply question*.

Kerri: I come from Dublin originally.

Nick: Do you? That's great. They say it's a really fun city.

Speak up!

- 2 Complete each conversation with a reply question.

a A: I bought a new car last month.
B: Did you ? What model did you go for?

b A: I don't like classical music at all.
B: _____ ? I love it.

c A: I've got terrible backache.
B: _____ ? Oh dear.

- 3 Listen and check. Then play the recording again and take the role of B. Try to speak at the same time.

- 4 Now listen to eight more statements and respond to each one with a reply question. Try to add a follow-up question too, if you can.

Example: You hear: a It's my birthday today.

You say: Is it? Congratulations. What are you going to do to celebrate?

F Listening – Understanding irony

- 1 Listen and complete conversations a and b.

a Emma: Oh no. It's _____ !
Tony: Great. I was going to _____ this afternoon.

b Julie: It said on the news that _____ are going to fall.
Frank: Really? That's great. I've just bought a _____ .

- 2 Look at each conversation again and tick ✓ your answers.

- a How do Tony and Frank both feel?
pleased relieved disappointed excited
- b When they say *Great / That's great*, what do they mean?
'How wonderful!'
'Oh no. That's terrible!'
'I'm not interested!'

Focus on ... question tags

- Make each statement a question by adding a question tag.
 - You haven't lived here long, have you ?
 - You like your job, _____ ?
 - Michael is a nice guy, _____ ?
 - Tina isn't coming for dinner tonight, _____ ?
 - I've seen you somewhere before, _____ ?
 - They come from Germany, _____ ?
 - You won't be late, _____ ?
 - We met at Julie's party last month, _____ ?
- Say each question twice. First, make your voice go up, asking for clarification. Then make your voice go down, asking for agreement.

Did you know ...?

Conversations last longer when people smile and keep good eye contact.

Class bonus

Imagine you are at a party. Stand up, mingle with your classmates and start conversations together. Try to keep each conversation going as long as you can by asking follow-up questions, using question tags and reply questions. Use your body language to show interest and to relate to the people you are speaking to.

- 3 Now listen to three more conversations and match each conversation (a–c) to one of the pictures (1–3) below.



4 110 Listen again and match each expression you hear with a conversation.

- What a pity! Conversation a
That's marvellous! Conversation b
How exciting! Conversation c

5 110 Listen again. What does each speaker really mean?

- a I'm pleased about that.
b How boring!
c What a disaster!

- What a pity! ..a...
That's marvellous! ..b...
How exciting! ..c...

Focus on ...
exclamations

Complete each exclamation with *How ...*, *What ...* or *What a ...*.

- a *What* a terrible thing to say!
b awful!
c pity!
d fantastic news!
e great idea!
f appalling weather!
g amazing!
h mess!
i unusual!
j relief!

Sound smart
Indicating emotion

1 111 The way you say something can change its meaning. Listen to these examples.

- a Guess what? I've passed all my exams. That's great.
b There's nothing to do and nothing on TV either. That's great.

In the first example the speaker has a high tone and emphasizes *great* to show enthusiasm. In the second example, the flat tone and lack of intonation on *great* indicates boredom.

2 111 Listen to the examples again and repeat each response.

3 112 Now listen to each expression below spoken in a different way. Tick ✓ what emotion the speaker is trying to convey in each case.

- | | enthusiastic | bored |
|------------------------------|-------------------------------------|--------------------------|
| a That's really interesting. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b That's really interesting. | <input type="checkbox"/> | <input type="checkbox"/> |
| c How marvellous. | <input type="checkbox"/> | <input type="checkbox"/> |
| d How marvellous. | <input type="checkbox"/> | <input type="checkbox"/> |
| e That's exciting. | <input type="checkbox"/> | <input type="checkbox"/> |
| f That's exciting. | <input type="checkbox"/> | <input type="checkbox"/> |
| g What a good idea. | <input type="checkbox"/> | <input type="checkbox"/> |
| h What a good idea. | <input type="checkbox"/> | <input type="checkbox"/> |

4 112 Listen and check. Then listen again and repeat each sentence using the same intonation.

Extra practice

Find an English-speaking club in your area. Go along with a friend to the next meeting. Use the question techniques and strategies in this unit to help you communicate with the people you meet there.

Can-do checklist

Tick what you can do.

- I can start up a conversation and make small talk.
I can keep a conversation going using a range of question techniques.
I can understand when someone is being ironic.
I can use intonation to indicate emotions such as enthusiasm.

Can do

Need more practice

Unit 2

I'm looking for a camera

Get ready to listen and speak

● Match each item (a–l) with a picture (1–12).

- a DVD recorder 8
- b MP4 Player
- c plasma TV
- d desktop PC
- e laptop/notebook computer
- f smart phone
- g USB memory stick
- h digital camcorder
- i all-in-one printer
- j memory card
- k SatNav system
- l shredder

● Tick ✓ the items you own.



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A Listening – In an electrical shop

1 Listen to five short conversations in an electrical shop. For each conversation, decide which item (a–l) above the people are talking about.

