



Landmark

Intermediate Student's Book

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OXFORD

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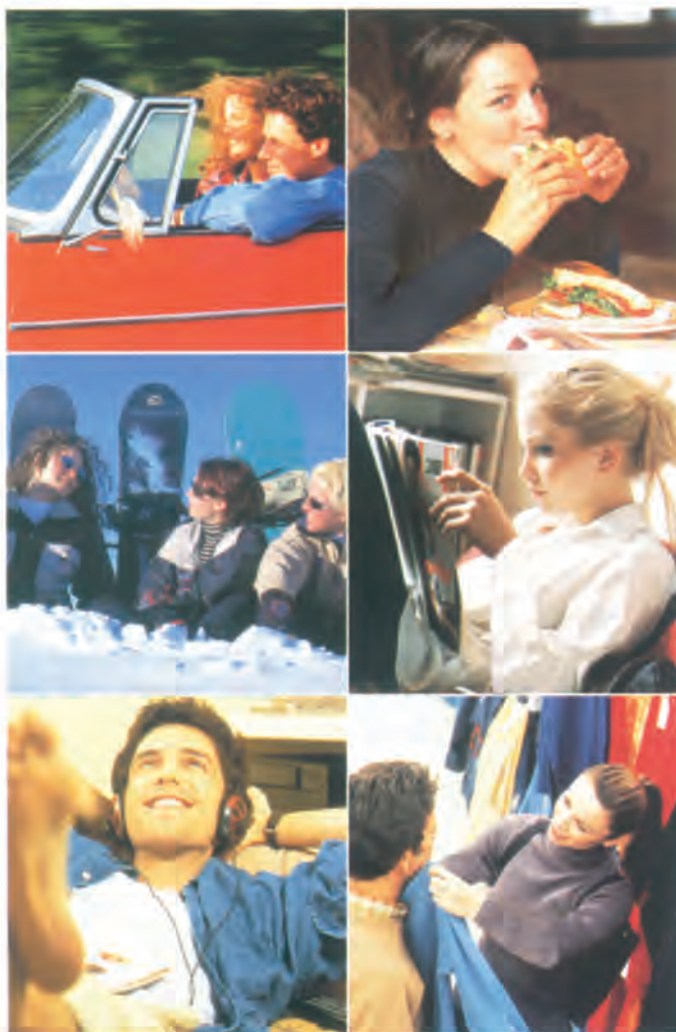


1 It's a pleasure

Preview

Your thoughts

- What things do you enjoy doing? Make a list.
 - Include everyday things like drinking coffee, eating chocolate or watching TV, as well as hobbies, sports, work or studies.
 - Think about things you do alone and things you do with other people.
- Find out whether any other students enjoy the same activities as you.



Read

- You are going to read about what five people enjoy doing. Check that you understand the difference in meaning between these sets of words before you read.
 - companion / friend*
 - enjoy / love / adore*
 - pleasure / thrill*
 - intellectual / emotional*
- Which activities the people describe do you also enjoy?
 - Three of them feel guilty. Which ones and why?

1 Julio Medem, Spanish film director

I love leaving my house with some tapes and driving out of town listening to quiet music. The travelling is more important than arriving. I could drive 300 km without knowing where I'm going. It helps me to escape from myself. It's even better if I have a companion.

2 Hervé Leger, French designer

I enjoy eating enormous cream-filled cakes called Mont Blanc from Angelina's tea-room in Paris, but I feel guilty about eating them if I'm overweight.

3 Ferruccio Amendola, Italian actor

I enjoy very simple pleasures like playing card games with my friend – we both adore bridge. My work is another great enjoyment. I only feel guilty if my pleasures mean that I don't have enough time for my family and friends.

4 Sonia Rykiel, French designer

Things that give me pleasure are reading a good book, travelling first class, eating a wonderful meal, talking to my sister on the telephone, trying on beautiful clothes which fit perfectly. I must admit, though, I feel guilty about eating too much, going to the cinema in the afternoon and having too much chocolate in my handbag.

5 Yan Pascal Tortellier, French cellist

Nothing can compare with the pleasure I get from playing to a large audience. It gives me an intellectual, emotional and technical thrill. Outdoor sports are probably my greatest pleasures away from the concert hall.

The European Magazine

- 3 Who enjoys ... (write numbers 1–5)
- something to do with their work?
 - food and eating?
 - something to do with music?
 - doing things with other people?

Vocabulary

Match the words in **bold** with their meanings.

