



Landmark

Upper Intermediate Student's Book

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OXFORD

1 Why do they do it? Pages 4–13	Preview	Reading	Listening
	Listening and reading: Dangerous activities <i>Present tenses review</i>	Dangerous activities <i>Aspect</i> Sounding interested	Dangerous jobs <i>Action verbs and state verbs</i>
	Vocabulary Vocabulary development Collocations Confusing pairs	Language in action Agreeing and disagreeing	Getting into a conversation Preventing someone from getting into a conversation Exclamations
2 First person singular Pages 14–23	Preview	Listening	Reading
	Reading: Childhood confessions <i>Past simple and Past continuous review</i>	Hidden Talents <i>Past perfect</i> Weak forms	Happiest days <i>used to, would</i>
	Vocabulary Collocations	Language in action Expressing and asking about opinions Avoiding expressing an opinion	Involving someone in a conversation Vague language Writing: Notes
3 It'll never happen Pages 24–33	Preview	Listening	Reading
	Reading: 1890 and 1990 predictions compared <i>Futures review: will, going to</i>	The short and long term future <i>Future continuous and Future perfect</i>	Time-bandits <i>The language of contrast: but, however, although</i> Sentence stress
	Vocabulary Using a dictionary Adjectives describing feelings	Language in action Asking for and giving reasons	Changing the subject of conversations Repetition of words or phrases Writing: Letters and notes of explanation
4 Children, parents and ancestors Pages 34–43	Preview	Listening	Reading
	Reading: Coping with difficult infants <i>Rules, needs, duties, and advice review</i>	Older relatives, grandparents etc. <i>Modal verbs: prohibition / no obligation</i>	Neanderthal Man <i>Modal verbs: speculating about past events</i> Word stress
	Vocabulary Word-building: suffixes	Language in action Remembering the past	Keeping someone to the subject of the conversation Unfinished statements Question tags Writing: A first paragraph
5 Judging by appearances Pages 44–53	Preview	Listening	Reading
	Reading: Couples – who goes with who? <i>Conditionals review</i>	Brand names <i>The verb wish: mixed conditional sentences</i> Intonation of complaints and regrets	Human beings as zoo exhibits <i>Past verbs with present or future meaning</i>
	Vocabulary Learning new vocabulary Vague language	Language in action Making instructions clear Checking instructions	Ways of responding positively Writing: Instructions
6 A certain age Pages 54–63	Preview	Reading	Listening
	Reading: Turning points in life <i>Present perfect review</i>	Campodimele – an Italian village <i>Present perfect continuous (1)</i>	Centenarians <i>Present perfect continuous (2)</i> Sounding polite
	Vocabulary Homonyms Euphemisms	Language in action Expressing annoyance Calming someone down	The use of <i>I mean</i> Writing: A letter of complaint

7 Survival Pages 64–73	Preview Reading: Aborigines <i>can, could, be able to review</i> Weak forms	Listening Personal survival stories <i>Ability and inability</i>	Reading One of the world's greenest cities? <i>Articles</i>
	Vocabulary Connotations Distinctions between verbs	Language in action Persuading / advising someone not to do something	Making generalizations The use of <i>you know</i> Unfinished statements Writing: Radio scripts
8 In the family Pages 74–83	Preview Reading: The Fonda and the Kennedy Families <i>Relative clauses review</i>	Reading Benetton family business <i>Relative clauses</i>	Listening Children in families <i>Emphasizing words and structures</i> Sentence stress
	Vocabulary Informal words, <i>nice</i> and <i>get</i>	Language in action Making and responding to requests	Preparing the listener for a difficult request The use of <i>OK, The thing is ...</i> Writing: A letter of request
9 On the move Pages 84–93	Preview Reading: Travellers <i>Time and reason clauses review</i>	Reading Tourists move into cities as locals move out <i>Participle clauses</i>	Listening Young people's driving habits <i>Cause and effect</i>
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10 Playing with reality Pages 94–103	Preview Listening and reading: Brandon Lee <i>Passives review</i>	Reading Virtual pets <i>Passive constructions</i>	Listening Optical illusions and perception <i>The pronoun it</i>
	Vocabulary Metaphorical language The verbs <i>look</i> and <i>see</i>	Language in action Announcing / confirming decisions Questioning decisions	Missing words Asking negative questions Sentence stress Writing: Announcing decisions in writing
11 Followers Pages 104–113	Preview Reading: Paparazzi <i>Causatives review</i>	Reading Tornado followers <i>Causative verbs and the passive; non-causative use of have something done</i>	Listening Fans <i>Question tags</i> Intonation of question tags
	Vocabulary Word-building: prefixes Word stress American and British English	Language in action Expressing likes, dislikes, and preferences	Giving examples Uses of the pronoun <i>You</i> Writing: A review
12 Communication Pages 114–123	Preview Reading: Types of communication <i>Reported speech review</i>	Listening Interpreting <i>Reported speech; reporting verbs</i>	Reading Gossip <i>Infinitives or gerunds after verbs</i>
	Vocabulary Compound nouns Stress on compound nouns	Language in action Expressions for answering and making telephone calls	Expressions to use when you can't think of what to say Instructions using <i>if</i> Writing: Telephone messages



