



South Valley University
Faculty of Education in Hurghada
English Department

Conversation and Listening (3)

Introducing yourself and others

1

Conversation: Meeting at a party

TODD: Hi—you must be John's cousin Matt, **right?** From San Diego?

MATT: **Correct!** I just got in last night.

TODD: I'm Todd, John's roommate from Tech. **Glad to meet you. I can assure you that** I'm not anything like what John has told you.

MATT: I'm **happy to meet you, too**—and, yes—I have heard about you! Football player and **party animal extraordinaire**.

TODD: Football, yes—and **as a matter of fact**, I **do** like parties. **But tell me more about yourself** and **what you do** in San Diego.

MATT: Well, I'm more (of) a surfer than a football player. You know, San Diego has a fantastic coast—and we can surf all day and then party on the beach at night.

TODD: That sounds **awesome**. How long are you staying?

MATT: Well, I'll be here for two weeks. John has promised me a **nonstop schedule**—kind of a **mix** of sightseeing, meeting his friends, checking out **the local scene**, and—**hopefully**—camping in the mountains for a **couple of days**.

TODD: John's a **good guy**—and **you can be sure** he knows **the local scene**. He knows everybody in town. I'm sure he'll **show you a good time**. And his friends are here to help.

MATT: **Thanks so much**—I really appreciate that. I'm still a bit **jet-lagged** at the moment but should be **in good shape** by tomorrow. I'm **looking forward to** hearing what John **has in store** for me. . . .

TODD: Don't worry. We'll all take good care of you. And don't be surprised if we **show up on your doorstep** in San Diego one day, ready for surfing!

Improving your conversation

I'm Todd (Jones)

Simply using **I'm** and then saying your name is one way to introduce yourself. You could also say, for example, **My name's** Todd (Jones). It is customary to offer your right hand in a handshake to the other person. In very informal situations, you could just say Hi, **I'm** Todd, with no handshake.

To introduce one or more people other than yourself, say:

This is (my wife,) **Mary**. And **this is** **Susan, Bob, and Joe**.

To introduce more than one person and also tell how you know them, say:

These are my friends, Susan and Bob. And **this is Jim**, my coworker.

All of the people introduced would then shake hands. You could also say:

I want you to meet (my friends,) **Susan and Bob.**

Glad/happy to meet you

When you have been introduced to someone, it is customary to say (I'm) **glad/happy to meet you** or **It's nice to meet you**. The reply is **I'm happy to meet you** or **I'm happy to meet you, too**. (The underlined words are pronounced slightly louder than the others.)

Right?

Right? is an informal way to ask for confirmation that what you have just said is true. The answer can be **That's right!**

This train goes to Washington, **right?**
You're from Panama, **right?**

That's right.
That's right, I am.

Correct!

This is an informal answer to a question that asks for confirmation.

You're Matt, aren't you?
This is Economics 101, **right?**

Correct!
Correct!

If you want to tell your questioner that he or she is *not* correct, you can politely say this with, for example:

No, that's not **right**.
No, that's not **correct**.
No, I'm not Matt; I'm Jim.
No, she isn't my sister. She's my cousin.

(The underlined words in the examples should be spoken slightly louder than the other words in the sentence.)

To sarcastically indicate that something is *not* correct, **Yeah, right!** is used.

Dylan, I heard you just won the lottery
jackpot!

Yeah, right! Where did you hear
that nonsense?

Am, do, etc.

When a yes-or-no question using the verb *to be* is asked, the answer can be made emphatic by following it with a *tag*, in which, if the answer is *yes*, the verb is said a little louder than the other words. Affirmative tag answers are not contracted.

Are you unhappy?
Is he sick?
Are we winning?
Are they leaving?

Yes, I **am**.
Yes, he **is**.
Yes, we **are**.
Yes, they **are**.

When the answer is *no*, there are two ways to answer with a tag. The underlined words are the ones said a little louder. Negative tag answers are usually contracted. The full form makes them more emphatic.

Are you unhappy?	No, I'm <u>not</u> ./No, I <u>am not</u> .
Is he sick?	No, he's <u>not</u> ./No, he <u>isn't</u> ./No, he <u>is not</u> .
Are we winning?	No, we're <u>not</u> ./No, we <u>aren't</u> ./No, we <u>are not</u> .
Are they leaving?	No, they're <u>not</u> ./No, they <u>aren't</u> ./No, they <u>are not</u> .

When an information question using any verb other than *to be* is asked, the answer can be made emphatic by following it with a tag, in which the verb is said a little louder than the other words.

Do you eat meat?	Yes, I <u>do</u> ./No, I <u>don't</u> ./No, I <u>do not</u> .
Does he like school?	Yes, he <u>does</u> ./No, he <u>doesn't</u> ./No, he <u>does not</u> .
Do we wait in line?	Yes, we <u>do</u> ./No, we <u>don't</u> ./No, we <u>do not</u> .
Do they live here?	Yes, they <u>do</u> ./No, they <u>don't</u> ./No, they <u>do not</u> .

As a matter of fact

As a matter of fact is a common expression that has a number of different meanings. In our example conversation it introduces a confirmation of what was previously said. It can go before the main clause or after the verb.

I heard you were looking for a job.	As a matter of fact, I <u>am</u>!
Your friend is very good-looking; is he single?	He <u>is</u> , as a matter of fact!

You can express the same meaning with **actually**, but put it after the verb.

I heard you were looking for a job.	I <u>am</u> , actually.
Your friend is beautiful, but I'll bet she's married.	She <u>is</u> , actually.

Just

This use of **just** indicates that something happened only a short time before. It can be used with the past tense or with the present perfect tense. For example:

Past tense	Present perfect tense
I just arrived.	I have just arrived.
They just finished.	They have just finished.
We just ate.	We have just eaten.
He just called.	He has just called.

To get in

To get in means to arrive and is usually used in the past tense.

What time did you **get in**?
They **got in** late last night.

Another way to say *to arrive*, when it refers to the future, is to **get there**.

I hope we **get there** on time.
She will **get there** by six.

To **get in** can also mean to be accepted by a school/college/university or other group with limited membership.

He applied to that college and really hopes to **get in**.
She didn't **get in** her first choice of sororities, but she **got in** another one, and she's happy.

I can assure you that . . . /you can be sure (that) . . .

These are common ways of saying that you believe something to be true, hoping to win the confidence of the person you are talking to.

I can assure you that I will work hard.
You can be sure that something interesting will happen.

Here is another way to express that you believe something to be true:

I promise you that we won't leave until the work is done.

Party animal

Party animal is an informal expression used to characterize someone who spends a lot of time with friends or acquaintances for entertainment—either at home or in public places.

My friend Eric will take you downtown on Saturday night; he's a real **party animal**, so you'll meet lots of people.

Extraordinaire

Extraordinaire is a word borrowed from French, pronounced in English "ek stra or d- NAYRE." It is used to exaggerate the meaning of the previous word.

I'd like you to meet Marc—he's our pastry chef **extraordinaire**. You have to try his cheesecake!

What do you do?

The question **What do you do?** asks what one's job or occupation is. When you answer with a form of *to be*, you give a general job title. Note that the article *a* is always used when referring to only one person but is never used when referring to more than one person.

What do you do?	I'm a lawyer.
What does he do?	He's a painter.
What does she do?	She's a banker.
What do they do?	They're professors.

When the answer refers to someone who has a special title or position (i.e., is the only one in that position), use *the* instead of *a*.

What does he do?	He's the president of ABC Enterprises.
What do you do?	I'm the school secretary (the only one).

When you answer with another verb, you give more specific information about where you work.

What do you do?	I work for a large firm.
What does he do?	He drives a delivery truck.
What does she do?	She works at Atlas Bank.
What do they do?	They teach French at Loyola.

When a specific time or place is included in the question, the answer refers to how people spend their time, not just what their jobs are.

What do you do on weekends?
What does she do at the beach?

I relax and hang out with my friends.
She surfs, relaxes on the beach, and goes to the boardwalk for fun.

Tell me about yourself

Tell me about yourself is a polite way to let someone know that you are interested in learning more about him or her. It is better than asking direct questions, as the person being asked can decide what to tell and what not to tell. For example:

Tell me about yourself.

Well, I'm twenty-seven, I have a degree in mathematics, and I've been working at SYZ Company for three years. My parents are both economists, and I have a sister who's a nurse and two younger brothers. They all live in Connecticut, where I was born. I'm crazy about football and have season tickets. I listen to reggae, etc.

Tell me about yourself.

Well, I'm from a small town, and I came here to work.

Awesome

Awesome is an expression that is used a lot—maybe too much!—to say that you think something is really good. Other ways to express the same thing include **great**, **fantastic**, **terrific**, **wonderful**, and **cool**.

So . . . how do you like it here?
Did you like the movie?
Thank you for taking me—
you're **awesome!**

It's **awesome!**
It was **awesome!**

Nonstop schedule

Nonstop schedule describes the activities of a very busy person, whether it be because of work, school, family responsibilities, or even social life.

I don't have time to see you this week, with my **nonstop schedule**.

Other ways to indicate nonstop activity are **around-the-clock** or **twenty-four-seven** (twenty-four hours a day, seven days a week).

I get telephone calls **around-the-clock**.
He works **twenty-four-seven**, so I hardly ever see him.

A mix

A **mix** refers to a combination of different elements, usually indicating variety.

There will be a good **mix** of music at the wedding, to keep the grandparents, the parents, and the young people happy.
We invited a **mix** of people—family, friends, coworkers, and neighbors.

Hopefully

Hopefully is a word inserted to indicate your wishes that something will happen. It can come in the middle of a verb phrase (will + **hopefully** + verb), before the subject, or at the end of a sentence.

I'll **hopefully** graduate in two years.
Hopefully, I'll graduate in two years.
I'll graduate in two years, **hopefully**.
If we leave right away, **hopefully** we'll arrive on time.

A couple of

A **couple** really means two; however, informally, it can mean more than that—but it does indicate a small number.

I'll see you in a couple of hours.	I'll see you sometime today.
It only costs a couple of dollars.	It costs less than five dollars.
He'll be home in a couple of months.	He'll be home before the end of the year.

A good guy

Calling someone a **good guy** is a common way to recommend a male as being understanding of someone's situation, helpful, or generous. A female with the same kind of recommendation would be called **understanding/helpful/generous**.

If you're looking for a used car, go see Sam Smith; he's a **good guy** and will probably give you a good price.
If you want a teaching job, call Mary Johnson; she's very **understanding** and will give you good advice.

The local scene

The **local scene** refers to the culture and range of entertainment offered in a particular area.

I'm moving to Springfield next month. What's the local scene like there?	Oh, it's great! There are lots of things to do at night and on weekends.
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To show someone a good time

To **show someone a good time** means to make sure he or she is entertained.

If you come visit in December, we'll **show you a good time**. All our friends have parties in December!

Thanks so much

Thanks so much is a common way of expressing appreciation. Other ways to say this are **Thank you very much/Thanks a lot/I really appreciate this/You're a doll** (very informal)/**You're a sweetheart** (very informal).

The reply to any of these could be **You're welcome/No problem/I'm glad I could help you/Glad to help/Any time**.

Thanks so much for fixing my tire. I really appreciate it .	No problem.
Thank you very much for helping us.	You're welcome. Any time.

To be in good shape

To be **in good shape** means to be fit *financially* or *situationally*.

My sister's husband has a good job, so they're **in good shape** financially.
She has a good education and a lot of experience, so she's **in good shape** for the job market.

A similar expression, to be **in shape**, means to be *physically* fit.

She exercises every day to stay **in shape**.
You look great. How do you stay **in shape**?

To be looking forward to something

The expression **looking forward to** indicates that the speaker is very happy about a future event.

I'm **looking forward to** seeing you on Saturday.
She's really **looking forward to** going to college in the fall.

Another way to say this is with the expression, **can't wait to**.

I **can't wait to** see you on Saturday.
She **can't wait to** go to college in the fall.

To have in store for

The phrase **to have in store for** indicates an unknown situation that someone presents to someone else; it can be good or bad.

Well, I'm going home, but I have no idea what my family will **have in store for** me.
We're going shopping tomorrow to see what the designers **have in store for** us this season.
He's been working there for years, but he never knows what's **in store for** him until he gets there.

To show up on someone's doorstep

To show up on someone's doorstep means to visit someone without notice. It doesn't necessarily mean that you plan to stay overnight—or longer—but it's possible.

I was just getting ready to go out when my cousin **showed up on my doorstep**.

Related expressions are **drop in** and **drop by**, but these are used only for short visits—never an overnight stay.

We were in town, so we decided to **drop in** to see you.
Please **drop by** for a while. I miss seeing you.

To show up, on the other hand, is used negatively to indicate that someone often doesn't appear when expected.

Pia said she was coming, but you never know if she'll **show up** or not.

Another meaning of **show up**, when used with a direct object, is to perform or seem better than someone else.

Your singing was fantastic! You **showed up** all the other contestants.
He will **show up** the competition with his fantastic speech.
She **showed** us all **up** when she came in wearing that red dress!

EXERCISE

1·1

Circle the most appropriate short answer for each question.

1. Is Larry coming tomorrow?
 - a. Yes, he does.
 - b. No, he doesn't.
 - c. Yes, he is.
 - d. No, he won't.
2. Do you like chocolate ice cream?
 - a. No, I'm not.
 - b. No, I don't.
 - c. Yes, I am.
 - d. Yes, she does.
3. Are we leaving at six?
 - a. Yes, they are.
 - b. Yes, they do.
 - c. Yes, we are.
 - d. No, we don't.
4. Is she a lawyer?
 - a. No, she doesn't.
 - b. Yes, he is.
 - c. No, he doesn't.
 - d. Yes, she is.
5. Are they here yet?
 - a. No, they're not.
 - b. Yes, they're.
 - c. No, they do not.
 - d. Yes, they do.

EXERCISE

1·2

Match each remark in the first column with an appropriate response from the second column. Note: Some remarks have more than one appropriate response.

- | | |
|---|--------------------------------------|
| 1. _____ Thank you! | a. As a matter of fact, no. |
| 2. _____ I just got in from Chicago. | b. Awesome. |
| 3. _____ Are you a doctor? | c. Glad I could help you. |
| 4. _____ Tell me about yourself. | d. He's a cook. |
| 5. _____ I'm a real party animal. | e. I am, actually. |
| 6. _____ We're in good shape financially. | f. I hope I get in. |
| 7. _____ You should go to college. | g. I'm a college student from Ohio. |
| 8. _____ You're a doll. | h. No problem. |
| 9. _____ Is this your doll? | i. No, I'm not. |
| 10. _____ What does he do? | j. Then you can show us a good time. |
| | k. Welcome. |
| | l. Yeah, right! |
| | m. Yes, it is. |
| | n. You're welcome. |

EXERCISE**1·3**

Write a tag answer for each of the following questions.

1. Do you work twenty-four-seven?

2. Are you from New York?

3. Do your parents live in Los Angeles?

4. Are you a student?

5. Is your best friend studying English?

EXERCISE**1·4**

Write a yes-or-no question for each of the following answers.

1. _____

No, we don't.

2. _____

Yes, she is.

3. _____

No, they aren't.

4. _____

Yes, I do.

5. _____

Yes, he does.

6. _____

No, I'm not.

EXERCISE

1·5

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

- | | |
|-----------------------------|----------------------------------|
| 1. _____ a party animal | a. twenty-four-seven |
| 2. _____ extraordinaire | b. a combination |
| 3. _____ awesome | c. an understanding male |
| 4. _____ a mix | d. arrive |
| 5. _____ you're welcome | e. attend |
| 6. _____ nonstop | f. be accepted |
| 7. _____ hopefully | g. current events here |
| 8. _____ in shape | h. fantastic |
| 9. _____ a couple of | i. glad to help you |
| 10. _____ a good guy | j. have plans for someone |
| 11. _____ any time | k. if we are lucky |
| 12. _____ the local scene | l. no problem |
| 13. _____ look forward to | m. physically fit |
| 14. _____ have in store for | n. round-the-clock |
| 15. _____ show up | o. someone who likes to have fun |
| 16. _____ get in | p. two |
| 17. _____ can't wait | q. expert |
| | r. want to |

EXERCISE

1·6

Circle the most appropriate response to each remark.

- | | | |
|---|--------------------|-------------------------|
| 1. Are you Sam's brother? | a. No, I don't. | c. I can assure you. |
| | b. That's correct. | d. As a matter of fact. |
| 2. I'm the president's brother. | a. Actually! | c. Yeah, right! |
| | b. You're a doll! | d. You're welcome. |
| 3. We're leaving at six tomorrow morning. | a. Awesome. | c. Any time. |
| | b. I'm in shape. | d. No, I'm not. |

4. I work all the time.
- a. Yes, you're a party animal. c. Yes, you have just arrived.
- b. Yes, you got in. d. Yes, you're busy twenty-four-seven.
5. Are you coming to my party?
- a. I'm looking forward to it. c. I'm in shape.
- b. It's a mix. d. I can assure you that.

EXERCISE

1·7

Write a remark or question for each of the following responses.

1. _____
She's a teacher.
2. _____
You're welcome.
3. _____
I can assure you that I'll show up on time.
4. _____
I'm an engineer from Seattle, and I've been working here for six months.
5. _____
I can't wait.

EXERCISE

1·8

Fill each blank with the correct form of the indicated verb.

1. I can't wait to (see) _____ you next week.
2. We are looking forward to (see) _____ you next week.
3. Are you looking forward to (go) _____ on your vacation?
4. What are you looking forward to (do) _____ there?
5. I can't wait to (hear) _____ all about it.

EXERCISE

1·9

Imagine you are introducing two of your friends to each other. Write what you would say and what each of your friends would say. Ask an English-speaking friend to check your answers.

EXERCISE

1·10

Write a conversation between two people, using at least eight of the expressions explained in this chapter. Ask an English-speaking friend to check your answers.

Expressing opinions, likes, and dislikes

2

Conversation: Getting acquainted

LAUREN: Hi—you must be Sarah. I can **tell** from your picture. I'm Lauren. **Finally** we meet! **So** we're going to be **roomies** this semester!