- | | |
|---|---|
| a <i>It helps me to escape from myself.</i> | 1 group of people who listen to music, watch a play, etc. |
| b <i>... I'm overweight.</i> | 2 done in the open air, not in a building |
| c <i>... beautiful clothes which fit ...</i> | 3 get away from |
| d <i>... playing to a large audience.</i> | 4 are the right shape and size |
| e <i>Outdoor sports ...</i> | 5 too heavy or fat |

Listen

- 1 **1.1** You are going to hear eight people's answers to this question: *Is there anything you enjoy doing that makes you feel guilty?*
- Guess what some of the answers will be.
 - Now listen and check your predictions.
- 2 Listen again. Make notes about each speaker under these headings.
- Enjoyable activity
 - Reason for feeling guilty
- Example
- Speaker 1 *Smoking.*
She takes cigarettes from other people.

Have your say

- Tell a partner about any activities you enjoy, but feel guilty about.
- Why do people feel guilty?

Grammar review: Frequency expressions with the Present s

- 1 Listen to the speakers again and fill the gaps with the words or phrases you hear.
- I ... take cigarettes from people ...*
 - I ... spend at least half an hour in the shower ...*
 - I ... go to sleep in front of the TV ...*
 - I ... drive to work.*
 - ... I ... walk, not even on warm sunny days.*
 - I ... buy new shoes.*
 - I don't ... do it. (use my Dad's computer)*
 - It's ... pretty cheap.*
 - I ring my friend ... when my parents are out.*
 - I buy a bar ... when I'm on my way home from college.*
- 2 Look at the words and phrases you have written in the gaps.
- What do they tell you about the actions described in these sentences?
 - Rank the words and phrases in sentences a–g in order, starting with *always* and finishing with *never*.
 - Where do these words and phrases come
 - in sentences a–g?
 - in sentence h? Why is this different from sentence b?
 - in sentences i and j?

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Check

- 3 Add the words and phrases in brackets to these sentences. Sometimes there is more than one correct answer.
- Example
- I work at the weekend. (hardly ever)*
*I **hardly ever** work at the weekend.*
- She plays tennis for the college team. (sometimes)*
 - He drinks when he's driving. (never)*
 - We visit our relatives in America. (every year)*
 - She doesn't smoke in her friend's car. (usually)*
 - I'm busy in the evenings. (always)*
- 4 Work in groups. Ask and answer questions about these activities. If you answer *yes* to a question, say how often you do it.
- Example
- Do you ever give money to beggars?*
Yes, I do. I always give money to beggars.
No, I don't.
- Give money to beggars
 - Speak to strangers on trains or buses
 - Buy flowers for someone
 - Vote in elections
 - Go late-night shopping
 - Hitch-hike or give a hitch-hiker a lift in your car

- Present perfect simple and adverbs
- Comparison of adjectives

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Reading

In your experience

- 1 What activities are currently popular among people of different ages in your country? Think about your friends and family. Think about these subjects, and add your own.

ways of relaxing sports and exercise
music and dancing night life

- 2 Compare ideas in pairs or groups.

Read

- 1 a Read **Part 1** of the article and decide which of these titles is the most appropriate.
 - Pleasure: the bad news
 - Eat, drink and don't be sorry
 - Guilt is good for you
- b Read **Part 1** again and answer these questions.
 - 1 How are the Dutch different from the other nationalities mentioned?
 - 2 According to Jan Snell, what is the physical effect of feeling guilty?
 - 3 How are recent medical studies different from previous studies?
 - 4 What practical use(s) do you think could be made of the fact that certain smells can make people feel relaxed and happy?
- 2 Now read **Part 2** of the article, which describes research into the pros and cons (advantages and disadvantages) of some common activities. What information do you find surprising?

Part 1



'Let us eat and drink for tomorrow we shall die,' said a philosopher 3,000 years ago. And the Greek thinker Epicurus said, 'Pleasure is the beginning and the end of living happily.'

Unfortunately, scientists have recently found that the instinct to enjoy ourselves has almost disappeared because of feelings of guilt. Apparently Germans feel bad about smoking, Spaniards feel guilty about not going to church, and Italians feel guilty about drinking too much coffee. On the other hand, it seems that the Dutch have discovered the secret of modern living: they enjoy themselves the most and feel the least guilty. The scientists say the Dutch have got it right: guilt is bad for the body!