1 Why do they do it.

Preview

Your thoughts

- 1 Can you imagine doing any of the things shown in the photographs? Which of these reactions matches your own feelings most closely? Compare your ideas in pairs or groups.

You wouldn't catch me doing that!

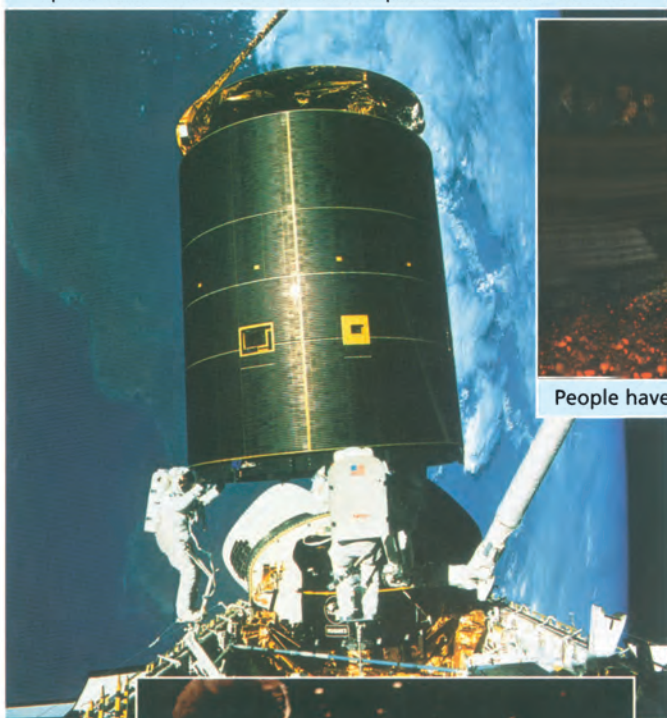
They must be crazy!

I'd quite like to try that, but I'd be too scared!

I'd love to try that!

- 2 What is your opinion of the people in the photographs? For example, do you think they are brave, stupid, talented?

Spacewalks have become a routine part of an astronaut's life.



Of the thousands of large snakes kept as pets, only a handful have ever attacked their owner.



People have walked on fire for thousands of years.



Standing up in front of a large audience can be a terrifying experience.

Listening

- 1 **1.1** Listen to people talking about the activities and match them to three of the photographs.
- 2 Listen again.
 - a What are the speakers' attitudes or feelings towards the activities they are describing?
 - b Which speaker is:
 - giving advice?
 - explaining a process?
 - describing personal reactions?

Reading

- 1 Read about some of the dangers of working in space.
 - a Why do you think people want to become astronauts?
 - b What kind of dangers do they face?

Defying danger – a way of life for astronauts

In the next few days, spacewalking astronauts will attempt to enter a damaged part of their space station to connect power cables to the batteries inside. It will be a difficult and dangerous operation.