- a SatNav system
- b
- c
- d
- e

2 Listen again. Make a list of the words and expressions that help identify each item.

- a maps, plan your route, touch screen
- b
- c
- d
- e

B Listening – Asking for information

1 Paola is an Italian teacher working in London. She's thinking of buying a smart phone. Listen to her talk to an assistant and complete the expressions she uses below.

- a I'm looking for a smart phone.
- b I'm this one.
- c Can wireless internet is?
- d Sorry, 'hotspot' mean?
- e Could you that?
- f I'd more about that, please.
- g the battery life ?



2 Match each expression from Exercise 1 (a–g) with a function (1–3).

- 1 Asking for an explanation
c.
- 2 Asking for information
.....
- 3 Saying what product you want
.....

3 114 Look at these things you can do with a smart phone. Listen again and number each one in the order it is mentioned (1–10).

- organize appointments 1
- take notes and write documents
- store addresses and contacts
- surf the Internet
- read and send email
- listen to music
- take photos and videos
- watch TV
- download video games
- transfer files to your computer

4 114 Answer these questions, then listen once more and check.

- a What is the advantage of wireless internet?
- b What is a 'hotspot'?

Learning tip

Whenever possible, try to prepare for a conversation. Think in advance about what you want to say, and how you can say it in English.

Did you know ...?

WEEE means Waste Electrical and Electronic Equipment. Every year, millions of tonnes of old and unwanted electronic goods are thrown away. This creates a huge environmental problem. Governments, manufacturers and individuals around the world are trying to collect, reuse and recycle these unwanted electronic goods.

Sound smart

The schwa /ə/

The schwa is the weak vowel sound in some syllables that is pronounced /ə/. It is very common in spoken English.

- 1 115 Listen to these words. Notice the schwa.
connect picture computer
- 2 116 Now listen to these words. Underline the schwa in each word. It may appear more than once.
camera popular feature
address appointment
- 3 117 Listen to this sentence. Notice the schwa.
I often use my phone to surf the Internet.
- 4 118 Now listen to these sentences. Underline the schwas.
a Can I take a closer look?
b Here's a picture of me and my friend.
c The assistant said there's a sale on today.
- 5 115–18 Listen again and repeat the words and sentences. Try to pronounce the schwa sound each time.

C Speaking – Finding out about a product

Speaking strategy: Asking how to use something

1 Look at this extract from the end of Paola's conversation. Notice the expression in bold that she uses to ask how to use the smart phone.

Paola: **What happens if I** press this button here?
Assistant: Er, nothing. You've got to turn it on first!

2 Here are some other expressions you can use to ask how something works.

What does that (button) **do**?
What is this (button) **for**?

Speak up!

3 119 Imagine you want to buy a smart phone. Use the words below to make sentences. Listen and respond to the assistant.

Example
You hear: Can I help you?
a
You say: Yes, please. I'm looking for a smart phone.

- a look for / smart phone
- b have / a closer look?
- c happens / press this button?
- d keypad / for?
- e blue button / do?

D Listening – Making a purchase

1 20 James is buying a DVD recorder. Listen and tick ✓ which extra services the assistant mentions.

- | | |
|--|--|
| Special payment terms <input type="checkbox"/> | An accessory at a reduced price <input type="checkbox"/> |
| An extended warranty <input type="checkbox"/> | Delivery <input type="checkbox"/> |
| After-sales technical support <input type="checkbox"/> | Installation and demonstration <input type="checkbox"/> |

2 20 Listen again and write the cost of each additional service the assistant offers.

.....

3 20 Listen once more. Which service does James decide to buy? What does he not have to pay for?

.....

E Speaking – Getting a good deal

Speaking strategy: Negotiating

1 Look at this extract from the conversation in the electrical shop. Underline the words James uses to bargain with the assistant.

James: If you give me free delivery, then I'll take the extended warranty option. How's that?

Assistant: Hmm. OK. I think we can work something out here.

Speak up!

2 Imagine you are a customer and want to bargain with the shop assistant. Use *If ... then* to negotiate these terms.

Example: a free delivery / extended warranty

You say: If you give me free delivery, then I'll take the extended warranty.

- free delivery / extended warranty
- 10% off / special payment terms
- free installation and demonstration / extended warranty
- free delivery / after-sales technical support
- a discount / buy two
- give me an extra battery / buy the leather case



Focus on ... the language of sales

Circle the correct preposition in each sentence.

- Are these printers in / at the sale?
- There's 25% down / off everything in the shop today.
- Have you got any special offers on / in at the moment?
- There's a sale with / on all plasma TVs this month.
- I'm sorry. That item is not in / for sale.
- All our computers are in / on the sale this week.
- We've had a bad month. Our sales are down / under by 10%.

Class bonus

Half the class are shop assistants, the other half are customers.

Shop assistants: Decide what electrical item you want to sell (e.g. a digital camcorder, plasma TV, notebook computer etc.). What is the full price? What extra services can you offer, and for how much?