SARAH: Yes, I recognize you from your photo, too! I'm so glad to meet you in person—and I see from your T-shirt that you **like** baseball. I'm a **big fan**, too!

LAUREN: Well, the T-shirt was a **going-away present** from my brother, who's a baseball player. Look on the back—it has a photo of all the players on his team. They **actually** won the city championship this summer.

SARAH: That's **awesome**. I **tell you**, I'm not very athletic, but I **love** to watch baseball, **even if** it's a **Little League** game. You **could say** I'm a professional spectator. What about you, do you play a sport?

LAUREN: Yes, I play tennis. **As a matter of fact**, I have a **scholarship**, and I'm going to play for the university. Now tell me, what else do you **like to do**?

SARAH: Well—what I **like** to do best is dance. I'm studying classical ballet, but I also **like to** dance to popular music.

LAUREN: **Cool**. We have a lot **in common**. I **like** to dance, too. Think you'll be **up for** checking out the local clubs this weekend?

SARAH: Oh, **yeah**. And the restaurants, too. **Speaking of which**—are you hungry? I'd **love to grab a bite** before it gets too late. I'm starving!

LAUREN: **Are you kidding me?** I'm always **up for** going out! How about trying the place up the street? I'm kind of hungry for a good hamburger.

Later:

SARAH: Lauren, **what do you think of** our room?

LAUREN: **To be honest with you**, I really **can't stand** that dark color on the walls. It's, **like**, really **depressing**. I prefer light colors. **Plus**, I'd **like to** change the rug and the bedspreads. Do you **like** them?

SARAH: No, I agree with you. They're **horrible**. With a couple of coats of paint and a few small changes, we'll make this room comfortable and cozy. Everybody will want to **hang out** here.

LAUREN: **Man**, I'm so relieved! I think we're really going to **get along**. I'm going to call my mom right now and tell her how **cool** my new **roomie** is.

Improving your conversation

Like

Like has a number of different meanings and uses. **What do you like?** asks what things a person finds pleasing.

Do you like ice cream?	Yes, I do./No, I don't.
What kind of ice cream do you like ?	I like vanilla. My sister likes chocolate.

What do you like to do? asks what activities a person enjoys.

What do you like to do on weekends?	I like to relax and go out with friends.
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Would you like . . . ? is a polite way of asking what someone wants.

What would you like for your birthday?	I would like a big party.
What would you like to do today?	I would like to go to the movies with you.

I'm/she's/he's/etc. like . . . is often inserted into a conversation to emphasize what someone is currently feeling or thinking. This is especially common among young people.

I'm **like** really mad at him.
She's **like** scared to death.
It's **like** the worst movie I've ever seen.

Love

Love, when it refers to a person or people, indicates deep affection. When love begins, there is often a feeling of great excitement, called **being in love**.

Her husband **loves** her, but she is no longer **in love with** him.

Love, when it refers to a thing, indicates a thing or an activity that a person finds very pleasing.

Do you love ice cream?	Yes, I love it!/No, I don't like it.
Do you love to go shopping?	Yes, I love it!/No, I don't like to.
Would you love to dance?	I'd love to!/I'm sorry; I promised someone else.

What do you think of . . . ?

What do you think of this? is a way of asking someone's opinion of something.

What do you think of the new teacher?	She's strict, but I think she's great. I like her.
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Are you kidding me?

Are you kidding me? is an expression that indicates that something is so true—or untrue—that it doesn't need to be said.

Do you like to dance?	Are you kidding me? I'd rather dance than eat!
Would you like to go shopping tomorrow?	Are you kidding me? I have to study!

Up for

To be **up for** something means to want to do it.

Are you **up for** going to the movies with us? Yes, I'd love to go.
I'm not really **up for** doing anything tonight.
I'm too tired.

Alternative expressions are to **feel like doing** something or to **be in the mood for** (doing) something.

Do you **feel like** going to a museum? No, I'm not **in the mood for** (going to) a museum today.

Stand

To **stand** means to tolerate/to accept.

It's pretty hot today, but I can **stand** it.
He went home because he couldn't **stand** the hot sun.

Can't stand often means to not like.

He says he **can't stand** his little sister, but we know it's not true.

Big fan

To (**not**) be a (**big**) **fan** indicates that someone does or does not like something.

I like movies, but I'm not a **big fan** of science fiction.

Other ways of indicating something one likes include **awesome/cool/fantastic/great/amazing**.

College is **awesome**. My professors are **cool**, the classes are **fantastic**, the nightlife is **great**, and my friends are **amazing**.

These words are interchangeable—all of them work in the positions of the others.

College is **great/fantastic/cool/amazing**. My professors are **awesome/fantastic/amazing**, the classes are **awesome/cool/great/amazing**, the nightlife is **awesome/cool/fantastic/amazing**, and my friends are **awesome/cool/fantastic/great**.

Other ways of indicating dislike include **horrible/terrible/depressing/gross/disgusting**.

I didn't like that show; I thought it was **horrible**. The plot was **depressing**, and the dancing was **gross**.

Going-away present

A **going-away present** is a gift customarily given to someone who is leaving for an extended period, perhaps to go to college, to move to another area, or to work in another place.

They gave me a picture of everyone in the office as a **going-away present** when I left for my new job.

Tell

Tell is used in a number of expressions. It is followed by an object pronoun (*me/you/her/him/us/them*), the name of a person, or a word that refers to a person or people (friend(s), parent(s), etc.).

Tell me is a way of asking someone to relate information.

Call me and **tell me** about your classes.

After **tell me**, the subject-verb order of a question using the verb *be* is reversed.

Who **is she**?

Tell me who **she is**.

What **are you** doing?

Tell me what **you are** doing.

With all other verbs, the *do/does* is dropped, and the verb is conjugated normally.

What **do you do**?

Tell me what **you do**.

Where **do they go**?

Tell me where **they go**.

When **does he get in**?

Tell me when **he gets in**.

Don't tell me indicates that you fear a certain answer.

Don't tell me you're sick! (I'm afraid you're sick!)

I tell you indicates that you really mean what you are going to say.

I tell you, the dorm is really gross!

I'm telling you, it looks like rain.

Tell is used with *the truth*, with or without an object pronoun.

He always **tells** (me) the truth.

Can tell indicates the ability to know something without being told. It is followed by a new clause with a subject and verb.

I can tell (that) you had a good day by that smile on your face!

Can you tell I've been crying?

Say

Say indicates making an utterance but without indicating that it is directed at any particular person.

What did he **say**?

He **said** that he didn't know the answer.

Say to + an object pronoun or a person's name can be used to indicate information directed at a particular person or people.

What did he **say to you**?/What did he **tell** you?

You **could/might say** indicates a suggested conclusion.

You **could say** she's in love.

You **might say** the cafeteria food is gross.

Speak

To **speak** means to use a language orally.

They don't **speak** English at home.

She lost her front teeth and **speaks** with a lisp.

The teacher **spoke** for almost two hours.

Speaking of which is an expression that indicates that something mentioned reminds one of other information about it.

I'm going to apply to the state university. **Speaking of which**, did you know Melissa is going there?

Our state representative is up for reelection. **Speaking of which**, I heard she is coming to speak at our school next week.

Finally

Finally indicates relief that something long awaited has happened. It goes after a conjugated verb.

I've been looking for my keys all day, and I've **finally** found them.

An expression with the same meaning is **at last**, which goes at the beginning or end of the clause.

At last I've found them!

I've found them **at last**!

So

So has many different uses. In the example conversation it introduces information that both people already know.

So this is your new car. Will you take me for a ride?

So you're getting married! Congratulations!

Actually/as a matter of fact

Actually and **as a matter of fact** often have the same function. They have many different uses. In the example conversation they indicate that a fact is a little surprising but of interest to the other person.

So you're an Arabic teacher! I **actually** studied Arabic in college.

I want you to meet my sister. **As a matter of fact**, she'll be here in a few minutes.

Even if

Even if can introduce a fact that seems a little hard to believe.

I'm going to finish this paper **even if** I have to work on it all night.

Plus

Plus adds additional information that reinforces an opinion or argument.

I like him. He's really nice. **Plus**, he's good-looking.

To be honest with you

The phrase **to be honest with you** introduces a statement that you think a person might not want to hear.

Thank you for inviting me to the movies, but **to be honest with you**, I'm not really a big fan of horror movies.

Yeah

Yeah is an informal way of saying *yes*. It is pronounced with two syllables: “ye-uh.”

Man

Man introduces something that the speaker feels strongly about. (It can be said to or by a male or a female.)

Man, this course is really hard!

Man, I wish I could take a week off!

Man, your sister is beautiful!

Get along

Get along (with someone) means to live, work, or play with someone without problems or arguments.

He's very easygoing. He **gets along** with everybody.

Tom and his brother don't **get along**. They're always fighting.

Hang out

To **hang out** means to do something socially with one or more other people.

We're going to **hang out** at Jess's house this afternoon. We'll probably just listen to music, maybe practice that new dance step.

Grab a bite

To **grab a bite** (to eat) means to get something to eat quickly.

We're in a hurry to get there, so we'll just **grab a bite** to eat at a fast-food place.

Roomie

Roomie is an informal name for a person who shares a bedroom or home with you.

How do you like your new **roomie**?

Scholarship

A **scholarship** is a prize or an award that provides money that enables someone to attend a private school or university.

I'm hoping to get a **scholarship** so I can go away to college next year.

Little League

Little League is an organization that teaches baseball to children, organizes them into teams, and arranges games and tournaments for them.

He just loves baseball. He's been playing it ever since he was in **Little League**.

EXERCISE

2·1

Write a question using like for each of the following answers.

1. _____

I'd love to have dinner with you.

2. _____

No, I don't like fast-food restaurants.

3. _____

We'd like to go to the mountains.

4. _____

I like to go skiing then.

5. _____

No, I'm not in the mood for doing that today.

6. _____

Cherries are my favorite.

7. _____

I don't know what he likes to do.

8. _____

No. She prefers vanilla.

9. _____

Yes, I love it!

10. _____

Yes, I'd love to!

EXERCISE

2·2

Fill in each blank with the correct form of say, speak, or tell, as appropriate.

1. It's important that you _____ the truth.

2. Her children _____ Spanish, Italian, and English.

3. Did you _____ him my secret?

4. What did he _____ to you?

5. What did he _____ you?

6. Can you _____ we've been fighting?
7. _____ what you think.
8. Please don't _____ that about us.
9. Please don't _____ my parents where we went.
10. Don't _____ me you missed the bus again!
11. I _____ you, that movie is great!
12. Mom called? What did she _____?

EXERCISE

2·3

Change each question to a statement beginning with "Tell me . . ."

1. Where are you going?

2. What are they doing?

3. How do you get there?

4. When do you study?

5. Why is she crying?

6. What time do we leave?

7. Who are you texting?

8. How much does it cost?

EXERCISE

2·4

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

- | | |
|-----------------------|--------------------------|
| 1. _____ great | a. amazing |
| 2. _____ horrible | b. awesome |
| 3. _____ can tell | c. be a fan of |
| 4. _____ eat | d. be in the mood for |
| 5. _____ like a lot | e. be up for |
| 6. _____ not argue | f. can't stand |
| 7. _____ not tolerate | g. care about |
| 8. _____ want to | h. cool |
| 9. _____ think of | i. depressing |
| 10. _____ love | j. disgusting |
| | k. fantastic |
| | l. feel like |
| | m. feel romantic about |
| | n. get along with |
| | o. grab a bite |
| | p. gross |
| | q. have an opinion about |
| | r. know |

EXERCISE

2·5

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

- Why did you order this? You know I _____ this kind of food.

a. don't get along with	c. can't stand
b. grab a bite with	d. hang out with
- She can afford to go to college. She has savings, _____ she got a scholarship.

a. even if	c. yeah
b. plus	d. finally

3. We are interested in buying the house we saw this afternoon. _____, it's much nicer than we expected.
- a. Actually
b. Plus
c. Finally
d. Even if
4. Do you like your new roomie? Yeah, I _____ with her pretty well.
- a. hang out
b. stand
c. am honest
d. get along
5. I just saw the movie that won the Academy Award for Best Picture. _____, what did you think of the dress the actress wore at the ceremonies?
- a. Are you kidding me?
b. You might say
c. Speaking of which
d. I tell you

EXERCISE

2-6

Circle the most appropriate response to each of the following questions or statements.

1. What did you think of her dress?
- a. Are you kidding me? It was gross.
b. Man, I don't get along with it.
c. Actually, I'm not up for it.
d. I can tell you're honest with me.
2. Would you like to have dinner with me at the new Chinese restaurant?
- a. Plus, my roomie's going.
b. Actually, I'm honest with you.
c. To be honest with you, I can't stand Chinese food.
d. You could grab a bite.
3. We're on the boat. Come over and hang out with us!
- a. I'm up for that.
b. I tell you, it's depressing.
c. Speaking of which, I got the scholarship.
d. Plus, it's fantastic.
4. Man! I'm really hungry.
- a. Let's join Little League.
b. Let's grab a bite to eat.
c. You could say we don't hang out there.
d. Speaking of which, I played in the Little League.
5. I've had a really bad day.
- a. That's awesome.
b. Even if it's raining.
c. I can tell.
d. Even if you're tired.

EXERCISE

2·7

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

1. _____

That's awesome.

2. _____

Speaking of which, I played in the Little League.

3. _____

I tell you, it's depressing.

4. _____

I'm not in the mood for that.

5. _____

As a matter of fact, I am.

6. _____

You might say it's a little difficult.

7. _____

Don't tell me you can't go!

8. _____

Finally!

EXERCISE

2·8

Write a conversation between two people in which they ask each other and tell each other what they like and what they like to do. Ask an English-speaking friend to check it for you.

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

1. What do you like to do when you hang out with your friends?

2. What kind of restaurants do you like?

3. Are you usually up for going to your favorite restaurant, even if you're tired?

4. Where do you usually go to grab a bite to eat?

5. Is there anything you can't stand? Why?

Describing people, places, and things

3

Conversation: Talking about roommates

ERIC: So, Michael, what's your new roommate **like**?

MICHAEL: **Well**, if you have all day, I'll describe him for you. He's **quite the character**.

ERIC: I don't have all day, **dude**—but **basically**—do you get along with him?

MICHAEL: **Actually**, yeah—but that's only because we **hardly ever** see each other. The guy sleeps all day. Sometimes he gets up just to go to his classes, and **then** he comes back to the room and goes back to bed. **Then he'll** get up at midnight and study all night.

ERIC: **Really?** You don't eat together, **then**?

MICHAEL: **The truth is**, I don't even know when he eats, or where.

ERIC: **Then at least** he doesn't leave a mess in the kitchen.

MICHAEL: No! The guy is incredibly neat. He **actually** leaves the bathroom clean every day—and he doesn't seem to have dirty clothes. He's **like** a ghost.

ERIC: Man, I think you have the perfect roommate!

MICHAEL: **What about** yours? What's he **like**?

ERIC: **Well**, he's the exact opposite of yours. We're a lot **alike**, and we're together a lot. **I mean**, we have two classes together and we're in the same **fraternity**, so we're **really** good friends.

MICHAEL: **Sounds to me like** you have the ideal roommate!

ERIC: Well, yes—and no. Mine is a disaster in the house. **In the first place**, he always leaves a mess in the kitchen; he doesn't wash the dishes or take out the trash. **Plus**, he throws his clothes all over the place. **Not to mention** how he leaves the bathroom . . .

MICHAEL: **Come on**, Eric—he **sounds** a lot **like** you. **No wonder** you get along so well!

Improving your conversation

So

So has many different uses. In the example conversation, it is used to begin a question that is not surprising and may have even been expected.

So how much do you want for the car? (You know I'm interested in buying it.)
So when are we leaving? (We both know we are going somewhere together.)

Another use of **so** is to mean extremely.

I can't wait to get there. I'm **so** excited.

To be like

Like asks for a description of a person, place, or thing.

What's his wife **like**? Is she nice? Yes, she's very nice.
What's your new house **like**? It's big, with four bedrooms and three baths.

To be **like** is also a slang (informal) expression that means to be thinking or telling your reaction.

She comes home late, and I'm **like**, "Where have you been?"
He told me I wasn't studying enough, and I **was like**, "What do you mean? I study for three hours every night!"
The teacher told me I failed the math test, and I **was like**, "Oh man, my mom's going to be upset."

Look like, **smell like**, and **sound like** express similarity of appearance, smell, and sound.

Mary **looks like** (just/exactly) **like** her mother.
This perfume **smells like** gardenias.
When I talk to you on the phone, you **sound like** your dad.

These same combinations can also mean **seem like**, to indicate a guess about what is happening.

It **looks like** (it's going to) rain.
It **smells like** something's burning.
It **sounds like** you're very upset.

When things are similar, they are said to **be**, **look**, **smell**, or **sound alike**.

You guys **are** exactly **alike**—always getting into trouble.
The twins **look alike**.
These two roses **smell** (exactly) **alike**.
You and your brother don't **sound** (at all) **alike**.

Will

Will—usually in contraction form ('ll)—is often used to make an offer to do something.

I'll go to the store for you.
We'll wash the dishes.

The same contraction can be used to emphasize that an activity is habitual.

Sometimes when I'm alone I'll go for a long walk.

In the summer, he'll stay up late every night playing poker with his friends.

Well

Well indicates that what you plan to say next may need a little explanation.

Did you write this letter?

Well, yes, but I was upset at the time, and I really didn't mean everything I wrote.

How are you?

Well, I'm OK now, but I've had a terrible week.

Dude

Dude is an informal, friendly way of calling a male friend or acquaintance instead of using his name.

Dude, what time are we leaving tomorrow?

Basically

Basically indicates a summarized or generalized opinion.

What's your teacher like?

Well, **basically**, he's the worst teacher in the whole school.

Actually/the truth is

The terms **actually** and **the truth is** indicate that the speaker is telling the truth, even if it is surprising.

Do you like your new job?

Actually, yes—even though I work nine hours a day.

Another expression that means the same thing is **as a matter of fact**.

