

# 55 Discourse markers in spoken English

## A What are discourse markers?

Discourse markers are expressions which organise, comment on or in some way frame what we are saying. An example is **well**.

A: So you live in Boston? B: **Well**, near Boston.

**Well** here shows that the speaker is aware he/she is changing the direction of the conversation in some way (not giving the expected 'yes' answer). Another example is how teachers use words like **Right** and **OK** to organise what is happening in a classroom:

**Right/OK**, let's have a look at exercise 3.

## B Organising a conversation

Here are some common expressions which organise the different stages of a conversation.

**Now**, what shall we do next? **So**, would you like to come to the table now, please?

**Good**, I'll ring you on Thursday, then. **Well then**, what was it you want to talk about?

**Now then**, I want you to look at this picture. (said by someone in control of the conversation, e.g. a teacher)

**Fine/Great**, let's meet again next week, then, shall we? (often used to close conversations)

**So**, where was I? I was telling you about my aunt ... (often used after an interruption or to come back to the main topic or story)

## C Modifying and commenting on what you say

In these mini-dialogues, the expressions in bold *modify* or *comment on* what is being said.

A: It's cold, isn't it?

B: Yeah.

A: **Mind you**, it's November, so it's not surprising. (an afterthought, used like *however*)

A: What's her number?

B: **Let me see**, I have it here somewhere ...  
(a hesitation – gaining time)

A: It's quite a problem ...

B: **Listen/Look**, why don't you let me sort it out?  
(introducing a suggestion / an important point)

A: Would you? Thanks a lot.

A: And he said he was go–

B: **Well**, that's typical!

A: **Hang on / Hold on!** Let me tell you what he said! (preventing an interruption)

## D Other useful discourse markers

I can't do that. **You see**, I'm not the boss here. (explaining)

He was, **you know**, sort of ... just standing there. (hesitation)

He was wearing this, **kind of / like**, cowboy hat. (not sure of the best way to say something)

So that's what we have to do. **Anyway**, I'll ring you tomorrow. (the speaker thinks the topic can change or the conversation can now close)

It rained all day yesterday. **Still / On the other hand**, we can't complain, it was fine all last week. (contrasts two ideas or points)

We shouldn't be too hard on him. **I mean**, he's only a child. (making clear what you mean)

In informal spoken language, people often use the letters of the alphabet (usually no more than a, b and c), to list points they want to make.

STELLA: Why aren't you going this evening?

ADAM: Well, **a** I haven't got any money, and **b** it's too far anyway.

It is often difficult to hear these expressions when they are used in rapid speech, but when you are in a position to listen in a relaxed way to someone speaking English (for example, if you are not the person being spoken to, or you are listening to informal speech on radio or TV or in a film), it is easier to concentrate on listening for discourse markers.

# Exercises

## 65.1 Underline all the discourse markers in this monologue.

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and ... you see, we have this, kind of, long wall at the end of the garden, and it's ... like ... a motorway for cats. That big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so ... where was I? I was looking at that wall, you know, daydreaming as usual, and all of a sudden there was this new cat I'd never seen before. It wasn't an ordinary cat at all ... I mean, you'll never believe what it was ...'

## 65.2 Here are some short dialogues where there are no discourse markers, which would be unusual in real informal conversation. Use markers from the list to fill the gaps. You can use the markers more than once, and more than one answer may be possible.

good I mean hang on well let me see right still listen anyway you know

1 A: Are you a football fan?  
B: ...well..., I like it but I wouldn't say I was a fan.

5 A: He's looking exhausted.  
B: Really?  
A: \_\_\_\_\_, look at his eyes – he looks so tired.

2 A: I'll take care of these.  
B: \_\_\_\_\_ .That's everything.  
A: \_\_\_\_\_, see you next week.  
B: \_\_\_\_\_ . That was a very useful meeting.

