

1

Nine to five



Janet and Andy talk about their future plans

How to get a job

Advice on how to do well at interviews

How to fit in at work

Listen in on a workshop about how to survive in a new job

The secret of success

An American writer explains how to make it to the top

Working lives

Hear about the working culture in different countries

Inside view



Conversation 1

Language and culture

Samuel Johnson
(1709–1784), often referred to as Dr

Johnson, was an English author, who wrote poetry, novels, literary criticism and political essays. He is most famous for his work on the first *Dictionary of the English Language*, published in 1755.

Conversation 1

quotation /kwəʊ'teɪʃn/ *n.* 引文, 引语

Conversation 2

gofer /'gəʊfə/ *n.* 杂工 (做送信等杂事的人)

competent /'kɒmpɪtənt/ *a.* 能胜任的, 能干的

buddy /'bʌdi/ *n.* (AmE) 朋友

- 1 Look at the quotation and the photo, and decide why Andy might say it to Janet.

When a man is tired of London, he is tired of life; for there is in London all that life can afford.

— Samuel Johnson

- 2 Think about Janet's and Andy's ambitions for the future. Which ones do you think they have?

- go back to China
- leave London
- live in London
- work in publishing
- apply for a job at London Time Off
- look for jobs together
- do a master's
- go to China
- become a teacher
- update their CV

Now watch Conversation 1 and write J (Janet) or A (Andy) next to the ambitions they mention.

- 3 Watch Conversation 1 again and check (✓) the true statements according to the clip.

- 1 Janet plans to go back to China and become a teacher.
- 2 Andy plans to leave London and go to China next year.
- 3 Janet has no intention of staying in London.
- 4 Neither of them has written a CV.
- 5 Janet's CV isn't good enough to get a job in publishing.
- 6 Janet thinks she's got a good chance of getting a job at London Time Off.

Conversation 2

4 Work in pairs and discuss the questions.

- 1 Have you ever thought of living in another city or another country?
- 2 Do you know what your plans are next year?
- 3 What would be your ideal job in the future?

5 Watch Conversation 2 and make notes about:

- 1 Joe's past career _____

- 2 Andy's future ambitions _____

6 Choose the best way to complete the sentences.

- 1 Andy enjoys working for London Time Off because _____.
(a) he wants Joe's job
(b) there are lots of opportunities in the company
(c) Joe treats him as a best friend
(d) Joe has the same agenda with him
- 2 _____ is a job for people starting out in the film and TV industry.
(a) Producer
(b) Researcher
(c) Editor
(d) Gofer
- 3 Andy will probably leave London Time Off if _____.
(a) a producer's job isn't available
(b) he can't have Joe's job
(c) Joe and he can't get along better
(d) he can go to the US and do media studies
- 4 Andy was probably going to ask Janet if _____.
(a) she'd like to have a drink with him
(b) she's thirsty
(c) she'd like to go out with him
(d) she has any secrets

7 Watch Conversation 2 again and complete the sentences.

- Janet* Talking about future plans, how do you see your career developing?
- Andy* My career? Well, I like working for London Time Off. It's part of a larger media company called Lift Off USA, so there are (1) _____. But ...
- Janet* But what?
- Andy* It's not always very easy working with Joe. I mean, I kind of think he has (2) _____. I like his work, but sometimes I don't think his heart's in his job.
- Janet* How did he (3) _____?
- Andy* He did media studies in the States, and then found work as a gofer at Lift Off in New York.
- Janet* What's a gofer?
- Andy* Go for this, go for that. It's a word for (4) _____ in the film and TV industry. Then he came to London and got a proper job as (5) _____ at Lift Off UK, and then after a few years he got (6) _____ on London Time Off.
- Janet* He's good at his job, isn't he?
- Andy* Yes. He's confident and very competent at what he does, so the people who work with him (7) _____.
- Janet* Except you?
- Andy* No, I rate him too. And I get on with him quite well, although we're not best buddies or anything like that. It's just that ... I want his job!



Speculating about the future

I've got another year to go, and then I suppose I'll go back home.
 Do you think you would ever ...?
 I'd love to ... one day.
 I think I'll always come back here.
 Have you ever thought of ...?
 But what could I do here?
 I've often thought if there was a job I could do here in ..., I'd go for it.
 Do you think I'd stand a chance?

Making enthusiastic comments

What a wonderful view!
 This is such a great city.
 That sounds like a great idea.
 It's great fun, and really interesting.
 I couldn't think of a better way to ...

Reassuring people

Don't even think about it!
 I promise you that you'd know if ...

Talking about attitudes and relationships at work

It's not always very easy working with ...
 He's good at his job.
 He's confident and very competent at what he does.
 The people who work with him rate him quite highly.
 I get on with him quite well.

8 Work in pairs and answer the questions about Everyday English.

EVERYDAY ENGLISH

He has a different agenda.
 I don't think his heart's in his job.
 I rate him too.
 We're not best buddies.
 Whose round?

- 1 **He has a different agenda.** Does this mean that Joe and Andy (a) agree, or (b) disagree about things at work?
- 2 **I don't think his heart's in his job.** Does this mean Andy thinks (a) Joe's in the right job, or (b) Joe doesn't always like his job?
- 3 **I rate him too.** Does this mean Andy (a) thinks highly, or (b) doesn't think highly of Joe?
- 4 **We're not best buddies.** Does this mean (a) they get on together but aren't close friends, or (b) they don't get on with each other?
- 5 **Whose round?** Does this mean (a) yes, let's go for a drink, or (b) it depends on who is paying?

9 Work in pairs and act out the conversation.

Student A Ask Student B what their plans are for the future.

Student B Tell Student A what your plans are for the future, and ask about their plans.

Student A Reply and ask Student B if they have ever thought of different plans.

Student B Tell Student A about any different plans you might have had, and talk about any doubts you may have.

Student A Make enthusiastic comments about Student B's plans, and reassure them about any doubts they might have.

Student B Ask Student A about attitudes and relationships with people in their class or in their part-time job.

Student A Talk about attitudes and relationships with people in your class or in your part-time job.

Student B Agree or disagree with Student A. Say how well you get on with people in your class or in your part-time job.



Talking point

Do the questionnaire.

How ambitious are you?

- 1 What does your future hold for you?
 - (a) I'm going to be president of the company I work for.
 - (b) I'm going to be happy.
 - (c) I'm going to be late.
- 2 You're watching the Beijing marathon on television. What do you say?
 - (a) I'm going to do that next year.
 - (b) I'd like to do that but I'm not very fit.
 - (c) What's on the other channel?
- 3 Which ambition do you have?
 - (a) I'd like to be rich.
 - (b) I'd like to be famous.
 - (c) I'd like a drink.
- 4 You get a job, and your line manager leaves very quickly. What do you think?
 - (a) Perhaps I can take over.
 - (b) Probably someone else will take over.
 - (c) They'll say it's my fault.
- 5 Which of these statements do you agree with?
 - (a) Every day, in every way, I'm getting better and better.
 - (b) Tomorrow is the start of the rest of my life.
 - (c) If you don't succeed, try again. Then give up.

