

1 A life of learning

Language Summary 1, Student's Book p113

1A

A global language

Language ability V1.1

- 1 Read what Carl, Heidi and Maria say about speaking languages. Fill in the gaps with the phrases in the boxes.

~~'m quite bad at~~ know a few words can't speak a word

To be honest, I ¹ 'm quite bad at languages.
I ² of French that I learned at school,
but I ³ of anything else.

can also get by 'm reasonably good picked up



My first language is Swiss German, but I live near the border, so I ⁴ at Italian.
I ⁵ in French. We went to Lyon last summer and I ⁶ the basics.

also fluent in can have a conversation 'm bilingual it's a bit rusty

My mother is Spanish and my father is French so I ⁷ I'm ⁸ English which I need for my job. I ⁹ in Portuguese, but ¹⁰



Carl



Maria

- 2 Rewrite these sentences using the words/phrases in brackets.

- 1 I don't know any Japanese. (word)
I can't speak a word of Japanese.
- 2 I learned a few words of Italian on holiday. (picked)
I
- 3 My sister can speak Chinese very well. (fluent)
My
- 4 I can speak both French and Spanish perfectly. (bilingual)
I'm
- 5 I speak enough German for holidays. (get by)
I on holiday.
- 6 I haven't practised my French for a long time. (rusty)
My

The English verb system G1.1

- 3 a) Match the beginnings of sentences 1–9 to endings a)–i).

- 1 English isi)
2 More people speak
3 In the year 1000, English
4 By the beginning of the 21st century, English had
5 The English language was
6 A hundred years ago the world was
7 Since 1997, increasing numbers of Chinese students have
8 At present, over a billion people are
9 Immigration, new technologies, popular culture and even war have
a) learning English worldwide.
b) had approximately 40,000 words.
c) all contributed to the growth of English.
d) using French as an international language.
e) grown to over 500,000 words.
f) been coming to England to improve their English.
g) Mandarin Chinese than any other language in the world.
h) taken to North America by settlers in the 17th century.
i) used as a first language in at least 75 countries around the world.

- b) Match sentences 1–9 in 3a) to these verb forms.

- a) Present Perfect Simple 9
b) Past Continuous
c) Past Simple passive
d) Present Continuous
e) Present Simple passive
f) Past Simple
g) Present Simple
h) Present Perfect Continuous
i) Past Perfect Simple

1A and 1B

4 a) Read the first part of the article about Basic English and choose the correct verb form.

The man who made English easy

The idea of inventing an international language is not a new one. Over the past 180 years, linguists ¹*have created/created* over ten different languages that ²*are based/be based* on German, Spanish, English and even musical notes. One of the most influential of these ³*have been/was* Basic English.

By 1923 the First World War ⁴*was/had been* over for five years, but Europe was still ⁵*recovering/recovered* from its effects. Charles Kay Ogden, a linguist and writer, was

running several bookshops in Cambridge. He ⁶*had just/just* published a book which described how we use language. The success of his book ⁷*had inspired/inspired* Ogden to design a universal language – something that was much simpler than English, but ⁸*doesn't/didn't* require native English speakers to study a different language. In 1930 Ogden's book *Basic English: A General Introduction with Rules and Grammar* ⁹*was/were* published. It is estimated that,

on average, it ¹⁰*takes/took* about seven years to become fluent in English. Ogden ¹¹*believed/was believing* that Basic English could be learned in seven weeks. There ¹²*had been/were* only 850 words and the grammar was simplified with very few exceptions to each rule.



b) Read the second part of the article and fill in the gaps with the correct form of the verbs in brackets.

The language ¹ *attracted* (attract) the attention of educators all over the world, but its development ² (interrupt) by the Second World War. After the war, both the British Prime Minister and the President of the United States ³ (look) for ideas that might promote world peace. They both

⁴ (give) speeches that supported the use of Basic English.

