

Listening scripts

Unit 1

🔊 1.1 p.7

Language focus Tense review

Listen to the report.

Drinking a cup of coffee and watching chat shows are a vital part of exam preparation, according to a survey of 200 students. It was found that watching 30 minutes of a chat show generally raises IQ levels by an average of five points, while coffee adds a further two. Drinking orange juice or listening to classical music doesn't improve performance significantly, and last minute revision actually harmed students' performance.

Presenting his findings at a business training conference in London, Kevin Warwick, a cybernetics expert who led the study, said the TV and coffee routine could often mean the difference between passing and failing. 'We really are talking about that much effect,' he said. 'It seems that just watching a bit of television before you go into an exam can dramatically increase your performance; you can enhance your performance considerably.'

Caffeine is particularly useful as an antidote to 'post-lunch dips' in concentration. Its effect usually peaks within 30 minutes, but lasts for hours. 'If you are about to make an important deal, it gives you a bit of an edge,' Professor Warwick said. 'Surprisingly, many of the so-called bad influences, such as coffee, have a positive effect on short-term performance.'

🔊 1.2 p.9

Skills focus 3 Common email mistakes

Listen to the conversation.

N= Nicola, J= James

N I would say that these are all quite serious mistakes, though I have to admit that I do make some of them myself, like not dealing with all the questions that the sender asks.

J Yeah, I often do that too, but it really annoys me when other people do it. I think that in any case, if you want someone to answer all your points, the best thing is to list them in separate paragraphs and to number them.

N Yeah, then this also makes it easier for the person replying to indicate which points they are responding to.

J I think the most serious mistakes are probably the first two and the last, at least in terms of getting the result or outcome that you want. If you don't say clearly what you want the reader to do, then you might as well not write the email at all.

N Agreed. Are there any that you think a native speaker wouldn't make?

J The second probably. And one that both native and non-natives frequently make is not bothering to correct spelling mistakes.

N I think that depends on the situation. If you are just quickly writing to a colleague you know, I don't think it's that serious. But when you are representing your company in some way, or when it's an important email, then I think incorrect spelling gives a negative image of the company.

🔊 1.3 p.10

Focus on functions First contact

Listen to the conversation.

S= Susanna, M= Manfred Eicher

S Good morning. Meta4. Susanna speaking. How can I help?

M Good morning. This is Manfred Eicher from the Munich Office.

S Oh, good morning, Mr Eicher.

M Oh, please call me Manfred. I don't think we've actually spoken before.

S No, I don't think we have. I met Siegfried when he was over here last year, but I think we've just emailed. Good to talk to you at last.

M So the reason I'm calling you is because Siegfried and I have been working on a project that we wanted to discuss with you [*fade out*] ... you might be interested. Well, look, I'd better be going, I don't want to keep you too long.

S Don't worry, that's fine.

M Please could you send my regards to the team?

S Certainly, and it was nice to talk to you.

M And you. Goodbye.

S Bye.

Unit 2

🔊 2.1 p.13

Language focus 4 Problems using English

Listen to the conversation.

A Yeah, I think there are various categories of mistake, aren't there? I mean it depends very much what I'm working on and what I'm correcting, but for me I think one of the most important areas to focus on is register. Relationship building is a big part of that and therefore register, the level of formality that they need to employ, for me is quite important, so I would ...

B But are they making a lot of mistakes with that?

A Well, yes. I think a lot of students tend to operate on one level of formality. It can either be extremely formal or extremely informal, and so they might say things which are inappropriate for a particular context. Or they, you know, they might not really sort of appreciate the impact of what they're saying. I mean another thing is directness. A lot of, a lot of my

students tend to be very direct, so instead of saying 'Well, yes, that's a good point but I'm not sure I agree with you', which a British person would say ...