Now turn to Page 115 and find out how ambitious you are.



Outside view

Language and culture

Want ads are job advertisements, describing who and what skills the employer wants for the job.

A **bed and breakfast** is a small hotel or private house that provides a room for the night and a meal the next morning.

graduation /ˌgrædʒu'eɪʃn/ *n.* 毕业, 毕业典礼
extrovert /'ekstrə,vɜ:t/ *n.* 性格外向的人
project /prə'dʒekt/ *v.* 表现 (某人或某物) 的特性
overqualified /,əʊvə'kwɒlɪ,fard/ *a.* (对某职位) 资历过高的
Samantha /sə'mænθə/ 萨曼莎
Phyllis Stein /ˌfɪlɪs 'stam/ 菲莉丝·斯坦
heck /hek/ *intj.* (*informl*) 唉 (用于表示恼火或惊讶)
replay /ˌri:'pleɪ/ *v.* 重放, 回放
mock /mɒk/ *a.* (考试、面试等) 模拟的
boil down to 归结为, 是……的主要原因
troubleshooter /'trʌblɪ,ʃu:tə/ *n.* (机构雇用的) 纠纷排解人, 解决问题能手
trade show *n.* (*AmE*) 交易会
fidget /'fɪdʒɪt/ *v.* 坐立不安, 烦躁

1 Work in pairs and answer the questions.

- 1 What kind of job would you like when you graduate?
- 2 What skills does this job require?
- 3 What skills do you already have to do this job?
- 4 What skills do you need to acquire to do this job?

Watching and understanding

2 Watch Part 1 of the video clip and check (✓) the statements Samantha agrees with.

- 1 Looking for a job can be quite hard.
- 2 It's even difficult to understand what the jobs being advertised are.
- 3 You need to be outgoing and sociable for a sales position.
- 4 You need to have a great deal of self-confidence.
- 5 You need to be overqualified and have experience of running a department.
- 6 As long as you send out lots of résumés, you'll be sure to get a job.

Now work in pairs and discuss which of the statements in Activity 2 you agree with.

3 Watch Part 1 again and check your answers to Activity 2.

Now work in pairs and discuss what you think Samantha is doing wrong.

4 Watch Part 2 of the video clip and answer the questions.

- 1 Why does Samantha decide to meet Phyllis Stein?
- 2 What does Samantha get wrong in her video interview?
- 3 What does Phyllis Stein think is wrong about Samantha's manner and personal style?
- 4 What is the most important piece of advice Phyllis Stein gives Samantha?

Now work in pairs and check your answers.

5 Watch Part 2 again and complete the sentences.

- 1 I met with Phyllis Stein, a _____.
- 2 She showed me how to prepare for an interview by _____.
- 3 I don't think that you should go into an interview _____ that are pretty standard.
- 4 There's a whole range of things that have to do with _____.
- 5 You need to think about _____.
- 6 I think it boils down to _____ what the interviewer is looking for.
- 7 Another way of answering it is not telling about yourself, but telling about yourself _____.
- 8 You use _____ from being a troubleshooter.
- 9 One of the things that someone who is an assistant in a trade show is doing, is _____.

Listening to natural English: sounding confident

In spoken English, we often use certain words and expressions, especially adverbs, to emphasize something, and in doing so, to make us sound more confident.

*Well, I'm a real extrovert. **Definitely.** I'm **really** self-confident.*

*I realize that I'm **completely** overqualified for the position.*

*So, **obviously** I could do this job, no problem.*

*I'm a **really** outgoing person ...*

We've already learnt speakers of English stress the words they consider to be important. So these words and expressions are often stressed, because the speakers consider they convey a certain attitude, such as confidence or certainty. As a result, there's a chance you may be distracted by a stressed word or expression of attitude, and miss the main idea.

Watch the video clip again, and notice how Samantha uses these words and expressions in Part 1, to convince the interviewer of her self-confidence, but less often in Part 2, and as a result, sounds more modest and sincere.

It's a good idea to note down these words and expressions. Remember that they often reveal an attitude and might distract you from listening to and understanding the main ideas.

6 Work in pairs and discuss the questions.

- 1 What advice do you think Samantha follows?
- 2 How do you think she feels when she goes to the next interview?
- 3 What do you think she wears to the next interview?
- 4 What kind of body language do you think she should use?
- 5 What other advice do you think people might give her?

Now watch Part 3 of the video clip and check your answers.

7 Watch Part 3 again and check (✓) the pieces of advice the speakers give.

- 1 be clear in your answers
- 2 work in the hotel industry
- 3 listen carefully
- 4 don't be talkative
- 5 don't fidget
- 6 put on make-up
- 7 write a thank-you note
- 8 make a good first impression
- 9 arrive on time
- 10 be confident
- 11 shake hands firmly

8 Write a short summary of the video clip which should include:

- what Samantha was doing wrong in her first job interview
- what she should do in future interviews



Developing critical thinking

9 Work in pairs and discuss the questions.

- 1 Do you think employers always know who they're looking for to fill a job vacancy?
- 2 What kind of questions do you think you might ask a candidate if you interview someone for a job in the future?
- 3 Can you think of a fairer or more efficient way than interviews of finding out if someone is right for a job?

Listening in

Talk

1 Listen to a talk and choose the best answer to the questions you hear.

- 1 (a) Not being late for work.
(b) Adapting to your new job and colleagues.
(c) Getting on with your line manager.
(d) Asking for advice on how to fit in.
- 2 (a) Talk to the colleague concerned.
(b) Raise the matter with your line manager.
(c) Go to see someone in Human Resources.
(d) Talk to a friend.
- 3 (a) They might not appreciate your concern.
(b) They might interfere in your job.
(c) They might suggest that you go out for some coffee together.
(d) They might advise you to go to your line manager or Human Resources.
- 4 (a) Ignore the problem.
(b) Complain to the management.
(c) Adapt yourself to the circumstances.
(d) Try to change the circumstances.

Passage 1

2 Work in pairs and discuss what criteria for a successful career are. The following are some criteria that you can refer to:

- a steady income
- high social status
- great freedom
- a sense of achievement

...

Do you think you meet any of these criteria for a successful career?