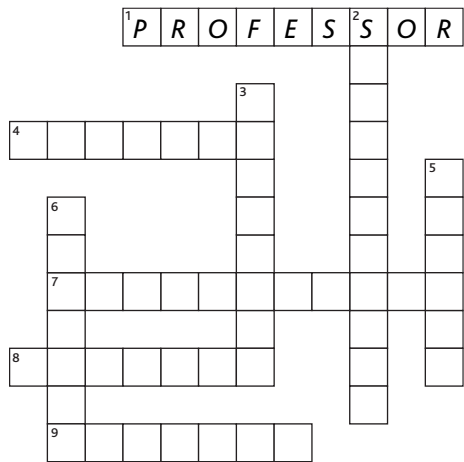
In the past 60 years, the language ⁵ (have) some success. In some parts of East Asia, teachers ⁶ (still; use) Ogden's word lists. However, in the main, the language has disappeared. But now that we

⁷ (know) that there are many more non-native than native speakers of English, recently some linguists ⁸ (ask) whether we should revisit Ogden's ideas. And the Wikipedia website has started a version of their main encyclopedia which ⁹ (write) in Basic English for non-native learners of the language.

1B My first week

Education V1.2

1 Complete the crossword with words connected with education.



Across →

- 1 A senior person who teaches at a British university.
- 4 A class where a group of students meets to study and discuss something.
- 7 Money given by an organisation to pay for someone's studies.
- 8 A formal talk on an academic subject.
- 9 An area of knowledge which is studied.

Down ↓

- 2 A school that is free to attend because the government pays for it.
- 3 A person who has a degree from a university or college.
- 5 The buildings of a college or university and the land that surrounds them.
- 6 An advanced degree that usually lasts for one year.

Uses of auxiliaries **G1.2** **G1.3**

2 a) Are sentences 1–8 correct? Change the incorrect sentences.

- 1 Everyone here ^{is} ~~are~~ doing a Master's degree.
2 Did you went to the seminar yesterday?
3 I do work very hard, but I still find the course difficult.
4 Some universities does give scholarships, but we don't.
5 I'm the only person here who went to a state school, aren't I?
6 If I were you, I don't eat in the college canteen.
7 You like doing exams or prefer continual assessment?
8 I've be invited to apply for a PhD, but the fees are too high.

b) Match the corrected sentences in 2a) to the replies a)–h).

- a) **4** Don't you? e) They are, aren't they?
b) Well, I'm not. f) Are you?
c) I don't enjoy either! g) So do I.
d) Wouldn't you? Why? h) No, I didn't.

3 Read the conversation and choose the correct auxiliary verb: a), b) or c).

PHIL Hi. It's Sara, ¹ *isn't* it? We met last week, ² we?
SARA Yes, we ³ You're Phil.
PHIL Well remembered. You ⁴ warn me when we met that you often forget names.
SARA I ⁵, unfortunately. But I ⁶ making a special effort this week. Anyway, how ⁷ it going?
PHIL OK. I ⁸ already had a tutorial with my PhD tutor.
SARA ⁹ you? Who's that?
PHIL His name's Professor Shavick. Everyone else was very impressed by him, but I ¹⁰ I ¹¹ expect you know him.
SARA I ¹² actually. You see, I'm ...
PHIL Oh, sorry, hold on – that's my phone ringing ...

- | | | |
|--------------|------------------|------------|
| 1 a) is | (b) isn't | c) doesn't |
| 2 a) didn't | b) haven't | c) aren't |
| 3 a) did | b) do | c) have |
| 4 a) have | b) do | c) did |
| 5 a) 'm | b) do | c) have |
| 6 a) 'm | b) 've | c) 'll |
| 7 a) has | b) does | c) is |
| 8 a) do | b) 'd | c) 've |
| 9 a) Did | b) Have | c) Haven't |
| 10 a) wasn't | b) didn't | c) haven't |
| 11 a) 'm not | b) don't | c) do |
| 12 a) am | b) have | c) do |

4 Read the second part of the conversation. Fill in the gaps with the correct positive or negative auxiliaries. Use contractions ('ve, 's, etc.) if possible.