- B Yes, but I think you have to remember that they're dealing, they're not necessarily dealing with British people all the time and being direct is not necessarily a bad thing. I think one interesting thing is grammar because I think a lot of students focus on grammar thinking it's the most important thing and from a little survey I did of business people, British business people, I asked them what the biggest barrier to communication was, and they all rated grammar as being really low. I mean, they said that a lot of English people don't even use grammar correctly, and I think we need to get away from that. One of the most important things is to speak reasonably fluently and make mistakes rather than to speak very accurately and very slowly.
- A Absolutely. I would agree with that. Yeah, definitely. I think, obviously it comes back to the point of who you're talking to and being aware of their needs. I mean ...

2.2 p.16

Skills focus 1 Listening

Listen to the people describing their jobs.

- I am one of an increasing number of women who do this job, and actually I also do it as a sport. In fact, last week was the world championships and like there were two hundred of us climbing trees, which we call speed climbing, chopping them, sawing them, rolling them, jumping from log to log on rivers and stuff. It is really good fun and a fantastic form of exercise. It is also a great job as you are outside in spectacularly beautiful places here in the forests of Canada.
- I love my job because I believe I am making an essential contribution to society, if you know what I mean. Our field not only covers medical and animal research, but also related disciplines in natural resource management, you know, such as ecology, managing woods and forests, improving the quality and yield of crops. Basically, I think to be successful in this area you should be interested in the life sciences and should understand mechanisms involved in living organisms. You don't need to be a genius or something like that, but you do need common sense. You need to be able to use logical reasoning, and also be imaginative so that you can design appropriate and relevant experiments.
- A lot of people think my job is boring. They say it is not tangible in the same way as engineering or biology where you have to hold instruments, appliances, and such like. They say it is not adventurous, as there is no travelling involved and you don't have to go out into the field. It doesn't have any particular thrills or new challenges such as those involved in medicine or research. But I love it. It suits my analytical mind. I love dealing with numbers, I love working with computers, I love balancing the books, I love finding ways for companies to save money and I find it a challenge to keep up to date with all the changes in the law.

2.3 p.17

Focus on functions 2

Replying to someone on the telephone

Listen and write down the reply to the callers' questions.

- A I just wanted to call you to see where we're up to with the sales forecast.
B Actually, we haven't begun it yet.
- A Is Helmut in this morning by any chance?
B Who's calling please?
- A Could you put me through to the personnel department?
B Is there anyone specific that you'd like to speak to?
- A Is that Louise speaking?
B Yes, speaking.
- A How's it going?
B Really busy, actually. How about you?
- A Good morning. This is Alice Coltrane. I'm calling from Meta4.
B Sorry, where did you say you were calling from?
- A Anyway, the reason I'm calling is to find out whether we could meet up next week?
B Sure, any particular day in mind?
- A Your name was given to me by Miroslav Vitous, who thought you ...
B By who, sorry?
- A I was wondering if you could do me a favour.
B Sure, fire away.
- A I'm in charge of HR, and for the last few months I've been dealing with internal training.
B I see, and what exactly is it that you need to know?

2.4 p.17

Focus on functions 3

Ending a telephone call

Check your answers.

- Right, I think that's all.
Brilliant. I don't think I have anything to add either.
- I look forward to seeing you.
Me too.
- Do call if you need anything else.
OK, will do.
- Have a nice weekend.
You too.
- Speak to you later then.
Yeah, I should be able to get back to you some time this afternoon.

Unit 3

3.1 p.19

Language focus 2 Present tense review

Listen to the conversation.