Are you moving?

As a matter of fact, I am!

Really

Really? is a way of asking if what was said was the truth.

I'm not going to study tonight.

Really? I thought you had a test tomorrow.

Really before an adjective means very.

This movie is **really** good, but I'm **really** tired, so I'm going to bed.

Hardly ever

Hardly ever means almost never.

You **hardly ever** call me anymore. Are you mad at me?

At least

At least indicates that a situation could be worse.

Ooh, it's so cold outside today! Well **at least** it isn't raining.

What about . . . ?

What about . . . ? is a way to ask the same question about a different topic.

Are you all going to the game?

Yeah, Jack and I are going.

What about Joe?

No, he can't go.

I mean

I mean precedes further explanation of the previous information.

She keeps her house really clean. **I mean**, she dusts and vacuums every day!

Other expressions that introduce further explanation include **in other words** and **that is**.

He studies twenty-four-seven. **In other words**, he's a serious student.

She's a real party animal. **That is**, she goes out every night.

In the first place

In the first place is used to present the first example of why you do or don't like something. **Second/in the second place** or **plus** can precede the next examples. A final example can be preceded by **not to mention that**.

We're not happy in the suburbs.

In the first place, it takes us almost two hours to get to work.

In the second place, when we get home, we're exhausted.

Plus, we spend so much on gas.

Not to mention that the kids are in day care for more than ten hours!

Then

Then can introduce a logical conclusion.

I've got my tickets, and my bags
are packed.

Then you're all ready to go.

Come on

Come on is a way to say that someone is exaggerating a little bit.

I have to lose twenty pounds.

Come on, Alex, you're not that overweight!

It can also be used to ask for a reconsideration or change of mind.

I'm going to drive home.

Come on, dude, you've had too
much to drink. Give me your
keys!

Wonder

I wonder expresses an unanswered question or doubt. The subject-verb order is different from that of a question.

Where is Ellie?
Is Jon married?

I wonder where Ellie is.
I wonder if Jon's married.

No wonder indicates that something is obvious.

He's smart, energetic, well educated, and charming. **No wonder** you like him!

Quite the character

To be **quite the character** is to be unusual in some way.

She never stops talking but can always
make you laugh.
He's really quiet and never talks to
anybody, yet the girls all like him.

Yeah, I hear she's **quite the character**.
He must be **quite the character**.

Fraternity

A **fraternity** is an established social group of university men, who often live together in a **frat house** and mainly exist for social purposes. Fraternities are also known as **Greeks**, as they use Greek letters to form their names. Similar organizations exist for women and are called **sororities**.

EXERCISE

3·1

Circle the best answer for each question.

1. What are you like?
 - a. I'm like, what's going on?
 - b. I'm a little shy.
 - c. I like chocolate.
 - d. It's crazy.
2. What do you like?
 - a. I'm like, who are you?
 - b. I'm always busy.
 - c. I like red dresses.
 - d. I'm crazy.
3. Who do you look like?
 - a. I look like my sister.
 - b. It sounds crazy.
 - c. I like my sister.
 - d. I sing like my father.
4. What is your sister like?
 - a. I like my sister.
 - b. She likes to ski.
 - c. She's tall.
 - d. She likes me.
5. What is her boyfriend like?
 - a. He likes her.
 - b. She likes him.
 - c. He's like, go home!
 - d. He's very smart.

EXERCISE

3·2

Write a question using *like* for each of the following answers.

1. _____
He's very tall.
2. _____
Yes, she does.
3. _____
He's quite the character.
4. _____
They like to play basketball.
5. _____
She likes to play with dolls.
6. _____
I'm honest.

EXERCISE

3·3

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. _____ in general | a. actually |
| 2. _____ the truth is | b. as a matter of fact |
| 3. _____ almost never | c. basically |
| 4. _____ not to mention | d. hardly ever |
| 5. _____ next | e. I mean |
| 6. _____ it's no surprise that | f. I wonder |
| 7. _____ very | g. I'm like |
| 8. _____ in other words | h. no wonder |
| 9. _____ I don't know | i. plus |
| 10. _____ I'm thinking | j. really |
| | k. so |
| | l. then |

EXERCISE

3·4

Match each question in the first column with an appropriate response from the second column. Note: Some questions have more than one appropriate response.

- | | |
|----------------------------------|---|
| 1. _____ What is he like? | a. Actually, he does. |
| 2. _____ What does he do? | b. Actually, he is. |
| 3. _____ What does he like? | c. Actually, he likes pizza. |
| 4. _____ Is he a singer? | d. Actually, he's really nice. |
| 5. _____ Does he play the piano? | e. As a matter of fact, he doesn't. |
| 6. _____ Is he in a fraternity? | f. As a matter of fact, he likes video games. |
| 7. _____ Does he call you a lot? | g. Hardly ever. |
| 8. _____ When does he work? | h. He doesn't have a job. |
| | i. He looks like a movie star. |
| | j. He's a carpenter. |
| | k. He's a movie star. |
| | l. He's awesome. |
| | m. He's nice. |
| | n. He's quite the character. |
| | o. As a matter of fact, he is. |

EXERCISE

3·5

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

- Let's go home. I'm _____ tired.

a. feel like	c. really
b. basically	d. at least
- We need another player for the team. _____ Tom?

a. What about	c. As a matter of fact
b. Actually	d. Hardly ever
- It's a really hard course. _____, I'm up all night studying.

a. What about	c. Hardly ever
b. Then	d. I mean
- She talks a lot. _____, she's on the telephone from the time she gets up 'til she goes to bed.

a. So	c. Plus
b. Then	d. Basically

5. This chair is _____ comfortable. I could sit here all day.
- a. so
 - b. plus
 - c. no wonder
 - d. seems like

EXERCISE

3·6

Circle the most appropriate response to each of the following questions or remarks.

1. Ben never showed up last night.
 - a. Well, he hardly ever goes out.
 - b. Come on, let's go out.
 - c. At least he's sick.
 - d. Actually, he's a party animal.
2. I don't think I'll go to the concert. It's too expensive.
 - a. At least it costs \$25.
 - b. Come on, you have plenty of money.
 - c. So you're going?
 - d. I wonder if you have enough money.
3. What do you think of the new mayor?
 - a. No wonder he is the mayor.
 - b. I'll call him.
 - c. What about Janice?
 - d. At least he shows up at meetings.
4. There's a lot of traffic on Route 66.
 - a. So where are we going?
 - b. What about Route 95?
 - c. Then we'll get there quickly.
 - d. No wonder we like Route 66.
5. So, what do you like about your fraternity?
 - a. In the first place, the guys are really cool.
 - b. Dude, you're quite the character!
 - c. I mean, she really likes her sorority.
 - d. No wonder you're in a fraternity.

EXERCISE

3·7

The following statements explain why a friend does not like her apartment. Write in the words or expressions (e.g., in the first place, not to mention that, in the second place, plus) that introduce each statement.

I do not like my apartment.

1. _____, it's in a terrible location.
2. _____, it's way too small.
3. _____, the kitchen has really old appliances.
4. _____, there's a leak in the roof!

Striking up a conversation

4

Conversation: Running into a friend

NICOLE: Hi, Jen. **What's up?** I haven't seen you **for ages**.

JEN: Nicole! **Fancy running into you here.** Do you have time for a cup of coffee?

NICOLE: Sure. We really need to **catch up**. Do you work around here?

JEN: At the dress shop across the street. I'm a sales assistant **for the time being**, but I'm hoping they'll promote me to buyer after I have some experience **on the floor**.

NICOLE: Oh—I love that shop. Their clothes are so **trendy** and different from the **run of the mill**. You look fantastic—I'll **bet** their sales have gone up since you started working there.

JEN: Well—I **try!** **The thing is**, I enjoy the work, because I love the clothes, and I like helping people find what works for them. It's actually quite fulfilling.

NICOLE: Good for you. And I think the idea of becoming a buyer is **great**. **Before you know it**, you'll be working on your own designs. I remember how you **used to** dream of being a fashion designer.

JEN: Yeah, and I think this is **a step in the right direction**. Now, **what are you up to?** The last I heard, you were **about to** move across country. I hope you're back to stay!

NICOLE: As a matter of fact, I just got back a couple of months ago. I'm glad I went, because now I know I really want to be here. I'm working as a waitress right now but am hoping to get a teaching job. I've applied to most of the local school districts so **have my fingers crossed** I'll get something this fall.

JEN: What do you want to teach? I've heard **there are** openings for high school teachers in Howard County.

NICOLE: **No way!** I haven't even applied there. I'll do it **as soon as** I get home. Man, that'll be awesome if they need a biology teacher. Thanks for the **tip!** **Which reminds me**—waiting tables isn't all bad. On weekends I get pretty good **tips**. And **banking on** the info you just gave me, I think I'll follow you back to work and **splurge** on a new dress!

JEN: Great. I already have in mind some things for you to **try on**.

Later:

NICOLE: **Wow**. I love this one. I guess I'm **getting ahead of myself**, but I **have a feeling** this is just what I need for the interview with the principal.

JEN: And for the first day of school!

NICOLE: Thanks so much for your help. Now I'm really **pumped!** I'm so happy I **ran into** you today.

JEN: **Me, too**. Let's **make sure we get together** more often.

NICOLE: Yeah. I promise I'll **keep in touch**.

JEN: Take care, and **let me know** what happens. Bye for now.

NICOLE: Bye—and thanks again!

Improving your conversation

What's up?

What's up? is an informal way of asking people how they are. **What are you up to?** is a way to ask people what they have been doing lately.

Hey, Kim—**what's up?**
So, **what are you up to** these days?

Oh, not much. How are you?
Oh, just working, as usual. How about you?

Run into

Run into means to see someone by chance or in an unexpected place.

Fancy running into you here

Fancy running into you here means I didn't imagine I would see you. It is often said when you see people in places where you normally don't see them. Other expressions you could use in this situation are **fancy meeting you here** and **what a coincidence**.

For ages

For ages and **in ages** mean for a very long time.

How's Dan? I haven't seen him **for ages**. Yes, it's been a long time. He's fine.

Before you know it

Before you know it means very quickly.

Oh, I'm so tired of school.

Calm down. **Before you know it**, you'll be finished and wishing you were back in school again!

As soon as

As soon as indicates that something will happen at the same time that something else happens.

We'll eat **as soon as** your dad gets home.
I'll call you **as soon as** I get the information.

Used to

Used to has several uses.

To be used to (something) indicates a custom or habit.

At first it was difficult to live here, but now I **am used to** the cold weather.
I work the night shift, so I **am used to** staying up all night and sleeping during the day.

Used to (do) can indicate action that was once habitual but is no longer done, or a situation that was once true but no longer is.

She **used to** live next door to us.
He **used to** smoke.
I **used to** be married to him.

Used to (do) can also indicate an action that was done routinely in the past.

When we were little, we **used to** swim in the lake.

When he was a kid, he **used to** ride his bike to school.

This meaning can alternatively be expressed with **would (always)** or a past tense verb.

When we were little, we **would always** swim in the lake.

When we were little, we **swam** in the lake.

When he was a kid, he **would always** ride his bike to school.

When he was a kid, he **rode** his bike to school.

Try

Try on means to put clothing, shoes, or accessories on to see if they fit or if you like them.

I would never buy shoes without **trying** them **on** first.

Try this dress **on**. Let's see how it looks.

Try out means to use a car or other equipment to see how well you handle it or if you like it.

Your new camera looks awesome!

Would you like to **try it out**?

Try to/try and indicate an effort to do something that may not be easy.

Try to be here before eight o'clock./**Try and** be here before eight o'clock.

Try + verb in -ing form (something) indicates a suggestion for solving a problem or problematical situation.

I can't get the door open.

Try turning the key in the other direction.

I try is a way to express modesty after receiving a compliment.

You are a good cook!

Thank you; **I try**.

There is/there are

There is is followed by a singular or non-count noun to indicate that it exists.

There is a stop sign on the corner.

There is milk in the refrigerator.

There is too much pollution here.

There are is followed by a plural noun to indicate that more than one person, place, thing, or abstract notion exists.

There are a lot of bikes on the road.

There are too many people in this class.

Wow

Wow is a common way to express surprise.

Here is your exam.

Wow! I got an A.

This is where we'll be living for a while.

Wow—it sure needs a lot of work!

I'll bet

I'll bet indicates sincere belief that what you are going to say is true, even though you have no proof.

What's Maria up to? **I'll bet** she's making a lot of money.

However, if you are replying to someone else's statement with **I'll bet**, this indicates that you do *not* believe it.

I hear Maria's making a lot of money. **I'll bet.**

No way

No way is another expression that can mean two opposite things: definitely no or that's good news.

Are you going to Claudia's party? **No way!** She hardly speaks to me.
We're going to the beach for a week. **No way!** That sounds like a lot of fun!

On the . . .

To be **on the floor** means to be working as a salesperson in a store.

I'll bet you're tired after being **on the floor** all day.

To be **on the job** means to be working on a project that requires physical labor.

We're installing the electricity in How long have you been **on the job**?
the new building up the street.

Trendy

Trendy is an adjective that describes the latest fashions.

It looks like long skirts are **trendy** again this year.

Run of the mill

Run of the mill is a way to describe something very ordinary or nondescript. If used before a noun, it has a hyphen between each word; if used without a noun, there are no hyphens.

My shoes are comfortable but not trendy. They are quite **run of the mill**.
This book is quite interesting. It's not just a **run-of-the-mill** romance novel.

Tip

A **tip** is an extra payment made to a server, taxi driver, beautician, barber, or anyone else working to provide a service.

The waiter gave us great service, so he got a good **tip**.

A **tip** can also be a helpful suggestion.

The teacher told us to answer the easy questions first. That was a good **tip**.

The thing is

The thing is introduces an explanation for a situation.

Why aren't you ready for school? **The thing is**, I can't find my backpack.
How does that guy keep his job? **The thing is**, he's a friend of the boss's sister.
He never does anything.

A step in the right direction

A **step in the right direction** refers to an action that will lead to success.

I'm so glad you've decided to go to college. That's definitely a **step in the right direction**.

Be about to

To **be about to** means to be going to do at that moment.

I can't talk anymore. We're **about to** leave for the airport.
Fasten your seat belt. The plane is **about to** take off.

Which reminds me

Which reminds me introduces new information that is remembered because of something that was just said. An alternative to this expression is **speaking of which**.

I'm about to go shopping for Halloween costumes for the kids—**which reminds me**—do you still have the witch hat you borrowed from me last year?
I heard that Brittany was in town. **Speaking of which**, did you know she was getting married?

Have one's fingers crossed

To **have one's fingers crossed** means to indicate strong desire or hope that something happens.

I **have my fingers crossed** that we'll win the game tonight.

Pumped

To be **pumped** means to be very excited and ready for an occasion or event. An alternative expression is **all fired up**.

The whole team is really **pumped** about the game tomorrow. We're ready to win.

Bank on

To **bank on** means to rely on, count on, or trust certain information.

Do you think our candidate will win the election? You can **bank on** it. All the polls say he's ahead.

Splurge

To **splurge** means to spend more money than necessary on something, because you really want it.

She got a bonus at work, so she **splurged** on a first-class ticket.
Why don't we **splurge** and buy the beautiful sofa instead of the run-of-the-mill one?

Another expression that indicates spending a lot of money is **go overboard**.

It was their anniversary, so they **went overboard** and stayed at a five-star resort.

Get together

To **get together** means to meet.

They **get together** every week to discuss their research.

Keep in touch

To **keep in touch** means to continue to contact each other.

They have **kept in touch** for more than thirty years.

Catch up

To **catch up** can mean to find out the news of a friend you haven't seen in a while.

Let's get together for lunch tomorrow. We have a lot to **catch up** on!

It can also mean to reach someone who is ahead of you.

She's running so fast, we can never **catch up** with her.

Catch up can also mean to learn what the rest of the class learned when you weren't at school.

After being home sick for a week, Adrian had to work hard to **catch up** on his lessons.

Get ahead of oneself

To **get ahead of oneself** means to make plans based on something that may not happen. Another expression that has the same meaning is **to count one's chickens before they hatch**.

What? You just met him and you're already planning what to name your children? Aren't you **getting ahead of yourself**? You should never **count your chickens before they hatch**!

Have a feeling

To **have a feeling** about something is to think that it might be true or might happen.

They've never met, but I **have a feeling** they might like each other.

Make sure

To **make sure** means to follow all of the steps that will lead to a desired outcome.

Yes, you can take my car, but **make sure** you bring it back by four o'clock.

Let someone know

To **let someone know** means to tell a person information that he or she needs.

I'm not sure I can pick you up. I'll **let you know** as soon as I find out if my car is fixed.

Me, too

Me, too is a way of saying that you agree with something positive that someone has said or that you have an activity in common with someone else.

I really like living in Springfield.
I'm going home now.

Me, too.
Me, too.

Me, neither is used to express the same meanings after a negative statement.

I really don't like living in Springfield.
I'm not going home yet.

Me, neither.
Me, neither.

EXERCISE

4-1

Choose between *There is* and *There are* to complete the following sentences.

- _____ only twenty-eight days in February.
- _____ a lot of people in this city.
- _____ a big pothole in this street.
- _____ too many cars on the road.
- _____ too much traffic here.

EXERCISE

4-2

Fill in each blank with the correct form of the indicated verb.

- We're not used to (live) _____ in such a small space.
- We used to (live) _____ in a big house.
- He's fine now, but he used to (get) _____ into trouble all the time.
- She used to (smoke) _____. I'm so glad she quit.
- I can't get used to (get) _____ up so early.
- I used to (stay) _____ up late every night.
- Are you used to (work) _____ this hard?
- I know that guy. He used to (go) _____ to my school.
- They are used to (be) _____ cold in January.
- It's hard to get used to (drive) _____ in traffic.

EXERCISE

4·3

Circle the word or words that best complete each of the following sentences.