6 A: What do you mean, 'cold'?  
B: \_\_\_\_\_, she's not friendly, very distant. Last week I gave her a jolly smile and she scowled at me.  
A: \_\_\_\_\_, what do you expect? I've seen the way you smile at people, it puts them off.

3 A: It was last Monday. I was coming home from work. I saw this funny old man approaching me. I stopped him ...  
B: I bet it was Jim Dibble!  
A: \_\_\_\_\_ ! Let me tell you what happened first.

7 A: Money isn't the most important thing in life.  
B: \_\_\_\_\_, you can't live without it!  
A: I suppose that's true.

4 A: Which number is yours?  
B: \_\_\_\_\_ ... it's that one there, yes, that one.

8 A: What are we going to do?  
B: \_\_\_\_\_, I've got an idea. Why don't we ask James to help? He's a lawyer.

## 65.3 Which discourse marker fits best into the sentences? Rewrite the sentences with the markers included.

on the other hand \_ great a, b, c, etc. anyway look now

- Yes, there is a lot of work to do. <sup>Anyway</sup> I must rush now, I'll call you tomorrow.
- There are two reasons why I think he's wrong. People don't act like that, and Paul would certainly never act like that.
- I want you to pay attention, everyone.
- He loses his temper very quickly. He's got a great sense of humour.
- You seem a bit sad today. Let me buy lunch for you to cheer you up.
- A: So I'll pick you up at 6.30. B: See you then.

## 65.4 Over to you

Choose three expressions that appeal to you from this unit and try to use them in your spoken English. Be careful not to overuse them!

# 56 Linking words in writing

## A Organising a formal text

**First / Firstly / First of all**, we must consider ...

**Next**, it is important to remember that ...

**Secondly** and **thirdly** are also used with first/firstly for lists.

**Finally/Lastly**, we should recall that ... (coming to the final point on a list)

**Turning** to the question of foreign policy, ... (changing to a new topic)

**Leaving aside** the question of pollution, there are also other reasons ... (the writer will not deal with that question here)

**In parenthesis**, let us not forget that ... (making a point that is a side issue, not part of the main argument)

**In summary / To sum up**, we may state that ... (listing / summing up the main points)

**In sum**, the economic issues are at the centre of this debate ... (listing / summing up the main points: much more formal)

**In conclusion / To conclude**, I should like to point out that ... (finishing the text)

### Common mistake

**Lastly** is used when making a final point, e.g. *Lastly, let us consider what the future holds.* (NOT *At last let us consider ...*) **At last** means finally after a long time, e.g. *At last I've finished my essay - what a relief!*

## B Linking words for explaining, exemplifying, rephrasing, etc.

To learn new words properly a lot of recycling is needed; **in other words / that is to say**, you have to study the same words over and over again. (**that is to say** is much more formal)

Some English words are hard to pronounce, **for example / for instance**, 'eighth'.

It might be possible, **say**, to include the parents in the discussion. (similar to **for example**; note the commas before and after; **say** is also common in spoken English)

The Parliament has different committees. **Briefly**, these consist of two main types. [the explanation will be short and not comprehensive]

She is, **so to speak / as it were**, living in a world of her own. (makes what you are saying sound less definite/precise; **as it were** is more formal)

## C Referring backwards and forwards in the text

**The following** points will be covered in this essay: ... (used to introduce a list)

It was stated **above/earlier** that the history of the USA is ... [earlier in the text]

See page 238 for more information. [go to page 238]

Many writers have claimed this (see **below**). [examples will be given later in the text]

A full list is given **overleaf**. [turn the page and you will find the list]

For **further** details/discussion, see Chapter 4. [more discussion/details]

May I **refer you to** page 3 of my last letter to you? [May I ask you to look at / read; *fml*]

**With reference to** your email of 12<sup>th</sup> March, ... (often used at the beginning of a letter or email to link it with an earlier text; *fml*)