PHIL Sorry, where were we? Yes, Professor Shavick. He's a bit strange, ¹ *isn't* he? I ² interviewed by him so we hadn't met before.
SARA Neither ³ I when I started here. And I must admit – he ⁴ appear rather unusual when you first meet him.
PHIL Unusual? If I met him in the street, I ⁵ probably run away screaming. All that hair! He's been spending far too much time with his computer. He should get a little sunshine, ⁶ he?
SARA Well, perhaps.
PHIL Anyway. I ⁷ think I even asked you what you're doing your PhD in.
SARA Well, I ⁸ not doing a PhD actually. I, er, teach here.
PHIL You don't, ⁹ you?
SARA Er ... yes. Computer science, as a matter of fact. Sorry, I ¹⁰ going to say something earlier, but ...
PHIL How embarrassing. So, Professor Shavick is a colleague of yours?
SARA Um ... well, I suppose he's my boss really. But ¹¹ worry – I ¹² tell him anything! And not all computer scientists are like him, I promise!

1C Making the grade

Teaching thinking

- A Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John. Inside the house, they find a surgeon, a lorry driver, a mechanic and a fireman, all playing cards. Without hesitation or asking any questions, they immediately arrest the fireman. How do they know they've got the right man?
- B The answer to the puzzle is printed at the bottom of the page. But if you don't know it, try ¹ *not to look*. (not look) yet! Read this article and then force yourself ² (think) a little harder.
- C In the 1960s Edward de Bono, a Maltese doctor and writer, invented the phrase 'lateral thinking'. De Bono believes that we understand the world by building up patterns based on experience. These patterns teach us ³ (recognise) familiar problems and situations and allow us ⁴ (make) simple decisions quickly. However, de Bono argues these patterns can also stop us from seeing the solution to a problem.
- D De Bono thinks that for every problem, you need ⁵ (check) your assumptions. What did you assume when you read the puzzle above? To think laterally means you must avoid ⁶ (make) assumptions about a problem and make yourself ⁷ (think) 'outside the box'.



- E Got the solution yet? No? Well, keep ⁸ (read) then think again.
- F De Bono once asked some children ⁹ (suggest) ways of estimating the height of a tall building. Asking the architect, dropping a stone from the top and measuring the time taken to fall were sensible suggestions. But one boy refused ¹⁰ (take) the question seriously. "Put the building on its side and measure it," he said. The class laughed. De Bono then managed ¹¹ (demonstrate) that this was actually a very sensible idea. You can put the building on its side, de Bono pointed out, in a photograph. And if you put something else in the photograph – that you know the height of – you can easily calculate the height of the building.
- G In fact children are often good at lateral thinking. With less life experience they bring fewer assumptions to a problem and so provide different solutions. So, if you can't answer the murderer puzzle yet, try asking a young person the same problem. You might ¹² (be) surprised at how simple they find it!

The surgeon, lorry driver and mechanic were all women. The fireman was the only man.

SOLUTION

Reading

- 1 Read the article quickly and choose the best definition of lateral thinking.
Lateral thinking is ...
a) a new way of thinking about old problems.
b) a fun way of solving puzzles.
c) an alternative to traditional logic.
- Verb patterns (1) V1.3
- 2 Read the article again. Fill in the gaps with the correct form of the verbs in brackets.
- 3 Read the article again. Which paragraph or paragraphs of the article:
- 1 encourage you not to give up thinking about the puzzle?
..... **B**
 - 2 tells you what you need to do if you want to use lateral thinking?
 - 3 explains why some people are better at lateral thinking?
.....
 - 4 gives an example of solving a problem by lateral thinking?
.....
 - 5 presents a lateral thinking problem for the reader to solve?
 - 6 explains the way we traditionally deal with problems?
 - 7 tells you where you can find the solution to the puzzle?
.....