1. Always _____ your best.
 - a. try to do
 - b. try doing
 - c. trying on
 - d. trying out
2. I love these shoes. I'm going to _____.
 - a. try buying them
 - b. try them out
 - c. try them on
 - d. try
3. Before you buy any machine you should first _____.
 - a. try buying it
 - b. try it on
 - c. try it out
 - d. try it
4. You're a very good driver! Thanks, _____.
 - a. I try to.
 - b. I try.
 - c. Try me.
 - d. I'm trying to.
5. I can't get my finger to stop bleeding. _____ a bandage on it.
 - a. Try to put
 - b. Try out
 - c. Try on
 - d. Try putting

EXERCISE

4·4

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. _____ What a coincidence. | a. before you know it |
| 2. _____ That's a wise decision. | b. Fancy meeting you here. |
| 3. _____ I'll bet. | c. for ages |
| 4. _____ I agree. | d. get ahead of yourself |
| 5. _____ speaking of which | e. I don't think so. |
| 6. _____ hopefully | f. I have my fingers crossed. |
| 7. _____ count your chickens before they hatch | g. Me, neither. |
| 8. _____ soon | h. No way! |
| 9. _____ for a long time | i. Me, too. |
| 10. _____ I don't agree. | j. That's a step in the right direction. |
| | k. What a surprise. |
| | l. which reminds me |
| | m. Wow! |

EXERCISE

4·5

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 hopeful | a. be on the floor |
| 2. _____ be all fired up | b. be on the job |
| 3. _____ be accustomed to | c. be pumped |
| 4. _____ see if something fits | d. be used to |
| 5. _____ test something | e. catch up |
| 6. _____ be working | f. get together |
| 7. _____ spend a lot | g. go overboard |
| 8. _____ meet | h. have a feeling |
| 9. _____ write, call, or text | i. have your fingers crossed |
| 10. _____ make up missed work | j. keep in touch |
| 11. _____ get news | k. let someone know |
| 12. _____ suspect | l. make sure |
| 13. _____ not forget to do | m. splurge |
| | n. try it on |
| | o. try it out |
| | p. run into |

EXERCISE

4·6

Circle the most appropriate response to each question or remark.

- What are you up to?
 - I'm not used to wearing a suit.
 - I used to try.
 - I'm pumped up.
 - I'm about to go on vacation.
- I'm going back to school.
 - Me, neither.
 - That's a step in the right direction.
 - Don't get ahead of yourself.
 - Thanks for the tip.
- Be sure to talk to my friend. He's in charge of the program.
 - Thanks for the tip!
 - I'll try it out.
 - I'll run into him.
 - I'm on the job.

4. Fancy meeting you here.
 a. Yes, what a coincidence. c. Yes, it's a fancy restaurant.
 b. I haven't seen him for ages. d. It's a run-of-the-mill restaurant.
5. It was great to see you again.
 a. I'll catch up with you. c. Try to catch up.
 b. Be sure to keep in touch. d. You're getting ahead of yourself.

EXERCISE

4·7

Match each remark in the first column with all of the appropriate responses from the second column.

- | | |
|---|----------------------------------|
| 1. _____ That was great service. | a. I have my fingers crossed! |
| 2. _____ What's up? | b. I try! |
| 3. _____ This top is so trendy. | c. I'll catch up with him later. |
| 4. _____ I have a feeling she's pregnant. | d. I'll keep in touch. |
| 5. _____ Let's get together soon. | e. Let me know how it goes. |
| 6. _____ I have a little extra money. | f. Let's splurge! |
| 7. _____ You can get a coupon online. | g. No way! |
| 8. _____ He's on the job now. | h. Not much. |
| 9. _____ I'm pumped up about my date. | i. Thanks for the tip. |
| 10. _____ Do you think he'll be there? | j. Try it on! |
| | k. Wow! |
| | l. I have a feeling he will. |

EXERCISE

4·8

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

1. Write three things you used to do but don't do anymore.

2. Write three things that you are used to doing now that you weren't used to doing some years ago.

3. Do you keep in touch with an old friend? How?

4. What do you and your friends do when you get together?

5. What are you pumped up about?

EXERCISE

4·9

Write a paragraph of five sentences in which you tell what you try to do every day. Ask an English-speaking friend to check your answers.

EXERCISE

4·10

Write a conversation between two old friends who run into each other in a shopping mall—seeing each other for the first time in five years. Use at least eight of the expressions described in this chapter. Ask an English-speaking friend to check your answers.

Making dates and appointments

5

Conversation A: Making an appointment with a doctor

RECEPTIONIST: Drs. Manning and Sharp. How **can** I help you?

LISA: Hello. My name is Lisa Peterson. I'd like to make an appointment to see Dr. Sharp, hopefully sometime next week.

RECEPTIONIST: And what is it you want to see him about?

LISA: I need a complete physical for a new job I'm about to take.

RECEPTIONIST: Do you have a form that **has to** be filled out?

LISA: Yes, I do—and it looks like I'll need a pretty thorough exam.

RECEPTIONIST: **Can** you fax it to me? That way I'll know how much time to allot for your appointment.

LISA: Sure. **Can** you give me your fax number?

RECEPTIONIST: It's 202-739-5906.

LISA: Good. I'll fax it to you right away. **Will** you call me back when you get it?

RECEPTIONIST: **Right.**

Later:

RECEPTIONIST: Hello, Lisa. This is Dr. Sharp's office. I see you're going to need an hour-long appointment, and Dr. Sharp **won't be able** to do that for at least another month. **I could** give you an appointment with Dr. Manning next Thursday, **though**, at 1 p.m. **Would** you like to take that?

LISA: Um . . . yes, that sounds fine. Is there anything I **should** do to prepare for the exam?

RECEPTIONIST: Yes. I know this will be difficult, but you **mustn't** eat or drink anything after midnight the night before. I **wish I could** give you an appointment earlier in the day, but we don't have any other openings.

LISA: OK. But if there is a cancellation earlier in the day, please let me know. I'd **much rather** come in early in the morning.

RECEPTIONIST: **Of course.**

LISA: Thanks very much. Good-bye.

Conversation B: Changing a lunch date

LISA: Hi, Maria. It's Lisa. **Listen**, I'm not going to **be able** to have lunch with you next Thursday. I **have to** have a physical for my new job, and it's on Thursday at one o'clock—and it's in Alexandria. I'm really sorry. **Can** we make it another day?

MARIA: **No problem**. How about Friday **at** 12:30?

LISA: **Oh dear**, I **can't** do that, either. **Could** you do Wednesday?

MARIA: **Look**, we're going to have to make it the following week. We've **both got too much on our plates** right now. **Let's say** Thursday, the twenty-fourth, at one o'clock. OK?

LISA: **Perfect**. We'll have a lot to talk about by then!

Improving your conversation

In/on/at to indicate events

Events—dates, appointments, meetings, receptions, parties, concerts, classes, etc.—all have set days, times, and locations that are indicated by certain prepositions.

In indicates the month or year of an event.

Her birthday dinner is **in** October.

The celebration is **in** 2014.

On indicates the day or date of an event.

The appointment is **on** Friday.

Our classes are **on** Tuesdays and Thursdays.

Her party is **on** August 13.

At indicates the time of an event.

The reception is **at** ten o'clock.

The concert is **at** 4:30.

Periods of the day are indicated as follows:

in the morning

in the afternoon

at night

At indicates the location of an event or number in the street address.

The movie is **at** the State Theater.

The State Theater is **at** 405 S. Washington Street.

On indicates the name of the street in the address of the location.

The movie is **at** the theater **on** State Street.

In indicates a location of an event where the address is already understood.

The movie is **in** Theater A.

The meeting is **in** the boss's office.

Modal auxiliaries

Following are explanations of the different uses of **modal auxiliaries**—verbs that modify other verbs in certain ways. They have the same conjugation in all forms.

I/you/he/she/it/we/they

will/can/may/might/could/would/should/must

Will can indicate a prediction for the future. The negative form of **will** is **won't**.

We **will** get fat if we eat too much candy.

He **won't** be here long—he's leaving in a few minutes.

Will + probably indicates what is likely to happen.

I **will probably** be home after midnight.

She **probably won't** be with me.

Will is used to ask and accept favors.

Will you lend me your pen?

Yes, I **will**.

Won't is used to refuse to do something.

Will you lend me a thousand dollars?

No, I **won't**.

Can indicates ability. The negative form of **can** is **can't**.

Present tense: She **can** cook like a pro. She **can't** sing, though.

Past tense: She **could** cook when she was very young. She **couldn't** sing then, either.

An alternative way to indicate ability is **be able** to.

She **is able** to cook.

She **was able** to cook when she was young.

She **will be able** to cook like a pro when she finishes culinary school.

Can also indicates permission.

Present tense: He **can't** go to the movies with us. (His mother said no.)

Past tense: He **couldn't** go to the movies with us.

Future: He **won't be able** to go to the movies with us.

May is another way to ask for and give permission.

May we sit here?

Yes, you **may**./No, you **may not**.

May can also indicate possibility. Alternative ways to indicate this are **might** and **maybe + will**.

It **may** rain tomorrow.

It **might** rain tomorrow.

Maybe it **will** rain tomorrow.

Could, in addition to being the past tense of **can**, also indicates a suggestion.

How can I impress my boss?

You **could** wear a suit and tie to work.

Could is also a polite way to ask permission.

Could I borrow a cup of sugar?

Of course, you **can/may**.

Supposed to

Supposed to indicates advice to follow a custom.

We're **supposed to** be seated at our desks before the bell rings.
You're not **supposed to** text during class.

Wish

To **wish** means to be sorry that something is not true. It is followed by a verb in the subjunctive mood. Present tense subjunctive forms are as follows:

The verb *be*: use **were** for all subjects (I, you, he, she, it, we, they).

(You are not here.)

(We are not in California.)

(He is not tall.)

I **wish** you **were** here.

We **wish** we **were** in California.

He **wishes** he **were** tall.

All other verbs: use the past tense form.

(She can't go to the concert.)

(I don't like to dance.)

(She doesn't study enough.)

She **wishes** she **could go** to the concert.

I **wish** I **liked** to dance.

We **wish** she **studied** more.

I wish! indicates that it would please you if something said were really true, even though you believe that it isn't true.

You're the best student in the class.

I wish!

How about . . . ?

How about . . . ? is a way of making a suggestion.

I want to go shopping.

Do you have these shoes in size six?

How about going with me this afternoon?

No, but **how about** these? They're very similar.

Let's say

Let's say is a way of making a more forceful suggestion.

I want to go shopping.

Can you pick me up at 5 p.m.?

Let's say you do your homework first.

Let's say 5:30; I can't get there by 5.

Oh dear

Oh dear is an exclamation that indicates you wish something weren't true or hadn't happened.

Oh dear, I dropped my bag and my stuff is everywhere.

Oh dear, I said Friday and I meant Thursday. I'm so sorry.

Look

Look is an expression that indicates that you want the person you are speaking to to understand what you are going to say next.

You got here late!

Look, I said I was sorry.

Listen

Saying **listen** indicates that you want the person you are speaking to to pay attention to what you are going to say next.

You won't believe what I just heard
about Carrie.

Listen, I don't want to hear any more gossip!

Both

Both is used as a pronoun or adjective to refer to any two people, places, objects, or abstract notions.

I invited Todd and Carlos. I hope **both** of them can come.

We went to New York and Washington. **Both** are fascinating cities./They are **both** fascinating cities./**Both** cities are fascinating.

I couldn't decide which shoes to buy, so I bought **both** pairs.

Though

Though can be used to mean however—indicating that there is an alternative answer.

Are you a good baseball player?
Is he in the band?

No, I'm good at hockey, **though**.
No, he does play the guitar, **though**.

Have too much on one's plate

To have too much on one's plate is an expression that indicates that someone is very busy—probably because of an unusual project or happening.

Look—I'd like to help you out, but we just moved to a new house, I'm learning a new job, and I just **have too much on my plate** right now.

Right

Right indicates that you understand or agree with what was just said.

Am I supposed to wear a tie?

Right.

Yeah, right! is a sarcastic answer that indicates that what was said previously is ridiculous.

You're wearing a tie, of course.
I got all As last semester.

Yeah, right! [Of course not!]
Yeah, right! [I don't believe you.]

Perfect

Perfect indicates that you accept a suggestion or offer.

We can discuss this further at the
meeting tomorrow.

Perfect.

Shall we meet in the cafeteria for lunch?

Perfect.

Of course

Of course indicates that what was said is agreed to or obvious.

Will you go over my homework with me?
Do we have to work tomorrow?

Of course.
Of course! It's not a holiday.

No problem

No problem can mean that a request is accepted.

Is it OK if I come in late tomorrow?
I have a doctor's appointment.

No problem.

No problem can also be used as a reply to an expression of thanks. An alternative expression with the same meaning is **you're welcome**.

Thanks so much for fixing my flat tire.
Excuse me, you dropped your wallet.

No problem.
Oh, thank you!

You're welcome.

EXERCISE

5.1

Fill in each blank with the appropriate preposition (in, on, at).

1. The game is _____ Fairfax High School, _____ the gymnasium, _____ Saturday _____ eight o'clock _____ the evening.
2. Our wedding is _____ November _____ Springfield Country Club.
3. The inauguration is _____ 2013 _____ the Capitol _____ Washington, D.C.
4. The dinner is _____ Friday _____ six o'clock _____ the evening _____ Emily's restaurant _____ the back room.
5. The show is _____ July 24 _____ one o'clock _____ the afternoon _____ the art gallery _____ Jefferson Avenue _____ Leesville.

EXERCISE

5.2

Express the following using modal verbs or their alternatives.

1. (You are a student.) Ask your teacher for permission to leave the classroom.

2. (You are a teacher.) Tell your students that they are not allowed to leave the classroom.

3. Ask your friend if it is important for him to work today.

4. (You are the boss.) Tell your employee that she is obligated to work tomorrow.

5. (You are sick.) Ask your doctor for her advice about when to take the medicine she prescribed.

6. (You are a doctor.) Tell your patient that it is customary to take the medicine just before a meal.

7. (You are a police officer.) Tell a pedestrian not to jaywalk (cross the street in the middle of a block).

8. (You are a pedestrian.) Ask a police officer if it is necessary for you to wait for a green light before crossing.

9. (You are a waiter.) Ask your customer if he prefers his steak medium or well done.

10. Invite your friends to a party at your house on Saturday night.

11. Ask your brother to pick you up at the airport.

12. Tell your sister that you refuse to pick her up.

EXERCISE

5.3

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

- | | |
|---------------------------------|-----------------------|
| 1. _____ she prefers | a. she can |
| 2. _____ she wants | b. she cannot |
| 3. _____ she is able to | c. she is supposed to |
| 4. _____ she has permission to | d. she may |
| 5. _____ maybe she will | e. she may not |
| 6. _____ she is advised to | f. she might |
| 7. _____ she probably isn't | g. she might not |
| 8. _____ she probably doesn't | h. she must not be |
| 9. _____ she accepts | i. she mustn't |
| 10. _____ she refuses | j. she ought to |
| 11. _____ she is advised not to | k. she should |

- | | |
|---------------------------------|---------------------|
| 12. _____ she is not allowed to | l. she shouldn't |
| 13. _____ she is unable to | m. she will |
| 14. _____ maybe she won't | n. she won't |
| | o. she would like |
| | p. she would rather |
| | q. she must not |

EXERCISE

5.4

Fill in each blank with the correct form of the indicated verb.

- I wish you (be) _____ here.
- She wishes she (can) _____ go to school.
- We wish they (will) _____ call us.
- I wish we (have) _____ more time.
- They wish I (do not) _____ spend my money on cars.
- He wishes he (be) _____ back home.
- Don't you wish it (be) _____ your birthday?
- I wish I (can) _____ tell you the news.
- I wish she (call) _____ me more often.
- They wish she (live) _____ closer to their house.

EXERCISE

5.5

Write a sentence using I wish to indicate your dissatisfaction with the statement.

- You don't love me.

- My neighbors make a lot of noise.

- My mother isn't here.

4. I'm not married.

5. She can't stay here tonight.

6. He won't move his car.

7. She drives too fast.

8. They come home late.

9. I don't have enough money.

10. Our house is too small.

EXERCISE

5•6

Circle the most appropriate response to each question or remark.

1. I wish we could take a vacation.

a. Perfect.

b. Yeah, right.

c. Look—we can't afford it.

d. Oh dear.

2. We'd rather go to the mountains than the beach.

a. Listen—why don't you go to the mountains, and we'll go to the beach.

b. Look—I'm tired.

c. Perfect. Let's say we all go to the beach.

d. Oh dear. Then we'll all go to the beach.

3. Can you help me with these packages?

a. Oh dear, I can.

b. Oh dear, I can't.

c. Let's say no.

d. Perfect.

4. Are you graduating in June?

a. No problem!

b. I wish!

c. You have too much on your plate.

d. I mustn't.

5. Why is your project late?

a. No problem!

b. Of course!

c. I have too much on my plate!

d. Right!

EXERCISE

5·7

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

- | | |
|--------------------------|-----------------------------|
| 1. _____ Oh dear. | a. How about . . . |
| 2. _____ Perfect. | b. I don't believe you. |
| 3. _____ Of course. | c. I made a mistake. |
| 4. _____ Let's say . . . | d. It's OK with me. |
| 5. _____ Yeah, right. | e. No problem. |
| 6. _____ No problem. | f. Of course not. |
| 7. _____ I wish. | g. Pay attention. |
| 8. _____ Look, . . . | h. That's a shame. |
| 9. _____ Listen, . . . | i. That's fine with me. |
| 10. _____ Right. | j. Too bad that's not true. |
| | k. Understand this, . . . |
| | l. Yes. |
| | m. You don't need to ask. |

EXERCISE

5·8

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

1. _____
Yeah, right.
2. _____
I wish!
3. _____
Of course!
4. _____
No problem.
5. _____
Right.

Expressing wants and needs

6

Conversation: Looking for a new apartment

RECEPTIONIST: Good morning! How can I help you?

TED: I'd like to rent an apartment in this neighborhood and wonder if you can help me.

RECEPTIONIST: You need to talk to Shirley—she's our go-to agent for apartment rentals. Here, I'll take you to her office.