Jan Snell, from Amsterdam University, has some simple information for people who like to enjoy themselves: 'If you enjoy what you're doing, the body produces substances which fight infection. If you feel guilty, you weaken that biological effect.'

Jan Snell has studied the connection between pleasure and guilt. To date, most medical studies have looked mainly at the negative effects of substances such as caffeine, but neglected the positive effects. Scientists have now found that even smelling coffee can affect the brain and cause chemical changes which produce feelings of relaxation and pleasure.

Part 2

Smoking tobacco

Pros: Tobacco contains nicotine which is a tranquillizer and a stimulant. It helps the body to burn food more quickly.

Cons: It is one of the main causes of cancer and heart disease.

Relaxing

Pros: Relaxing reduces blood pressure and stress hormones, which can cause disease.

Cons: It uses little or no energy, so it does nothing to reduce weight.

Drinking coffee and tea

Pros: Both drinks contain caffeine which increases alertness. Tea also contains tannin which helps to protect against heart disease.

Cons: Because they are stimulants they can interrupt sleep and relaxation. Coffee drunk at six o'clock in the evening will still be in the blood at midnight.

The European Magazine

Close up

- 1.3 What other *instincts* do human beings have?
- 1.11 *weaken* is a verb related to the adjective *weak*. Which verb, related to the adjective *strong*, means the opposite of *weaken*? Do you know any more pairs of words like this?

Understanding ideas

- 1 Why could it be an advantage for the body to burn food more quickly?
- 2 In what situations do people drink coffee in order to stay alert?

Have your say

Why do you think so many people enjoy doing things which are harmful to them?

Present perfect simple and adverbs

Exploring concepts

- 1 The verb in this sentence is in the Present perfect simple.
*Jan Snell **has studied** the connection between pleasure and guilt.*
How is this tense formed?
- 2 We often use the Present perfect simple to link past events with the present.
 - a Do you know when the events in these sentences happened?
 - 1 *The Dutch **have discovered** the secret of modern living.*
 - 2 *To **date**, most medical studies **have looked at** the negative effects of caffeine.*
 - 3 *Scientists **have found** that even smelling coffee can affect the brain.*
 - b What are the present effects or results of the events in the sentences above? Choose one of these.
 - 1 We only know about the damage these substances can do to us.
 - 2 Our brain can be affected even if we do not drink these substances.
 - 3 These people are happier than other nationalities.
- 3 a We use certain adverbs with the Present perfect simple to stress this link with the present. Circle the adverbs or adverb phrases in these sentences.
 - 1 No more coffee for me, thanks. I've already had three cups.
 - 2 I've just started taking regular exercise, but I don't feel any better so far.
 - 3 He's been on a diet since January and he hasn't lost any weight yet.
 - 4 So far I've lost three kilos and I've only been on my diet for a week.
 - 5 She's got a terrible cough, but she still hasn't given up smoking.
 - 6 I've never tried cigar. What's it like?
- b Which of the words or phrases you circled are used with negative verbs?
- c Notice the position of the words or phrases. Which come(s)
 - 1 at the end of a sentence?
 - 2 before the auxiliary verb?
 - 3 at the beginning or the end of a sentence?
 - 4 after the auxiliary verb?
- d Find *for* and *since* in the sentences. Which is followed by a point in time and which by a period of time?

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Exploitation

- 1 Complete these sentences with *already*, *so far*, *yet*, *still* or *just*.
 - a A Have you had your exam result ?
B No, I haven't heard anything.
 - b A *The Z Men* is on at the cinema. Shall we go and see it?
B No, I've seen it.
 - c A How many people are coming to your party?
B I'm not sure. I've only had seven replies



- d A You look terrible. Are you OK?
B I'm all right, don't worry – I've woken up.
- e A Is Kate back?
B Yes, she got home last week but I haven't seen her

- 2 a Complete these questions. Use a question word and the right form of one of these verbs.

buy go to ~~meet~~ see sleep in

- 1 *Who is* the strangest person you've ever *met* ?
- 2 the most expensive thing you've ever ?
- 3 the most uncomfortable place you've ever ?
- 4 the funniest film you've ever ?
- 5 the most interesting place you've ever ?

- b Ask a partner about their experiences and make a note of their answers.
- c Work with another pair of students. Compare your answers. Which was the most interesting answer to each question?