# Exercises

## 66.1 Match the linking words on the left with the appropriate function on the right.

- |                         |                          |                                      |
|-------------------------|--------------------------|--------------------------------------|
| 1 Leaving aside ...     | <input type="checkbox"/> | a change the topic                   |
| 2 In parenthesis, ...   | <input type="checkbox"/> | b read something earlier in the text |
| 3 Turning to ...        | <input type="checkbox"/> | c this will not be discussed         |
| 4 In conclusion, ...    | <input type="checkbox"/> | d this document is about another one |
| 5 With reference to ... | <input type="checkbox"/> | e to finish off                      |
| 6 See above ...         | <input type="checkbox"/> | f as an aside / as a secondary issue |

## 66.2 Fill the gaps with typical linking words or phrases used in writing. The first letter of each phrase/word is given.

<sup>1</sup>Firstly \_\_\_\_\_, it is important to understand why people commit crimes, <sup>2</sup>i \_\_\_\_\_, what are the motives which make people do things they would never normally do? <sup>3</sup>F \_\_\_\_\_, a young man steals clothes from a shop – does he do it because it is an exciting risk? <sup>4</sup>N \_\_\_\_\_, it is essential to consider whether punishment makes any difference, or is it just, <sup>5</sup>a \_\_\_\_\_, a kind of revenge? <sup>6</sup>L \_\_\_\_\_, how can we help victims of crime? <sup>7</sup>I \_\_\_\_\_, how can we get to the roots of the problem, rather than just attacking the symptoms?

## 66.3 Which linking word or phrase(s) ...

- is based on the verb 'to say'? *say (meaning 'for example')* .....
- is based on the verb 'to follow'? .....
- contain the word/syllable 'sum'? *(three answers)* .....
- is a form of the word 'far'? .....
- contains something you find on trees? .....

## 66.4 Write a short letter to the Editor of a newspaper about a report in the paper the previous week that a local hospital is going to close. You think the hospital should not close because:

- The nearest other hospital is 50 kilometres away.
- 200 people work at the hospital; they will lose their jobs.
- The hospital makes an important contribution to the local economy.
- It is the only hospital in the region with a special cancer unit.
- It is being closed for political reasons, not genuine economic ones.

Try to include as many as possible of these linking words and phrases:

with reference to    firstly, secondly, thirdly, etc.  
 leaving aside    the following    to sum up  
 that is to say    finally

Dear Editor,

Yours sincerely,



# 67 Everyday expressions

## A Conversation-building expressions

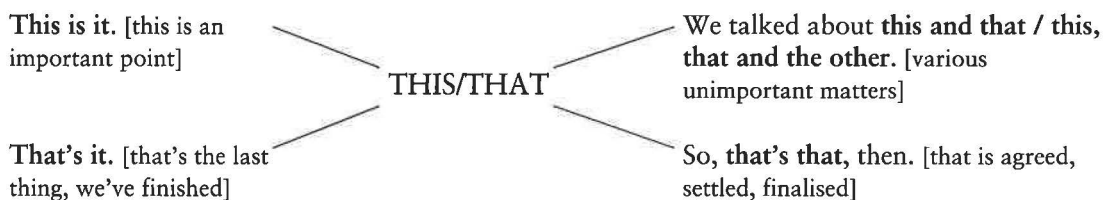
Everyday conversations are full of expressions that are not necessarily difficult to understand but which have a fixed form which does not change. You have to learn these as whole expressions. The expressions are often hard to find in dictionaries.