SHIRLEY: Hello, I'm Shirley. Have a seat and tell me what kind of apartment you're looking for. Is it just for you?

TED: Well, that depends on what's available. I'd really rather live alone, but if I don't see anything that works, I could share a bigger place with a friend of mine.

SHIRLEY: OK. First, tell me what you have in mind.

TED: The most important thing is the location. I want to be in the city, preferably in this neighborhood, so I can walk to the university and to the metro station. I don't have a car.

SHIRLEY: OK, then you don't mind if there's no parking space.

TED: Exactly. But I want a secure building. I also want it to have a living room, a dining room, one bedroom, and, of course, a modern kitchen and bathroom. I don't really need all the bells and whistles, but I would like to have a balcony.

SHIRLEY: And what is your budget? I mean, what monthly rent are you thinking about, including utilities?

TED: I'm hoping to find something for about \$700 a month.

SHIRLEY: Look, I can tell you right now there are no decent apartments in this area under \$1,200 a month—and none of them have dining rooms or balconies. There are modern, secure buildings that are actually near the metro—but they're at least six miles outside of the city.

TED: There's no way I'm going to live way out there. Do you think you could find a two-bedroom place closer in for, say, \$1,400 a month? Something I could share with my friend?

SHIRLEY: Let me do a little research this morning and see what I can find. I'm not going to tell you that it's impossible, but I can't promise anything, either. Give me a couple of hours to see what's out there. If I find anything worthwhile, we can go have a look this afternoon. In the meantime, I need you to fill out this form so I have your contact information. As a matter of fact, both you and your friend will have to fill out an application in order to be approved as tenants. I'm assuming you want a one-year lease. Is that right? Oh, one more thing: you don't have a pet, do you?

TED: Yes, I'm willing to sign a one-year lease, and no, I don't have a pet. And I'll make sure my friend gets rid of his dog. He can leave it with his family—they have a place in the country. I'd better go give him a heads-up right now.

SHIRLEY: Good. Be sure both of you bring your financial and credit information with you.

TED: Right. We'll see you at noon, then. Thank you very much.

SHIRLEY: See you later.

Improving your conversation

Need

There are several words that indicate that something is required. To **need** is used to require urgent attention or action to prevent damage.

I **need** a doctor. I'm really dizzy.

We **need** to rest. We've been working for six hours.

Flowers **need** water.

Need can also indicate a requirement dictated by someone else.

I **need** six more credits in order to graduate.

The children **need** to bring pencils and erasers to class.

To be a taxi driver, you **need** to have a special driver's license.

To **have to** can indicate a personal need or an obligation to someone else.

I **have to** get my car fixed.

He **has to** work on Saturdays.

You **have to** complete the prerequisites before you can take advanced courses.

She was speeding and **has to** pay a \$100 fine.

To **be required to** indicates you have to do something that is imposed by some sort of authority.

The children are **required to** do their homework before watching television.

The cadets are **required to** wear their uniforms to class.

This warrant means you are **required to** allow the police to search your office.

A **requirement** is a standard imposed on someone by some sort of authority.

Ability to speak another language is a **requirement** for this position.

It's a **requirement** of the home owners' association that you keep your yard neat.

A **prerequisite** is proof of previous instruction or ability necessary for a certain job, course, or position.

This course is open to beginners. There are no **prerequisites**.

A master's degree in business is a **prerequisite** for this job.

Want

To **want** means to have a desire for something and indicates some belief that it will be attained.

We **want** to move to a better neighborhood. (We're saving our money.)

She **wants** to go to college. (She is trying to make good grades in high school.)

He **wants** an ice-cream cone. (He is going to the ice-cream store/ordering ice cream.)

Would like indicates a desire that may or may not be possible to satisfy.

We'd like a house with four bedrooms.

I'd like to go on a vacation.

He'd like to be able to visit his family at least once a year.

Mind

To **have in mind** means to have a good idea of the kind of thing you want.

Sure, I'll help you decorate your living room. What kind of look do you **have in mind**?

To **have a mind to** means to be strongly considering an action.

He stole money from me! I **have a mind to** report him.

To **mind** can mean to not be happy about something. This is the meaning used in the example conversation.

I don't **mind** going to the store. I'm happy to do it.

To **mind** can mean to take charge of a store or shop.

Thank you for **mind**ing the store while I had lunch.

To **mind** can also mean to babysit.

Could you **mind** the children while I go to the store?

To **mind** can also mean to pay attention to.

No, I won't babysit for your children, because they won't **mind** me.

Don't **mind** her—she doesn't know what she's talking about.

To **make up your mind** means to decide.

Do you want pizza or pasta? **Make up your mind!**

I can't **make up my mind** between the SUV and the van.

To **change your mind** means to have a different idea or opinion than before.

I was going to paint the dining room red, but I **changed my mind** and painted it blue.

Never mind means to disregard what was said. **Forget it** is another way of expressing this.

What did you say?

Never mind—it wasn't important.

Mind is also a noun that refers to the brain.

At the age of ninety-five, her body is weak, but her **mind** is still perfect.

A **mind reader** is someone who knows what someone else is thinking.

How was I supposed to know you had a headache? I'm not a **mind reader**.

There is and there are

There is indicates that something exists, and is followed by a singular noun.

There is a gas station up ahead.

There are indicates that more than one thing exists, and is followed by a plural noun.

There are several gas stations about three miles down the road.

Words that indicate that nothing exists—such as **zero**, **no**, and **not any**—are followed by a plural noun.

We have exactly **zero** applications for the position.

There are **no** heart specialists in this area.

She doesn't have **any** brothers or sisters.

Likewise, the pronoun that takes the place of these words, **none**, is followed by a plural verb.

We have three teachers to contact, but **none** (of them) **are** available this week.

Have a look

To **have a look** means to make a short investigation.

I lost my earring yesterday. Do you think it
might be at your house?

I'll **have a look** and see if I can find it.

Get rid of

To **get rid of** means to make sure to no longer have something.

The car used too much gas, so we **got rid of** it. We sold it last week.

You should **get rid of** that suit. It doesn't look good on you.

Preferably

Preferably indicates someone's first choice.

I'd like to buy a new car, **preferably** one that doesn't use much gas.

Go-to

Go-to is an expression used as an adjective to describe a person, place, or object that people depend on or "go to first" for what they need.

You need a handyman? Call Ron—he's my **go-to** person for everything that goes wrong in the house.

I love Cherrydale Hardware. It's my **go-to** store for supplies.

Worthwhile

Worthwhile describes something that has value in terms of time, money, experience, or purpose.

The translation course is intensive, but it is really **worthwhile**.

Cancer research is a **worthwhile** cause.

Out there

Out there is an expression that refers to the real world, at the present time.

Go out and have fun! There are a lot of nice people **out there**.

I'm always careful walking at night. You never know what dangers are **out there**.

Utilities

Utilities include the services necessary for the functioning of a house or apartment, including those for water and sewage, heating, air-conditioning, electricity, and sometimes trash collection.

Some apartment buildings include the cost of **utilities** in the monthly rent, and some don't.

All the bells and whistles

The expression **all the bells and whistles** refers to the most modern, up-to-date—usually expensive—features of homes and other buildings that are either new or recently remodeled.

The apartment has **all the bells and whistles**—a soaking tub with jets, multiple showerheads, granite countertops and stainless-steel appliances in the kitchen, energy-efficient appliances, and many more exclusive features.

Country

Country can refer to a nation.

What **country** are you from? I'm from Colombia.

Country can also refer to the areas that are distant from cities, often where there are farms.

We like to go to the **country** on weekends, to get some peace and quiet.

A heads-up

A **heads-up** is a warning that something is going to happen, so that the other person will be ready.

Hey, Mom—I'm bringing a friend home for dinner and wanted to give you a **heads-up**.

Say

Say can introduce an example of a possibility.

I'm sure you can get someone to pick you up. Why don't you ask, **say**, Rosita or Laura?
Why don't you paint this room a brighter color, **say**, yellow or green?

In the meantime

In the meantime indicates a period of time between two events. Another word with the same meaning is **meanwhile**.

It will be a big help if you go to the store and get what we need for dinner. **In the meantime**, I'll set the table.

Joey had to go away for six months. **In the meantime**, Julie went to classes and learned to cook.

One more thing

One more thing is an expression used at the end of a series of remarks. It could be something important that you almost forgot to say or a question that you almost forgot to ask.

OK, now, go to school. Mind the teacher, try to finish all your work, and don't pick fights with the other kids. **One more thing**: don't forget to thank the teacher for helping you with your math!
So, doctor, I'll take the medicine you gave me and go to physical therapy. **One more thing**—when do you think I'll be able to go back to work?

EXERCISE

6·1

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

1. Get up! We _____ be at the airport by eight o'clock.
2. Do you _____ anything from the drugstore?
3. I'm working hard because I _____ to save money to buy a house.
4. Are there any _____ for this course?
5. Waiter, we _____ to order our meal now.
6. He fell down the stairs! He _____ an ambulance.
7. Please, _____ turning the music down?
8. In the military, you are _____ obey orders.
9. Writing a ten-page paper is one of the _____ of this course.
10. What do I _____ do to get a license?

EXERCISE

6·2

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

- | | |
|-----------------------------|------------------------------|
| 1. _____ have to | a. babysit |
| 2. _____ want to | b. be in charge of the store |
| 3. _____ never mind | c. be required to |
| 4. _____ not care | d. change your mind |
| 5. _____ not be bothered | e. forget it |
| 6. _____ have a new opinion | f. have a good mind |
| 7. _____ be intelligent | g. have a mind to |
| 8. _____ mind | h. need to |
| 9. _____ decide | i. not mind |
| | j. pay attention to |
| | k. would like to |
| | l. wouldn't mind |
| | m. make up your mind |

EXERCISE

6·3

Circle the most appropriate response to each question or remark.

1. There are no decent men for me to date.
 - a. Come on! There are lots of worthwhile men out there.
 - b. Give me a heads-up.
 - c. Make up your mind.
 - d. Never mind. He's our go-to person.
2. The utilities will cost us a fortune.
 - a. It's a prerequisite.
 - b. Have a look at the basement.
 - c. Still, the house is worthwhile.
 - d. It's out there.
3. Why don't you consider a trip to, say, the Caribbean or Hawaii?
 - a. It's not a requirement.
 - b. One more thing, it's in the country.
 - c. I need a heads-up.
 - d. I wouldn't mind that.
4. He's our go-to mechanic.
 - a. I need to talk to him.
 - b. Get rid of the car.
 - c. I have a mind to drive home.
 - d. This is worthwhile.
5. This house has all the bells and whistles.
 - a. I don't see any bells.
 - b. It's out there.
 - c. I'll mind them.
 - d. But it's in the country.

EXERCISE

6·4

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

1. _____
Give me a heads-up.
2. _____
It's definitely worthwhile.
3. _____
Preferably, in the country.
4. _____
Let's have a look.
5. _____
We wouldn't mind.

- 6. _____
I've changed my mind.
- 7. _____
How about, say, a ring or a necklace?
- 8. _____
None of them are here.
- 9. _____
She's our go-to travel agent.
- 10. _____
Get rid of it.

EXERCISE
6·5

Write a word or expression from this chapter for each definition.

- 1. to babysit

- 2. to investigate

- 3. to feel like doing

- 4. zero

- 5. to throw out

- 6. to warn

- 7. to have value

- 8. between now and then

- 9. to have a new opinion

10. heat, electricity, water

11. Oh, I almost forgot . . .

12. not the city

13. trusted source

14. for example

15. forget it

16. the brain

17. obligatory

18. requirement for beginning

19. modern features

20. in today's world

EXERCISE

6·6

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

1. What do you want to accomplish in the next five years?

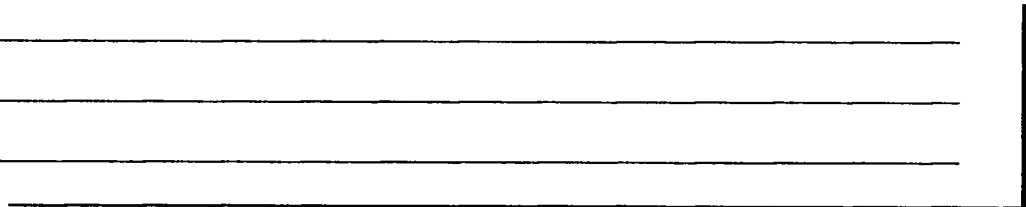
2. What do you need to do to reach your goals?

3. What are you required to do at work/at school/at home?

4. What do you have to do this week?

5. What would you like to do this weekend?

6. What chores do you not mind doing?



Making requests and offers

7

Conversation: Helping a classmate

JIM: Hey, buddy, can I ask you a favor?

ALI: Sure—what can I do for you?

JIM: I wonder if you'd **be willing** to lend me your biology notes. I **missed** a couple of classes when I was sick, and now I'm **totally** lost.

ALI: OK. Why don't we go to the library and copy my notebook and then **go** to your place and **go over** the lessons. I'm **acing** biology this semester, so I'm sure I can get you **back on track**.

Later:

JIM: Oh, man, that will be **a load off my shoulders**. I can't thank you enough.

ALI: Glad to help. As a matter of fact, I have a favor to ask of you.

JIM: **Oh yeah?** Don't tell me you need more advice about your girlfriend!

ALI: Well, not exactly. **It's that** her sister is coming up for the weekend, and I need to find her a **date**. **Any chance** you'd go out with her on Saturday night? We'd all four go to the theater and then out to eat.

JIM: Look, I already agreed to go to the movies with Ben. But **how about if** I invite her to go to the movies with us **instead**? Of course, afterward we'd grab a bite to eat, but it won't be anything **fancy**.

ALI: That sounds great to me. Let me see what Jessica thinks about it, and I'll **get back to you ASAP**.

JIM: Good. And **by the way**, thanks again for the help with biology. I think I'm **on top of it** now.

ALI: No problem. **Don't hesitate** to call me if you have any questions.

JIM: Thanks, buddy. **See you later**.

Improving your conversation

Making requests

A direct command is the strongest way to request urgent attention.

Take her to the hospital!

Let us rest!

Call the police!

Help me!

Can you can also be used to request attention to a need.

Can you get me to a hospital right away?
Can you call the police?
Can you help me?

A direct command for assistance in attaining something you want (rather than something you need) is considered rude. **Can you** is also a little abrupt.

Will you is the most direct way to request what you want and should always be preceded or followed by **please**.

Will you please take me to the airport?
Please, will you bring me a glass of water?

Could you (please) is a more polite way to request what you want.

Could you babysit for my daughter this weekend?
Could you tell us how to get to Main Street from here?

Would you (please) is an even more polite way to request what you want.

Would you (be able to) mow the lawn for me this weekend?
Would you take me to the store this afternoon?

Would you mind + -ing is the most formal way to ask someone to do something for you.

Would you mind helping me with these packages?
Would you mind telling us how to get to the main highway?

Would you mind if + subjunctive is a very polite way to ask permission to do something.

Would you mind if I borrowed your car? No, you can use it for a couple of hours.
Would you mind if we stayed one more night?

To **mind** can mean not be happy about.

Do you **mind** if I use your pen? No, I don't **mind**.
Do you **mind** if I borrow your car? Yes, I do **mind**! You may not borrow it.

A **favor** is something that someone does to help someone else out.

Will you do me a **favor**? Of course. What do you need?
Would you mind if I asked you a **favor**? Of course not. What can I do for you?

Offering assistance

Several expressions are used to offer a favor or assistance.

I'll + verb indicates that you are taking action in an emergency. An alternative way to express this is to use the present progressive tense.

I'll take you to the hospital.
I'm calling the police.

Would you like to + basic verb or **would you like me to + basic verb** can be used when what the person needs is obvious but not urgent.

I see you're tired. **Would you like to** sit down?
I see you need a ride. **Would you like me to** take you home?

Let me know if I can help you or **I'll be glad to help you** are formal expressions used by receptionists, secretaries, salesclerks, or other people whose jobs involve providing services to the public.

The doctor will be with you shortly. In the meantime, **let me know if I can help you**.
Feel free to look through our merchandise, and if you see anything you like or have any questions, **I'll be glad to help you**.

Can I help you? is a way to offer assistance to a stranger in need. An alternative expression is **Let me help you**.

You look lost. **Can I help you?**
You took quite a fall. **Let me help you** get up.

How can I help you? is a way to offer assistance to someone who seems to want something. An alternative expression is **What can I do for you?**

I'm the doctor's receptionist. **How can I help you?**
I see you're waiting for a salesperson. **What can I do for you?**

Is there any way I can help you? indicates a sincere offer of help to someone you know well. Alternative expressions are **Is there anything I can do for you?**/**Is there anything I can do to help?**

Mom, I know you're not feeling well. **Is there any way I can help you?**
So you're moving to your new house next week! **Is there anything I can do to help?**

Oh yeah

The expression **oh yeah** can have different meanings, depending on the intonation. In the example conversation, with ascending intonation (from low to high), it affirms interest in what was just said. Following is another example:

I'm leaving for San Francisco tomorrow morning. **Oh yeah?** What are you going to do there?
How long are you staying?

When **oh yeah** has descending intonation (from high to low), it affirms previous knowledge of what was just said.

C'mon, let's eat lunch. I thought you were **Oh yeah**, I forgot
having lunch with Tim. about that.

It's (just) that . . .

It's (just) that . . . is an expression that precedes an explanation of something just mentioned or questioned. It indicates that the speaker expects the hearer to understand and accept the explanation.

Why didn't you turn your paper in on time? I'm sorry, professor. **It's that** I had two exams and three other papers due last week.

Another way to express this is **the thing is, . . .**

Why don't you ever wash your dishes? **The thing is**, I always seem to be in a hurry to go somewhere.

Date

A **date** is an appointment with someone—often for the prospect of a romantic connection—for a social occasion.

I'd really like to go to dinner with you on Friday, Rita, but I have a **date** with that new guy at work. He invited me to go to the movies with him.

Totally

Totally means completely, 100 percent, very.

Oh, the party was **totally** awesome.
We were **totally** confused by his explanation.

Be willing

To be **willing** means to accept participation in an activity.