A = interviewer, B = female interviewee

- A Although English has no official status as the language of the Internet, I think you would agree that given the vast numbers of people who use English, it has become the most commonly used language.
- B Well, that certainly is the situation at the moment. And as a website manager, I know that if I want my company's products to sell, I have to maintain my site in both English and Polish. This is actually causing us a lot of problems as it is quite a time-consuming and expensive process for us in Europe. But it is even more critical for people in a lot of less developed countries.
- A Why's that?
- B Well, at the moment a lot of people in non-industrialized countries do not have access to the Internet – there isn't the economic or technological infrastructure. It also means people have to learn English in places where there is limited access to learning materials and teachers.
- A So, what you're saying is that English is also a barrier.
- B Yes, that's right. Even if someone has a computer and access to the Internet, and these are two big 'ifs', they also have to be able to read English to a high level of proficiency. The world is in danger of becoming divided into the 'haves' and 'have nots' not just in terms of essential resources such as food, water, and electricity, but also information. And this will mean that countries without access to the Internet will fall further behind.
- A What sort of information are you referring to?
- B Well, one example is access to medical information. Doctors need to know what is happening in the fight against malaria, TB, AIDS, and so on.
- A And what can be done about this?
- B One way is to make access to this research cheaper. So, making access to the main medical journals cheaper or, better still, free. We also need to make the technology more readily available. Simple, cheap computers that are easy to maintain. Learning materials could be made available online, and teachers could be contacted via simple video technology. So, for example, a teacher actually in the UK could teach a group of children in a remote part of the world who had access to the Internet, possibly via a local community-based computer link.

3.2 p.21

Skills focus 2 Listening

Listen to the interview.

A = interviewer, B = Anna Southern

- A ... I see. So what about the CV itself?
- B Most managers take about three minutes to read a CV, some only about 30 seconds, and I know one

who automatically bins any CV that is longer than one page. It should be really clear to look at and concise, with the most recent events first, you know, reverse chronological order. The chances are that the person reading the CV will only glance at the top and may not get down to the bottom where you may have put your best achievements.

- A But these days, aren't a lot of CVs read automatically, I mean by a computer program?
- B Yes, they are. And if you know that is the case, then you should make sure it contains all the key words that are likely to match the ones on the program's list. Incidentally, you may not know that although the normal tactic is to highlight your good points and brush over the more negative ones, whether you are actually successful comes down to specific words and phrases that you use on your application form.
- A Can you give me some examples?
- B Well, you should use positive words such as *achievement*, *active*, *impact*, and *planning*. On the other hand, you should avoid words like *always* and *never* since they suggest you are exaggerating your abilities.
- A OK. So let's assume that you manage to get an interview. What stops you from actually getting the job?
- B Making a bad initial impression, both in terms of your appearance and what you say. The key thing to remember is that the interviewer's impression of you will probably be formed in the first ninety seconds of the interview.
- A Presumably it will be very difficult to get them to change that initial impression.
- B Exactly. The second barrier is not knowing enough about the job and the company where you are being interviewed.

3.3 p.23

Focus on functions 1 Conference calls

Listen to the conversation.

N = Nicola, J = James

- J Conference calls are a bit of a nightmare aren't they, especially if you are not a native speaker? You know, all those voices talking at once, and not only can you not understand what is being said, often you are not even sure who is saying it.
- N Mmm. I think a lot depends on the host and how much they help prepare the other participants for the call.
- J For example?
- N Well, the host should send objectives and documentation beforehand. And stress the importance of calling in on time.
- J I suppose such documentation may include a presentation on Powerpoint.
- N That's right. But by sending everything in advance, then the participants will at least know what is going to be discussed and it gives them a chance to prepare any questions, or answers.
- J So, if the host doesn't do this, it might be worth the participant emailing them and asking them to do so. You know, unfortunately a lot of native speakers aren't aware of the difficulties involved in conference