Customers: Speak to various assistants. Find out what they are selling and decide what you want to buy. What extra services do you want? Try to negotiate a good deal.

F Listening – Returning an item to a shop

- 1 Listen to four people each take an item back to a shop. Match each person with the item they are returning.

an all-in-one printer
 a computer game
 a mobile phone
 an MP4 player *Jane*



- 2 Listen again and complete the reasons for returning each item.

Jane She never *listens to music*
 Henri He has
 Pete It's faulty. The gets stuck and the doesn't work.
 Karen It while on the Internet, and sometimes when she makes a call she can't

G Speaking – Returning items

Speaking strategy: Describing a problem

- 1 Here are some expressions you can use to describe a problem.

The thing is ...
 The problem is ...
 I don't understand why ...
 The problem seems to be ...

- 2 Listen again to Jane, Henri, Pete and Karen. Tick ✓ the expressions you hear.

Extra practice

Imagine you are telling a friend about an electronic item you own. Say where you bought it, when, what features it has and if you have had any problems with it.

Speak up!

- 3 Imagine you are a customer returning an item to a shop. Look at the information below and explain the problem to the shop assistant.

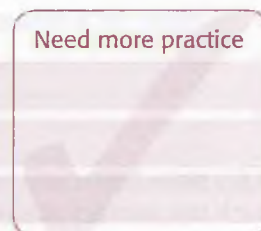
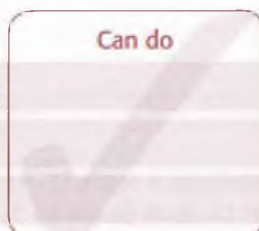
Example: a
 You say: I bought this radio last month but the problem is the volume doesn't work properly.

- a bought last month / ~~volume~~
- b bought last week / ~~screen~~
- c present / ~~listen to music~~
- d present / already have it
- e bought last weekend / ~~remote control~~

Can-do checklist

Tick what you can do.

- I can ask about a range of products in detail.
- I can negotiate with a shop assistant to get a good deal.
- I can return an item and give an explanation where necessary.



Unit 3

I need to see a doctor

Get ready to listen and speak

- Match the health problems (a–f) with the symptoms (1–6).

a food poisoning	1 have a splitting headache, feel dizzy
b depression	2 have trouble sleeping, can't unwind or relax
c hay fever	3 have stomach cramps, feel nauseous, have diarrhoea
d migraine	4 feel lethargic, lacking in energy, pessimistic
e insomnia	5 have watery eyes, sneeze a lot, feel breathless
f a fever	6 have a high temperature, shiver and sweat
- What advice would you give someone suffering from these problems?

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A Listening – Getting the right healthcare

1 Listen and match each speaker (a–d) with a picture (1–4).



2 Can you remember what each person wants? Note your answers, then listen again and check.

- a something for a headache
- b
- c
- d

3 Now listen and match each reply (1–4) with the correct speaker (a–d) in Exercise 1.

- 1 d
- 2
- 3
- 4

4 Listen again to each reply and answer these questions.

- a What does MIU stand for?
.....
- b How much do the headache tablets cost?
.....
- c What does a new patient check-up involve?
.....
- d What time is the doctor's appointment?
.....

B Listening – Registering at a doctor's surgery

1 **124** Beata is a student from Germany. She is registering at Cranfield House Surgery. Listen and complete the steps in the registration process.

- Step 1 fill in a form
 Step 2 complete a card
 Step 3 have a Check

2 **124** Listen again and answer the questions.

- a What documents does she need to provide?

 b What additional information does she have to provide?

Did you know ...?

Citizens of many European countries are entitled to free or discounted medical treatment throughout Europe, with the European Health Insurance Card (EHIC). Citizens from outside the EU may have to pay for treatment if they become ill while visiting an EU country.

C Listening – Finding out about health services

1 **125** Listen to the receptionist tell Beata about the range of services offered at the medical practice. Number the services listed on the leaflet in the order she mentions them.

Cranfield House Surgery

<input type="checkbox"/>	Well Person Clinic	p1
<input type="checkbox"/>	Asking for advice	p3
<input type="checkbox"/>	Home visits	p4
<input type="checkbox"/>	Seeing the nurse	p5
<input type="checkbox"/>	Special clinics	p6
<input checked="" type="checkbox"/>	Making an appointment	p9
<input type="checkbox"/>	Repeat prescriptions	p10
<input type="checkbox"/>	In an emergency	p11

0131 732 8900

2 **125** Read the statements below. Then listen again and write T (true) or F (false) for each statement.

- a You can only make an appointment by phone. **F**
 b Usually you can see a doctor in less than 24 hours.
 c Only a doctor can give vaccinations.
 d You have to call before ten thirty if you want a home visit.
 e A nurse or doctor is available seven days a week to give advice by phone.
 f There is a Well Person Clinic twice a week.
 g There is no special clinic for people with hay fever.
 h You have to ask two days in advance for a repeat prescription.

3 Now correct the false statements.

.....