Are you **willing** to pick me up at the airport? Sure, what time does your plane land?
He can move to Los Angeles if he wants to, but I'm not **willing** to quit my job and go with him.

Back on track

To be **back on track** means to be back to normal after a difficult period.

Tran missed three practices after he sprained his ankle, but he's been doing extra training, and now he's **back on track** with the rest of the team.
The divorce was hard, but Phil is now getting his life **back on track**.

On top of it

To be **on top of it** means to fully understand something or to be able to handle something.

The math course is hard, but I think he's **on top of it**.
There was a lot to learn in my new job, but now I'm **on top of it**.

A load off my shoulders/mind

A **load off my shoulders/mind** is a big relief from responsibility or worry.

When Jan offered to take care of my mother, it was a huge **load off my shoulders**.
The other driver admitted that the accident was his fault, and his insurance company paid for my car repairs. That sure was a **load off my mind**.

Miss

To **miss** can mean to not be able to attend an event or participate in normal activities.

I'm sorry I **missed** your party. I was out of town. Yeah, and you **missed** the chance to meet my cousin from St. Louis.

He **missed** a week of work when he was sick.
You played the wrong card. Now you have to **miss** your turn.

Miss can also mean to arrive too late for a form of public transportation.

We got stuck in traffic and **missed** our plane. Now we have to reschedule.

Miss can also mean to feel nostalgic or sad about a person you haven't seen, a place you haven't been to, or an activity you haven't participated in for a while.

I **miss** you, I **miss** Arlington, and I **miss** hanging out with you guys.

Miss can also mean failure to answer a question correctly on a test or to connect with a ball (or other object) in a game.

She **missed** six questions on the test and failed it.
You'd better get your eyes checked—you **missed** the ball three times!

Go and come

To **go** means to move *from here or there to another place*.

I'm **going** to the airport tonight.
When are you **going** to Colorado?

To **come** can mean to move *from there to here*.

(I am at work now.) I'm **coming** to work early tomorrow.
(I am in Colorado.) When are you **coming** to Colorado?

To **come** can also mean to move *from here to there*—when the person you are talking to is expected to be *there*.

(I am at work now; you are at home.) I'm **coming** home early this afternoon.
(I am in Virginia; you are in Colorado.) I'm **coming** to Colorado in August.
(We are both at the office.) I hope you can **come** to the party at my house next week.

To **go over** can emphasize that the movement *from here to there* or *to another place* is short.

Go over to your neighbor's house and see if she is at home.

To **go over** can also mean to read or review something in order to understand or remember it better.

I'm going to **go over** my notes tonight. We have a big test tomorrow.

To **come over** emphasizes that the movement *toward you* or *toward the person you are speaking to* is short.

I'm a little scared. Can you **come over**?
Her friends **came over** yesterday and stayed all afternoon.

Come on over is an informal invitation that emphasizes that the distance is really short.

I hear a lot of noise coming
from your house! **Come on over** and join the party!

To **go ahead** means to continue with one's plans.

I'm ready to leave.

We're going to see that horror movie.

Then **go ahead!**

Go ahead. But don't say I didn't warn you.

To **go ahead and + basic verb** means to encourage someone to do something he or she may be hesitating about.

I'm not sure about this car.

Go ahead and buy it. It's a good deal.

To **go ahead and** do something is also a way of saying that you are going to do it right away.

Will you send me more information
about your products?

OK, I'll **go ahead and** e-mail you our
brochure.

I'm going to **go ahead and** make
the reservation for seven o'clock.

Ace

To **ace** means to get a very good grade with little effort.

I didn't know he was so smart. He's **acing** trigonometry.

Fancy

Fancy is used to describe something elegant, possibly with intricate details.

She wore a very **fancy** dress with lots of ruffles and bows.

It was a **fancy** party. There were flowers and candles everywhere, and there was a seven-course, sit-down dinner for more than a hundred guests.

Any chance . . . ?

Any chance . . . ? is used to ask informally if something is possible or true.

Any chance you have a lawn mower I could borrow?

Any chance we could get together for a cup of coffee?

How about if . . . ?

The expression **how about if . . . ?** offers a suggestion for action by one or more people.

We have a long weekend coming up. **How about if** we all go to the beach?

I know you don't have enough money to buy the car. **How about if** I lend it to you?

I'll get back to you

I'll get back to you is a promise to find information for someone and contact him or her as soon as you have it.

I don't know how much the real estate tax on this house is, but I'll find out and **get back to you** right away.

ASAP

ASAP means as soon as possible.

Call me **ASAP**. I have to make up my mind tonight, and I need your advice.

Instead

Instead indicates a replacement for something else. It is placed *after* the word that indicates the replacement.

We thought about going to the beach, but went to the mountains **instead**.

Instead of is used *before* the replaced alternative.

He bought a truck **instead of** a car.

We went to the mountains **instead of** going to the beach.

Instead of going to the beach, we went to the mountains.

By the way

By the way introduces a new topic or a change in subject in the middle of a conversation.

Yes, I really like my new job. **By the way**, have you heard from Kevin?

Sophia said she would take care of the dog while we're away. **By the way**, are you still willing to water the plants?

Don't hesitate

Don't hesitate is a way to indicate your willingness to be available for someone.

If you have any questions about this contract, **don't hesitate** to call me.

See you later

See you later is an informal way of saying good-bye. Alternative expressions include **see ya/later/bye/ciao**.

OK, I've gotta run. **See you later**.

EXERCISE

7·1

Circle the most appropriate expression for each situation.

1. You are ready to order a meal in a restaurant. You say to the server:
 - a. I want the chicken.
 - b. I'd like the chicken, please.
 - c. Can you bring me the chicken?
 - d. Would you bring me the chicken?
2. A woman has just fallen down and cannot get up. You say to someone with a phone:
 - a. Would you mind calling an ambulance?
 - b. Could you call an ambulance?
 - c. Would you like to call an ambulance, please?
 - d. Call an ambulance!
3. Your car has broken down and your cell phone's battery is dead. You say to a stranger:
 - a. Would you mind if I borrowed your cell phone to call my mechanic?
 - b. Hey, can I borrow your phone?
 - c. Let me use your phone!
 - d. Give me your phone, please.

4. You are talking with your academic adviser at the university. You say:
 - a. How many credits should I get in order to graduate?
 - b. How many credits may I get in order to graduate?
 - c. How many credits could I get in order to graduate?
 - d. How many credits do I need to get in order to graduate?

5. A tow truck has come to take your car to the mechanic's garage. You say to the driver:
 - a. Would you like to give me a ride to the garage?
 - b. Give me a ride to the garage!
 - c. Can you give me a ride to the garage?
 - d. I'm willing to ride with you to the garage.

6. A poll is being taken concerning an upcoming election. You say:
 - a. I need Walters to win.
 - b. I have to have Walters win.
 - c. I would want Walters to win.
 - d. I want Walters to win.

EXERCISE

7·2

Write an appropriate question or command for each situation.

1. You want the lady in front of you in the theater to take off her large hat so you can see.

2. You want to borrow a ladder from your neighbor.

3. You want a friend to lend you \$20.

4. You want your brother to lend you \$20.

5. You are in Washington, D.C. You want a stranger on the street to give you directions to the White House.

6. You want to borrow a pen from your classmate.

7. You want the fire department to come to your house to put out a fire.

8. You want a taxi driver to take you to the airport.

9. You are in a car with several friends. You want the driver to drop you off at the next corner.

10. A friend is giving you a ride home. You want him to turn right at the next stoplight.

EXERCISE

7·3

Write an appropriate question or statement offering assistance for each of the following situations.

1. An eight-year-old boy has just fallen off his bicycle and scraped his knee.

2. You are at a party with your small child who will not stop crying and wants to go home.

3. Your best friend is having a party for one hundred people at her home.

4. Your brother didn't get a paycheck last month.

5. One of your coworkers seems to be having a heart attack.

6. Your neighbor is going on vacation for two weeks.

7. You are a sales assistant at a shoe store. A customer is looking at several pairs of shoes.

8. You are a customer service representative at a large company. A woman has just approached your desk.

9. You and your wife discover that your car has been stolen.

10. A couple of tourists look lost.

EXERCISE

7·4

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. _____ be willing | a. answer incorrectly on a test |
| 2. _____ ace | b. be bothered |
| 3. _____ mind | c. be happy to |
| 4. _____ be back on track | d. be sad thinking about |
| 5. _____ come over | e. get a good grade on a test |
| 6. _____ go over | f. get over a difficult period |
| 7. _____ miss | g. have under control |
| 8. _____ be on top of it | h. lose an opportunity |
| | i. not arrive on time for public transportation |
| | j. not attend an event |
| | k. not be happy about |
| | l. not mind doing |
| | m. recover from lost time |
| | n. review |
| | o. visit a neighbor |

EXERCISE

7·5

Circle the most appropriate response to each question or remark.

- Hurry up! I don't want to miss the train.
 - We'll be back on track.
 - You'll miss me.
 - We'll go ahead and walk.
 - Go ahead without me.
- Good news! The judge dismissed the lawsuit against you.
 - Don't hesitate to call me.
 - That's a load off my mind.
 - I'm on top of it.
 - I'm back on track.
- You missed ten out of twenty questions on the exam.
 - Any chance you can help me?
 - Do you mind?
 - That's a load off my mind.
 - I aced it.

4. Are you willing to work harder?
 - a. I'll work instead.
 - b. By the way, don't hesitate.
 - c. I'll get back on track.
 - d. I'm not on top of it.

5. Do you mind if I call you?
 - a. That's a load off my shoulders.
 - b. Go over there.
 - c. Of course not. Don't hesitate.
 - d. Oh yeah?

EXERCISE

7·6

Write an answer for each of the following questions. Ask an English-speaking friend to check your answers.

1. What do you do if you miss a bus, train, or airplane?

2. Do you miss a person or place? What does it feel like?

3. What do you do if you miss a question on a test?

4. What do you do if you miss a class or a day of work?

5. In what games can you miss the ball?

EXERCISE

7·7

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

1. _____

Go ahead. I don't mind.

2. _____

Don't hesitate to call me.

3. _____

That's totally awesome.

4. _____
That's a load off my shoulders.
5. _____
What can I do to help you?
6. _____
I'll call the doctor.
7. _____
I'll come over right away.
8. _____
Sure, I'll go over it with you.
9. _____
Don't miss this opportunity!
10. _____
The thing is, I've been really busy.

EXERCISE

7·8

Write a conversation between two people in which both ask for and offer favors to each other. Use at least eight of the expressions explained in this chapter. Ask an English-speaking friend to check your work.



Listening & Speaking 3

with answers

Miles Craven



CAMBRIDGE
UNIVERSITY PRESS

Unit 2

Can I take your coat?

Get ready to listen and speak

- Which kind of restaurants do you like to go to?

- expensive restaurants
- small, local restaurants
- family restaurants
- fast food restaurants
- self-service restaurants

- What do you usually have to eat when you go out for a meal?

.....

.....

.....

.....

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A Listening – In a restaurant

- 1 Listen to these questions.

Tick ✓ when a waiter might ask each question.

	Before the meal	During the meal
a	✓	
b		
c		
d		
e		
f		
g		
h		



- 2 Listen again and match each question (a–h) with a reply (1–8).

- 1 Yes, I've booked a table for eight o'clock.
- 2 No, thank you. I'll keep it with me.
- 3 Oh, yes, please. It's very nice.
- 4 Yes, it's wonderful, thank you.
- 5 Not yet. Can we have a little more time?
- 6 Not for me, thank you. I'm full.
- 7 Oh, it looks lovely! Thank you.
- 8 Yes, please. I'll have an orange juice.

- 3 Look at these three short conversations. Try to guess the missing words. Then listen and check.

1 Customer: Hello. I booked a table for seven o'clock.
The name's Katai.

Waiter: Ah, yes. Follow me, please.

2 Waiter: Are you _____?

Customer: Yes, for _____ I'd like the soup, please.

Waiter: And for your _____?

Customer: I'll have the salmon, thank you.

Waiter: Very good. And would you like _____?

Customer: Just some mineral water, please.

3 Waiter: Would you like _____?

Customer: No, thanks. I'm full. Can I have _____, please?



**Focus on ...
describing food**

Underline the positive adjectives to describe food, and circle the negative ones.

tender bland crispy juicy greasy
tough under-done fresh tasty overcooked

Think of one food that is ...

salty
hot and spicy
sour
sweet
bitter
savoury

Write *S* (steak), *P* (potatoes) or *F* (fish) next to each word. Sometimes more than one answer is possible.

rare S steamed sautéed
baked medium roast
fried well-done mashed
boiled grilled (stir / deep)-fried

B Listening – Deciding what to have

1 13 Imagine you are on holiday in Rome. You go to a small café for lunch. Listen to the waitress and tick ✓ the dishes she describes.

2 13 Write the letter of each expression (a–e) next to the correct dish in the menu. Then listen again and check.

- a very light
- b quite sweet
- c very tasty
- d a little salty
- e very tender



Café Filberto
Via dei Gracchi 71, Roma

Antipasti / Starter

Bruschetta ✓
Caesar salad
Minestrone soup

Piatti principali / Main course

Risotto Napolitano
Pollo Toscano
Ravioli Filberto
Salmone al Brodo
Bistecca al Norte

Dolce / Dessert

Tiramisù
Chocolate tart
Cheesecake

Coffee or Tea

€23 (service not included)

Learning tip

You may sometimes find it hard to understand someone, especially if they have a strong accent. Remember that everyone speaks with an accent, so you need to adjust your listening. Don't stop listening – try to 'tune in' to what they are saying.

**Sound smart
the schwa /ə/**

The schwa is the weak vowel sound in an unstressed syllable and is pronounced /ə/. It is very common in spoken English.

- 1 14 Listen to these words. Notice the schwa.
tender medium under-done
wonderful salmon sugar
- 2 15 Now listen to these words. Underline the schwas.
waiter reservation potato
pasta starter popular

C Speaking – After a meal

Speaking strategy: Offering to pay

1 Look at these short conversations and notice the expressions in bold.

A: Let me **get this**, will you?

B: No, **it's on me**.

A: Shall we split the bill?

B: No, **I'll get it**. This is **my treat**.

Did you know ...?

To *split the bill* means to share the cost equally. It is also called to *go Dutch*. It is quite common for people, especially young people, to *go Dutch* in many English-speaking countries.

Speak up!

2 What do you think B is saying in this conversation? Write your answers.

A: Oh, look. Here's the bill. I'll get it.

B:

A: Well, shall we at least split it?

B:

A: Are you sure?

B:

A: Thanks very much.

B:

3  16 Play the recording and say your answers.

D Speaking – Dealing with problems

Speaking strategy: Complaining in a restaurant

1  17 Match each complaint (a–f) with a response (1–6). Then listen and check.


- a We've been waiting for our drinks for half an hour. 5
- b Excuse me. These carrots are almost raw.
- c I'm afraid I asked for it rare, but this steak is virtually well-done.
- d I didn't know this dish had nuts in it. I'm allergic to them.
- e Don't you have any high chairs for children to sit in?
- f Sorry, but I asked for the bill ten minutes ago.

- 1 Sorry, sir. I forgot to mention it. Would you like to order a different main course?
- 2 I'll find out what's happened to it.
- 3 Oh, dear. I'll get some more for you.
- 4 Sorry, sir. I'll bring you another one as quickly as possible.
- 5 Sorry, I'll bring them for you now.
- 6 I'm afraid not. Would a cushion do?

2 Look at the complaints (a–f) and find:

- a an expression you can use to get the waiter's attention.
.....
- b two expressions you can use to help you complain *politely*.
.....
.....

Speak up!

3  17 Play the recording again and take the role of the customer. Try to speak at the same time.

4 Imagine you are a customer in a restaurant. Look at these problems. Think of what you can say to the waiter. Then say your answers.

Example: a

You say: Excuse me. My soup is cold and the bread is rather hard as well.

- a Your soup is cold and your bread is rather hard.
- b You've been waiting for your main course for twenty minutes.
- c You don't like the wine. You think it's 'corked'.
- d The vegetables are under-cooked.
- e You think the bill is wrong. You have been charged too much.
- f You asked for sparkling mineral water, but you have still mineral water.
- g You asked for green salad, but it has tomato in it. You are allergic to tomato.
- h Your glass of mineral water is warm.

E Listening – Describing restaurants

1 **118** Martin Vickers is a TV food critic. He is talking about two restaurants he has been to recently. Listen and complete the review form.

The Big Bistro	
Atmosphere	<u>Good</u> / Average / Poor
Service	Good / Average / Poor
Food quality	Good / Average / Poor
Value for money	___ / 10
Sala Thai	
Atmosphere	Good / Average / Poor
Service	Good / Average / Poor
Food quality	Good / Average / Poor
Value for money	___ / 10

2 **118** Listen again and complete Martin's notes.

The Big Bistro
 Atmosphere: quite sophisticated
 Staff: _____
 Service: very _____
 Food: _____ (tuna salad _____, steak rather _____, potatoes _____)
 Total cost: _____

Sala Thai
 Atmosphere: _____ and _____
 Staff: very _____
 Service: _____
 Food: absolutely _____ (soup very _____, fish very _____)
 Total cost: _____



Class bonus

Make a group and role play a conversation in a restaurant.

Customers: Ask about the dishes on the menu and decide what to have. Unfortunately the meal and the service are not very good, so you will need to complain.

Waiter: Welcome your customers. Explain the dishes on the menu, take their order and serve the food.

Manager: Deal with any problems and try to keep the customers happy!

Extra practice

Go to the *BBC Learning English* website and type 'restaurant listen' in the search box. Press enter. Then choose a link that interests you. Complete any exercises.

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

Can-do checklist

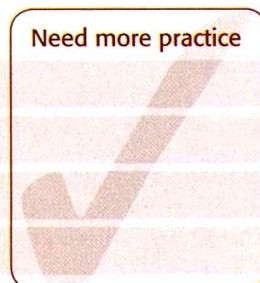
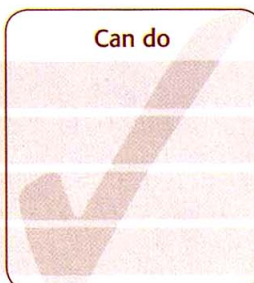
Tick what you can do.