- calls for people whose first language is not English.
- N Exactly. Then the next thing the host has to do is to make sure that everyone introduces themselves at the beginning. He or she should also run through any ground rules – for example, it may be helpful if people always identify themselves by name before speaking.
- J And if people don't know each other, then it's a good idea to take time for a brief introduction. It can be hard talking to faceless strangers.
- N Yes, and I think it's best not to wait for latecomers unless this is absolutely necessary. Get started, and when they do call in, make them wait for a gap in the conversation before recapping for them.
- J Yeah, and when you join, you say something like 'Hi, who's on the call?' and then the others announce themselves, you know like 'Hi, it's me James'.
- N Then host says: 'Looks like we've got everybody – let's start'. And at that point he or she should say something like 'Look, the goal of this call is to discuss the key items of x, y, and z'.
- J Actually, before they do that, I think that if there are non-native speakers involved, they should say 'We have a number of people on the call who are not native speakers, and if this call is to be successful, we need the native speakers to speak as clearly as possible. If anyone isn't sure about something, please feel free to request for the information to be repeated or clarified'.
- N I think you're absolutely right, and as we were saying, it's really important that the host establishes the rules and expectations at the beginning of the call. And this includes how to conduct the Powerpoint show. You know, you always need to tell the listeners which slide you're up to and that you're moving on to another slide.
- J Another thing that is worth mentioning is, whoever you are, try and avoid throwing questions or discussions out to the group as a whole – always direct them at individuals in turn. Otherwise, people may all talk at once, and make it impossible to hear properly.
- N I agree. And perhaps the host should check periodically that people haven't been lost, by directing a question or comment to them – just check that they're still there. It's all a bit confusing the first few times you take part in a call.
- J So, if everything is arranged well, a conference call doesn't have to be such a nightmare.
- N That's right.

3.4 p.23

Focus on functions 2 Conference call vocabulary

Listen and check your answers.

Please enter your pass code number. *keying sound*. Say your name and press 'hash'.

- John Hi, this is John. Is anyone else there?
- Susi Hi, John. It's Susi. How are things?
- John Fine, thanks. Is everyone picking up all right?
- Phil Yeah, this is Phil. I can hear you fine.
- Kate This is Kate. I can't hear what you're saying – there's a high-pitched noise going on.

- John Is that any better?
- Kate That's fine now.
- John OK, Petra's here now – let's begin.
Can I just remind you all to say your name when you speak? We have a couple of people on the call who are not native speakers and if this call is to be successful, we need the native speakers to speak as clearly as possible. *Pause*
The goal of this call is to discuss the key items of sales performance and marketing for next year. OK, Phil? Do you want to start?
- Phil OK. Thanks, John.
- Petra Sorry, who's that speaking?
- Phil Sorry, it's me Phil.
- Susi (*said at same time as Phil*) Can I just say that ...
- John I'm sorry, but it's hard to hear two people at once.
- Phil This is Phil again. I'd just like to say ... (*fade out*)
- Sandra Hi, Sandra here. Sorry I'm late.
- John Hi Sandra, could you wait a sec? Then I'll recap everything for you. OK so Phil, sorry you were saying? (*fade out*)
- John Petra, what are your thoughts on that?
- Petra I have nothing to add actually.
- Phil OK, we're moving on to slide 3 now.
- Susi Sorry, what slide are we up to?

Unit 4

4.1 p.24

Language focus 1 Learning grammar

Listen to the conversation.

N= Nicola, J= James

- N I would say that the first thing is to distinguish between using grammar in a way that makes the meaning clear, or not. Let's look at the example of tenses. If I say 'I go to Paris on Monday', it is not clear whether I am talking about the future, 'I'm going to Paris', or possibly the past, 'I went to Paris'. So using the right tense is important.
- J That's true, but on the other hand, if I say, 'I go to Paris tomorrow', I don't actually need to use the right tense as 'tomorrow' makes it clear that I'm talking about the future.
- N I agree that the meaning is clearer, but 'I'm going to Paris tomorrow' would be the clearest.
- J Indeed. The main thing is to be as clear as possible using the language you have available.
- N So, how about more complicated structures like the third conditional?
- J This is difficult both for the form – 'if' plus the past perfect plus 'would have' plus the past participle – and for the idea, talking about a past that didn't happen. That's a lot to learn.
- N So the best thing is to use an example that is really memorable, something funny or unusual, or something that we can really relate to.
- J Absolutely. And another thing that students can do is to listen to how grammar is used when other people are speaking.

- N So they hear lots of examples of how it is being used and then adapt these examples to what they want to say.
- J Exactly. And for writing, one way to improve is to look at the emails you receive and note down how certain words and phrases are used, then you can cut and paste these into your own emails.