1D Evening classes

Keeping a conversation going RW1.1

- 1 a) Choose the best response.
- 1

Clare's doing a pottery class at the moment.
a) Really? How's it going?
b) Like what, exactly?
c) Such as?
- 2

Nancy wants us to do a French class.
a) In what way?
b) How's it going?
c) Does she?
- 3

Michael and I want to do something more creative this term.
a) What's it like?
b) What sort of writing?
c) Like what, exactly?
- 4

I can't stand exams.
a) Why's that?
b) Such as?
c) Don't you?
- b) Match conversations 1–4 in 1a) to the next lines a)–d).
- a) Yes, we're thinking of moving to Paris.

b) Bad memories from school, really.

c) We don't know yet. Maybe painting.

d) Pretty well, I think.

- 2 Complete conversations 1–5 with the correct question word and preposition.

Who	What	How long	Who	Where
with	from	for	about	to

- 1
- TOM

Eve is starting her own business.
- SUE

Really? Who with ?
- TOM

It's just her at the moment.
- 2
- SAM

Alex has written a screenplay.
- DAN

No way!?
- SAM

It's a thriller, I think. But I don't know the story or anything.
- 3
- EDDIE

We've got to give in our application forms soon.
- NANCY

.....? Do you know?
- EDDIE

I think you can just leave them with the secretary.

- 4
- PAT

I got this camera for less than half price.
- MARY

Did you?
- PAT

Some website my daughter told me about.
- 5
- ANA

Our teacher's going away next week.
- STEPH

.....?
- ANA

Almost a fortnight, I think.

- 3 Fill in the gaps in the conversation. Use one, two or three words.
- TOM

Eve! Hi!
- EVE

Tom! What a coincidence. I was thinking about you recently.
- TOM

1 Were you? Why 2 that?
- EVE

I was wondering if Clare still does that pottery class.
- TOM

No, she gave that up a few months ago.
- EVE

3 come?
- TOM

Well, we moved house in March so it's a bit far.
- EVE

Really? 4 to?
- TOM

Near here, actually. On Culford Street. Anyway, 5 going? Are you still teaching?
- EVE

Yes, but not for much longer, thankfully.
- TOM

What 6 mean?
- EVE

Well, I'm starting my own training business.
- TOM

7 training?
- EVE

Presentations, mainly. But other stuff in the future.
- TOM

You've always been good at that kind of thing, 8? I guess teaching helps.
- EVE

Absolutely. Anyway, enough about me. What's Culford Street 9 ?
- TOM

Great. Much quieter than our old place. Of course, life is a little different these days.
- EVE

Different? In 10?
- TOM

Well, since we had the baby ...
- EVE

A baby? Congratulations! I had no idea!

2 Time for a change

Language Summary 2, Student's Book p116

2A It's bad for you!

Expressing frequency **V2.1**

- 1 a) Read the advice in the 'Healthy eating' leaflet. Choose the correct phrases in these sentences.
- 1 You can eat chips **every so often** / *most of the time*.
 - 2 Try to eat some fruit *once in a while* / *every day*.
 - 3 It's alright to snack on biscuits *occasionally* / *most of the time*.
 - 4 Only eat crisps *every now and again* / *more often than not*.
 - 5 Eating red meat *frequently* / *rarely* isn't good for you.

b) Read these comments. Are the people following the advice in the leaflet? Write Y (Yes) or N (No).

- 1 ☒ More often than not I'll choose fish or chicken rather than red meat.
- 2 ☐ I have chips for dinner most days.
- 3 ☐ Every so often I remember to eat an apple or an orange.
- 4 ☐ I have a biscuit with my coffee every now and again.
- 5 ☐ Most of the time, while I'm watching TV, I'll have a packet of crisps.
- 6 ☐ I eat vegetables at weekends.
- 7 ☐ My favourite food is cheese sandwiches on white bread – I eat them for lunch once in a while.