D Listening – At the doctor's

1 126 Listen to two patients, Anne and Brian, describe their symptoms to the doctor. Write A (Anne) or B (Brian) next to each symptom below.

- 1 can't switch off A
- 2 is very lethargic
- 3 is shivering and sweating
- 4 has trouble sleeping
- 5 has a high temperature
- 6 feels tense and irritable
- 7 feels weak and dizzy

2 127 What do you think could be the matter with each person? Listen to the doctor's diagnosis and complete his notes.

Anne Bertrand

Problem: depression

Treatment: Nitropan. -week course.
One 1000mg tablet and another

Return visit Yes/No [If yes, when _____]

Brian Kingston

Problem: _____

Treatment: Cordosole 5. 1-week course.
250mg tablets, 3x per day before

Return visit Yes/No [If yes, when _____]

3 128 A few weeks later Beata isn't feeling very well. She goes to see her doctor. Listen and tick ✓ the symptoms she mentions.

- has trouble sleeping
- feels nauseous
- has stomach cramps
- has diarrhoea
- has been sick
- has a high temperature

4 Look at Beata's symptoms. What do you think is wrong with her?

5 129 Now listen to the doctor's diagnosis. Answer the questions.

- a What is wrong with Beata?
.....
- b What does the doctor prescribe?
.....
- c Does she have to go back to the doctor?
.....

Learning tip

It is not always possible to understand everything first time. If you are not sure, then check you have understood, especially if the information is important. A good technique is to repeat the important information back to the speaker.

E Speaking – Understanding the diagnosis

Speaking strategy: Checking you understand

1 Look at this extract from Beata's conversation with the doctor. How does she check she has understood correctly?

Doctor: I'll give you a prescription for some tablets. They're very good. Take two every four hours and it should sort itself out in a few days.

Beata: OK, so I need to take two tablets every four hours.

2 You can also use these expressions when you want to check you have understood.

- So, you mean I should ...
- Right, so you're saying I have to ...

Speak up!

3 130 Imagine you are at the doctor's. Listen to the doctor's instructions (a–e) and respond each time by checking you understand.

Example
You hear: a

This is a prescription for some medicine that should help sort it out. Take two tablets three times a day, before meals.

You say: Right, so you're saying I have to take two tablets three times a day before meals.

Sound smart

Using stress to correct misunderstandings

1 **31** Stressing certain words is a useful way of correcting someone if they have misheard or misunderstood what you have said. Listen to these two conversations and notice how the words in **bold** have more stress.

A: So you have to take two tablets once a day?
 B: No, the doctor said take two tablets **twice** a day.
 A: Did you say your left ankle was swollen?
 B: No, it's my **right** ankle.

2 **32** Now listen and use the information below to correct each speaker. Stress the important words in your reply.

Example

You hear: a

So, your next appointment is on Friday at five thirty?

You say: No, it's on Friday at **six** thirty.

- a Friday 6.30pm
- b after each meal
- c three times a day
- d right arm
- e a blood test



'So you're saying I have to take *three* of these?'
 'That's right. Every four hours.'

Extra practice

Go to the BBC Learning English website and type 'health' in the search box. Press enter, then choose a link that interests you. Click 'Listen to the story' and check for any video material, too. Complete any exercises. You could also go to the Voice of America Special English website to watch or listen to more health stories.

<http://www.bbc.co.uk/worldservice/learningenglish>
<http://www.voanews.com/specialenglish/>

Class bonus

Half the class are doctors, the other half are patients.

Patients: Think of a health problem. Find a doctor and explain your symptoms. Then listen carefully to the doctor's diagnosis, and repeat back any instructions to make sure you understand. Visit several doctors to find who gives the best diagnosis and advice.

Doctors: Listen to each patient describe a health problem. Make a diagnosis and prescribe some medicine. Give instructions on taking the medicine. Make sure your patients understand clearly.

Can-do checklist

Tick what you can do.

- I can enquire effectively about and register for healthcare services.
- I can listen to a doctor's diagnosis and check I have understood.
- I can use stress to correct misunderstandings.

Can do

Need more practice

Unit 4

What's the problem?

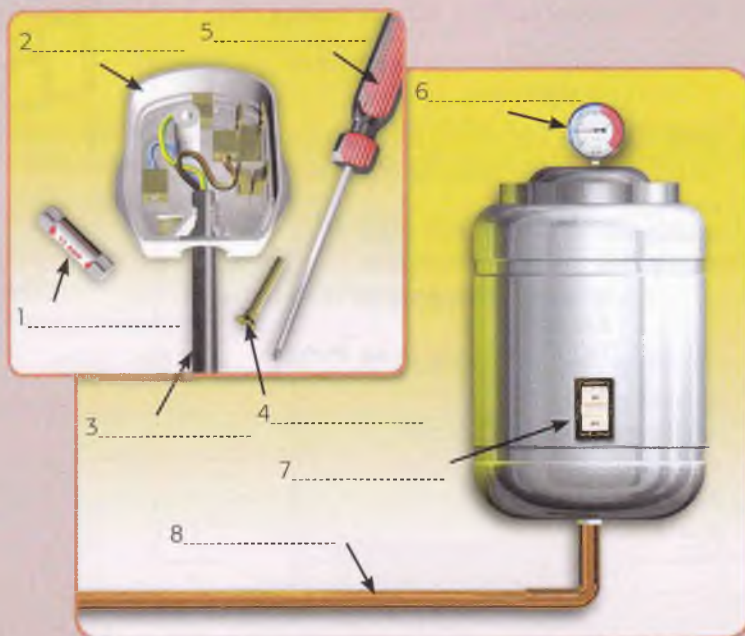
Get ready to listen and speak

- Label the diagrams using these words.
pipe fuse screw switch plug
thermostat screwdriver cable