I can understand explanations of dishes on a menu.

I can offer to pay.

I can complain effectively if there is a problem.

I can understand restaurant reviews.



Unit 3

I'm looking for a flat

Get ready to listen and speak

- Match each type of accommodation (a–e) with a picture (1–5).

- a a semi-detached house 5
- b a cottage
- c a terraced house
- d a detached house
- e a block of flats



- Look at these adjectives you can use to describe houses and flats. Write *P* (positive) or *N* (negative) next to each adjective.

- | | |
|-----------------------------------|--------------------------------------|
| modern <input type="checkbox"/> | spacious <input type="checkbox"/> |
| cramped <input type="checkbox"/> | comfortable <input type="checkbox"/> |
| private <input type="checkbox"/> | shabby <input type="checkbox"/> |
| quiet <input type="checkbox"/> | bright <input type="checkbox"/> |
| noisy <input type="checkbox"/> | messy <input type="checkbox"/> |
| isolated <input type="checkbox"/> | dingy <input type="checkbox"/> |

- Tick ✓ the adjectives that describe your home.
 - How important are these factors to you when choosing a home to live in? Give each one a number (1–5). (1 = unimportant, 5 = extremely important)
- size age location style price

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A Listening – Explaining your requirements

- 1 **19** Oleg has just started work in Dublin, Ireland. He is looking for a place to stay and decides to phone an agency. Listen and answer the questions.

- a Is he going to share or live alone?
- b Does he want to rent or buy a property?

- 2 **19** Listen again and complete the form on the right.

- 3 **20** Now listen to the second half of the conversation. Tick ✓ the property he decides to go and see.

74 North Foley Road, Dublin
To Let: €1,250 per month
2 bedrooms, 1 bathroom
Furnished

21 Ivy Court, Dublin
To Let: €1,200 per month
2 bedrooms, 1 bathroom
Furnished

12a Joyce Street, Dublin
To Let: €1,400 per month
3 bedrooms, 2 bathrooms
Furnished



Carter Property Management Ltd.

Client requirements form

Name: ^a Oleg Markov

Type of property: ^b flat / house

Location: ^c

No. bedrooms: ^d

No. people: ^e

Pets: ^f Yes / No

Smoker: ^g Yes / No

Other requirements: ^h

Budget: €ⁱ (max)

B Speaking – Finding the right property

Speaking strategy: Asking about alternatives

1 Match each statement (a–e) with a response (1–5).

- a Do you have anything with a larger garden? 4
- b Is there anything away from the main road?
- c Don't you have anything cheaper?
- d I'd rather have something near a better school.
- e I'd prefer something closer to the city centre.

- 1 That's the most central one we have.
- 2 There's one in Hobart Street. That's very quiet.
- 3 We have one near the Rileys School. That's a good one.
- 4 Yes. This one has nearly half an acre.
- 5 I'm afraid not. That's the least expensive.

2 Underline the phrases in the statements (a–e) that you can use:

- to ask about alternatives.
- to express a preference.

Speak up!

3 Imagine a property agent is showing you various properties for rent. What can you say in the situations below? Say your answers.

Example: a

You say: It's nice, but it's a bit small. Do you have anything a little larger?

- a Small – larger?
- b Noisy neighbourhood
- c No garden
- d No garage
- e Too expensive

Focus on ... comparatives and superlatives



Complete the sentences using the comparative or superlative form of the words in brackets.

- a I'd like something with a bigger (big) garden, if possible.
- b The one on Park Avenue is (expensive) of the three.
- c I think this one is (good) than the others.
- d Don't you have anything (near) the sea?
- e This one is the (nice) one we've seen.
- f Do you have something which is (convenient) for the shops?

C Listening – Checking the financial side

1 21 Look at these questions. Then listen to this property agent in the US. Which questions does he answer?

Finances	
a	How much is the rent?
b	When is the rent due?
c	How much deposit is required?
d	Will I get all my deposit back?
e	Are bills included?

-
-
-
-
-



2 21 Listen again and answer each question.

D Listening – Making sure of the facts

1 22 Read these questions. Then listen to the property agent's replies. Write the letter of each reply (a–f) next to the correct question.

Tenancy agreement

1 How long is the rental agreement?

2 Will the rent go up?

3 Is insurance included?

4 Can I sub-let?

5 How much notice must I give if I want to leave early? ..a

6 Who do I contact if there is a problem?

2 22 Look at the statements below. Tick ✓ True or False for each statement. Then listen again and check your answers.

- | | True | False |
|---|--------------------------|-------------------------------------|
| a You need to give two months' notice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b Contents insurance is not included. | <input type="checkbox"/> | <input type="checkbox"/> |
| c The rent may go up after the lease expires. | <input type="checkbox"/> | <input type="checkbox"/> |
| d You should pay for repairs yourself. | <input type="checkbox"/> | <input type="checkbox"/> |
| e The rental agreement starts from the day you move in. | <input type="checkbox"/> | <input type="checkbox"/> |
| f You will be evicted if you break the terms of your tenancy agreement. | <input type="checkbox"/> | <input type="checkbox"/> |

E Speaking – Getting what you want

Speaking strategy: Making requests and asking for permission

1 Look at the expressions in bold below. Which expressions can you use:

- a to ask permission to do something?
- b to ask someone to do something?

Is it OK if I have broadband installed?
Could you send someone to repair the cooker, please?

Would you mind if I got cable TV?
Would you mind fixing the tap in the bathroom?

I was wondering if I could paint the kitchen a different colour.

Speak up!

2 Imagine you have just moved in to a rented flat and want to make some changes. Think of what you can say when you call your landlord to ask permission. Then say your answers.

Example: a

You say: Would you mind if I painted the lounge white? It's green at the moment and I'd like something a little brighter.

- a Lounge green – white
- b Satellite TV
- c Change phone company
- d New sofa
- e Broadband Internet

3 Now imagine that you have discovered lots of problems. Think of what you can say to ask the landlord to fix them. Then say your answers.

Example: a

You say: Could you send someone to repair the washing machine, please? It's stopped working.

- a The washing machine has stopped working.
- b Your bedroom window is broken.
- c The heating doesn't work properly.
- d The garden is a mess.
- e The front doorbell doesn't work.

F Listening – Dealing with problems

123 Lucy and Samir are tenants in the same block of flats in London. They each have a problem and call the rental agent, Mr Lee. Listen and complete the chart.

	Lucy	Samir
1 What's the problem?	a <i>The cooker is broken.</i>	d
2 When did it start?	b	e
3 What does Mr Lee promise?	c	f



G Speaking – Overcoming difficulties

Speaking strategy: Making your point more forcefully

1 **123** Listen again to Lucy and Samir complain to Mr Lee. Tick ✓ the expressions you hear.

I really must insist that you do something about this immediately.

I'm not very happy about this at all.

I'd like to know what you are going to do about it.

Speak up!

2 Imagine you are a tenant with the following problems. Complain to your rental agent and make your point forcefully. Use the expressions above and say your answers.

Example: a

You say: I told you four days ago that the roof in my bedroom leaks, but nobody has been to repair it yet. I'm not very happy about this at all. When are you going to send someone to fix it?

- a Roof in bedroom leaks (told four days ago)
- b Smoke alarm broken (told two weeks ago)
- c Gardening not done (for two months)
- d Kitchen sink blocked (since last week)
- e Saw mouse in kitchen (last night)

Class bonus

Work with a partner. One person is a tenant and the other is a rental agent.

Tenant: You moved in to your apartment last month. There are some things you would like to change and there are also some problems you want your landlord to fix. You call your landlord.

Rental agent: Listen to your tenant and respond to each request or complaint.

Extra practice

Go to www.google.com and type *renting accommodation listen* in the search box. Choose a link and watch or listen to any information you find.

Can-do checklist

Tick what you can do.

I can explain my accommodation requirements.

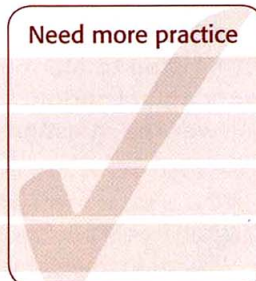
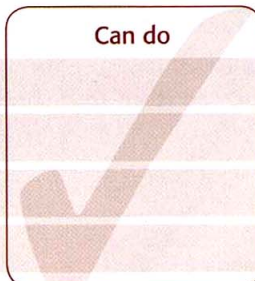
I can ask about alternatives to help me find the right place.

I can ask detailed questions about costs and legal requirements.

I can deal with problems and complain effectively.

Can do

Need more practice



Unit 4

I'd like a refund, please

Get ready to listen and speak

- Match each word (a–h) with a definition (1–8).
- a a credit voucher 2
- b a refund
- c to exchange
- d a receipt
- e an extended warranty
- f faulty
- g to haggle
- h a bargain

1 (n) a piece of paper you receive that proves what you bought, when, and how much you paid

2 (n) a piece of paper from a shop that allows you to buy goods up to the value shown

3 (n) something on sale at a much lower price than normal

4 (v) to change something you bought for something else of similar value

5 (v) to negotiate the price of something before buying it

6 (n) money you receive when you return something

7 (n) a guarantee that lasts longer than the normal period

8 (adj) describing an item which is not working correctly

- 24 Listen to eight statements. For each statement, tick ✓ who you think is speaking.

	Customer	Shop assistant
a	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>

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A Listening – In a shop



- 1 25 Listen to Maribel, a Brazilian au pair working in London, return an item to a shop. Answer the questions.

- a What item is Maribel returning? A blouse
- b What is the problem with it? _____
- c What does Maribel ask for? _____
- d Why doesn't the assistant agree? _____
- e What does Maribel decide to do? _____

- 2 25 Listen again and circle five mistakes in this complaint form. The first one has been done for you.

Haywards Department Store

Complaint Form CS284

Item:	Ray Nichols <u>jeans</u>
Purchased:	Last month
Receipt:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Problem:	Item has shrunk (only washed twice).
Action taken:	Credit voucher given.

B Speaking – Returning items

Speaking strategy: Making a complaint in a shop

1 Look at this extract from Maribel's conversation in the shop.

Assistant: We can't accept responsibility.

Maribel: Well, I'm sorry, but that's not good enough.

2 Notice the expressions in bold you can use when you want to complain.

I'm sorry, but this camera doesn't work properly.

I'm afraid that this phone doesn't work properly.

Sorry, but this phone is broken and I've only had it two weeks.

Speak up!

3 Imagine you are a customer in a shop. Use the information below to complain to the shop assistant.

Example: a

You say: Hello. I bought this notebook computer yesterday, but I'm afraid that the display doesn't work.

- a You bought a notebook computer yesterday, but the display doesn't work.
- b The radio you bought last week has stopped working.
- c A friend gave you a vase for your birthday, but it is cracked.
- d The shoes you bought two months ago are already falling apart.
- e Your new tennis racquet broke the first time you used it.

Learning tip

Take care with the way you use your voice. For example, if you need to complain, try to sound friendly rather than aggressive. Don't raise your voice or appear out of control.

Did you know ...?

A recent survey of 30,000 customers in 30 countries revealed big differences in how likely customers are to complain.

Most likely to complain	Least likely to complain
Sweden 41%	Taiwan 1%
UK 36%	Saudi Arabia 3%
Australia 30%	China 4%
Canada 26%	Poland 5%
US 23%	Russia 6%

Sound smart Showing emotion

- 1 126 The way you say something can be as important as *what* you actually say. Listen to this sentence spoken in two different ways.

A: I saw John today.

B: I saw John today.

Notice how A's voice goes up and down more, showing excitement and interest. B's voice stays very flat, making him sound bored and uninterested.

- 2 127 Listen to six people each say *Good morning. How are you?* Match each speaker (1–6) with how you think they feel.

- 1 friendly
- 2 worried
- 3 angry
- 4 bored
- 5 interested
- 6 tired

- 3 127 Listen again and repeat each sentence, copying the same intonation.

C Listening – Understanding shop policy

28 Barbara is the manager of an electrical shop. Listen to her explain the shop's policy on refunds and exchanges. Tick ✓ True or False for each statement.

- a Damaged and faulty items must be returned straight away.
- b You can either have a refund or exchange the item.
- c You must have a receipt.
- d You have to pay a small administration charge for items that need to be repaired.
- e Unwanted items can be refunded or exchanged if returned in under two weeks.
- f If you return an unwanted item after two weeks of purchase, then no refund is possible.

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



D Listening – Finding out more about a product

29 Listen to six questions this customer asks. Count the number of words in each question. A contraction (like *Where's*) is two words.

- a 5 b c d e f

29 Listen again and write each question.

- a *What size is the screen?*
- b
- c
- d
- e
- f

29 Listen again and repeat each question using the same stress and rhythm. What product do you think the customer is asking about?

.....

30 Now listen to the sales assistant's answers. Write the number of each answer (1–6) next to the correct question (a–f) in Exercise 2.

31 The customer sees two new mobile phones on sale. Listen to the sales assistant talk about them and complete the missing information.

S340

4G
 Fast ^a Internet
 Download ^b clips
^c mega pixel camera
^d video calling

410i

MP3 player + ^e
 Stereo sound
 Can store ^f + songs
 Full ^g – like a pocket PC
^h gigabyte hard drive

Learning tip

If you want to check you have understood something correctly, repeat the important details to the speaker. Make sure your voice goes up at the end of the sentence to make it clear you are asking for confirmation.

E Listening – Bargaining

1 32 Pierre is at a market in London, haggling with a stallholder. Listen and tick ✓ which sentences you hear the stallholder say.

- a That's £35 to you.
It's £35 to you.
- b Let's say 30 pound, then. How's that?
Let's say 30 pound, then. What about that?
- c It's a bargain, I promise.
It's a bargain, I promise you.
- d That is a cash price!
That is the best price!
- e It's a deal.
It's not dear.

2 32 Listen again and complete Pierre's sentences.

- a It's a bit more than I wanted to pay.....
- b Is that your
- c Can't you any better?
- d How much
- e Well, you £20 for it.

F Speaking – Negotiating the price

Speaking strategy: Reaching an agreement

1 Look at these expressions you can use to accept or reject a price.

- | | |
|---------------------------|---------------------------|
| To accept a price: | To reject a price: |
| That's OK with me. | No, I can't pay that. |
| OK. That's fine. | Sorry, it's too much. |
| It's a deal. | It's not worth that. |

Speak up!

2 33 Imagine you are at a market. Listen and accept or reject each offer on price.

- Example: a
 You hear: You can have the desk for \$45.
 You say: Sorry, it's too much. Can't you do any better?

Class bonus

Half the class are market stallholders; the other half are customers.

Stallholders: Decide what items you have to sell, e.g. a jacket, a camera, and the price. Try to sell them.

Customers: Speak to various stallholders. Find out what they are selling and haggle.

Extra practice

Choose an electronic item you own, e.g. a television or mobile phone, and make a list of its features. Then imagine a friend asks you about it. Talk about its features.

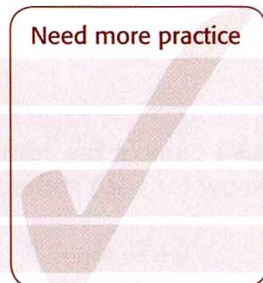
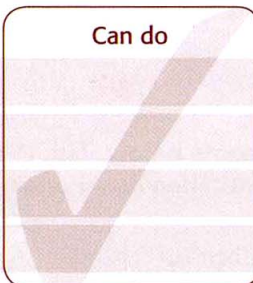
Can-do checklist

Tick what you can do.

- I can make a complaint in a shop.
- I can understand a shop's returns policy.
- I can ask questions about various products.
- I can bargain and reach an agreement.

Can do

Need more practice



Unit 5

Is there anything on?

Get ready to listen and speak

- Do you watch a lot of TV?
Not really. I only watch programmes I like.
I watch quite a lot of TV.
Yes, I'm a real telly addict.
 - Unscramble the letters to find ten types of film.
Can you think of an example for each one?
- | | | |
|---|----------------|---------------------------|
| a | ecdoym | <u>comedy</u> |
| b | orhrr | |
| c | eiccns tiiofcn | |
| d | rwa | |
| e | itlhrr | |
| f | tfasayn | |
| g | iaocnt | |
| h | ovle osryt | |
| i | tweerns | |
| j | aatinoimn | |
- Do you prefer to watch films at the cinema or at home on DVD?

Did you know ...?

Although most internationally famous movies are made in English, every year an Oscar is given for the Best Foreign Language Film. Past winners include *Crouching Tiger, Hidden Dragon* (Taiwan), *Life is Beautiful* (Italy), *Babette's Feast* (Denmark) and *Tsotsi* (South Africa).

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A Listening – A film review

- 1 Listen to Matthew Jenkins, a film critic, talk about a new film. Note down who these people are.

Jane Martins A maid in a large country house
 Charles Danton

Helen Richards

Peter Kite

Kevin Hadley



- 2 Look at the statements below. Tick ✓ True, False or Don't know for each statement. Then listen again and check.

	True	False	Don't know
a The film takes place in the north of England.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b It is based on a true story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Both the main actors are very good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d The ending is rather weak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e It is Kevin Hadley's first film.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f The movie is only suitable for adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Speaking – Describing films

Speaking strategy: Talking about films

1 Write *P* (positive) or *N* (negative) next to each word or expression.

- | | | |
|--------------------------|-------|--------------------------|
| heart-warming | ..P | <input type="checkbox"/> |
| well acted | | <input type="checkbox"/> |
| lots of twists and turns | | <input type="checkbox"/> |
| too long | | <input type="checkbox"/> |
| a bit boring | | <input type="checkbox"/> |
| very surprising | | <input type="checkbox"/> |
| gripping | | <input type="checkbox"/> |
| utterly believable | | <input type="checkbox"/> |
| original | | <input type="checkbox"/> |
| predictable | | <input type="checkbox"/> |

2 Listen to the film review again. Tick ✓ the words and expressions in Exercise 1 that you hear.

Speak up!