Healthy eating

- ✓ **Go ahead! (every day)**

 - fruit, nuts
 - wholemeal bread
 - white meat (e.g. chicken, turkey)
 - vegetables
 - white/oily fish
- ✗ **Be careful! (once a week)**

 - crisps
 - white bread, rice, pasta
 - red meat
 - fried or roast potatoes
 - cakes, biscuits, chocolate

Present and past habits, repeated actions and states **G2.1**

- 2 Choose the correct verb form. Sometimes both are possible.
- When my father **reached** / *would reach* forty, something **used to happen** / *happened* to him. Before this he **was always eating** / *always used to eat* what he wanted, but now **he's never eating** / *he won't eat* any fried food and **he's always worrying** / *he worried* how much sugar and salt there is in everything. This is the same man who **used to eat** / *would eat* chocolate all day long! These days **he gets up** / *he'd get up* early to go to the gym every morning before work. Before his fortieth birthday, he **would even complain** / *was even complaining* about having to walk to the car!

- 3 Are the phrases in **bold** correct? Change the incorrect phrases or put a tick ✓ if the phrase is correct.

I used to live in a tiny village in southern Italy many years ago before I **used to go** to university. At that time there **was** very little tourism so there **didn't use to be** many restaurants and there only **use to be** one small hotel. Because the village was so small everyone **would know** everyone else and so people **would say** hello to you in the shops or while you were walking down the streets. We **used to spend** a lot of time sitting in cafés and bars, chatting to everyone in our bad Italian! It **would be** very cheap to eat out so we ate delicious food all the time for next to nothing. We **used to make** some fantastic friends and we still go back there from time to time to visit them.



- | | | |
|---------------|---------|---------|
| 1 <u>went</u> | 4 _____ | 7 _____ |
| 2 <u>✓</u> | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | 9 _____ |

2A and 2B

- 4 Choose the correct answer.

 - My aunt is always apologising for everything she does.
a) I find it really annoying!
b) She's very polite!
 - Fred used to like playing football
a) but he prefers watching it these days.
b) but he doesn't like watching it.
 - I went to Scotland for my holidays last year.
a) It would rain every day.
b) It rained every day.
 - I'll go out for a long walk when I'm feeling stressed.
a) It helps me clear my head.
b) It'd help me feel better.
 - My dad and I would watch *Match of the Day* together on television.
a) It used to be on at 10 p.m. on Saturdays.
b) I remember seeing it a couple of times.
- 5 Rewrite the sentences using the word in brackets.

 - I drank up to five cups of strong coffee every morning before I gave up. (would)
I would drink up to five cups of strong coffee every morning before I gave up.
 - My doctor frequently tells me to take more exercise. (always)
 - My wife always checks the labels before she buys food. (will)
 - When I was a student, I was a vegetarian. (used to)
 - I never worried about my food until I put on weight. (used to)
 - When my children were small I never gave them fast food. (would)

2B Life's different here

Feelings and opinions V2.2

- 1 Put sentences a)–j) in the correct order.

A trip to Barcelona

 - ☒ I knew that Barcelona was famous
 - ☐ Luckily they were more than satisfied
 - ☐ of art and architecture, and were shocked
 - ☐ of the fantastic food we ate while we were there.
 - ☐ at the idea of sightseeing in the heat of the day.
 - ☐ with the shopping in Barcelona, and I wasn't at all disappointed
 - ☐ about the idea of visiting the cathedral and houses that Gaudi designed.
 - ☐ by the fantastic buildings I saw. And none of us would ever get sick
 - ☐ for its fantastic architecture so I was excited
 - ☐ Unfortunately, however, the friends I went with are not very fond
- 2 Complete the postcard with the correct prepositions.

Dear everyone,

Having a great time. Weather's fantastic so far. The kids seem fascinated ¹*in / (by)* the sea, although terrified ²*of / at* seeing a shark!

Thanks for the offer of a lift from the airport. Not sure yet ³*about / at* our plans, but will phone you soon to confirm. We aren't aware ⁴*of / in* any problems with the flights, anyway.