Listening and understanding

3 Listen to Passage 1 and check (✓) the criteria for a successful career which the following people meet.

	Canadian ice hockey players	The Beatles	Bill Gates
luck			
money			
hard work, practice and training			
plenty of time			
supportive family			
being in the right place at the right time			
being born at the right time			
knowing the right people			
belonging to the right culture			
going to the right school			
getting extra coaching			
genius			

Talk

workshop /'wɜ:k,ʃɒp/ *n.* 研讨会

tricky /'trɪki/ *a.* 困难的, 棘手的

resent /rɪ'zent/ *v.* 愤恨, 憎恨

troublemaker /'trʌbl,meɪkə/ *n.* 惹是生非者

moderate /'mɒdə,reit/ *v.* (使)和缓, 减轻

Passage 1

unravel /ʌn'rævl/ *v.* 弄清, 阐明

logic /'lɒdʒɪk/ *n.* 逻辑

intriguing /ɪn'tri:ɡɪŋ/ *a.* 令人非常感兴趣的, 迷人的

outlier /'aʊt,laɪə/ *n.* (排除在团体以外的) 外人

Malcolm Gladwell /,mælkəm 'glædwel/ 马尔科姆·格拉德维尔

redefine /,ri:di'faɪn/ *v.* 给……重新下定义

recruit /rɪ'kru:t/ *v.* 招聘

elite /i'li:t/ *a.* 精英的, 精锐的

accumulative /ə'kjʊ:mjʊlətɪv/ *a.* 累积的, 渐增的

Hamburg /'hæmbɜ:g/ 汉堡 (德国北部港市)

autobiography /,ɔ:təʊbaɪ'ɒgrəfi/ *n.* 自传

thought-provoking /'θɔ:t prə,vʊkɪŋ/ *a.* 发人深思的

4 Listen to Passage 1 again and choose the best way to complete the sentences.

- 1 *Outliers* is a book by Malcolm Gladwell which _____.
 - (a) claims that great success isn't about genius but about luck
 - (b) explains how factors such as hard work and good fortune contribute to success
 - (c) suggests that you shouldn't take other people's achievements too seriously
 - (d) explores why you need to work hard to achieve great success
- 2 Most successful Canadian ice hockey players are born early in the year so they _____.
 - (a) practised most
 - (b) are given extra coaching
 - (c) are better athletes than those born later in the year
 - (d) stand out from the others, and are given extra coaching

- 3 By the time the Beatles returned to England, they _____.
 - (a) had had over 10,000 hours of practice playing in Hamburg
 - (b) were already extremely successful
 - (c) had started their mainstream career
 - (d) had practised over 1,200 hours in Hamburg
- 4 Bill Gates was fortunate to _____.
 - (a) go to a school which had a computer
 - (b) become a teenager just as computer technology was developing
 - (c) be born in California
 - (d) be a teenager at the right time and be able to spend thousands of hours programming
- 5 The speaker believes it's possible that *Outliers* is _____.
 - (a) Gladwell's apology for his own success
 - (b) the result of 25 years in journalism
 - (c) not to be taken too seriously
 - (d) proof that Gladwell considers he's been as successful as Bill Gates, the Beatles, and others



Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 What other factors might contribute to success?
- 2 Do you believe a successful career is compatible with a happy life?
- 3 Should society encourage the development of exceptionally successful people, people with average abilities, or both?

Passage 2

6 Work in pairs and discuss which of the following benefits you are likely to be offered in your first job.

- | | |
|------------------------------------------------|---------------------------------------------|
| <input type="radio"/> medical care | <input type="radio"/> an annual bonus |
| <input type="radio"/> opportunities to travel | <input type="radio"/> housing |
| <input type="radio"/> a pension | <input type="radio"/> recreation facilities |
| <input type="radio"/> a cafeteria | <input type="radio"/> a company car |
| <input type="radio"/> job security | <input type="radio"/> a good salary |
| <input type="radio"/> long vacations | |
| <input type="radio"/> flexible working hours | |
| <input type="radio"/> transportation allowance | |

Now discuss which ones you'd like to be offered and number them in order of importance.

Listening and understanding

7 Work in groups of three.

Student A Turn to Page 113.

Student B Turn to Page 114.

Student C Turn to Page 115.

8 Work together and complete the US and Brazil columns.

	The US	Brazil	China
typical working hours			
office clothes			
meal breaks			
overtime			
holidays			
retirement age			
pay day			
company benefits			

Now listen to Passage 2 again and check your answers.

9 Work together and complete the China column.

Developing critical thinking

10 Work in pairs and discuss the questions.

- 1 Which country do you think has the best working conditions: the US, Brazil or China?
- 2 What are the advantages and disadvantages of the working conditions in China?
- 3 What factors might either improve or worsen working conditions in China?



Passage 2

vary /'veəri/ v. (情况) 有变化, 相异

shift /ʃɪft/ n. 轮班工作时间

give or take 相差, 误差

gasoline /'gæsə,lɪn/ n. 汽油

Presentation skills

Giving a talk

1 Work in pairs and prepare a talk called "My ideal job". Think about:

- what you would like to do as a career
- why you would like to do it
- what you think you're good at
- what qualifications you need
- how easy or difficult it might be to get into this kind of career
- what you need to do to achieve your career success

2 Talk about specific details about your ideal job. Think about:

- 1 where you'd like to work: indoors or outdoors
- 2 whether you'd like a job with a public organization or a private company
- 3 who you'd like to work with: alone, in a small group, or in a large team
- 4 when you'd like to work: during the day, in the evening, at night, or at weekends
- 5 what personal qualities you need: imagination, good looks, ambition, physical fitness, and friendliness
- 6 what professional skills you need: to work with your hands, to drive, to use tools, to make or build things, to be computer-literate, to be good at maths, to speak other languages, and to command respect from others
- 7 how many hours a week you'd like to work
- 8 how flexible you'd like your working day to be, or if you'd prefer fixed hours every day
- 9 how much time off you'd like

3 Work with the whole class. Suggest ideal jobs and write them on the board.

Now decide which are the top five ideal jobs in the class.

4 Work in groups of three or four and give your talk about your ideal job.

- Remember to look back over presentations you have given earlier in your English classes, and try to remember all the advice you have been given.
- Help your partner to prepare their presentation.

5 Work with the whole class and give your talk.

6 Work with the whole class and choose the best people for the ideal jobs, and explain why.



Giving a talk

Remember that when we talk about our abilities we need to emphasize our strengths, and not draw attention to our weaknesses. Everybody has one special quality which we're proud of, even if no one else knows what it is.

Try to think about our USP – our unique selling point. Don't say what it is, but think of things we've done which are good examples of our USP. When we give a presentation which emphasizes our special qualities, try and make sure everything we say relates to our USP.

Talking about personal abilities and preferences

I'm quite outgoing.

I like challenges.

I'm a people person.

I'm not very self-confident.

I don't think I'd like to work on my own.

I'd prefer to work with other people.

Talking about professional skills

I'm nearly fluent in English.

I've never had an accident while driving.

I'm good with my hands.

I have a head for figures.

I'm able to cope in a crisis.

Pronunciation

1 Listen and notice the intonation the speakers use to express strong feelings and opinions, and to ask questions.

Janet What a wonderful view! This is such a great city. Do you ever get tired of living in London, Andy?

Andy "When a man is tired of London, he is tired of life; for there is in London all that life can afford."

Janet That's a quotation by Samuel Johnson, isn't it?

Andy Correct! So do you have any plans when you finish at Oxford?