'It's going to be an extremely challenging task,' said one of the crew, 'but it's not as bad as it sounds. We are well trained, and this job is no more dangerous than many others in the past.'

It is quite true that astronauts have faced dangerous spacewalks before. In one of the earliest spacewalks, two Russian astronauts used a knife to cut through metal to fix a leaking fuel tank. To prevent their spacesuits from being torn, which almost certainly would have meant instant death, they put blankets over the sharp edges of the hole before climbing through. It took five spacewalks to fix the leak.

On another occasion, astronauts had to go out to repair the insulation on their space station. They did not realize, however, that the outer door was damaged while they were opening it. They finished their exhausting work, and re-entered the station, but they couldn't close the damaged door. They almost ran out of air while they were trying to close it. Eventually they closed the inner door and hoped for the best. It worked.

- 2 What abilities, skills, and qualities do you think astronauts need? Discuss your ideas with a partner and compile a list of five essential skills and qualities.

Person to person

- 1 What do you do, or what have you done in the past, that is (was) risky or dangerous? Describe your feelings.
- 2 Is there anything you would like to do, but haven't yet found the opportunity or the courage to do?

Grammar – Present tenses review

- 1 When do we use present tenses? Match the extracts with the different uses of the two present tenses 1–4.
 - a *He's staring at me and his tongue is going in and out.*
 - b *I always feel nervous for several days in advance.*
 - c *More and more people are taking it up as a regular activity.*
 - d *... wood does not conduct heat well.*
 - 1 something that is always true
 - 2 a temporary action that is happening now
 - 3 a situation or trend that is true at the present time
 - 4 a regular action or experience (habit)
- 2 In what other ways are the two present tenses used?
 - a *I fly to New York on Sunday.*
 - b *He's always losing his keys.*
 - c *We're meeting our friends in Paris next Tuesday.*

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Pronunciation

- 3 The third person singular ending of Present simple verbs is pronounced in three different ways.
 - a Read these words aloud and sort them into three groups.

risers catches buys washes types rides writes asks
damages runs kisses
 - b **1.2** Listen and check your ideas. What rules of pronunciation and spelling can you work out?

Check

- 4 Put the verbs in brackets into the correct form of the Present simple or the Present continuous.
 - a Today young men on Pentecost Island in the South Pacific still _____ from treetops as part of a traditional ceremony. (dive)
 - b Adrenalin _____ the heart rate. (speed up)
 - c What an amazing sight. The man _____ out of the window. Now he _____. I don't think he _____ a parachute. (climb, jump, wear)
 - d At the moment, more and more young people _____ dangerous sports or hobbies. (take up)
 - e I _____ my first parachute jump next Saturday. It's all arranged. (do)
 - f I'm leaving tomorrow morning. My plane _____ at eleven o'clock. (take off)



- Aspect
- Action verbs and state verbs

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Reading

- 1 Look at these titles of magazine articles.

The dangerous games our children play

A restaurant dish to die for

- a Predict what you think each article is about.
b Match these words to the right article title.

chef fell off injuries lift meal
motorist poisonous road speed
taste thumb train

As you read

- 2 Work in groups of three. Each read a different article.
a Match your article to one of the titles.
b Check your answers for 1a and b.
c Underline four or five of the most important words in the article to help you remember the main points.

Close up

Article 1

- 1.6 What does the word *Apparently* tell you about the writer of this article?
1.10 What does *numbness* mean? What is the adjective related to it? How are the noun and the adjective pronounced?

Article 2

- 1.4 What does *pick up* mean here? Do you know any other meanings of *pick up*?
1.4 + 1.19 What are the different meanings of *rock*? *The carriages started to rock violently ... children leap off rocks and cliff tops into the sea.*

- 1 You won't find Fugu fish in many Japanese restaurants. Firstly, it is very expensive – over £100 per person. And secondly, one fish contains enough poison to kill an entire restaurant.



Restaurants who want to offer Fugu must get permission and only chefs who have had special training can prepare the fish. Apparently, it has very little taste but what makes Fugu so appealing to its fans is precisely what makes it so dangerous – its poison. If eaten in small amounts, it produces a pleasant numbness. In larger amounts, it results in death. On average five people a year die from Fugu poisoning in Japan.