🔊 4.2 p.24

Language focus 2 Future forms

Listen to the interview.

A=Interviewer, B=Journalist

- A So, how will work be affected? Will people have access to more jobs, will people work more at home?
- B I think work will change in three or four ways, and by the way, we can't predict precisely how work will have changed in, say, fifty years' time. We always get that wrong. But the sort of thing that will happen is that most people will be able to work wherever they are. Our factories will become more automated and all the human endeavour will go into designing and marketing the products. But we will still want to go into offices because we will still want to meet other human beings.
- A Yep. The social aspect will still be very important, won't it?
- B Indeed. The social aspects are going to become more important. That's one change. Something else is that we'll be using new technology to eliminate a lot of the boring repetitive aspects of work. At the moment, an awful lot of energy in companies goes into just keeping the thing running, making sure that people know what other people are doing, making sure meetings happen on time, that decisions are taken, and so on.
- A So, that's going to change, is it?
- B It has to, and I think it's going to become possible to do this much more efficiently. So that you shouldn't have to go to so many meetings ...
- A Right. That's got to be a good thing. A lot of people are going to be happy to hear that!
- B You'll find ways of organizing peoples' activity much more efficiently. Now I can't tell you precisely how that is going to happen, but I can see little glimpses of it already, and it won't be long before it becomes a reality.

🔊 4.3 p.27

Skills focus 1 Talking about language

Listen to the people talking about England.

- 1 I didn't really believe that I would experience such a cultural difference because we speak the same language and I always believed that we had a very similar sense of humour. But we were living an American lifestyle sort of thing, so I figured that parts of me would be, would be a little bit different, but I never thought that essentially we would be culturally different. But when I came over here and I lived with my wife's family, I made all sorts of mistakes and you know cultural *faux pas* and whatever, you know. It's been a huge learning curve for me.
- 2 I had an impression of what England would be like, and when I came here, I expected tea at four o'clock with cucumber sandwiches because that's what I'd had

in India. I hadn't realized that tea actually is dinner, which is at something like six o'clock to eight o'clock in the evening and that's all you get. Whereas in India we used to have tea at four o'clock which was literally just the drink and some sandwiches and then later on you'd have a meal.

🔊 4.4 p.27

Skills focus 2 The schwa sound

Listen and repeat.

again
wonderful
actor

🔊 4.5 p.27

Skills focus 2 The schwa sound

Listen to the words.

experience	similar	essentially
culture	humour	family
difference	American	curve

🔊 4.6 p.27

Skills focus 2 The schwa sound

- a 1 We were living an American lifestyle.
2 We were living an American lifestyle.
- b 1 I was making all sorts of mistakes.
2 I was making all sorts of mistakes.
- c 1 A drink and some sandwiches.
2 A drink and some sandwiches.

🔊 4.7 p.27

Skills focus 2 The schwa sound

Listen to the two sentences.

- 1 I hadn't realized that tea is actually dinner.
2 And that's all you get.

🔊 4.8 p.28

Focus on functions 1 Making invitations

Listen and complete the table.

- 1 A I was just wondering whether you'd like to try some local food tonight.
B That would be great, thanks.
A OK. Well, if I come and get you from your hotel at about seven thirty, we can walk to the restaurant from there. It's just around the corner.
- 2 A We're having a drink on Thursday after work, at about six fifteen. Do you fancy coming?
B I'm really sorry, but my plane actually leaves at eight, so I really don't think I'll have the time. But thanks for asking.
- 3 A We're just going out to get a coffee. Would you like to join us?
B Yes, I'd love to. I've just got to finish writing this email. Can I meet you there in, say, five minutes?

guage focus 2 Past Simple, Past Continuous, Past Perfect

en to two people talking about how they met their
tners.

in

ctually met my wife-to-be on a Greyhound bus, going
om my hometown to the airport, which was about a 350-
ile journey. I got on at a small stop, right near my house,
nd it was the only seat available. And we probably
ouldn't have met except that I was wearing a Walkman at
he time and I put the things in my ears – I was sitting down
and I didn't really want to sit and talk to anybody. So I sat
down next to her, and then the batteries failed, so we
started talking. And she was laughing her head off, even at
that time, and it set the tone for our entire relationship.
And when we got a little bit farther down the road, we
started to go into smaller towns and I knew the route very
well because I had done it many times before, and we got
into this town and I said, 'This is Carameras.' And she said
'No, it isn't.' And again, it's been the same ever since.