- Match the expressions to complete six sentences.

For example: A car engine can stall.

- | | |
|-------------------|-----------------|
| car engine | run out of ink. |
| battery | blow. |
| A pump | can stall. |
| printer cartridge | go flat. |
| computer | break. |
| fuse | crash. |



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A Listening – Dealing with everyday problems

- 1 Listen to these sounds. What do you think is happening? Try to complete the chart.

	Object	Problem
a	car	
b		
c		

- 2 Now listen to the conversation (a–c) that follows each sound. Check that you correctly identified each problem.

- 3 Listen again. What does each person decide to do?

a

b

c

Learning tip

It can sometimes be useful to listen not only to what people say, but also to any sounds in the background. You can find out a lot of information by listening for aural clues.

Focus on ...
modals of deduction

When we think we are sure about something we use *must* and *can't*.

It *must* be the battery.

No. It *can't* be. It's new. The fuse *must* have blown.

When we are not sure about something we use *may*, *might* or *could*.

It *may* be the battery.

Yeah, or it *might* be the fuse.

Hmm. It *could* have run out of paper, too.

- 1 Study the examples above and listen again to the conversations in Recording 34. Then **circle** the correct answers to complete the rules.

To make a deduction in the *present / past*, we use a modal of deduction and the infinitive.

To make a deduction in the *present / past*, we use a modal of deduction + *have* + past participle.

- 2 Now **circle** the correct answer to complete each sentence.

- a It *might* / *can't* need a new fuse because I replaced it yesterday.
- b There's no cable! Someone *must have* / *could have* taken it.
- c This page is blank. I'm not sure, but the printer *could have* / *must have* run out of ink.
- d The remote control isn't working. The batteries *might have* / *can't have* run out.
- e The TV works fine now. I suppose someone *might have* / *must have* fixed it.
- f The garage *might not* / *could not* be open. It's nearly six o'clock.

B Speaking – Finding solutions

Speaking strategy: Speculating about causes

- 1 Look at these expressions you can use to speculate about causes. Notice the words in **bold**.

The battery **may** be dead.

It **might have** run out of paper.

It **could** be the cable.

It **can't** be the fuse.

The cartridge **must have** run out.

Perhaps it **needs** replacing.

Speak up!

- 2 **135** Imagine you are living with a friend. Your friend tells you about some problems around the home. Listen and use the ideas below to speculate about possible causes.

Example

You hear: a

Guess what? The dishwasher isn't working again.

You say: It could be the pump. It might have broken.

Perhaps it needs replacing.

- 3 **136** Now imagine your computer isn't working. Your friend suggests some possible causes. Listen and use the ideas below to have a conversation.

Example

You hear: Is there something wrong with your computer? It could be the cable. It might not be plugged in.

a

You say: No, I've checked all the cables. It can't be the cables.

- a cables OK
- b fuses OK
- c monitor OK
- d wireless keyboard and mouse – new batteries
- e hard disk – not checked



a pump broken? / replace?



b batteries flat? / replace?



c cartridge run out?



d thermostat broken?



e fuse blown? / buy a new fuse?



C Speaking – Offering your opinion

Speaking strategy: Giving strong advice

1 **Underline** the expressions for giving strong advice.

You really should get this fixed.

You really shouldn't leave it any longer.

You'd better call an electrician.

You'd better not touch that cable. It might not be safe.

You ought to call a plumber.

Did you know ...?

The negative of *ought to* is *ought not to* or *oughtn't to*. However, these negative forms are not common in spoken English.

Speak up!

2 **37** Listen to five people tell you about a problem. Use the ideas below to respond giving strong advice.

Example

You hear: a

The toilet doesn't flush properly. I think I'll take a look.

You say: You ought to call a plumber. You shouldn't try to fix it yourself.

- a call a plumber ✓ / fix it yourself ✗
- b call an electrician ✓ / touch that cable ✗
- c read the instructions again ✓ / take it back yet ✗
- d call an engineer ✓ / take a look yourself ✗
- e see a doctor ✓ / wait and to see if it gets better ✗

3 **38** Now imagine a friend has a problem with his car. Listen and use the ideas below to have a conversation.

Example

You hear: My car isn't running properly again. I'm a bit worried about it.

a

You say: You'd better not drive it. You really should take it to a garage or it might break down.