- The most famous case occurred in 1975 when Goru Mitsu, an actor, went for a Fugu meal with friends. At his request some of the poisonous parts were presented on a plate. Mitsu dared his friends to eat some poison, but they refused. So he ate more than his share. He went back to his hotel and told his wife that he felt like he was flying. He became so numb he could no longer stand and eventually died the following morning.

The Independent

- 2 It was 4.30 on a Friday afternoon at a busy London station – a teenage boy watched a train arrive. When the passengers had got on and the train began to move off, the boy ran forward, jumped up and grabbed one of the train doors. The train picked up speed. At 45 kph the carriages started to rock violently.

- 5 The boy was shouting with excitement, but suddenly he lost his grip and fell off. He was the first known victim of the craze of train surfing, riding on the side or roof of trains. Since then there have been more deaths and many injuries.



- 10 It's not just on trains that boys risk death for fun, however. Lift surfing – riding on the top of lifts in tall buildings – was first suspected when council inspectors discovered drink cans on lift tops. Tables and armchairs have also been found. Then there is bonnet surfing – standing on the bonnet of a fast-moving car as the driver skids and zig-zags, imitating the movement of waves in the sea; and tombstoning, which is sweeping the west coast, where children leap off rocks and cliff tops into the sea.

The Independent

Interpretation

- 1 Answer the questions on the article you read.

Article 1

- c Why do you think Fugu fish is so expensive?
- d Why do you think people want to eat Fugu poison?

Article 2

- e Why do you think only boys are mentioned in this article?
- f Why do you think tables and chairs were found on lift tops?

- 2 a Using some of the most important words you underlined, complete this sentence in ten words or less. 'The article I read is about ...'
b Let others in your group read your sentence.
c Discuss what the three articles have in common.

Speaking personally

- 1 Why do young people take more risks than older people? Think of examples.

Class survey

- 2 Work in groups. Make a list of questions about taking risks, then conduct a class survey.

Example

Would you eat or drink something that you knew might be dangerous?

Which dangerous sports might you be prepared to try?

Have you ever ... ?

Grammar

Aspect

Exploring concepts

Aspect describes the way we think about the action of a verb. There are two aspects in English: the continuous (or progressive) aspect and the perfect aspect.

- 1 Sort the verbs in these sentences into three groups: continuous, perfect, and other.
 - a ... only chefs who **have had** special training can prepare the fish.
 - b ... five people a year **die** from Fugu poisoning in Japan.
 - c The boy **was shouting** with excitement ...
 - d ... suddenly he **lost** his grip and **fell off**.
 - e Since then there **have been** more deaths ...
- 2 Which group of verbs, continuous or perfect, describes actions which:
 - a are finished but are still relevant now?
 - b are/were temporary or in progress?
- 3 How could you describe the verbs in the other group?

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Pronunciation

- 4 a **1.3** When we ask someone about their personal life, it is important to sound interested. Listen to two people asking the same question. Which speaker sounds more interested?
b Listen and repeat the remaining questions. Then practise saying them with a partner.

Exploitation

- 1 For each of the following topics, make up three sentences, one for each of the verb types: continuous, perfect, and simple.

- reading books • holidays • television
- sports and other interests

Example

• (continuous) *At the moment I'm reading a book of short stories.*

• (perfect) *I've read about thirty books so far this year.*

• (simple) *I read three books last week.*

- 2 You are going to interview your partner. Prepare some questions about these kinds of actions or situations.
 - temporary or in progress
*Where **are you working** at the moment?*
 - completed but still relevant
*What **have you done** this week?*
 - permanent or completed
*Where **do you live/work/study**?*

Free speech

- 3 Work in groups. Talk about the current situation in your country. Choose two of these subjects to talk about:
 - economics: prices / taxes / jobs
 - society: family life / education / crime
 - the latest gossip involving famous people.

Listening

- 1 a Make a list of as many dangerous jobs as you can think of. What are the dangers of each job?