3 Think of a film you like. Look at the questions below and make notes.

My favourite film

What is the plot?

Who are the main characters?

How does it end?

Who was it directed by?

Can you remember any of the actors?

Is it well acted?

Were there any special effects?

Do you like the soundtrack?

Why do you like this film?

4 Now talk about the film. If possible, record yourself and play back the recording afterwards. Can you identify any areas to improve?

C Listening – Describing TV programmes

1 Listen to six people each describe a TV programme they enjoy. Write the number of each speaker (1–6) next to the type of programme they are describing.

- | | | | |
|-----------------|--------------------|------------------|-------------------|
| news | crime series | soap opera | drama |
| talk show | quiz show | ..1. cartoon | documentary |
| nature | cookery | sport | comedy |

2 Look at the audioscript on page 90 and listen again. Underline any words and phrases that help you identify the type of programme.

3 Listen to five people give their opinion on different TV programmes. Write *P* (positive) or *N* (negative).

- a ..P.. b c d e

4 Listen again and note the key words that helped you identify each comment as positive or negative.

- a I'm really into it.
- b
- c
- d
- e



Learning tip

Listening for opinions is a useful skill. Try to notice if the speaker is using positive or negative words, and ask yourself how these reflect their viewpoint. If you hear mostly negative words, then the speaker's opinion is likely to be unfavourable. Similarly, a lot of positive words would indicate approval.

D Listening – Listening to the news



1 **137** Listen to the radio news headlines. How many different stories are mentioned?
.....

2 **137** Tick ✓ the topics that are mentioned. Then listen again and check.

- | | |
|---|--|
| entertainment <input type="checkbox"/> | science <input type="checkbox"/> |
| sport <input type="checkbox"/> | the environment <input type="checkbox"/> |
| politics <input type="checkbox"/> | space <input type="checkbox"/> |
| the economy <input checked="" type="checkbox"/> | education <input type="checkbox"/> |
| culture <input type="checkbox"/> | |

Learning tip

If possible, look for any visual clues that could help you. For example, the pictures that accompany the news on television can help you understand the topic of each news item.

3 **137** Listen again and write down the key points in each headline.

Downturn for EU + North American economies. China dominant superpower by 2025.

.....

.....

.....

.....

.....

4 **138** Now listen to the main story in more detail. Answer the questions.

- a What organization carried out the research?
The Global Studies Institute
- b Has China overtaken the world's major economies yet?
.....
- c By when is China expected to be the dominant economic power?
.....
- d When did China's economic reforms begin?
.....
- e How much of the American market is China predicted to have?
.....
- f How much of the European market is China predicted to have?
.....
- g Who is Tim Robbins?
.....

E Speaking – Talking about the news

Speaking strategy: Summarizing

1 Which of these summaries of the news story about China is most accurate?

- a China's economy is going to grow stronger over the next thirty years, but it will not overtake the economies of America and Europe.
- b China has the fastest growing economy in the world today. It has already replaced America and Europe as the biggest industrial and commercial centre in the world.
- c China's economy has been growing quickly for the last thirty years. According to one report, it will not be long before it becomes the biggest economy in the world.

Speak up!

2 **139** Listen to this news story and write down the main points. Then give a brief summary of the story, using your notes as a guide.

It's about

.....

A report by *found that*

.....

.....

.....

.....

.....

F Listening – Making predictions

1 You are going to listen to two news reports about global warming. Tick ✓ the words you think you may hear.

- | | |
|-------------------------------------|---------------------------------------|
| food <input type="checkbox"/> | temperatures <input type="checkbox"/> |
| century <input type="checkbox"/> | traffic <input type="checkbox"/> |
| scientists <input type="checkbox"/> | education <input type="checkbox"/> |
| prices <input type="checkbox"/> | shopping <input type="checkbox"/> |
| falling <input type="checkbox"/> | friendship <input type="checkbox"/> |
| loss <input type="checkbox"/> | rise <input type="checkbox"/> |
| holiday <input type="checkbox"/> | sea ice <input type="checkbox"/> |
| recover <input type="checkbox"/> | |

2 Listen to the first report. Circle the words above that are mentioned.

3 Now listen to the second report. Each time there is a pause, note what you think will come next.

Sound smart Stress and rhythm

1 Look at the first report on global warming. Listen again and notice how the underlined words have more stress.

A group of top European and Australian scientists say that temperatures will rise much faster than previously predicted, possibly by as much as six per cent by the end of the century. They also say that the record loss of sea ice over recent years means that the earth may no longer be able to recover.

2 Find the audioscript on page 91 for the second report on global warming. Listen and underline the words and expressions that should have more stress.

3 Read both reports aloud. Stress the important words.

Extra practice

Go to the *BBC Learning English* website and click on 'News'. Choose some news stories to watch or listen to. You could also go to the *Voice of America Special English* website to watch or listen to more news stories.
<http://www.bbc.co.uk/worldservice/learningenglish/>
<http://www.voanews.com/specialenglish/>

Class bonus

- Make a group and plan a radio show. You need one presenter, one reporter and one reviewer. Decide what stories to cover and each prepare your roles.

Presenter:	It is your job to read the main headlines and present the show.
Reporter:	You need to report in detail on the main story of the day.
Reviewer:	You need to give a review of a film and a TV programme.
- When you are ready, present your show to the class.

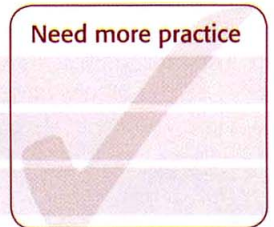
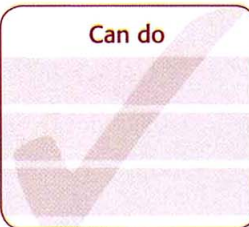
Can-do checklist

Tick what you can do.

- I can describe and discuss films and TV programmes.
- I can summarize main news stories.
- I can make predictions about what I will hear.

Can do

Need more practice



Unit 6

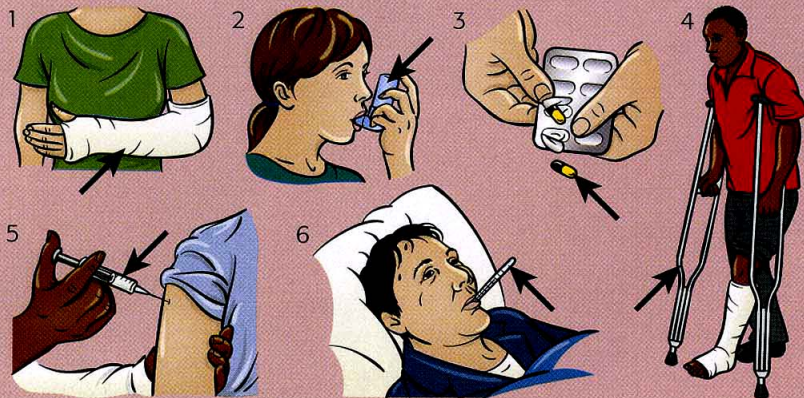
I've got a pain in my arm

Get ready to listen and speak

- Make a list of as many common health problems as you can.
a headache, a sore throat,
.....
.....

- Match each word (a-f) with a picture (1-6).

- a an injection b an inhaler c crutches
d antibiotics e a cast f a thermometer



- Tick ✓ the health problems below that you or someone you know suffers from.

- skin problems
insomnia
asthma
hay fever
migraines
high blood pressure
stress

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A Listening - At the doctor's

- 1 Complete these questions a doctor might ask a patient. Then listen to the conversation and check.

- What seems to be the trouble ?
- Do you when it started?
- Where does it exactly?
- Is it if I do this?
- Are you to anything?
- Have you got any other ?
- Have you been anything for it?

- 2 Write the answers to these questions. Then listen to the conversation again and check your answers.

- What problem does Mohammed have?
He has a terrible pain in his shoulder.
- When did it start?
.....
- What other symptoms does he have?
.....
- Has he been taking any medicine for it?
.....
- What action does the doctor want to take?
.....

Did you know ...?

A *dermatologist* specializes in skin problems.
An *ophthalmologist* treats eye diseases.
A *paediatrician* is a specialist in children's health.
A *psychiatrist* specializes in mental health.
A *cardiologist* is a heart specialist.



Focus on ...
describing health problems

Write each word in the correct category.

~~dry~~ stabbing dull tickly shooting chesty

Words to describe a cough:

dry

Words to describe a pain:

.....

Complete the sentences, using the words below.

sprained runny blotches bleed sore feverish
temperature numb ~~swollen~~ itchy rash

- a My foot is badly swollen .
- b I need some tissues. I've got a nose.
- c Have you got anything for a throat?
- d Mike often has a nose in the morning.
- e Aunt Sophia has her ankle.
- f I've got a high
- g I feel very I'm sweating a lot.
- h I have no feeling in my fingers. They're
- i I've got a bad on my arm.
- j What are these all over my neck?
- k My legs are very I can't stop scratching.

B Speaking – Explaining what's wrong

Speaking strategy: Describing symptoms

1 Look at this extract from Mohammed's conversation with the doctor. Notice how he describes the problem.

Doctor: Now, what seems to be the trouble?
Mohammed: **I've got a terrible pain in my** shoulder.

Here are some other phrases you can use to describe your symptoms.

I think I'm **suffering from** stress.
I'm **coming down with** the flu.
My arm **aches**.

Speak up!

2 Imagine you are at the doctor's. Listen to each question and use the ideas below to have two conversations.

You hear: What seems to be the trouble?
a
You say: I think I'm coming down with the flu.

Conversation 1

a the flu, b yesterday, c since yesterday morning, d runny nose, sore throat, headache, e a little, f some aspirin

Conversation 2

a pain / back, b at the bottom, c last Sunday, d No, e Yes, very, f some pain killers

3 Now listen and use your own ideas to answer each question.

4 Imagine you have the following health problems. Make a list of symptoms and then explain what's wrong to the doctor.

- a the flu
- b stress
- c food poisoning
- a bad cough
- b
- c

Learning tip

In this type of situation, don't worry too much about making mistakes. It doesn't matter if your English isn't perfect. It's better to keep speaking and get your message across.

C Listening – Getting a diagnosis

1 Listen to Sharon Maurice talk to her doctor about a health problem. Tick ✓ the picture on the right that shows Sharon.

2 a What exactly is wrong with Sharon?

.....

b What does the doctor think is the cause?

.....

3 Look at the statements below. Tick ✓ True or False for each statement. Then listen again and check your answers.

a The blotches are all over Sharon's body.

True False

b They are getting worse.

c She noticed them two weeks ago.

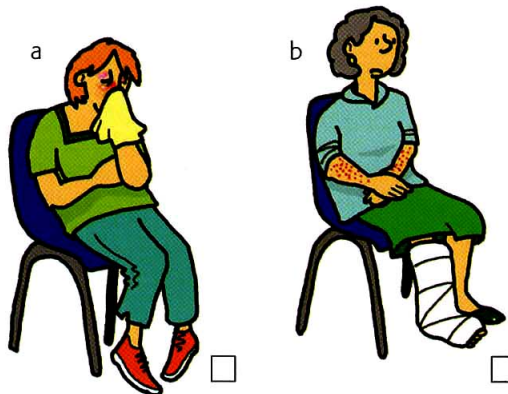
d She also has a rash, which is very itchy.

e It's caused by an allergic reaction to her cat.

f The doctor prescribes some tablets.

g He expects both problems to clear up quickly.

h Sharon has to go back in two weeks.



D Listening – Understanding the doctor's instructions

1 Dr Vasquez is a doctor in Texas, US. He is speaking to a patient. Listen and answer the questions.

a What's wrong with the patient?

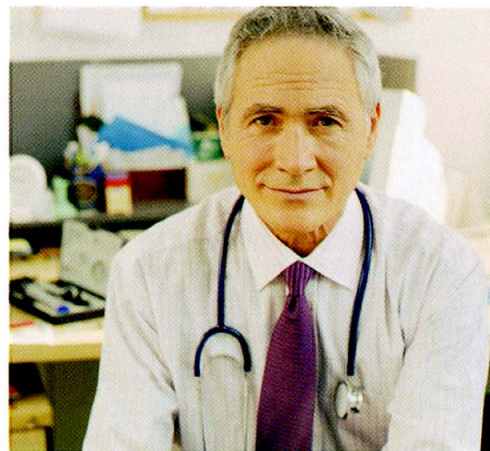
.....

b Why doesn't Dr Vasquez prescribe antibiotics?

.....

c What advice does he give?

.....



2 Listen to Dr Vasquez diagnose three more patients. Complete the chart.

	Diagnosis	Instructions
Patient 1	a chest	two tablets a day for days
Patient 2	a mild case of	use an / come back
Patient 3	a very bad	take spoonfuls every hours / don't / come back in

3 Imagine you are a patient of Dr Vasquez. Listen and tick ✓ the correct statements.

Put a cross X next to the incorrect statements.

a You should take two tablets, twice a day, before meals.

The problem should go in a couple of days.

b You shouldn't drink alcohol, but coffee is OK.

You should start eating small portions of food.

c You need to exercise more often.

You shouldn't drink alcohol or milk.

E Speaking – Reacting to news**Speaking strategy: Showing concern and relief****1 Underline the expressions to express concern and relief.**

Dr Vasquez: You have some sort of virus, I'm afraid.
 Patient: Oh, dear. Really? Are you sure?
 Dr Vasquez: Yes. I don't think it's too serious, though.
 Patient: Thank goodness for that!

2 Write C (concern) or R (relief) next to each expression.

Thank goodness for that! ...R... How awful!

Oh, no. That's terrible. Phew!

Oh, I'm sorry to hear that. What a relief!

Well, that's good news.

Oh, dear. Really?

Speak up!**3 Listen to eight statements and respond, expressing concern or relief.**

Example: a
 You hear: My blood pressure is very high.
 You say: Oh, I'm sorry to hear that.

Sound smart**Linking – /w/ and /j/**

- Listen to these sentences. Notice that a /w/ or /j/ sound is added when a word ending in a vowel sound is followed by a word beginning with a vowel sound.
 I'll give you /w/ a prescription.
 The /j/ operation was a success.
- Say these sentences aloud. Which words do you think are linked with /w/ or /j/? Some sentences have more than one example.
 - Are you allergic to anything?
 - Come back at the end of the week and we'll see if you're better.
 - It's not serious, so I don't want to give you any tablets.
 - The exercise will help you a lot, so please do it!
 - Who is your regular doctor?
 - You are quite ill, I'm afraid.
 - The good news is that we aren't going to operate.
 - Your knee is a lot better now.
- Listen and check. Then listen again and repeat each sentence. Practise linking the sounds.

Extra practice

Imagine you are ill. Make a list of your symptoms and tell your doctor. If possible, record what you say and listen to yourself afterwards. Identify areas to improve, e.g. your grammar or pronunciation.

Class bonus

Half the class are doctors; the other half are patients.
 Patients: Imagine you are ill. Make a list of your symptoms. Then find a doctor and describe what's wrong. Listen carefully to the doctor's diagnosis and instructions.
 Doctors: Listen to your patients describe their health problems. Ask questions to help you make an accurate diagnosis. Then prescribe some medicine and give instructions.

Can-do checklist

Tick what you can do.

- I can describe a range of symptoms accurately.
- I can participate actively in a consultation, answering questions.
- I can understand the doctor's diagnosis and instructions.
- I can react to news, showing concern and relief.

Can do

Need more practice

Unit 7

I could do with a break

Get ready to listen and speak

- Who do you prefer to travel with?
with family with friends alone with your partner
- Which is the best way to travel?
with a tour, where everything is organized for you
just booking hotels and transport in advance
with no fixed plan, making all the arrangements yourself en route
- Match each type of holiday (a–f) with a picture (1–6).
a a cruise 6 b a skiing holiday c a holiday by the seaside
d a city break e a camping holiday f an activity holiday



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A Listening – Types of holiday

1 Listen and write the type of holiday each speaker prefers.

- 1 a holiday by the seaside
- 2
- 3
- 4
- 5
- 6

2 Listen again and complete the key words and expressions that help identify each type of holiday each speaker is describing.

- 1: relaxing on the beach, swimming, playing in the sea, making sand castles
- 2: looking around, going to, hopping on a bus
- 3: catching the, top of the, down, fantastic
- 4: riding,,-riding, doing things
- 5: being, waking up in a, going
- 6: sit on the and relax, look

Learning tip

Listening for key words and phrases is an important skill. Try to group the words and phrases you hear into similar topics or themes. For example, if you hear *class, exam, teacher* and *homework*, then the topic might be *school*.

B Listening – Choosing a holiday

- 1 53 Simon and Jenny Carter are booking their summer holiday with a travel agent. Listen and find six mistakes in the booking information form. The first one has been done for you.



TrailBlazers

Customer Booking Information

Booking Ref:	9873459				
Client:	Mr & Mrs Carter				
Flights					
From London (LHR) to Vancouver (YVR)					
June 13th 12 th	AC855	Dep 12:30	Arr 14:25	No. people: 2	Cost per person: £780
From Calgary (YYC) to London (LHR)					
June 20 th	AC852	Dep 22:00	Arr 01:55		
Hotels			Cost (prpn / breakfast included)		
Metropolitan Vancouver 4*		No. of nights: 2	£160		
Emerald Lake Lodge 4*		No. of nights: 2	£150		
Fairmont Jasper Park Lodge 4*		No. of nights: 2	£250		
Westin Calgary 4*		No. of nights: 1	£ 94		
Car hire:	[Compact] £25 per day				

This quote valid for 14 days.

- 2 53 Listen again and answer these questions.

- What does *prpn* mean?
- How long does it take to drive from:
 Vancouver to Lake Louise?
- Lake Louise to Jasper?
- Jasper to Calgary?
- What can you do in these places?
 Jasper National Park:
-
- Calgary:
-

Class bonus

Half the class are travel agents; the other half are tourists.

Tourists: Find a travel agent and find out what holidays they have to offer. Ask for detailed information before you book.

Travel agents: Think of three different holidays you want to offer and note as many details as you can. Then try to sell your holiday to as many tourists as possible.