Janet I've got another year to go, and then I suppose I'll go back home.

Andy And will you find a job?

Janet I think I'll have to do my master's before I look for work. But I must admit London is very special. Do you think you would ever leave London?

Andy Sure! I'd love to come to China one day, and I like travelling. But I think I'll always come back here.

Janet Well, your roots are here, and there are so many opportunities.

Now read the conversation aloud. Make sure you use the correct intonation to express strong feelings and opinions, and to ask questions.

2 Listen and notice how the speakers link the underlined words.

Andy But have you ever thought of living in London for a year or two?

Janet Yes, but what could I do here? I had planned to become a teacher. But I've often thought if there was a job I could do here in publishing, maybe as an editor, I'd go for it.

Andy That sounds like a great idea. I think that would really suit you.

...

Janet Oh, working with you and Joe, it's great fun, and really interesting. I couldn't think of a better way to find out about a city.

Andy So maybe you should think about applying for a job with us.

Janet But do you think I'd stand a chance? I mean, I'm not sure if Joe likes me.

Now read the conversation aloud. Make sure you link the underlined sounds correctly.

3 Listen and notice how the speaker creates natural connected speech by linking the underlined words, and pausing after each sense group.

In the same way, / Bill Gates had thousands of hours' worth of programming / because he had access to a computer / at his high school. / He also became a teenager / just at the right time / to take advantage of the latest developments in computer technology.

All through the book, / Gladwell repeats his claim / that it's not just talent or genius which determines someone's success, / but opportunity, advantage and even simple good luck.

Outliers has met with extraordinary success, / matched only by Gladwell's own career / over 25 years in journalism. / As a result, / many critics have seen it as an autobiography, / in which the writer appears to be apologizing / for his own personal achievements. / But the idea that / you have to be born at the right moment, / in the right place / and in the right family, / and then you have to work really hard / is a thought-provoking way of revisiting our traditional view / of genius and great achievement. / It's certainly worth reading, / as long as you don't take it too seriously.

Now read the passage aloud. Make sure you link the underlined sounds correctly, and pause after each sense group.

Unit task

Making a life plan



1 Work in pairs and make a list of your ambitions.

Think about:

- career
- family life
- wealth
- lifestyle
- possessions
- places to visit

2 Draw a life plan showing the stages of your life when you'd like to have achieved the ambitions you listed in Activity 1.

- Include at least one possible alternative ambition to each stage.

- Make sure your alternative ambitions are nearly as attractive as your original plan.
- Try to include where you'd like to be and who you'd like to be with at each stage.
- Write a short caption for your ambitions and describe what you need to do in order to achieve each stage.

3 Work with the rest of the class. Show your life plan and describe each important stage.

Unit file

Functions

Speculating about the future

I've got another year to go, and then I suppose I'll go back home.

Do you think you would ever ...?

I'd love to ... one day.

I think I'll always come back here.

Have you ever thought of ...?

But what could I do here?

I've often thought if there was a job

I could do here in ..., I'd go for it.

Do you think I'd stand a chance?

Making enthusiastic comments

What a wonderful view!

This is such a great city.

That sounds like a great idea.

It's great fun, and really interesting.

I couldn't think of a better way to ...

Reassuring people

Don't even think about it!

I promise you that you'd know if ...

Talking about attitudes and relationships at work

It's not always very easy working with ...

He's good at his job.

He's confident and very competent at what he does.

The people who work with him rate him quite highly.

I get on with him quite well.

Talking about personal abilities and preferences

I'm quite outgoing.

I like challenges.

I'm a people person.

I'm not very self-confident.

I don't think I'd like to work on my own.

I'd prefer to work with other people.

Talking about professional skills

I'm nearly fluent in English.

I've never had an accident while driving.

I'm good with my hands.

I have a head for figures.

I'm able to cope in a crisis.

Everyday English

He has a different agenda.

I don't think his heart's in his job.

I rate him too.

We're not best buddies.

Whose round?

Presentation skills

Giving a talk

Pronunciation

Intonation to express strong feelings and opinions, and to ask questions

Linking sounds

Natural connected speech

Unit task

Making a life plan

2

A good read



Janet and Andy discuss Charles Dickens

The digital revolution in reading

The advantages of e-books over conventional books

The revival of reading aloud

It's a new trend in reading - or is it?

What did you think of ...?

A member of a book group explains how it works

London, Oxford, Bath, Yorkshire ...

Listen to a tour of literary England

Inside view

Conversation 1

- 1 Think about Andy, Joe and Janet and talk about what their reading habits might be.
- 2 Look at the sentences from Conversation 1 and decide who says them.
 - 1 First up today is *Read all about it!* Now, I assume everyone has read all the books for the feature?
 - 2 Well, Joe, there are over 20 new books coming out next month, so ...
 - 3 I'm sorry but this is the first time I've worked on *Read all about it*, and I didn't know I was meant to read all the books.
 - 4 OK, here's an idea. There's a new biography of Charles Dickens which I'm reading.

Now watch Conversation 1 and check your answers.

- 3 Watch Conversation 1 again and answer the questions.
 - 1 What is *Read all about it*?
 - 2 Who has read all the books?
 - 3 What's Joe's reaction?
 - 4 What kind of books are featured on the programme?
 - 5 Why does Andy think Janet's suggestion is good?
 - 6 How much does Janet know about Dickens?
 - 7 What's the new Dickens book about?
 - 8 Does Joe approve of Janet's suggestion?

Conversation 2

- 4 Work in pairs and discuss the questions.
 - 1 What might Andy and Janet think about Joe's behaviour in the meeting?
 - 2 How often do you think this happens?
 - 3 How do they feel now?
 - 4 What do you think they will do next?

- 5 Watch Conversation 2 and complete the table.

	Charles Dickens
place of birth	
type of writing	
setting of stories	
other features of writing	
most famous novels	<i>Oliver Twist, David Copperfield, _____</i>

Now work in pairs and check your answers.



6 Choose the best way to complete the sentences.

- 1 Joe gets annoyed with Andy _____.
(a) but Andy doesn't know why
(b) because he's always in a bad mood
(c) and it happens quite often
(d) because Andy doesn't work hard enough
- 2 Andy thinks that Joe _____.
(a) is an expert on Dickens
(b) shouldn't bring his problems to work
(c) doesn't know very much about Dickens
(d) doesn't realize when he's in a bad mood
- 3 Many of Dickens' novels _____.
(a) were published in the 19th century
(b) made people want to read them in one go
(c) had cliffhangers at the end
(d) were first published in episodes in magazines
- 4 Dickens set most of his stories in _____.
(a) Portsmouth
(b) London
(c) the centre of London
(d) south of the river
- 5 After telling Andy all about Dickens, Janet _____.
(a) describes the hardship, the poverty and crime which many Londoners experienced
(b) decides to read the new biography
(c) wants to read *Great Expectations* again
(d) wants to go shopping

**Language
and culture**

Charles Dickens (1812–1870) was one of the most popular English writers of the period. His novels include *Oliver Twist*, *David Copperfield* and *Great Expectations*. Many of them are set in London.