Hope you are impressed ⁵*of / by* the picture on the card! Josh chose it, of course!

Love,
Amanda

The Gill Family
132 Davy Road
Cambridge,
CB1 3TY
UK

2B

be used to, get used to G2.2

3 Fill in the gaps with the correct form of *be used to* or *get used to* and the verb in brackets.

- 1 Julia kept drinking lots of water. She isn't used to eating such spicy food. (eat)
- 2 I'm always losing my sunglasses. I haven't them yet. (wear)
- 3 I'm finding it more difficult than I thought to on the right. (drive)
- 4 My children are because we travelled abroad a lot when they were babies. (fly)
- 5 It's taken me ages, but I've finally tea with milk. (drink)
- 6 Are you in a country without seasons yet? (live)
- 7 My grandmother is now emails, but not to using a mobile phone. (answer)

4 Will has just started working from home. Fill in the gaps with the correct form of these verbs.



waste enjoy organise focus wear have to get

- 1 Before I worked from home I used to waste at least three hours a day on the train.
- 2 I still can't get used to not leave home at seven o'clock every morning.
- 3 I'm still not used to my own working day. I get distracted easily.
- 4 I used to chatting to people in the office so I sometimes feel a bit lonely.
- 5 I'm slowly getting used to on my work rather than what's happening in the house.
- 6 I'd find it difficult to get used to suits and ties again instead of my jeans.
- 7 When I worked in an office, I never used to home in time to go to the gym in the evenings.

5 Match the beginnings of sentences 1–6 to endings a)–f).

- 1 There always f)...
- 2 She can't get
- 3 She'll never
- 4 Are you
- 5 Did he
- 6 He's never
- a) getting used to your new school?
- b) used to getting up so early now she has this new job.
- c) got used to living in the country. He finds it strange.
- d) get used to the long winters in this country.
- e) use to be an actor at one time?
- f) used to be a lot of traffic on this road. What's happened?

6 Find one mistake in each of these sentences and correct it.

- 1 I'm not used to ^{working}~~work~~ so hard.
- 2 He's getting used to have a baby in the house.
- 3 He's use to driving long distances, so don't worry.
- 4 He used to the hot weather. He comes from Australia.
- 5 I didn't used to like him, but I do now.
- 6 We used to playing together when we were children.
- 7 Did you two used to know each other?
- 8 How long did it take to get used to wear contact lenses?

Reading

- 1** Read the article quickly. What is the writer's advice to the organisers of the London Olympics?
- a) You should only choose team members who are 'visioners'.
 - b) Be aware of how different types of people work in different ways.
 - c) It is better not to employ both 'visioners' and 'organisers' on the same team.
- 2** Read the article again and fill in gaps 1–6 with the correct sentences a)–f).
- a) ~~Ever missed a deadline?~~
 - b) The team members with creative talents need uninterrupted time away from the 'do it now' culture associated with emails, texts and mobile phones.
 - c) At worst, they ignore the deadline or keep putting it off.
 - d) There will be criticism if the earliest targets for the Olympics are missed.
 - e) However, it's not always advisable to employ people with the same time profile.
 - f) They set their own deadlines and pay close attention to them.

3 Complete the sentences with the correct form of the word in brackets. All the words are in the article.

- 1 If you want to succeed, you may need to strengthen
your team a bit more. (strong)
- 2 Good managers have to learn how to
their time. (priority)
- 3 Luke felt that he had been given a rather
workload. (challenge)
- 4 He really needs to his attitude to work
this year. (improve)
- 5 Liz is for getting it finished on time.
(responsibility)
- 6 Do you agree that it's a deadline? (real)
- 7 For this task you will need to use your
(imagine)
- 8 I try and plan my time more carefully.
(usual)
- 9 Has he got the to lead this project? (able)

1 **a)** ? Well, spare a thought for the people who are responsible for organising the 2012 London Olympics. The 'to do' list remains challenging: 'build 80,000 seater stadium', 'improve London's transport infrastructure' and so on.