Free speech

- 3 Work in groups.
 - a Choose two of these subjects, then talk about them for two minutes.
 - This month's local and national news stories
 - This year's international news
 - Recent discoveries in health, the natural world, technology, etc.
 - The latest gossip about famous people
 - b Make a list of important or interesting events and present them to the class as a series of radio or TV news headlines.

Skills

Write and speak

- 1 What is your idea of an ideal holiday? Imagine that money and time are no problem. Make notes under these headings.
 - The ideal location
 - The ideal time of year
 - The ideal place to stay
 - The ideal person to be with
 - Activities you'd like to do on your ideal holiday
- 2 Find someone with similar ideas to yours.

Listen

- 1 **1.2** You are going to hear four people describing their ideal holiday. Whose ideal holiday is closest to yours?
- 2 Listen again and complete this table with information from the recording.

Speaker	The most important aspect(s) of the ideal holiday	Specific activities
1		
2		
3		
4		

Read

- 1 You are going to read about a *virtual* seaside resort. What do you think *virtual* means here? Look at the photographs and guess.
- 2 Now read the article quickly.
 - a Which of the four speakers you have just listened to would be most likely to enjoy a holiday at the Ocean Dome?
 - b Would you enjoy a holiday there? Why? Why not?

Sun, sea and roof

From Japan, the country that brought you the virtual pet and the virtual pop star, comes the latest leisure idea: the virtual seaside resort. This is the Ocean Dome at Myazaki, south-west of Tokyo, the biggest artificial indoor beach in the world, where overstressed Japanese office workers can kick off their shoes and walk on the beautiful cool white sand. But it is not real sand – it's fake, made entirely from crushed stone.

In fact, everything under the dome is fake, from the 140 metre-long beach to the air temperature – kept at a steady 30°C by an incredible giant, ultra-modern central-heating system. If that's too hot for you, you can order an attractive plastic palm tree to provide shade. With fake waves and fake sunshine, but not fake crowds, the Ocean Dome has become such a craze that the average Japanese office worker usually has to share it with about 10,000 other sunseekers.

The fake sea covers about three times the area of the beach and has 15,826 tonnes of water – that's about the same as ten Olympic swimming pools. It is kept at a constant temperature of 28°C.

But why spend so much money on a man-made beach when the real thing is free? Well, bathing off the Japanese coast isn't much fun because the sea is cold, polluted and full of sharks. Besides, the Ocean Dome is closer to McDonald's.

But even a fake beach holiday wouldn't be complete without some optional activities, and Ocean Dome offers an amazing choice. You can start with the 'Rocky Slider', a high slide which takes you down into the water, before moving on to 'Lost World', a raft-journey on an underground lake. Here, more overstressed Japanese workers can kick off their shoes and scream with terror on a high-speed trip through white-water rapids in complete darkness.

And after that, what could be better than a run on the ski-slope? Just half an hour from downtown Tokyo, there is a huge artificial ski-slope where even more overstressed workers can practise their skiing on perfect, powdery snow – indoors of course.

Focus



Guessing meanings

Guess the meanings of these words from the article. Use the other words in the sentence and these questions to help you.

- a *fake* (l.7)
How are the sand, the beach and the waves at the Ocean Dome different from those at normal seaside resorts? Can you find another word in the article with a similar meaning?
- b *shade* (l.13)
How can a tree help you if the sun is too hot?
- c *craze* (l.15)
What does the fact that 10,000 people share the beach tell you about the Ocean Dome?
- d *powdery* (l.39)
What does the noun *powder* mean?

Understanding ideas

Read the text again to find the answers to these questions.

- 1 Why are pets and pop stars from Japan mentioned in the first paragraph?
- 2 In what ways is the Ocean Dome similar to a real seaside resort?
- 3 In what ways is it different from a real resort?
- 4 In what way are the Ocean Dome and the ski-slope the same?
- 5 What does the article tell you about the kind of people who visit the Ocean Dome? What do you think the main reason for their visit is?

Speak

Work in groups. You are going to plan the perfect holiday resort of the future.

- 1 Work through these stages.
 - a Decide on an ideal location.
 - b Make a list of all the features and activities which the new resort should have.
 - c Decide what kind of people you want to attract to the resort.
 - d Plan an introductory advertising campaign. Produce one or more of these types of publicity.
 - A poster
 - A newspaper advertisement
 - A 20-second script for a radio or TV commercial
- 2 Using your publicity and your other notes, present your ideas and plans to the class.
- 3 Finally, take a class vote for the best 'ideal' resort.