Docklands is a district of London where the docks used to be, but which is now the home of many banks and other financial institutions.

Conversation 1

biography /baɪ'ɒɡrəfi/ *n.* (由他人撰写的) 传记
Charles Dickens /ˌtʃɑːlz 'dɪkɪnz/ 查尔斯·狄更斯

Conversation 2

get on sb's nerves 使某人心烦意乱, 使某人精神紧张

episode /'epɪsəʊd/ *n.* 集, 一集

cliffhanger /'klɪf,hæŋə/ *n.* (书或电视节目某个部分) 充满悬念的结尾

Portsmouth /'pɔːtsməθ/ 朴次茅斯 (英国南部海滨城市)

Docklands /'dɒkləndz/ (伦敦东部的) 港区, 码头区

commentator /'kɒmən,tetɪə/ *n.* 评论员

brainwave /'breɪn,wɛɪv/ *n.* (BrE) 突然想到的妙计, 灵感



Starting a meeting

Let's get down to work.
What's on the agenda?
First up today is ...
OK, let's get on with it.

Criticizing

I really think that's quite unacceptable.
It's your job to ...
You're meant to ...
You're always ...

Conceding

I'm sorry but this is the first time I've ...
It's true that we need to ... but ...

Talking about writers and writing

He set most of his stories in ...
Whereabouts are his stories set?
Some of his stories take place ...

Describing someone's behaviour

What's the matter with ...?
He's a bit like that sometimes.
He wasn't being at all fair.
Sometimes he really gets on my nerves.

Calming people and responding

Cheer up!
I'll get over it.



7 Watch Conversation 2 again and complete the sentences.

Janet What's the matter with Joe today?

Andy No idea. He's a bit like that sometimes. He gets annoyed with me, but I don't really know why.

Janet He wasn't (1) _____. How often does he get like this?

Andy Well, I suppose it's not very often. But sometimes he really (2) _____.

Janet Don't let it get to you. He's probably got too much work, and he's (3) _____.

Andy Well, he should keep his problems away from (4) _____. Anyway, you're the expert on Dickens, tell me something about him.

Janet Well, Charles Dickens was one of the most popular novelists in 19th-century Britain. Many of his novels first appeared in magazines, in short episodes. Each one had a cliffhanger at the end that made people want to (5) _____.

Andy And was he a Londoner?

Janet He was born in Portsmouth but his family moved to London when he was ten years old.

Andy And he set most of his stories in London, didn't he?

Janet That's right. He knew the city very well.

Andy Whereabouts in London are his stories set?

Janet Around the law courts in the centre of London. He worked as (6) _____ and many of the real-life stories he heard in court inspired some of (7) _____ in his novels.

Andy I think some of his stories take place south of the river?

Janet That's right, especially around Docklands. The thing was ... Dickens was (8) _____ as much as he was a novelist – his stories describe the hardship, the poverty, and crime which many Londoners experienced in the 19th century. It makes me want to read some Dickens again. Maybe I'll just go shopping for a copy of *Great Expectations*.

Andy Anyway, you did me a huge favour. That was a real brainwave to suggest (9) _____.

Janet Cheer up, Andy. It wasn't your fault.

Andy No, it's OK. I'll get over it. Go on, off you go and enjoy your shopping!

- 8 Work in pairs and answer the questions about Everyday English.

**EVERYDAY
ENGLISH**

OK, here you go.
Sounds right up your street!
Let's get to it!
Don't let it get to you.
That was a real brainwave.

- 1 **OK, here you go.** Does this mean (a) please take this from me, or (b) now you're going to say something you're always saying?
- 2 **Sounds right up your street!** Does this mean (a) this sounds like something you really like, or (b) this sounds a strange idea?
- 3 **Let's get to it!** Does this mean (a) let's start, or (b) let's finish work?
- 4 **Don't let it get to you.** Does this mean (a) don't let it get any closer, or (b) don't let it upset you?
- 5 **That was a real brainwave.** Is this likely to mean (a) that was a brilliant idea, or (b) that was an awful idea?

- 9 Work in pairs and act out the conversation.

Student A Start a meeting to plan a programme for *Read all about it*.

Student B Tell Student A about the books which Student C, who is absent, has suggested for the programme.

Student A Criticize Student C's choice of books.

Student B Concede that Student C's choice of books may not be the best. Ask Student A for their choice of books.

Student A Talk about your choice of writers and books.

Student B Agree or disagree with Student A's choice of writers and books. Talk about your own choice of writers and books.

Student A Describe Student C's behaviour and criticize them.

Student B Calm Student A.

Student A Respond to Student B's attempt to calm you.

Talking point

- 1 Work in pairs and match the back cover descriptions with the categories of literature.

travel	humour	biography
romance	fiction	

- _____ 1 ... the progress of a love affair from the first kiss to argument and reconciliation, from intimacy and tenderness to the onset of anxiety and heartbreak.
- _____ 2 One of the fullest and most entertaining political diaries of the 20th century, covering the period in which Harold Macmillan held office as a Cabinet Minister.
- _____ 3 ... a compendium of jokes, irritating PC problems, observations and downright bile about the Net, Windows, Word, PCs, Computer geeks and language. It's slash, slash, slash and burn.
- _____ 4 ... the breathtaking excitement of the legendary Imperial Airways Eastbound Empire service – the world's longest and most adventurous scheduled air route.
- _____ 5 ... a contemporary story of our narrator, a novelist, who has been invited to Stockholm and then to Russia to take part in what is enigmatically referred to as the Diderot Project ...

- 2 Work in pairs and discuss the questions.

- 1 Can you think of books which belong to the categories of books in Activity 1?
- 2 What categories of books do you enjoy reading? Can you explain why?

- 3 How important are the book cover, the title and the back cover descriptions when you choose a book to read?