These are some common expressions that help to modify or organise what we are saying. There are many more expressions like these. (See also Unit 65.)

expression	meaning/function
As I was saying, I haven't seen her for years.	takes the conversation back to an earlier point
As I/you say, we'll have to get there early to get a seat.	repeats and confirms something someone has already said
Talking of skiing, whatever happened to Paul Jakes?	starting a new topic, but linking it to the present one
If you ask me, she's heading for trouble.	if you want my opinion (even if no one has asked for it)
That reminds me, I haven't rung Georgie yet.	something in the conversation reminds you of something important
Come to think of it, did he give me his number after all? I think he may have forgotten.	something in the conversation makes you realise there may be a problem/query about something

## B Key words

Some everyday expressions can be grouped around key words. **This** and **that**, for example, occur in several expressions:



## C Common expressions for modifying statements

If the worst comes to the worst, we'll have to cancel the holiday. [if the situation gets very bad indeed]

If all else fails, we could text them. [if nothing else succeeds]

What with one thing and another, I haven't had time to reply to her email. [because of a lot of different circumstances]

When it comes to restaurants, this town's not that good. [in the matter of restaurants]

As far as I'm concerned, we can eat any time. [as far as it affects me / from my point of view]

As luck would have it, she was in when we called. [by chance]

# Exercises

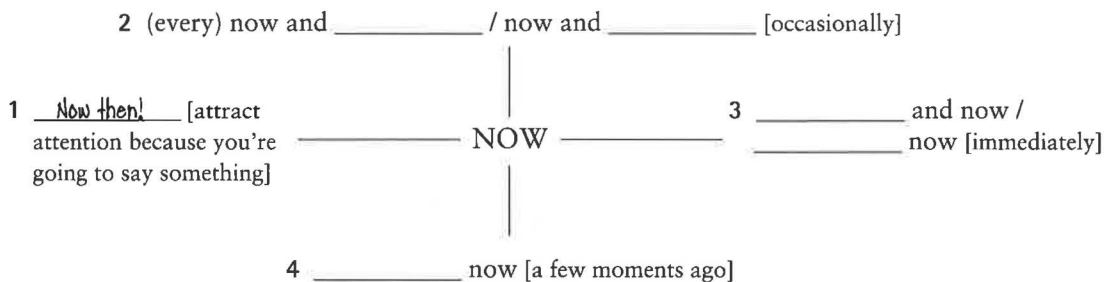
**67.1** Complete the fixed expressions in these sentences, without looking at the opposite page, if possible.

- 1 Come to think of it..... , I don't remember giving her the key. I'd better ring her and check, just in case.
- 2 If you ..... , the economy's going to get much worse before it gets any better, but that's just my opinion.
- 3 A: The nursery closes down during the school holidays. B: ..... holidays, have you got any plans for next year?
- 4 A: It's going to be expensive. B: Yes, it'll be fun, and a great opportunity, but as ..... , it will be expensive.
- 5 That ..... , I have a message for you from Sheena. I almost forgot it!
- 6 As ..... , before the telephone interrupted us, we plan to extend the house next spring.

**67.2** Which of the expressions with *this/that* opposite would be most suitable for the second parts of these mini-dialogues?

- 1 A: What were you and Bella talking about?  
B: Oh, this and that / this, that and the other..... .
- 2 A: How many more?  
B: No more, actually, .....
- 3 A: Here comes the big announcement we've been waiting for.  
B: Yes, .....
- 4 A: OK, I'll take our decisions to the committee.  
B: Right so, ..... , then. Thanks.

**67.3** Complete this network of everyday expressions with *now* in a similar way to the *this/that* network opposite. Use a dictionary if necessary.



**67.4** Use the expressions with *now* to rewrite the words in bold.

- 1 Do you want me to do it **straight away**, or can it wait? here and now / right now.....
- 2 So, everybody, listen carefully. I have news for you. ....
- 3 A: Have you seen Jason? B: Yes, I saw him a **few minutes ago** – he's in his office.  
.....
- 4 I bump into her in town **occasionally**, but not that often. ....

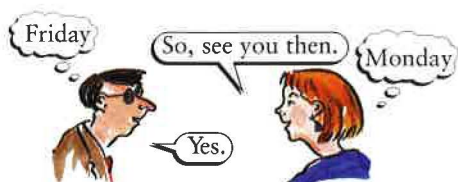
**67.5** Which expressions in this unit contain the following key words?

