

# MAP OF THE BOOK

<b>UNIT 1</b>	<b>Short questions for everyday conversations</b>	Quite often we only use the endings of questions, or we use very short questions with <i>about</i> or with prepositions.	<b>A:</b> <i>More tea?</i> <b>B:</b> Yes, please. Half a cup is fine, though. <b>A:</b> I've been looking for a new job. <b>B:</b> Oh. <i>Any luck?</i>
<b>UNIT 2</b>	<b>Common structures with <i>know</i> and <i>think</i></b>	Some short structures or patterns of words are used again and again in spoken English as a 'springboard' for sentences.	<b>A:</b> <i>I don't know what</i> to do today. <b>B:</b> Why don't we have a game of tennis? <b>A:</b> Who paid for the hotel? <b>B:</b> I'm not sure. <i>I think it was</i> Jaci.
<b>UNIT 3</b>	<b>Modify meaning with <i>actually</i>, <i>really</i>, <i>of course</i>, etc.</b>	In conversation we often do more than simply express a basic meaning. Sometimes, for example, we also show our 'attitude' to what we're saying.	<b>A:</b> Are you <i>actually</i> going out in that rain? <b>B:</b> <i>Of course.</i> I've got to get to work, haven't I? <b>A:</b> I shouldn't have criticised you like that in front of everyone. I'm sorry. <b>B:</b> It's alright, <i>really.</i> I don't mind. I'd rather people said what they thought.
<b>UNIT 4</b>	<b>Improve your naming skills</b>	There are three main ways of addressing people: by first name; by title (e.g. <i>Mr Smith</i> ); and by general words such as <i>guys</i> .	<b>A:</b> Where are we eating, <i>guys</i> ? <b>B:</b> I'm not sure, <i>Mike.</i> They say the Italian place is good. <b>A:</b> Shall we meet at the cinema, <i>Jay</i> ? <b>B:</b> Alright, <i>Meg.</i> Is that okay with you, <i>Pete</i> ?
<b>UNIT 5</b>	<b>Send signals with <i>I mean</i>, <i>you see</i>, <i>you know</i>, etc.</b>	Sometimes, in conversation, we use a word or short phrase to 'signal' the type of thing we're about to say or we've just said.	<b>A:</b> ...and then in the afternoon, we're going to climb all three mountains. <b>B:</b> <i>Right.</i> That sounds like fun. <b>A:</b> But I thought you liked really spicy food. <b>B:</b> <i>Well,</i> I don't. I've told you before.
<b>UNIT 6</b>	<b>Use <i>so</i> and <i>do</i> to make effective responses</b>	<i>So</i> and <i>do</i> have many uses in English. They both play an important part, for example, in the business of 'connecting' bits of conversation together.	<b>A:</b> Olivia and Jack are getting married. <b>B:</b> <i>So</i> I heard. It's great news. <b>A:</b> Have you e-mailed your boss? <b>B:</b> Yes, I <i>have done</i> , but she hasn't replied.
<b>UNIT 7</b>	<b>Sound more polite</b>	Being polite means making your language less direct (often through past tenses) – and knowing how to respond to what other people say.	<b>A:</b> <i>Excuse me,</i> I think you've dropped your gloves! <b>B:</b> <i>Oh dear!</i> I'm always doing that. <i>Thanks very much.</i> <b>A:</b> <i>You're welcome.</i> Would you like a hand with your bags? <b>B:</b> Yes, <i>please.</i> I'm afraid they're quite heavy. Do you live round here?
<b>UNIT 8</b>	<b>Be vague with <i>thing/thingy</i>, and <i>things (like that)</i>, etc.</b>	Spoken language is often vague. We don't always have time to be precise – and being vague can be a more relaxed way of speaking to people.	<b>A:</b> Look. I've got this <i>thing</i> on my leg. <b>B:</b> You poor <i>thing</i> , Sam. Does it hurt? <b>A:</b> What do you do in the evenings? <b>B:</b> Play music, watch TV <i>and things like that.</i>
<b>UNIT 9</b>	<b>Be vague with <i>sort of</i>, <i>kind of</i>, <i>a couple of</i>, etc.</b>	As mentioned in Unit 8, spoken language is often vague. In this unit, we look at some more vague language.	<b>A:</b> What happened to you yesterday? <b>B:</b> I was feeling <i>kind of</i> ill, so I went home. <b>A:</b> Are you looking forward to the weekend? <b>B:</b> <i>Sort of.</i> I've got quite a lot of work to do, but I should get a break on Sunday.
<b>UNIT 10</b>	<b>Say less</b>	<i>Ellipsis</i> means leaving out (not saying) words when your meaning is clear without them. It is a natural part of conversation, not only because it saves time, but also because it 'links' what we say to what our partner has said.	<b>A:</b> Are you feeling okay? <b>B:</b> Got a headache again, I'm afraid. <b>A:</b> Where are you? <b>B:</b> On the train.