- a drive it ✗ / take to a garage ✓ / break down?
- b leave it ✗ / get worse ?
- c repair it yourself ✗ / mechanic ✓
- d use car ✗ / train ✓
- e buy ticket in advance ✓ / busy tomorrow a.m. ?

D Speaking – Speculating about consequences

Speaking strategy: Explaining consequences

1 Here are some expressions you can use to explain consequences. **Underline** the consequence in each sentence.

If you have a burglar alarm fitted, **then** this will act as a deterrent.

You will be ill **unless** you eat more healthily.

You should be more careful, **otherwise** you will have an accident.

Speak up!

2 **39** Listen and respond to each statement you hear using the ideas below and *if ... then*, *unless* or *otherwise*.

Example

You hear: a

I've got a really bad toothache.

You say: You should go to the dentist, otherwise it'll get worse.

- a go to the dentist / get worse
- b work hard / fail exams
- c eat more healthily / put on weight
- d get it repaired / fall behind with work
- e apologize / lose your job

E Listening - Coping in an emergency

1 440 Listen and match each emergency (a-d) with a picture (1-4).

a ...3... b c d



2 440 Listen again and find one mistake in each of the pictures (1-4) above.

1 3
2 4

3 441 Now listen to each person explain what they did. Write the name of each person next to the correct explanation (1-4).

1 Jane 2 3 4

4 441 Listen again. Would you have done the same?

Did you know ...?

Many people store an ICE number on their mobile phone. ICE stands for **In Case of Emergency**. It is the number of a friend or relative that can be called in an emergency.

Class bonus

With your partner, think of a different emergency situation. Include as many details as you can, and then decide what you would do. When you are ready, describe your emergency situation to the class.

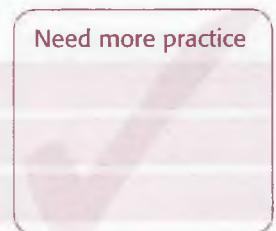
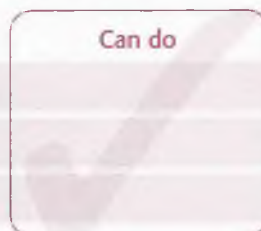
Extra practice

Go to this link and choose a video to watch that interests you.
<http://www.videojug.com/tag/first-aid>

Can-do checklist

Tick what you can do.

- I can describe everyday problems and speculate about their causes.
- I can give advice and make strong recommendations.
- I can explain the consequences of particular actions.



Unit 5

What a lot of red tape!

Get ready to listen and speak

- Look at the pictures and identify the documents. Which of these documents do you have?
- Have you ever needed to get a permit or visa?



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A Listening - Contacting the visa office

1 42 Imagine you are on holiday in the UK. You call the UK Visa section to find out what visa you require to study there. Listen to this recorded announcement. Which number should you press to continue your enquiry?

2 43 Now listen to the next part of the message. Take notes of all the important information.

UK Visa section

Website

Fax number

Address

Opening hours

Did you know ...?

'Red tape' describes official rules and processes. It is often used in a negative way, when these processes seem time-consuming and unnecessary, e.g. *My visa application took ages because there was so much red tape.*

Learning tip

When you take notes, note only the key words. Listen closely for any numbers, times, dates, names and addresses. Use abbreviations and symbols wherever possible. You can use your own abbreviations as well as standard ones.

B Listening - Enquiring about a visa

1 44 Yuki, from Japan, is on holiday in England. She phones the UK Visa section to ask about getting a Student Visa for the UK. Number her questions (a-f) in the order you hear them (1-6).

- a Can I work if I have a Student Visa?
- b How much is it?
- c What do I need to do to get a visa?
- d Can you tell me if I need a visa?
- e What do you mean by 'supporting documents'?
- f How do I apply?

2 44 Now listen again and note the answer to each question.

- 1 Yes, she needs a visa.
- 2
- 3
- 4
- 5
- 6

C Speaking - Making sure you understand

Speaking strategy: Asking for clarification

1 Look at this extract from the conversation between Yuki and the visa officer. Underline the expression she uses to ask the visa officer to explain a term she doesn't understand.

Visa officer: ... with your passport, two recent colour passport-sized photos and the necessary supporting documents.
 Yuki: Sorry, what do you mean by 'supporting documents'?

2 Here are some other expressions you can use.

What exactly does ... mean?
 I'm sorry. Can you explain what ... means?
 Sorry, I don't understand. What are ...?

Speak up!

3 45 Imagine you are speaking to a UK visa official. Listen to each statement and use the expressions above to ask for clarification. Then listen to the answer.

Example
 You hear: You'll need entry clearance to come to the UK.
 a
 You say: What exactly does 'entry clearance' mean?
 You hear: Entry clearance means official permission to enter the country, so a visa or entry clearance certificate.

- a entry clearance?
- b IAS?
- c UK Mission?
- d the Schengen area?
- e an EEA country?