- |                                       |                   |
|---------------------------------------|-------------------|
| 1 comes <u>when it comes to</u> ..... | 4 worst .....     |
| 2 luck .....                          | 5 concerned ..... |
| 3 fails .....                         | 6 thing .....     |



# 68 Talking and communicating

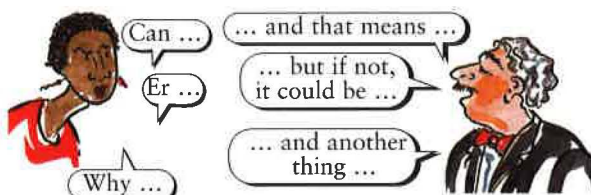
## A Idioms connected with communication problems



They're **talking at cross-purposes**. [talking about different things without realising it]



He's **got the wrong end of the stick**. [not understood something in the correct way]



She **can't get a word in edgeways** /'edʒweɪz/. [doesn't get a chance to speak because others are talking so much]



He **can't make head or tail** of what she's saying. [cannot understand at all]

## B Good talk, bad talk

The boss always **talks down** to us. [talks as if we were inferior]

My workmates are always **talking behind my back**. [saying negative things about me when I'm not there]

It was just **small talk**, nothing more, I promise. [purely social talk, nothing serious]

Let's sit somewhere else; they always **talk shop** over lunch, and it bores me rigid. [talk about work]

Hey! Your new friend's become a real **talking point** among the staff! Did you know? [subject that everyone wants to talk about]

It's gone too far this time. I shall have to **give him a talking to**. [reproach/scold him / tell him off]

## C Talk in discussions, meetings, etc.



1 start the discussion    2 say it in few words    3 come to the important part of the matter

4 say exactly what I think    5 finish the discussion    6 says intelligent, reasonable things

7 says stupid things    8 says things in a long, indirect way

# Exercises

## 68.1 Look at these dialogues and comment on them.

- 1 PAUL: £98 for a meal! That's outrageous!  
EMMA: Not the meal, you idiot! The room!  
Emma and Paul seem to be talking at cross-purposes .
- 2 JO: So that's what I'm going to do, take it all away.  
MEENA: What about –  
JO: And if they don't like it they can just go and do what they like.  
MEENA: If she –  
JO: Not that I have to consult them, anyway, I'm in charge round here.  
It seems that Meena can't get .....
- 3 VOLODYA: I got very upset when you said I was childish.  
GINA: I didn't! I just said you seemed to get on very well with the children. Honestly.  
VOLODYA: Oh, I see. Oh, sorry.  
It seems that Volodya got the .....
- 4 DAN: So, area-wise the down-matching sales profile commitment would seem to be high-staked on double-par.  
KIM: Eh? Could you say that again? You've got me there.  
It seems that Kim can't ..... what Dan is saying.
- 5 ALI: I don't expect someone with your intelligence to understand this document.  
JUAN: Oh.  
Ali seems to be talking ..... to Juan.

## 68.2 What idioms opposite do these drawings represent?



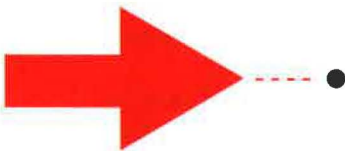
1 wrap up the ..... discussion



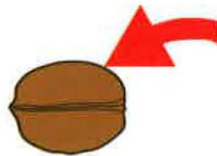
2 talk .....



3 start .....



4 get to / come to .....



5 to put .....



6 get hold of .....