Outside view



1 Work in pairs and discuss the questions.

- 1 Apart from your studies, what books do you enjoy reading?
- 2 Which do you prefer, an e-book or a conventional book? Why?
- 3 Would you prefer all your books, including those you read for your studies, in e-reader form?

interactive /,ɪntər'æktɪv/ *a.* 交互的, 具有人机交换信息功能的
limitless /'lɪmɪtləs/ *a.* 无限度的, 无界限的
Paddington /'pædɪŋtən/ 帕丁顿 (英国伦敦一个主要火车站)
daunting /'dɔ:ntɪŋ/ *a.* 吓人的, 令人气馁的
traditionalist /trə'dɪʃn(ə)lɪst/ *n.* 遵循传统者, 传统主义者
digitization /,dɪdʒɪtaɪ'zeɪʃn/ *n.* 数字化
anathema /ə'næθəmə/ *n.* 令人厌恶的事物, 让人无法同意的事
outsell /,aʊt'sel/ *v.* 比……更畅销, 销售量超过
hardback /'hɑ:d,bæk/ *n.* 硬皮书, 精装本
paperback /'peɪpə,bæk/ *n.* 简装书, 平装书
font /fɒnt/ *n.* 字体

flip through 匆匆翻阅 (杂志或书)
inbuilt /'ɪnbɪlt/ *a.* 内在的, 固有的
undergo /,ʌndə'gəʊ/ *v.* 经受, 承受 (尤指不愉快但又必须承受的事情)
stagnant /'stægnənt/ *a.* 不发展的, 停滞不前的
massive /'mæsɪv/ *a.* 大量的, 巨大的
adoption /ə'dɒpʃn/ *n.* 采用, 采纳
Sophie Nicholls /,səʊfi 'nɪk(ə)lz/ 索菲·尼科尔斯
bestseller /,best'selə/ *n.* 畅销书
proofread /'pru:f,ri:d/ *v.* 校对
David Crabtree /,deɪvɪd 'kræbrɪtri:/ 大卫·克拉布特里



Watching and understanding

2 Watch the video clip and check (✓) the topics that are mentioned.

- 1 the definition of an e-book
- 2 when e-books were invented
- 3 the advantages of e-books
- 4 the users of e-books
- 5 the disadvantages of e-books
- 6 the popularity of e-books

3 Work in pairs and discuss the questions.

- 1 Is an e-book reader best suited to the traditionalist or to the download generation?
- 2 What is the future for the conventional bookshop?
- 3 According to Amazon UK, which sell more: downloadable books or hardbacks and paperbacks?
- 4 What is "delivered in a very convenient way"?

Now watch Part 1 again and check your answers.

4 Look at two photos from Part 2, and discuss who the people might be.

5 Watch Part 2 of the video clip and complete the sentences.

Narrator Publishers HarperCollins say the industry is (1) _____.

Speaker 5 The electronic market is really booming. We're seeing (2) _____ year on year in e-books this year, and that ... this is in a, frankly, stagnant bookselling market. So I think we're seeing massive growth there, we're seeing rapid adoption of e-reading as a way of (3) _____.

Narrator The technology means authors like Sophie Nicholls can circulate their work without a publisher. One of her e-books became a bestseller.

Speaker 6 I've been able to put a book together, (4) _____ and proofread myself, put it out there literally with the (5) _____, it's so simple to do ... and start connecting with readers. So I'm connecting with thousands of readers. It's so exciting! From a revenue point of view, I'm (6) _____ from the minute that I've put the book out there. And that's ... that's a huge advantage also (7) _____.

Narrator There'll be those who say it will (8) _____. All the evidence points to the fact that it already has. David Crabtree, Sky News.

Listening to natural English: reading a script vs spontaneous speech

The style of this video clip is very common in factual or documentary radio and television programmes. It combines the carefully written script of the presenter who reads it at a later stage in the studio with the spontaneous speech of the interviewees.

We've already noted that in everyday spoken English, people may not always speak in grammatically accurate or connected sentences. There are also hesitation devices, non-standard expressions, words and expressions to show the speaker's attitude, colloquialisms, and jargon, all of which may get in the way of your listening comprehension.

... but child's play for the download generation. (colloquialisms)

... you can pass them down to generations,
... (non-standard expressions)

... you can just flip the pages through ...
(non-standard expressions)

... this is in a, frankly, stagnant bookselling market. (words to express the speaker's attitude)

... we're seeing rapid adoption of e-reading as a way of consuming content. (jargon)

The contrast is even more noticeable when compared with the presenter's script which was written to be read aloud. When we listen to this style of listening material, remember that the script may be clearer and easier to understand than the interviewees or other people involved in the programme.

6 Watch Part 2 again and make notes about the advantages of the e-book for the publisher and author.

- 1 For the publisher _____
- 2 For the author _____

Developing critical thinking

7 Work in pairs and discuss the questions.

- 1 What effect have e-books had on conventional books and bookshops?
- 2 Are digital solutions always better than conventional and traditional ones?
- 3 How might digital solutions affect your studies (eg relationship with fellow students and teachers) and your future work (eg working from home)?



Listening in

Talk

- 1 Listen to a talk and choose the best answer to the questions you hear.**
- (a) Library services in south London.
(b) The revival of reading aloud and being read aloud to.
(c) Remembering your childhood.
(d) Helping with learning difficulties.
 - (a) It was popular only among ancient Greeks and Romans.
(b) It was forbidden, especially in libraries.
(c) It was so popular that writers were all good at it.
(d) It was very popular, and even writers made their manuscripts sound right.
 - (a) It can help people with learning and social difficulties.
(b) It can help people with reading difficulties.
(c) It can help people learn more about literature.
(d) It can make education enjoyable.
 - (a) It helps people improve their writing.
(b) It helps make sure the writing sounds right.
(c) It helps people connect with great literature.
(d) It offers both pleasure and therapy.

Passage 1

- 2 Work in pairs and discuss the questions.**
- What do you think a book group is?
 - Who belongs to a book group?
 - How many members are there?
 - Where do you think they meet?
 - Do you, or does anyone you know, belong to a book group?

Listening and understanding

- 3 Listen to Passage 1 and make notes about:**
- beginning of the book group _____
 - frequency of meetings _____
 - number of members _____
 - things they do during the meeting _____
 - types of books _____

- 4 Listen to Passage 1 again and choose the best way to complete the sentences.**

- The speaker's book group is one of the oldest because it began _____.
(a) over 20 years ago
(b) many years ago
(c) only 20 years ago
(d) around the time book groups became fashionable
- Meetings are every four or five weeks, _____.
(a) although not everyone can attend
(b) because everyone gets busy during Christmas and other holidays
(c) and there are ten attendants in all
(d) so one member who has moved away can rarely attend
- The meeting is fairly informal because _____.
(a) they usually meet in someone's home
(b) people are sometimes late for the meeting
(c) the discussion only begins when someone asks what everyone thinks of the book
(d) it's rare that no one likes the book
- They now decide which book to read _____.
(a) by asking for everyone's suggestions
(b) by inviting the host of the last meeting to choose
(c) very carefully so as not to cause too much stress
(d) all together unless it's science fiction

Talk

Jeremy Gooch /,dʒerəmi 'gu:tʃ/ 杰里米·古奇
lounged /laʊndʒ/ v. 懒洋洋地躺(或坐、靠)着
instinctively /ɪn'stɪŋktɪvli/ ad. 直觉地,本能地
suspense /sə'spens/ n. 悬念
revival /rɪ'vaɪv/ n. 复兴,重新流行
frown /fraʊn/ on 不赞成
Pliny /'plɪni/ the Younger 小普林尼
Jane Austen /,dʒeɪn 'ɒstɪn/ 简·奥斯丁

Passage 1

the run-up to sth (重要事件的)前奏,预备期
Thomas Hardy /,tɒməs 'hɑ:di/ 托马斯·哈代
exasperatingly /ɪg,zə:spə'reɪtɪŋli/ ad. 惹人恼火地,气人地

Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 Do you think you'd be interested in joining a book group?
- 2 Why do you think these groups might be appealing? What might be the possible disadvantages?