Woman

I met my husband in my brother's bedroom, which is quite
nice. I just dropped in. I had been very busy all day, doing
all sorts of things and I was a real mess. So anyway, when I
got there, my father was ironing in the sitting room and I
asked him if my brother was in and he said, 'Yes. He's got
some friends here. They're all in the bedroom'. And I
walked in and there he was. He was an Aussie backpacker
that my brother had met somehow, somewhere. I think
they were working in a shop together or something, and
he was just sitting there on the bed. And instantly I knew
he was going to be my husband.

5.2 p.34

Focus on functions 2 Participating in meetings

Listen to the conversation.

J=James, N=Nicola

- J I think the first thing to say is that the outcome of a meeting depends on all the participants. Everyone is responsible and has to take control of the meeting to some extent.
- N I agree. You know, if your English is not that great, make sure the other participants are aware of that fact and ask them to speak slowly and clearly.
- J Many non-native speakers that I have met have a kind of unconscious inferiority complex about their English. In reality, it should be the native speakers who should have the complex, given that they tend to know just one language – their own.
- N In any case, bear in mind that there will be a natural tendency for native speakers to dominate a meeting simply because they can get out the words more quickly. So you shouldn't be afraid to interrupt and make your own points.
- J I think preparation is extremely important.
- N ... to find out who is going to be

there, what languages they speak, and how important they are in the hierarchy.

- J Another thing is to think in advance about exactly what it is you want to discuss. This will help you to note down any key words and phrases in English that you might need. During the meeting, if you find that things are going too fast, then ask the other participants if you can have a short coffee break. This will enable you to think of all the points that you would like to have reiterated, and the points that you yourself would like to make. Finally, this will give you a chance to speak first when the meeting reopens.
- N I think a key thing is that you should always write an email or letter after the meeting to confirm what you think has been agreed on. You never know, you might have a very different interpretation of what was decided.

5.3 p.35

Focus on functions 2 Participating in meetings

Listen to the phrases.

- 1 Could I just bring Davide in here? He's made a study of the sales potential.
- 2 Does that seem to make sense to you?
- 3 I'm not sure what that's got to do with it.
- 4 OK, what were we saying? Oh, yes, I was saying that ...
- 5 So, if I understand you correctly, you mean ...
- 6 Sorry, if I could just finish what I'm saying ...
- 7 Sorry, I'll just have to think about that a sec.
- 8 Sorry, I've lost track of what I was saying.
- 9 You'll see that I've highlighted some of the items which I think particularly deserve your attention.

5.4 p.35

Focus on functions 3 Sentence stress

Listen to the sentences.

- 1 So you were saying that it is important.
- 2 Could you say that last bit again?
- 3 Sorry, I didn't catch that.
- 4 Sorry, what was the name of the product?
- 5 I really don't understand what you are getting at.

Unit 6

6.1 p.38

Wordpower 2 Word stress

Listen and check your answers.

psychology	psychological
science	scientific
secret	secretive
sophistication	sophisticated
impulse	impulsive
colour	colourful
unease	uneasy
technique	technical
complexity	complex

Skills focus 2 Listening

Listen to the interview.