## 68.3 Fill the gaps to complete the sentences.

- 1 She is very direct and always speaks ..... her mind.  
2 He gets bored quickly with small ..... and always wants to get down to serious matters.  
3 The boss gave me a real ..... to after that stupid mistake I made.  
4 You're behind the times! Darren's girlfriend was *last week's* ..... point.  
5 Paula's uncle is so long-..... – it takes him ten minutes to make a point that anyone else could make in 30 seconds.  
6 It was such a relief when James got up to speak – at last someone was talking .....  
7 I hate going out with my boyfriend and his work colleagues – they spend all evening talking .....  
8 You should tell him what you think to his face rather than talking behind his .....



# 69 Suffixes

## A Common noun suffixes

**-er /ə/** is used for the *person* who does an activity, e.g. writer, painter, worker, shopper, teacher. You can use **-er** with a wide range of verbs to make them into nouns. Sometimes the **-er** suffix is written as **-or** (it is still pronounced /ə/). It is worth making a special list of these words as you meet them, e.g. actor, donor [person who donates something], operator, sailor, supervisor [person whose job is to make sure that other people do their jobs correctly, safely, etc.].

**-er/-or** are also used for *things* which do a particular job, e.g. pencil sharpener, bottle opener, grater, projector, stapler, coat hanger.

**-er** and **-ee** (pronounced /i:/) can contrast with each other meaning 'person who does something' (**-er**) and 'person who receives or experiences the action' (**-ee**), e.g. employer/employee /em'plɔɪj'i:/, sender, addressee, payee (e.g. of a sum of money).

**-tion/-sion/-ion** are used to form nouns from verbs, e.g. complication, pollution, reduction, alteration, donation, promotion, admission, action.

**-ist** [a person] and **-ism** [an activity or ideology] are used for people's politics, beliefs and ideologies, and sometimes their profession (compare with **-er/-or** professions above), e.g. Marxist, typist, physicist, terrorist, Buddhism, journalism.

**-ist** is also often used for people who play musical instruments, e.g. pianist, violinist, cellist.

**-ness** is used to make nouns from adjectives, e.g. goodness, readiness, forgetfulness, happiness, sadness, weakness. Note what happens to adjectives that end in **-y**.

## B Adjective suffixes

**-able/-ible /əbl/** with verbs means 'can be done', e.g. drinkable washable readable forgivable edible [can be eaten] flexible [can be bent]

## C Verbs

**-ise** (or **-ize**, which is more common in American English) forms verbs from adjectives, e.g. modernise [make modern], commercialise, industrialise, computerise.

## D Other suffixes that can help you recognise the word class

**-ment:** (nouns) excitement, enjoyment, replacement [the act of putting sb or sth in the place of sb or sth else]

**-ity:** (nouns) flexibility [ability to change easily according to the situation], productivity, scarcity

**-hood:** (abstract nouns especially family terms) childhood, motherhood, brotherhood

**-ship:** (abstract nouns especially status) friendship, partnership, membership

**-ive:** (adjectives) active, passive (in language, the passive is when the receiver of an action becomes the subject, e.g. *The bank was robbed*), productive [producing a positive large amount of something]

**-al:** (adjectives) brutal, legal [related to or which follows the law], (nouns) refusal, arrival

**-ous:** (adjectives) delicious, outrageous [shocking and morally unacceptable], furious [very angry]

**-ful:** (adjectives) hopeful, useful, forgetful

**-less:** (adjectives) useless, harmless [which cannot hurt or damage anyone or anything], homeless

**-ify:** (verbs) beautify, purify, terrify [cause someone to be extremely afraid]

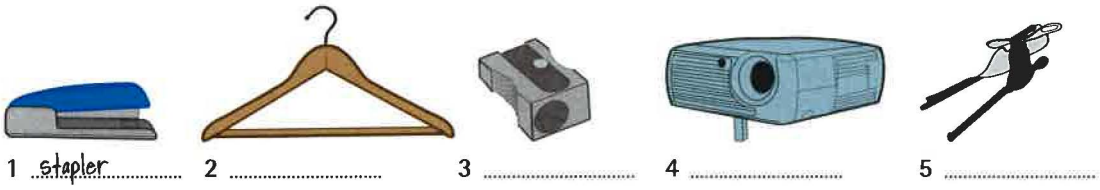
The informal suffix **-ish** can be added to most common adjectives, ages and times to make them less precise, e.g. She's thirtyish. He has reddish hair. Come about eightish.