Grammar extra

Comparison of adjectives

Read

- 1 a Many people enjoy eating and drinking. How important are they to you? Complete this survey.

Food facts

Do you agree or disagree with these statements? Write ✓, ✗ or ?

- ☐ The quality of the food you eat is less important than the quantity.
- ☐ Vegetarians are much healthier than meat-eaters.
- ☐ Modern production techniques mean that food is safer than it was in the past.
- ☐ Home-cooking is far better for you than fast food.
- ☐ Frozen food is just as good for you as fresh food.

Finish these sentences in your own way.

For me, the best kind of food is

The worst kind of food is

For me, the most enjoyable meal of the day is

and the least enjoyable is

The strangest food I've ever eaten is

The hottest or spiciest food I've ever eaten is

The strongest drink I've ever tasted is

- b Compare your answers with other students. What do you agree and disagree about?

Exploring concepts

- 1 How much do you remember about comparative and superlative adjectives? Try this short test.

Test yourself!

Finish sentences a-h to make the rules.

- a To make the comparative of one-syllable adjectives ending in one vowel + one consonant (e.g. *hot*),
- b To make the comparative of two-syllable adjectives ending in -y (e.g. *healthy*),
- c To make the comparative of most adjectives of two or more syllables (e.g. *enjoyable*),
- d To make the superlative of one-syllable adjectives ending in -e (e.g. *safe*),
- e To make the superlative of three- or four-syllable adjectives (e.g. *uninteresting*)
- f The comparative of *good* is
- g The worst is the superlative of
- h To compare two things which are the same, use

- 2 These words and phrases can be used with comparative adjectives.

a bit a little a lot far much slightly

- a Which refer to big differences between two things and which refer to small differences? Make two lists.
- b Which word or phrase in each list is the most formal?

► Language commentary p.125

Exploitation

- 1 Compare different types of food. Use the adjectives from these lists. Make sentences like this:

Fruit is better for you than meat. Meat is the most expensive food.

Health words	bad (for you)	fattening	good (for you)	healthy				
Taste words	bitter	rich	salty	sour	strong	sweet	tasty	weak
Other words	cheap	expensive	popular	safe	unusual			



- 2 a Design a sample menu for one of these people for a typical day.
- Someone who is overweight and needs to slim.
 - Someone who has been ill and needs to put on weight.
 - Someone who eats rich food and wants a more natural diet.
- b Exchange menus with a partner. Compare ideas.

Exploring words

Holidays and activities

- 1 a People like different types of holiday. Which of the words or phrases do you associate with these types of holiday? Write lists under these headings, adding any more words you know.

• Activity • Beach • Cultural

art gallery canoeing castle or palace cycling fishing historical ruins
monument museum riding rock-climbing sailing sand sea seaside resort
sightseeing skiing snorkelling sunbathing surfing theatre
walking water-skiing

- b Which of these verbs go with the holiday words in your lists? Sometimes more than one answer is possible.

go go round go to lie play swim visit

Example

People go sightseeing, but visit a monument.

- 2 a Match the words from your Activity holiday list with the activities you can see in this illustration.



- b Make lists of the basic equipment you need for these activities.

Example

To go canoeing you need a canoe, a paddle, and a helmet.

- c Find out how many students in the class do or have done these activities. Ask questions like this: *Do you go canoeing?* or *Have you ever been canoeing?*

- 3 a Choose two of these statements about holiday activities – one you agree with and one you disagree with.

- 'Sunbathing is a pointless waste of time.'
- 'The people who visit museums are as boring as the things in them.'
- 'Art galleries are full of over-priced rubbish.'
- 'Skiing is an expensive sport for rich people.'

- b Make up two more statements of the same kind.

- c Now carry out a class survey to find out how many people in the class agree and disagree with your four statements. Make a note of their opinions.

- d Compare your findings with the rest of the class.

Writing

Describing leisure facilities

Read

- 1 Read this part of a letter from friends of yours who are planning a visit to your town or city. When do they want to come?

staying for at least a week and we were wondering if you could send us a list of interesting things to do and places to visit while we're there. It'll probably be early July. Will you be there then? It would be nice if we could meet up and go for a drink or a meal together. We've got all the tourist brochures, but we'd be really interested to hear the suggestions of someone who lives in the area.

- 2 Why do your friends prefer your ideas to those in the tourist brochures?



Brainstorm and notes

Work in pairs or groups.

- 1 Think of popular leisure facilities in your town or city (or the place where you are studying). Make notes under these headings. Follow the examples.