Focus on ... official language

Imagine you are applying for a visa. Here are some phrases you may hear. Complete each sentence with a word or phrase from the box.

status run out signature print
 register official fill in origin

- a The official dealing with your application is at counter 17.
- b Please this form and take a ticket.
- c Your passport will in a few months. You need to renew it.
- d If you want to make an application then you have to first.
- e We need your at the bottom of every page.
- f Can you your name in block capitals please?
- g What's your marital ?
- h Please put your name and country of

D Listening – Applying for a green card in the US



1 **146** Listen to this US immigration official talk about how to get permanent residency in the US. What are the three main ways you can get a green card?

	Ways of obtaining a green card	Requirements
1		
2		
3		

2 **146** Now listen again and note the requirements for each type of green card application.

3 **147** Read the requirements. Then listen and number each requirement (a–e) in order (1–5).

- a Your US employer must file Form ETA 750. 1
- b Your employer must send in Form I-140.
- c The Department of State must approve your Immigrant Visa Petition.
- d The Department of Labor must approve the request.
- e You are given an Immigrant Visa Number.

4 **148** Look at the list below. Listen and tick which things are also needed in order to get permanent residency in the US.

- birth certificate
- driving licence
- ID Card
- biographical information
- passport
- two colour photos
- fingerprints
- a physical
- an interview
- marriage certificate
- a work permit
- a letter from your employer

Did you know ...?

A green card is not actually green in colour! It gives a non-US citizen permanent resident status in the US. This gives them the same rights as a US citizen, and means they can live, work and study there legally. In some states they can even vote in elections.


E Speaking – Giving explanations

Speaking strategy: Being concise and to the point

1 If you have an interview for a visa or permit, you will need to answer questions that the officials may have regarding your application. Should you ...

- a keep your answers short and to the point?
- b talk a lot, giving all the information you can think of?

Speak up!

2  Read situations 1 and 2 below. For each situation, imagine you are having an interview with an immigration official. Listen to five questions and answer each one as clearly and precisely as you can.

Example

You hear: So, when did you arrive in France? a

You say: Three weeks ago.

- 1 You are travelling through Europe on holiday. You've been in France for three weeks and really like it. You want to stay longer so you have found a job in a supermarket. You need to apply for a temporary work permit. You intend to leave in a few months to continue your trip around Europe. You have all the necessary supporting documentation.
- 2 You are studying sociology at university in Canada. You need to get a job to support yourself for the next year while you study. You have found a job in a local restaurant but you need a work permit to work off campus. You haven't got a Social Insurance Number.

Class bonus

- 1 Prepare to role play an interview for a visa. Decide with your partner who will be the interviewer and who will be the applicant.
 Interviewer: Make a list of questions to ask. You can use the questions in this unit to help you.
 Applicant: Prepare for the interview. Anticipate what questions you may be asked and practise your answers. Use the guidance in this unit to help you.
- 2 Now role play the interview. When you finish, swap roles.

Extra practice

Imagine an English-speaking friend wants to work in your country. Go on the Internet and find out how to apply for a work permit. Make notes, then imagine you are explaining this to your friend. Talk about what they need to do. If possible, record what you say and listen to yourself afterwards. Can you identify any areas you could improve, e.g. grammar, pronunciation, etc.?

Can-do checklist

Tick what you can do.

- I can enquire about official procedures, e.g. how to apply for a visa.
- I can understand explanations of the various steps involved in official processes.
- I can answer questions clearly and concisely.

Can do
✓

Need more practice
✓

Unit 6

What a great view!

Get ready to listen and speak

- Look at the pictures and identify the things you might see on a sightseeing holiday in a city.
- Tick ✓ the things you try to see when you look around a city.
- What other things do you like to see or do on a city break?



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A Listening – Showing someone around

1 Listen to Sarah show her friend Paul around her home town. What do you think each of these places is?

- Ronelles a nightclub
 Crosswell Hill
 Old Keller
 The Typewriter
 Figo's

2 Listen again. Make a list of the words and expressions that helped you decide what each place is.

- Ronelles lights outside, dancing, clubbing
 Crosswell Hill
 Old Keller
 The Typewriter
 Figo's



Learning tip

Listening for context is a useful skill. Listen out for key words and try to identify a common theme, e.g. if you hear *huge*, *made of marble*, and *an important person* then this might be a *statue*.

Focus on ...
strong adjectives



1 Match each adjective in A with a stronger adjective in B.

Example: big - huge

A	B
tired	furious
bad	huge
interesting	starving
angry	fantastic
big	terrible
scared	fascinating
hungry	tiny
good	terrified
small	exhausted

2 **Circle** the correct word to complete the rules.
You can make the adjectives in A stronger by adding *very* / *absolutely*.
You can make the adjectives in B stronger by adding *very* / *absolutely*.

- 3 Complete each sentence with *very* or *absolutely* and an adjective.
- a The talk wasn't fantastic but it was very good . . .
 - b I wasn't scared. I was . . .
 - c Everyone felt tired but Jim was . . .
 - d Tina wasn't furious, but she was . . .
 - e I wouldn't say the film was terrible, but it was . . .
 - f I'm not . . . but I am hungry.