### Language help

Adding a suffix can sometimes change the stress in a word. Be sure to check in a dictionary. Examples: flexible → flexibility    productive → productivity    piano → pianist

# Exercises

69.1 These pictures show objects ending in *-er/-or*. Can you name them?



69.2 Do these words mean a thing or a person, or can they mean both? Use a dictionary if necessary.

- 1 a cooker thing ..... 3 a ticket holder ..... 5 a cleaner ..... 7 a drinker .....  
 2 a grater ..... 4 an MP3 player ..... 6 a smoker ..... 8 an advisor .....

69.3 Use the *-er/-or*, *-ee* and *-ist* suffixes to make the names of the following. If you need to use a dictionary, try looking up the words in bold.

- 1 A person who plays jazz on the **piano**. a jazz pianist ..... 6 A person to whom a sum of money is **paid**.  
 2 A thing that **wipes** rain off your car windscreen. 7 A machine for **washing** dishes.  
 3 A person who plays classical **violin**. 8 A person who **donates** their organs upon their death.  
 4 A person who takes professional **photographs**.  
 5 A person who acts in amateur theatre. 9 A person to whom a letter is **addressed**.

69.4 Rewrite the underlined parts of the sentences using a suffix from the opposite page and making any spelling changes needed.

- 1 Most of his crimes can be forgiven. Most of his crimes are forgivable .....  
 2 The Club refuses to admit anyone not wearing shoes. The Club refuses ..... to anyone not wearing shoes.  
 3 Her only fault is that she is lazy. Her only fault is .....  
 4 This firm has produced a lot recently. This firm has been very ..... recently.  
 5 I found the book very easy and pleasant to read. I found the book very .....  
 6 I have lovely memories of when I was a child. I have lovely memories of my .....  
 7 You can't wash that jacket. That jacket isn't .....  
 8 The most important thing in life is having friends. The most important thing in life is .....

69.5 Complete the table with the different parts of speech. Do not fill the shaded boxes.

noun	verb	adjective
	eat	<i>edible</i>
fury		
		beautiful
		scarce
	refuse	
		modern
	forget	
	act	

69.6 **Over to you**

List six jobs you would like to have. How many different suffixes are there in your list? Do any of the job names not have a suffix (e.g. pilot, film star)?



# 70 Prefixes

## A Negative prefixes on adjectives

Prefixes are often used to give adjectives a negative or an opposite meaning. For example, fair/**un**fair, experienced/**in**experienced and similar/**dis**similar are opposites. Other examples are '**unn**atural', '**in**edible', '**dis**organised'. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite.

**in-** becomes **im-** before a root beginning with 'm' or 'p', e.g. **im**mature, **im**patient, **im**moral, **im**possible, **im**probable. Similarly **in-** becomes **ir-** before a word beginning with 'r', e.g. **ir**regular, **ir**responsible, **ir**replaceable, and **il-** before a word beginning with 'l', e.g. **il**legal, **il**legible, **il**literate.

### Language help

The prefix **in-** (and its variations) does not always have a negative meaning – often it gives the idea of inside or into, e.g. **in**ternal, **in**port, **in**sert, **in**come.

## B Negative prefixes on verbs

The prefixes **un-** and **dis-** can also form the opposites of verbs, e.g. tie/**un**tie, appear/**dis**appear. These prefixes are used to reverse the action of the verb. Here are some more examples: **dis**agree, **dis**approve, **dis**believe, **dis**connect, **dis**courage, **dis**like, **dis**prove, **dis**qualify, **un**bend, **un**do, **un**dress, **un**fold, **un**load, **un**lock, **un**veil, **un**wrap, **un**zip.