Leisure facilities What to do there

Little Theatre *see plays and musicals*

Write

- 1 You are going to write part of the reply to your friends. Write the first draft of your description, using the notes you have made. Write 80–100 words.
- 2
 - a Exchange descriptions with a partner from a different group.
 - b Read their description. Do the places sound attractive? Make two or three suggestions for improving the descriptions.
 - c Discuss the improvement ideas in pairs, then write the final version of your description.

Reminder

- Link ideas.
- Use opinion adjectives.
- Don't repeat nouns – use pronouns.

Language in action

Asking and answering personal questions

Introduction

- 1 a Read these answers someone gave in reply to questions they were asked in an interview about their personal lives and their spare time interests. Work out what the interviewer's questions were.



- 1 On the 23rd of December 1976 – it was a Friday.
- 2 For nearly two years, now. Before that I worked for a Japanese computer company.
- 3 Yes, I do. The pay is good and the people I work with are really friendly. It's like one big happy family here.
- 4 I'm sorry, but that's my business, but it's certainly better than my last job, so I'm not complaining.
- 5 No, not yet, but I will be this time next year. The wedding is fixed for June 21st.
- 6 She's an assistant editor on the local newspaper.
- 7 She's short and slim with dark hair and she sometimes wears glasses.
- 8 Sorry, I'd rather not answer that if you don't mind. It's too far in the future. Let's just say that neither of us is quite ready yet.
- 9 I play the bass guitar in a pop band, I go to concerts, the cinema. I do all kinds of things, erm – I'm quite keen on sport.
- 10 Yes, I do. Tennis in the summer and basketball all the year round.

- b Compare your questions with another student.

- 2 **1.3** Listen and check.

- 3 a Why do you think the speaker does not want to answer questions 4 and 8? Would people in your country answer this kind of question? Are there other questions they wouldn't answer?
- b What expressions does the speaker use when he doesn't want to answer a question?

► Pronunciation p.150

Practice

Role play

- 1 A well-known personality, who has a guilty secret, has agreed to give an interview to a national newspaper.
- a **Student A** Choose one of these roles, decide on what your guilty secret is, then pass this information to your partner.
- A government politician
 - A famous film star
 - A successful business executive
 - An international sports personality
- Student B** You are a reporter. You are famous for asking well-known people difficult or embarrassing questions.
- b Prepare for the interview.
- Student A** Think about your life and the sort of person you are. Think about your secret in more detail. Be ready to refuse to answer difficult or embarrassing questions.
- Student B** Think about your partner's character. Make up five to ten questions to find out as much as you can about their personal life. One or two questions should be directly about the guilty secret.
- c Do the interview.
- d Change roles and prepare and do the interview again.
- 2 a Write ten personal questions to ask other students. They must be questions you do not know the answers to. Think of questions beginning like this:
- Who ...? What ...? How ...? Where ...? When ...?*
How many ...? Why ...? Do you ...? Are you ...?
Have you ever ...?
- b Go round the class asking other students your questions and answering their questions. If for any reason you do not want to answer a question, use one of the expressions from 3b.

Unit 1 Language check

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

- Frequency expressions with the Present simple
- Present perfect simple and adverbs
- Comparison of adjectives: comparative and superlative forms

Vocabulary: holidays and activities

Writing: describing leisure facilities

Asking and answering personal questions

Pronunciation: stressed and unstressed words

Landmark is a general English course for adults and young adults available at two levels, Intermediate and Upper Intermediate. Interesting skills work, with a special focus on improving speaking and listening, is combined with grammar work which brings review and new input together, and vocabulary development. Activities develop the learner's ability to work independently, and maintain motivation by building on the knowledge that the learner brings to the course.

Key features

- ▶ skills work which helps learners to listen and read 'between the lines'
- ▶ interesting, fresh texts from authentic sources
- ▶ a discovery approach to grammar in context
- ▶ vocabulary development, with a focus on topics
- ▶ functional work to improve speaking strategies
- ▶ short extracts from real conversations to build confidence in listening
- ▶ a developmental writing syllabus
- ▶ clearly divided lesson sequences within each unit

Each level has a Student's Book with two Class cassettes, a Workbook and a Teacher's Book.

The Intermediate Workbook has practice of the grammar and vocabulary introduced in the Student's Book, plus a 'Read for pleasure' section. The Teacher's Book has detailed lesson notes and a full answer key, plus photocopiable practice materials and six tests.

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