Example

racing-driver – high-speed car crashes

- b Compare your list with a partner.
c You are going to listen to four people talking about the dangers involved in their jobs. Here are some of the words and phrases the speakers use. With a partner, work out what each job is. Use a dictionary to check meanings you are uncertain of.

Speaker 1 risky business, life-and-death situation, smoke and flames

Speaker 2 obsessed with kicking, international level, operations

Speaker 3 spell in the Middle East, arrested, lens missing

Speaker 4 speed limit, minor accidents, dual control cars

As you listen

- 2 **1.4** What are the jobs? Listen and check your ideas.
3 Work in pairs or groups. Listen to the speakers again.
a Rank the four jobs in order of danger from the most to the least dangerous. Add four of the dangerous jobs you listed in 1a.
b Discuss which jobs on your list you would most and least like to do. Why?

Interpretation

- 1 The first speaker says that she doesn't think about the danger w her job but *afterwards it hits you* – *when you get home and relax*. What kinds of feelings do you think she is talking about?
2 The second speaker talks about the *mental* and *physical* risks that sports people take. Can you think of examples of these different kinds of risk?
3 The third speaker mentions *calculated risks*. What are these? Why does he continue to take them?
4 The fourth speaker says *The most important thing is to keep a cool head*. Why do you think she needs to do this?

Vocabulary

- 1 Which of these verbs commonly go with the nouns? Match a verb from **A** with a noun from **B**. Use a dictionary to check your ideas.

A keep play run waste

B (a) cassette football (a) trick on someone (a) business (the) guitar time control (your) head ten kilometres energy (your) job (your) temper (a) race (a) risk (a) secret money

- 2 a Make up four sentences about yourself using some of the verb-noun combinations.
Example
I've never run ten kilometres in my life.
b Compare your sentences with a partner.
3 What is the difference in meaning between these pairs of words? Compare your ideas with a partner and then check in a dictionary.
a job / work c mental / physical
b smoke / flames d obsessed with / interested in
4 Now discuss these questions.
a Is it possible to like your *job* but not enjoy the *work* you do?
b What are the different harmful effects of *smoke* and *flames*?
c Give an example of when you might be *physically* exhausted but *mentally* alert.
d Is there anything that you were once *obsessed with* but are now just *interested in*, or the other way round?



Action verbs and state verbs

Exploring concepts

Action verbs refer to something which happens or which causes a change.
Smoke was pouring from the building, people were jumping from the windows.
He ran inside and brought out three children.

State verbs refer to something which usually stays the same.
She seems much happier now that she owns her own business. She prefers working for herself.

- 1 Read the following text.
 - a Sort the verbs in *italics* into action verbs and state verbs. Make two lists.
 - b What grammatical difference is there between the two types of verb?



I *belong* to the police force and I *love* my job, though I *wish* it was less dangerous. Last Thursday was typical. I'm *working* nights at the moment and I *left* the police station at ten o'clock and *walked* towards the town centre. I *was approaching* the Metropolitan Hotel when a fight *broke out*. A gang of youths *attacked* a middle-aged man as he *was getting on* to his motorbike. They *dragged* him onto the pavement, then *kicked* and *punched* him. I *thought* about trying to stop them but I *knew* there were too many of them. So I *radioed* the station and *said*, 'I'm outside the Metropolitan, there's a fight *going on* and I *need* assistance.' While I *was waiting* for help to arrive someone *threw* a bottle, which *hit* me on the back of the head. I *woke up* in hospital three hours later with a dreadful headache. The motorcyclist was quite badly hurt. I *hope* he's OK – I *believe* he's off the danger list. Unfortunately, this is partly what being a policeman *involves*. I *doubt* if they *will* ever catch the people concerned. That's the worst thing.

- 2 Look at your list of state verbs. A number express feelings or emotions: *love, hope, doubt*. What other kinds of meaning do state verbs express?

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Exploitation

- 1 Work in pairs. Take turns to be Student A.

Student A

You are researching an article on people's feelings and attitudes towards their jobs. Make up questions to interview a partner about:

- their responsibilities
- their likes and dislikes
- the challenges of the job
- what they would like to change about their job and why.