With the deadline still some years away, the organisers have plenty of opportunity to make sure that their teams include the right mix of 'time types' for the tasks they need to do. Disaster relief teams or flight crews depend on the ability of their staff to work at the same speed under time pressure.²

Do you frequently lose track of time? Are you tempted to take risks? Do you focus on mid- to long-term goals? If so, you are probably a 'visioner'. Professor Mary Waller shows that employing a team which is almost entirely made up of 'visioners' is a high risk strategy. Workers with a 'visionary' time style tend to underestimate the time they need for a task.

Teams with a reputation for meeting deadlines usually include 'organisers', who monitor their time and prioritise their work. If you are anxious to achieve and rarely lose track of time, you might well be an 'organiser'. This type of person plans tasks and activities and is rarely impulsive. Whether they are working under low or high pressure, 'organisers' will rarely rely on other people's deadlines. ⁴

Yet a strategy of mixing visioners and organisers is not always successful. If there is a need for imagination, having even one 'organiser' on the team can actually prevent the multi-tasking which is necessary for tasks needing an input of new ideas.
⁵ In this way, they can play around with ideas before getting back together with the team.

6 But if officials take steps to make sure that their workers' individual time profiles are recognised, they will enhance everyone's performance. In this way they will be able to strengthen their teams and give themselves a more realistic chance of finishing on time.

Discussion language (1): agreeing and disagreeing politely

RW2.1

- 1** Match the beginnings of phrases 1–8 to the endings a)–h).

- 1 Oh, do you
2 Oh, I
3 I can't
4 I suppose
5 Well, I'm
6 You might
7 I see
8 That's
- a) still not convinced.
b) what you mean.
c) be right there.
d) think so?
e) argue with that.
f) a good point.
g) wouldn't say that.
h) that's true, actually.

- 2** Read opinions 1–6. Decide if a) and b) are agreeing (A) or disagreeing (D).

- 1 I think he's done really well as manager this season.
a) Oh, do you think so? D
b) I suppose you've got a point there. A

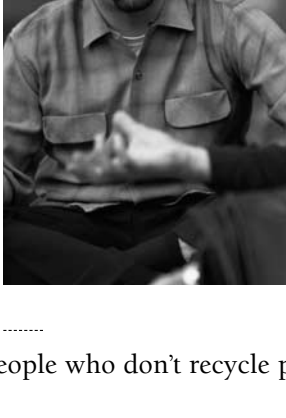
2 I think it's time people started supporting our local shops instead of using big supermarkets.
a) I wouldn't say that.
b) I can't really argue with that.

3 The government ought to fine people who don't recycle paper and plastic.
a) You might be right there.
b) I can't really see the point of doing that!

4 In my opinion, there's too much pressure on young people these days.
a) I see your point.
b) I don't know about that.

5 Footballers are paid far too much, if you ask me.
a) I suppose that's true, actually.
b) That's a good point.

6 The reason many people don't buy much organic food is because it's expensive.
a) Well, I'm still not convinced.
b) I see what you mean.





- 3** Read the conversations and fill in the gaps with these phrases.

~~I can't really see the point of that.~~
I see what you mean.
Oh, do you think so?
Well, I'm still not convinced.
Well, I can't argue with that.

- 1 A My brother never lets his children watch TV at home.
- B I can't really see the point of that.
They'll just watch it somewhere else instead.
- 2 A That film was really boring.
- B
I quite enjoyed it.
- 3 A I don't eat red meat any more because all the evidence shows it's bad for you.
- B
I still think it's OK in moderation.
- 4 A Experts are now saying that teenagers need at least ten hours' sleep a night.
- B
Alex is always bad-tempered the next day if he stays up late.
- 5 A We think that making teenagers get a part-time job means they learn the value of money.
- B
You're probably right, just as long as their schoolwork doesn't suffer.