Passage 2

6 Work in pairs and decide which writers you've heard of.



William Shakespeare



the Brontë sisters



Jane Austen



William Wordsworth



JRR Tolkien

Passage 2

authoritative /ɔ:'θɔ:ritətɪv/ a. 权威的, 可信的

Dickensian /dɪ'kenziən/ a. 狄更斯的

illustrate /'ɪlə,streɪt/ v. 阐明, 表明

Westminster Abbey /,westmɪnstə 'æbi/ 威斯敏斯特大教堂

JRR Tolkien /'tɔ:lkɪn/ JRR. 托尔金

Hampshire /'hæmpʃə/ 汉普(夏)郡(英国英格兰郡名)

magnificent /mæg'nɪfɪsnt/ a. 宏伟的, 壮观的

Georgian /'dʒɔ:dʒən/ a. 英美18世纪风格的, 乔治王朝时期风格的

William Wordsworth /,wɪljəm 'wɜ:dzwɜ:θ/ 威廉·华兹华斯

detour /'di:tʊə/ n. 绕道

Listening and understanding

7 Listen to Passage 2 and match the places with the authors and their most famous works.

	Charlotte Brontë	<i>Pride and Prejudice</i>
London	Jane Austen	<i>Oliver Twist</i>
Oxford	Charles Dickens	"I wandered lonely as a cloud"
Hampshire and Bath	Emily Brontë	<i>Jane Eyre</i>
West Yorkshire	JRR Tolkien	<i>Lord of the Rings</i>
Lake District	William Shakespeare	<i>Wuthering Heights</i>
	William Wordsworth	<i>Romeo and Juliet</i>

8 Listen to Passage 2 again and complete the sentences.

- I can't claim it's an authoritative tour, as _____.
- And this lecture is a description of different visits I have made to places in Britain and Ireland, chosen specifically for _____ of what we call the classics of English literature.
- I'm going to start in my home town of London, which is also _____.
- We'll also have a look at _____, Poets' Corner in Westminster Abbey.
- Then off we go to Oxford, another city _____.
- JRR Tolkien, the professor of English who wrote *Lord of the Rings*, which is now famous throughout the world _____.
- Then we turn north to the hills of West Yorkshire where we find Brontë country, so called _____, Charlotte, Emily and Anne Brontë.
- Perhaps the two best-known novels are Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, _____.
- "I wandered lonely as a cloud" has been learnt by generations of school children not just in Britain, but _____.
- I'll be taking several detours to visit other famous writers _____ the glory which is English literature.

Developing critical thinking

9 Work in pairs and discuss the questions.

- Do you think writers are inspired by where they live, or do they write better about places they don't know very well?
- Is there a memorial to Chinese writers similar to Poets' Corner in London? If not, should there be one?



Presentation skills

Giving a lecture

- 1 Work in pairs and prepare a lecture describing a literary tour of a place.
 - Choose five or six writers you both know and like. You can think about journalists, novelists, poets, philosophers or any group of writers whose books interest you.
 - Make a list of the places they lived or wrote about, and their most famous books.
 - Try to link all the writers in a literary tour. Think about the route you might take to visit all of the places where they worked.
 - Think about the order in which you might visit each place and the route you might take.
- 2 Talk about your audience profile and answer the questions.
 - 1 Are they likely to be specialists in your choice of writers?
 - 2 Why might they come to a lecture given by you?
 - 3 How can you engage and then maintain their interest in listening to you?
 - 4 What parts of your lecture would they appreciate if you use photos, drawings, diagrams and maps?
 - 5 What kind of visual support would they appreciate in terms of notes, main headings etc?
- 3 Talk about specific details about each writer and each place. Think about:
 - whether the places are famous for anything other than the writers
 - whether the books have featured in other media, such as films or television adaptations
 - what other literary links the places might have
 - what illustrations you'd like to include in your lecture
- 4 Prepare your lecture. Make sure you:
 - prepare your introduction and opening comments
 - decide if you wish to make your lecture less formal; if so, make references to your personal interests
 - prepare the main points of your lecture
 - use visuals in an interesting and motivating way
 - prepare some concluding comments



- 5 Work in two large groups. Make sure you're not in the same group as your partner.

Now give your lecture in turn. When you've finished, invite people to ask questions, and try to answer them.

Giving a lecture

When we give a lecture, we assume that there's very little interaction with the audience, so we don't expect to answer questions until we finish speaking. So it's even more important than usual to give an introduction to the subject of the lecture, and to give an overview of the points we're going to cover.

Although a lecture or speech is the most formal way of speaking to an audience, it's common among Western speakers to personalize opening comments, often by thanking the audience for coming. This has the effect of making it sound slightly less formal in an attempt to engage the audience's interest as quickly as possible. Remember that we only have a few minutes to do this, otherwise the audience may simply lose interest, so it's important to prepare these opening comments carefully, and to signal what we're going to talk about.

Giving an introduction

Thank you for coming.

Thank you for giving me the opportunity to ...

This lecture is a description of / report on / discussion about ...

Giving an overview

Just to give you an overview of the lecture, ...

We'll also have a look at ...

I'm going to focus on ...

Now, as I say, let's begin our tour ...

Pronunciation

1 Listen and repeat.

authoritative amateur description
specifically illustrated Shakespeare
memorial Westminster Hampshire
magnificent Wordsworth contribute

2 Read the conversation and decide how the speakers will link the underlined words.

Joe OK, when you've finished chatting, let's get down to work.

Andy OK, sure.

Janet Fine by me. What's on the agenda?

Joe First up today is Read all about it! Now, I assume everyone has read all the books for the feature? Has anyone read any of the books?

Andy Well, Joe, there are over 20 new books coming out next month, so ...

Joe I'm sorry, I really think that's quite unacceptable. It's your job! What about you, Janet?

Janet I'm sorry but this is the first time I've worked on Read all about it, and I didn't know I was meant to read all the books.

Andy Have you read them?

Joe No, but that's why you're my assistants. You're meant to assist me.

Andy It's true that we need to read the books, Joe, but we haven't ...

Joe OK, here you go. You're always making excuses!

Andy And what's more, we haven't even chosen the books yet.

Joe OK, let's get on with it.

Now listen and check.

3 Read the conversation in Activity 2 aloud. Make sure you link the underlined sounds.

4 Listen and notice how the speakers pronounce the /t/, /d/ and /k/ sounds in the underlined words.

Woman So how long has your book group been running?

Man Well, let me see, it's over 20 years now. I think it's actually one of the oldest book groups around, because it was only about 20 years ago that they started to become fashionable in the UK.

Woman And how often do you have meetings?