## C Other common prefixes

Some words with prefixes use a hyphen. Check in a dictionary if you're not sure.

prefix	meaning	examples
anti	against	anti-war antisocial antibiotic antiseptic
auto	of or by oneself	autograph auto-pilot autobiography
bi	two/twice	bicycle bilateral biannual bilingual
ex	former	ex-wife ex-smoker ex-boss
ex	out of	extract exhale excommunicate
micro	small	microbiology microchip microscopic microwave
mis	badly/wrongly	misunderstand mistranslate mislead
mono	one/single	monolingual monologue monogamous
multi	many	multinational multimedia multi-purpose
over	too much	overdo overtired oversleep overeat
post	after	post-war postgraduate post-impressionist
pre	before	preconceived pre-war pre-judge
pro	in favour of	pro-government pro-revolutionary
pseudo	false	pseudo-scientific pseudo-intellectual
re	again/back	rewrite regain rearrange repay replace renew
semi	half	semi-circular semi-final semi-detached
sub	under	subway submarine subdivision
under	not enough	underworked underused undercooked



# Exercises

## 70.1 Which negative adjective fits each of the following definitions?

- 1 unfair ..... means not being fair or right
- 2 ..... means impossible to eat.
- 3 ..... means unable to read or write.
- 4 ..... means not being well organised.
- 5 ..... means not having much sense of responsibility.
- 6 ..... means unable to be replaced.

## 70.2 Use the word in brackets to complete the sentences. Add the necessary prefix and put the word in the correct form.

- 1 The runner was disqualified ..... after a blood test. (qualify)
- 2 Children (and adults) love ..... parcels at Christmas time. (wrap)
- 3 I almost always find that I ..... with his opinion. (agree)
- 4 I'm sure he's lying but it's going to be hard to ..... his story. (prove)
- 5 After a brief speech the President ..... the new statue. (veil)
- 6 It took the removal men an hour ..... our things from the van. (load)
- 7 His phone was ..... because he didn't pay his last bill. (connect)
- 8 Helena ..... the letter and began to read it. (fold)

## 70.3 Answer the following questions with words from the table opposite.

- 1 What kind of oven cooks things particularly fast? microwave .....
- 2 How can you describe a cream, for example, that helps prevent infection? .....
- 3 What kind of company has branches in many countries? .....
- 4 How are aeroplanes often flown for easy stretches of a flight? on .....
- 5 What is a student who is studying for a second degree? .....
- 6 What word means 'underground railway' in the US and 'underground passage' in the UK? .....

## 70.4 Write the opposites of the words underlined. Not all the words you need are on the opposite page. Use a dictionary to help you.

- |   |   |
|---|---|
| 1 He's a very <u>honest</u> man. <u>dishonest</u> ..... | 7 She's <u>employed</u> . .....                   |
| 2 I'm sure she's <u>discreet</u> . .....                | 8 He's very <u>efficient</u> . .....              |
| 3 I always find him very <u>sensitive</u> . .....       | 9 The door is <u>locked</u> . .....               |
| 4 It's a <u>convincing</u> argument. .....              | 10 He seems <u>grateful</u> for our help. .....   |
| 5 That's a very <u>relevant</u> point. .....            | 11 I'm sure she's <u>loyal</u> to the firm. ..... |
| 6 She's always <u>obedient</u> . .....                  | 12 He's a <u>tolerant</u> person. .....           |

## 70.5 Using the table opposite, construct words or phrases to replace the underlined words.

- 1 He's in favour of the American approach. He's pro-American.
- 2 The BBC tries to avoid pronouncing foreign words incorrectly.
- 3 Most people say they have to work too hard but are paid too little.
- 4 Dan says that economics is not really a science even if it claims to be one.
- 5 She's still on good terms with the man who used to be her husband.
- 6 He made a mistake in the calculation and had to do it again.