Make notes of their answers.

Student B

Think of the questions based on the topics above that your partner might ask you about your job. Prepare what you are going to say, then answer your partner's questions.

- 2 Use your notes to write an article based on your partner's answers. Write what they think and how they feel in general about the work they do. Show your partner your article and discuss any improvements.



Vocabulary development

Each unit of this book covers important general vocabulary topics. Look at the definitions and examples related to some of these topics and then do the short activity which follows. Check any words you are uncertain of in a dictionary.

Collocations

These are pairs or groups of words commonly used together.

play a trick (on someone) – NOT **do** a trick

keep a cool head – NOT **keep** a cold head



- 1 Work with a partner. Make a list of all the verbs you can think of that collocate with *money*.

Example

earn money

- 2 Each talk for one minute about the subject 'Me and my money' using the verbs you listed in 1.

Connotations

These are extra meanings associated with words in addition to their normal meanings.

routine = regular or normal with the added idea of being boring. (The work is very **routine**.)

chuck = throw, with the added idea of casually, with contempt, without caring. (They **chuck** you in a cell overnight.)



You receive references for two applicants for a job in your organization. Here are some of the words used to describe the two people. Who would you prefer to employ, Sue or Dave? Why?

Sue is *serious, inexperienced, ambitious*.

Dave is *humourless, immature, pushy*.

Word-building

This is adding prefixes or suffixes to the root word to make new words.

organize organizer organization organized disorganized
nation national nationalistic international internationally

Work in pairs. Make as many words as you can by adding prefixes and suffixes to these root words.

use believe advise



The office disorganizer

Formality

This is the difference between formal and informal language.

release somebody (formal) / **let** somebody go (informal)
in rural areas (formal) / **in the country** (informal)

Rewrite these sentences using informal English.

- a May I introduce you to my mother and father?
- b I apologize for my lateness.
- c Do you have any objection to my opening the window?



Homonyms

These are words which are the same in sound or spelling but are different in meaning.

I have been feeling weak all week. (homophones)

The couple in the front row of the cinema were having a row. (homographs)

- 1 Make a list of other words that sound like these.

two right wait wear

- 2 Choose two pairs of words on your list and make up sentences that show the difference in meaning.



Metaphorical language

This is language used in non-literal ways.

When I asked where he'd been he looked rather sheepish.
(= like a sheep / embarrassed or ashamed)

- 1 What would it mean if a person was described as: mousy, a dinosaur, a rat, or catty?
- 2 What would a person be doing if they buried their head in the sand?



He looked sheepish but said nothing.

Language in action

Agreeing and disagreeing

Eavesdrop!

Look at the picture and guess the answer to this question.

- Where are the people?
Think of a country, place, and type of building.



Listening 1

- 1 **1.5** Listen, check your ideas and think about these questions.

- Who are the speakers?
- What is the subject of their conversation?

- 2 Work in groups of four. Listen to the conversation again.

Student A Listen and note down expressions the speakers use to agree with each other.

Student B Listen and note down expressions the speakers use to disagree with each other.

Student C Listen and note down expressions one speaker uses to try and get into the conversation.

Student D Listen and note down expressions that other speakers use to prevent someone from getting into the conversation.

Tell each other the expressions you heard. Make lists with the following headings:

- agreeing with someone
- disagreeing with someone
- getting into the conversation
- preventing someone from getting into the conversation.

Listening 2

- 1 **1.6** You are going to listen to two more conversations in which people agree and disagree with each other. As you listen, answer these questions.

- What is the subject of the conversation?
- What is the relationship between the speakers? Are they friends, acquaintances, or colleagues?

- 2 **1.7** Read and listen to the extracts from the conversations on the next page.

- Mark any expressions used to:
 - agree
 - disagree
 - get into the conversation
 - prevent someone from getting into the conversation.
- Add the marked expressions to the lists you have already made.