Man We meet about once every four or five weeks, although we try to avoid meetings in the summer holidays, and during the run-up to Christmas when we all start to get busy with other things.

Woman And how many members do you have?

Man We're ten in all, although it's rare that everyone can attend.

Woman And what happens during the meeting?

Man Well, we usually meet at one of our homes, and we start fairly late, around 8.30, and the host prepares dinner, and sometime during the meal, someone asks "So what did you think of the book?" and that's when the discussion starts.

Now read the conversation aloud. Make sure you pronounce the /t/, /d/ and /k/ sounds correctly.

5 Read the sentences and underline the unstressed words, examples of plosion and linking sounds.

No idea. He's a bit like that sometimes. He gets annoyed with me, but I don't really know why.

Don't let it get to you. He's probably got too much work, and he's stressed.

And he set most of his stories in London, didn't he?

Around the law courts in the centre of London. He worked as a court reporter and many of the real-life stories he heard in court inspired some of the most famous characters in his novels.

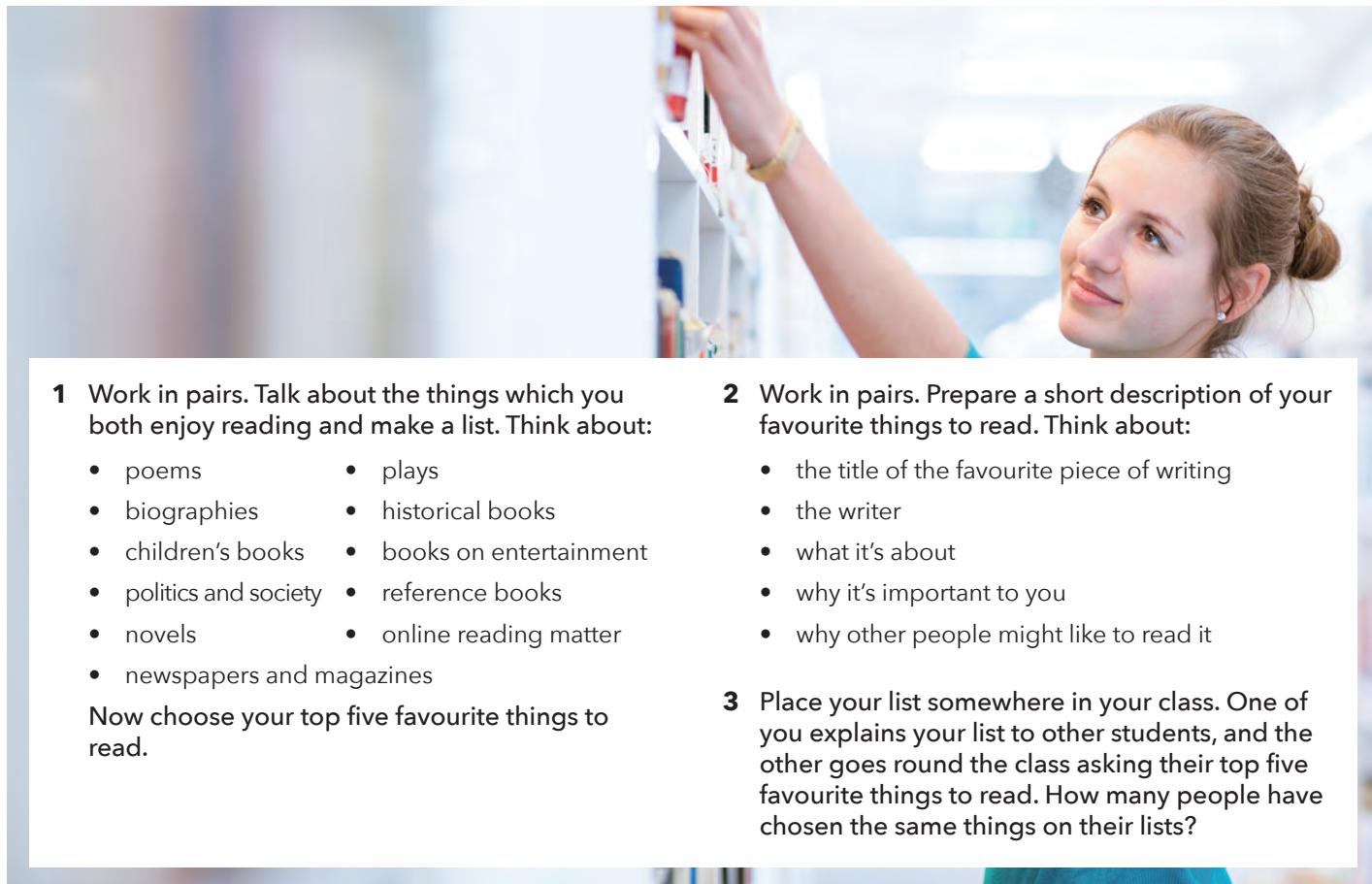
I think some of his stories take place south of the river?

Now listen and check.

6 Read the sentences in Activity 5 aloud. Make sure you pronounce the unstressed words, examples of plosion and linking sounds correctly.

Unit task

Preparing a top five list of favourite things to read



1 Work in pairs. Talk about the things which you both enjoy reading and make a list. Think about:

- poems
- biographies
- children's books
- politics and society
- novels
- newspapers and magazines
- plays
- historical books
- books on entertainment
- reference books
- online reading matter

Now choose your top five favourite things to read.

2 Work in pairs. Prepare a short description of your favourite things to read. Think about:

- the title of the favourite piece of writing
- the writer
- what it's about
- why it's important to you
- why other people might like to read it

3 Place your list somewhere in your class. One of you explains your list to other students, and the other goes round the class asking their top five favourite things to read. How many people have chosen the same things on their lists?

Unit file

Functions

Starting a meeting

Let's get down to work.
What's on the agenda?
First up today is ...
OK, let's get on with it.

Criticizing

I really think that's quite unacceptable.
It's your job to ...
You're meant to ...
You're always ...

Conceding

I'm sorry but this is the first time I've ...
It's true that we need to ... but ...

Talking about writers and writing

He set most of his stories in ...
Whereabouts are his stories set?
Some of his stories take place ...

Describing someone's behaviour

What's the matter with ...?
He's a bit like that sometimes.
He wasn't being at all fair.
Sometimes he really gets on my nerves.

Calming people and responding

Cheer up!
I'll get over it.

Giving an introduction

Thank you for coming.
Thank you for giving me the opportunity to ...
This lecture is a description of / report on / discussion about ...

Giving an overview

Just to give you an overview of the lecture, ...
We'll also have a look at ...
I'm going to focus on ...

Now, as I say, let's begin our tour ...

Everyday English

OK, here you go.
Sounds right up your street!
Let's get to it!
Don't let it get to you.
That was a real brainwave.

Presentation skills

Giving a lecture

Pronunciation

Linking sounds
Unstressed words
Plosion

Unit task

Preparing a top five list of favourite things to read