M = male interviewer, F = female psychologist

- M The question about whether people's opinions of each other change much after they meet for the first time is an interesting one. Basically, you're saying that research has revealed that they don't change.
- F Yes, that's right, and it is not just a question of liking or disliking. Most people will immediately judge whether the person they are talking to is a talker or a listener.
- M A talker or a listener, what do you mean exactly?
- F Basically, some people tend to dominate a conversation by doing nearly all the talking. Such people go into the conversation with their own agenda and are generally not curious about what their interlocutor might have to say, or even what the interlocutor might be thinking.
- M You say they have their own agenda. Can you be a bit more explicit?
- F Well, they decide what it is that they want to talk about, it's their show, so to speak, and basically, they drive the conversation in exactly the direction they want. Having their own agenda also means that they are unable to really listen to what the other person is saying, in the sense that they only hear what they want to hear.
- M You mean that they have already decided what the other person is going to say, and only hear things that confirm this and ignore anything that doesn't confirm it.
- F That's right. When we have decided that we don't like someone – and this dislike is generally based on very little evidence – we only see things that confirm our dislike, and anything that should really make us actually like the person, we distort or dismiss as being uncharacteristic.
- M Are there any other particular characteristics of talkers?
- F Yes, they are unable to read the body language of the person they are talking to. When we are listening to someone, our facial expression generally shows whether we are interested or not, and we also tend to lean forward towards the person if we are curious to hear what they have to say.
- M So, you're saying that talkers are unable to read these signs?
- F Yes, and that's because quite often they don't make much eye contact with the listener. But their basic problem is that they are too interested in themselves and their experiences. They aren't really interested in other people's experiences.
- M So, what about listeners?
- F Listeners tend to be more introverted and less willing to express their opinions. Basically, they want to maintain harmony. The problem is that in a work situation, very often their ideas and contributions will not be expressed. Also, because they don't participate as much, they tend to be less influenced by the opinion of the rest of the group, though this may actually be a good thing. Their main positive feature, though, is that they are keen to learn about new things and ask a lot of questions, whereas talkers tend to focus more on what is familiar. By nature, they're not really interested in the

unknown and so don't ask many questions.

M And how does all this affect language learning?

F Well, as you would expect, speakers generally tend to be more fluent but less accurate. They pay less attention to feedback and correction. Listeners, on the other hand, tend to be more accurate and less fluent. The secret of successful learning is to be a bit of both.

6.3 p.40

Skills focus 3 Pronunciation

Listen and check your answers.

- 1 A talker or a listener, what do you mean exactly?
- 2 You say they have their own agenda. Can you be a bit more explicit?
- 3 Are there any other particular characteristics of talkers?
- 4 So, you're saying that talkers are unable to read these signs?
- 5 So, what about listeners?
- 6 And how does all this affect language learning?

6.4 p.40

Skills focus 3 Pronunciation

Listen and check your answers.

- | | |
|------------------------|-----------------|
| 1 days, base | 5 choose, juice |
| 2 source, course | 6 size, wise |
| 3 wants, once | 7 this, these |
| 4 precedent, president | |

6.5 p.40

Skills focus 3 Pronunciation

Listen and check your answers.

- | | |
|------------------|-----------------|
| 1 thank, thought | 5 path, father |
| 2 width, with | 6 both, bath |
| 3 tooth, smooth | 7 think, though |
| 4 thirty, there | |

6.6 p.40

Skills focus 3 Pronunciation

Listen and underline the word you hear.

- | | |
|-----------|-----------|
| 1 thought | 5 thirty |
| 2 boat | 6 there |
| 3 part | 7 thought |
| 4 dare | |

6.7 p.41

Focus on functions 2 Changing arrangements

Listen and answer the questions.

A=Adrian, B=Anna

A Hi Anna, it's Adrian here.

B Hi Adrian. How are things?

A Fine thanks. Listen, I'm afraid I've got to call off tomorrow's meeting, or at least I can't make the meeting in your office as planned.

B Oh.

- A Yeah, the thing is there's been an outbreak of flu in the office and they need me here.
- B I see. What a pain. We were hoping to wrap things up by tomorrow evening.
- A OK, but what we could do is do it via video-conference. But I certainly wouldn't be able to start before three.
- B That would be fine by me. That's only an hour later than we'd originally planned and should give us all the time we need.
- A Good.
- B Yeah, but I'll need to confirm that with Gianni. Tell you what, I'll just give him a buzz and then get back to you via email.
- A That's great. I hope I haven't messed up your arrangements too much.
- B Don't worry, that's fine.