Sound smart
Exaggerating

1 **151** Listen to this extract from Sarah and Paul's conversation. Notice how Paul emphasizes *starving* to express how hungry he is.

Sarah: Yeah. It's famous for its sandwiches. They're the best in town.

Paul: Great. I'm starving!

2 **152** Look at the statements below and listen. Notice how the stress and intonation help to emphasize the emotion.

I'm starving!	We're exhausted!
It's fantastic!	It's huge!
How terrible!	That's fascinating!
I'm furious!	I was terrified!

3 **153** Now listen and use the ideas below to reply to each statement in an exaggerated way.

Example

You hear: a

Are you hungry?

You say: Yes, I am. I'm starving!

- a starving!
- b exhausted!
- c fantastic!
- d tiny!
- e terrible!
- f fascinating!
- g furious!
- h huge!

B Speaking - Talking about places of interest

Speaking strategy: Describing features

1 **150** Look at these expressions you can use to talk about places of interest. Listen again to the conversation between Sarah and Paul. Tick ✓ the expressions they use.

It's a good place to go if ...

It's handy for ... / It's popular for ...

It's famous for ... / You can find/see ... there.

3 Now imagine you are showing a friend around your home town. Use your notes, and the expressions in Exercise 1, to talk about places of interest.

Example: Chicago's is a good place to go if you like pizza.

Speak up!

2 Think about your home town. Make a list of places you know, and note what people can do there.

Places to go in my home town
Chicago's restaurant - great pizza

4 Record yourself while you are speaking, then listen to the recording and evaluate your performance. Can you identify any areas to improve, e.g. grammar, pronunciation, etc.

C Listening – Asking about attractions



1 54 Mark is speaking to a travel agent about his next holiday. Listen and complete each question he asks.

- a Is it easy to get to ?
- b How is it, once you're there?
- c What's it like to ?
- d to do?
- e Are there any ?
- f What's the ?
- g What's the like?
- h Is it anything in particular?
- i Are there any nearby?
- j When's the to go?

54 Listen again and repeat each question.

2 55 Now listen to the travel agent's answers. Match each answer (1–10) with the correct question (a–j).

- | | | | | |
|---------|---------|---------|---------|----------|
| 1 ..b.. | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |

3 56 Look at the statements below. Write T (true) or F (false) for each statement, then listen again and check your answers.

- a Accommodation is reasonable, even in the centre. ..F..
- b It's a good place to go if you like different types of cuisine.
- c It's best to hire a car if you want to see everything.
- d There isn't anywhere interesting to go nearby.
- e It's a good place for relaxing on the beach.
- f The weather isn't usually very hot.
- g It's easy to get around the city using public transport.
- h It's very popular for people who like nightclubs and dancing.

4 Can you guess which famous US city this is?
.....

Did you know ...?

According to the World Tourism Organization, France is the most popular country for tourists to visit. Nearly 80 million people a year go there on holiday. The capital, Paris, is the world's favourite city for sightseeing.

Sound smart
Stress and rhythm

1 56 Listen to these extracts from the travel agent's replies. Notice how the important words have more stress and notice the regular rhythm.

There are three airports and they're all well connected.
It's generally quite mild, so you'll need a coat whenever you go.

2 Practise saying these sentences and underline where you think the stress is.

- a The beaches are good but they're very crowded.
- b Where's the best place to go for a night out?
- c How much is a single room for three nights?
- d It's a good place to go if you like wandering round street markets.


3 57 Now listen and check. Then listen and repeat. Try to copy the stress and rhythm closely.

D Speaking – Giving advice on where to go

Speaking strategy: Making strong recommendations

1 Look at the statements below and notice the expressions you can use to make strong recommendations.

- You **really ought to** see the castle.
- You **should definitely** go in summer.
- The museum is **well worth** a visit.
- You certainly **mustn't** miss the park.
- You **have to** see the main square in the evening.

2  Listen again to the travel agent's answers to Mark's questions. Tick ✓ each time the travel agent uses each expression.

Speak up!

3 Use the ideas below to make strong recommendations and add a reason.

Example: a

You say: You really ought to see the museum. It's absolutely fantastic!



a fantastic



b fascinating



c wonderful



d huge



e beautiful

4 Imagine a friend is visiting a city you know well. Look at the topics below and use the expressions above to make some recommendations.

Example: a

You say: You should definitely stay at The Grand Hotel. It's the best in town.

- a where to stay
- b getting around
- c what to see and do
- d places to eat
- e nightlife
- f the best time to go

Class bonus

Make a group. Ask your classmates questions about a town or city they know well. Find out what the main attractions are, and ask for recommendations on what to see and do there.

Extra practice

Go to <http://thomson.co.uk> and search for podcasts. Listen to some podcasts about popular places to visit around the world.

Can-do checklist

Tick what you can do.

- I can show someone around my home town.
- I can describe places of interest.
- I can enquire about a city and ask about its main attractions.
- I can make strong recommendations about places of interest.

Can do

Need more practice