Extract 1

- J It might look a bit strange if you've just ... got one sort of colour, don't you think?
R Not necessarily.
J I think it could be like a little rich gem in here with all sorts of deep vibrant colours, like a fruit cake.
K Oh, I don't know about that. I don't know that I could live in it.
J Don't you like that?
K Ooh ...
R Well, as you say, a room this size.
J Right. What would you do?
R Well, ... I'd ...
S I'd ... Sorry.
R I tend to go along with the neutrals, but with a splash of ... strong ... strong ...
J Something bright ...
R ... strong ... but not make that the overall theme ... you know ...
J Mmm – I see your point. Mmm ...
S Yeah, I agree with you, I think, I think. The other thing I think about is, strong colours is they're likely to date.
J Mmm ...
S I mean I wouldn't ...
R Yeah, that's a good point ...



Extract 2

- T Yes, I know, but the point the point is we work our guts out for this place and they're just constantly leaning on us all the time. It's more work, it's more money, it's more hours, it's more admin.
J Oh Tony, Tony, be reasonable.
T This is getting ridiculous.
R Wait a minute, wait a minute. You know, I mean if everyone could bring their car in, nobody could park in there anyway because ...
J Exactly!
R ... there'd be too, too many cars.
J Absolutely. Absolutely right! Absolutely! So that's going to give you a great opportunity of a guaranteed place to park.
T Where's the money going to go to? What's it going to be used for?
J Well, I suppose they're going to have a security man there so that your car at least it'll be safe – it's not on the road, Tony.
T Oh come on, I mean, ... it's, the, there're gates, the gates are normally closed – that's no particular problem anyway, is it?
R But that can be decided later.



- T This is just one way of ...
J Oh no, that's not true.
T It is!
J No, I don't agree. Oh come on Roger, you know you're nearly there. It is ...
T Twenty quid a year, well all right, but a hundred, a hundred is absurd.
J Oh twenty's nothing. What's that going to do?
T Yes, but think how many people there are. If everybody's chipping in twenty quid, that's plenty of money to pay a security man or one or two people to run round with walky-talkies and this sort of silly equipment.
J A hundred is nothing if you work out how much that is a quarter. What do you pay in the multi-storey?
R It's really nothing for over a year, I mean what is it? Two pounds a week?
J Exactly! How much do the meters cost?
R Yeah, what is it? Two pounds an hour or something in a meter?
J You're right, you're right.
T Well that's, all right, yes ...
R I understand why they're charging ...



Features of natural conversation

- Underline all the examples of these exclamation words or sounds in the two conversations: *Mmm*, *Ooh*, (Extract 1), *Oh* (Extract 2). What ideas are they used to express?
- Listen to the conversations again and check your ideas.

Practice

- 1.8 Listen and repeat these expressions of agreement.
 - 1 I agree with you.
 - 2 You're right.
 - 3 I'd go along with that.
 - 4 That's a good point.
 - 5 Absolutely!
 - 6 Exactly!
 - 7 Absolutely right!
- Listen and say the expressions again, this time showing strong agreement.
- 1.9 Listen and repeat these expressions of disagreement.
 - 1 That's not true.
 - 2 I don't agree.
 - 3 I'm not so sure.
 - 4 I don't know about that.
- Listen and say the expressions again showing stronger disagreement.
- Work in pairs. Respond to these statements. Use any of the expressions in 1 or 2.
 - It's always cheaper and safer to travel by car.
 - Green's a very restful colour.
 - You're only as old as you feel.
 - 99 per cent of television programmes are boring.

- 1.10 Listen and repeat these expressions which are used to get into a conversation. What do they all have in common?
 - Excuse me, could I just say (what I think)?
 - Can I just say (what my opinion is)?
 - I'd just like to say (I'm not happy about this).
 - Can I just get a word in, (please)?

Exploitation

Work in groups. Discuss one of these situations.

Situation 1

Your company has made much larger profits than anyone expected. You have to decide how to spend this extra money. The basic choices are:

- to improve the social facilities for the employees
- to give all staff a three per cent bonus.

Situation 2

You want to try to raise money for charity and you are meeting to decide on the best way of doing this.