<b>UNIT 11</b>	<b>Exaggerate</b>	Exaggerated language (sometimes called <i>hyperbole</i> ) is very common in informal conversation, particularly amongst teenagers, and when we're gossiping or telling stories.	<b>A:</b> How's it been? <b>B:</b> Really busy! <i>Hundreds of people rang</i> while you were out. <b>A:</b> <i>These shoes are killing me!</i> <b>B:</b> Don't worry. We'll be home soon.
<b>UNIT 12</b>	<b>How to use <i>oh</i>, <i>ah</i>, <i>wow</i>, <i>ouch</i>, etc.</b>	There are a number of words – sometimes called <i>interjections</i> – that we use regularly in conversation, but hardly ever write down.	<b>A:</b> The problem is that my flat's too small. <b>B:</b> <i>Oh,</i> I see. Well, Sue can stay with me, if you like. <b>A:</b> Anyway, I decided to treat myself to a new dress. What do you think? <b>B:</b> <i>Wow!</i> It's gorgeous.
<b>UNIT 13</b>	<b>Make statements work as questions</b>	To make a statement into a question, we normally change the word order, or use <i>do/does/did</i> or a question tag. But it isn't always necessary.	<b>A:</b> Scott's booked a table for 6p.m. <b>B:</b> We're eating before the play? <b>A:</b> We'll pick Mike up on the way. <b>B:</b> Mike's coming, too?
<b>UNIT 14</b>	<b>Report speech in a more immediate way</b>	Reporting speech normally involves a process of changing tenses, pronouns and time and place words. In this unit, we focus instead on a simpler way – and a special use of the past continuous.	<b>A:</b> How did it go? <b>B:</b> Not very well. I started by saying to him, ' <i>Look</i> , if we don't find a way of working together, we'll never get the product launch ready in time.' And he said, ' <i>Oh</i> , I didn't know we had a problem.' So I said, ' <i>Well</i> , you haven't replied to any of my last three e-mails.'
<b>UNIT 15</b>	<b>Use <i>had better</i>, <i>have got to</i> and <i>be supposed to</i> correctly</b>	Three modal verb phrases, which you will have seen before, are much more common in conversation than in written English: <i>had better</i> , <i>have got to</i> and <i>be supposed to</i> .	<b>A:</b> <i>Aren't you supposed to</i> be at work? <b>B:</b> It's okay. My boss gave me the afternoon off. I've <i>got to</i> do a presentation tomorrow for some clients. The phone was ringing all the time, so she said I'd <i>better</i> go home and finish it off there.
<b>UNIT 16</b>	<b>Make short responses to agree or show interest</b>	The way in which we respond to what people say is one of the most important parts of conversational English. In this unit, we look at using adjectives, adverbs and very short questions.	<b>A:</b> We can have a pizza before the film. <b>B:</b> <i>Great.</i> <b>A:</b> Tim's coming to the match. <b>B:</b> <i>Excellent.</i> I haven't seen him for ages.
<b>UNIT 17</b>	<b>Add verb, adverb and adjective pairs</b>	In conversation we sometimes like to use verbs, adverbs and adjectives in pairs, linked by <i>and</i> . With verbs and adverbs, it adds a sense of action and movement; with adjectives, it adds emphasis to a description.	Are you going to <i>come and get</i> this food while it's hot? <i>Try and do</i> some tidying while we're out. It's your turn. It's great here! All the shops are <i>nice and close</i> . There are a few mistakes <i>here and there</i> , but it's a good essay in general.
<b>UNIT 18</b>	<b>Follow your partner</b>	Conversation, unlike writing, is interactive. In this unit, we'll look at ways in which people link what they say directly to the sentence they've just heard in a conversation.	<b>A:</b> They shouldn't keep people waiting like this. It's terrible. <b>B:</b> <i>You're right.</i> It's awful. <b>A:</b> I'm full. That was a beautiful meal. <b>B:</b> <i>Gorgeous</i> , wasn't it? Do you want some coffee?
<b>UNIT 19</b>	<b>Put important things at the front</b>	In conversation, we can sometimes change the regular order of words to put emphasis on particular parts of the sentence. Here we look at 'heads': things we take from their normal place and put at the front of sentences.	<b>A:</b> <i>My new trainers</i> , I can't find them anywhere. <b>B:</b> Have you looked under the sofa? <b>A:</b> <i>This DVD player</i> , is it the cheapest one you've got? <b>B:</b> No, madam. But it's one of the most popular.
<b>UNIT 20</b>	<b>Put important things at the end</b>	In this unit, we look at 'tails': things we take from their normal place and put at the end of sentences.	<b>A:</b> They're rather good, <i>these sardines.</i> How's your curry? <b>B:</b> Actually, I'm not very hungry. I'm feeling a bit tense. <b>A:</b> Well, this is your chance to relax, <i>this meal with me.</i> I know you're worrying about your sister again. But try to be positive. She'll be okay, <i>Sophie will.</i>