Writing

- 1 You are going to write a letter expressing agreement and disagreement.
 - a First, think about the main differences between spoken language and formal writing.

Spoken language

- R I tend to go along with the neutrals, but with a splash of ...
... strong ... strong ...
- J Something bright ...
- R ... strong ... but not make that the overall theme ... you know ...
- J Mmm – I see your point. Mmm ...
- S Yeah, I agree with you, I think, I think. The other thing I think about is, strong colours is they're likely to date.
- J Mmm ...
- S I mean I wouldn't ...
- R Yeah, that's a good point ...

Writing

I completely agree with Mr Forsyth that people should decide for themselves whether or not to take part in dangerous sports. On the other hand, I do not accept that anyone has the right to endanger the lives of others. I have nothing against the activities themselves. I am sure many people get a lot of pleasure from parachuting, hang-gliding, and bungee jumping. However, I entirely disagree with Mr Forsyth when he says that these activities should be allowed in public places. This is unacceptable in any situation where there is a risk that ordinary people may be injured or even killed.

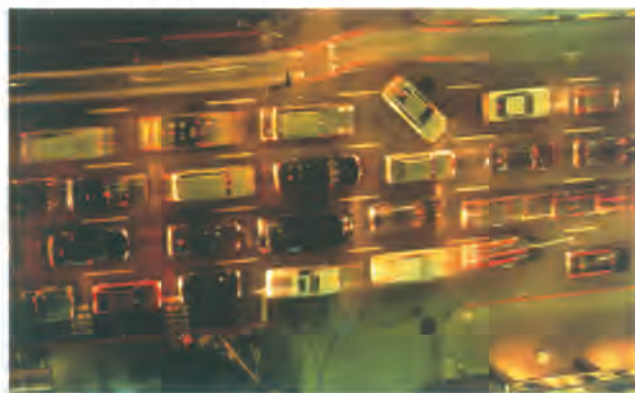
- b Underline all the examples of formal language used in the extract from the letter.
- c Make two lists: expressions of agreement and expressions of disagreement.
- d Which two words does the writer use to show how strongly he agrees or disagrees?
- e Which two words and phrases does the writer use to link points of agreement and points of disagreement?

► Writing guidelines p.155

- 2 You are going to write a formal letter to the authority in your town or city.

Your town or city has serious traffic problems especially during rush hours, causing delays, congestion, and pollution problems. Several suggestions have been made to improve the situation:

- a ring road
- a fast lane for cars with three or more passengers to encourage fewer cars
- a new subsidized rail/bus link
- making the town centre a pedestrian area, to encourage people to leave their cars at home
- increased tax on local roads.



In a TV broadcast an important local politician has called for action. He wants people to write giving their opinions and saying which suggestions they agree or disagree with.

Follow this paragraph plan.

- 1 Say why you are writing.
 - 2 Say which suggestions you agree and disagree with, using expressions from your list.
 - 3 Finish by making any different suggestions of your own.
- 3 Exchange your letter with a partner.
 - a Read each other's letters. Is the language appropriate for a formal letter? Is it clear what the writer wants to happen and what they agree and disagree with? Make any suggestions for improvements.
 - b Rewrite your letter, including any improvements you discussed.

Unit 1 Summary

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

- ☐ Present simple, Present continuous
- ☐ Aspect
- ☐ Action verbs and state verbs
- ☐ Vocabulary development
- ☐ Agreeing and disagreeing

- ☐ Getting into a conversation
- ☐ Preventing someone from getting into the conversation
- ☐ Writing a formal letter

Tick ✓ the points you are confident about and cross X the ones you need to revise.

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.

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- ▶ 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 systems
- ▶ functional work to improve speaking strategies
- ▶ authentic listening with awareness-raising activities for features of natural conversation
- ▶ a developmental writing syllabus
- ▶ clearly divided lesson sequences within each unit

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

The Upper Intermediate Workbook has a Reading section, practice of the grammar and vocabulary introduced in the Student's Book, plus further work on Writing. The Teacher's Book has detailed lesson notes and a full answer key, plus photocopiable practice materials and six tests.

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