Unit 7

7.1 p.44

Skills focus 1 Starting a conversation

Listen to the conversation.

- A Sorry, is this seat taken?
- B No.
- A There are a lot of people here today, aren't there?
- B Yes, there seem to be.
- A Hi, my name's Sophia Gismonti. I work for a Spanish pharmaceutical company. And you?
- B I'm in medical research.
- A Oh really. What are you researching into if I can ask?
- B Alternative ways of administering vaccines.
- A Sounds interesting.
- B Yeah.
- A I'm in research too. [pause] So, is this your first trip to Paris?
- B No, actually, I was born here.
- A You were born here?
- B Yes.
- A Oh right.

7.2 p.44

Skills focus 1 Starting a conversation

Listen to the conversation.

- A Sorry, is this seat taken?
- B No, sorry, I just put my bag here that's all.
- A There are a lot of people here today, aren't there?
- B Yes, there are. Have you come far?
- A Yes, from Madrid, actually. I work for a Spanish pharmaceutical company. And you?
- B From Warsaw. I'm in medical research.
- A Oh really. What are you researching into if I can ask?
- B Alternative ways of administering vaccines.
- A Sounds interesting.
- B Yeah, it is actually. And are you on the research or sales side?
- A I'm in research too. So, is this your first trip to Paris?
- B No, actually, I was born here.
- A You were born here?

- B Yes, my mother was a diplomat here, but I didn't live here for long.
- A Oh right.
- B [Pause] So, you were saying you work in Madrid. Are you from Madrid itself?
- A Yes, I am. We haven't actually introduced ourselves. My name's ...

7.3 p.45

Skills focus 2 Being helpful

Listen to the conversation.

C = caller, R = receptionist

- C Could I speak to Desdemona Alvarez, please?
- R I'm afraid she's not at her desk at the moment. I think she's gone out to lunch.
- C Do you know what time she will be back?
- R Well, she normally takes about half an hour. Shall I get her to call you as soon as she comes back?
- C Actually, could you possibly give me her mobile number? It's quite urgent.
- R I'm really sorry, but I am not authorized to.
- C Is there any chance of you ringing her for me and asking her to call me back?
- R Certainly, I can do that for you. Could I have your name, please?
- C Yes, it's Penny Dalgarno.
- R Sorry. What was your surname again?
- C Penny Dalgarno. D-A-L-G-A-R-N-O.
- R OK, Penny. I'll ring her straight away. Goodbye.

7.4 p.46

Focus on functions 1 Checking information on the telephone

Listen to the conversation.

- A I'm sorry, could you speak up a bit? I can't hear you very well.
- B Sorry, is that better? I was saying that I would like to speak to the sales manager.
- A To the what manager, sorry?
- B The sales manager.
- A OK, sorry she's not in at the moment. Would you like me to take a message?
- B Yes, could you ask her to ring me? It's Richard Gabbertas.
- A Sorry, I didn't catch your last name.
- B Gabbertas, that's G-A-B-B-E-R-T-A-S. And I'm calling from Meta4.
- A Could you spell that for me, please?
- B Yes, it's M-E-T-A and then the number four. OK?
- A The number what sorry?
- B Sorry, what I mean is that it is meta in letters and then the number 4. I know it's a strange name, isn't it? And my number is 020 8347 1254, and I am calling with regard to distribution problems in the London area.
- A Sorry, what kind of problems?
- B Distribution problems.

Focus on functions 1 Checking information on the telephone

Listen to the conversation.

A = caller B = a colleague of Jake's

A Hi. Could I speak to Jake, please?

B Sorry, he's not at his desk. Do you want to leave a message?

A Yeah. Could you tell him the meeting's been put off till next Thursday?

B That's Thursday the seventh, right?

A That's the one, and that there should be thirteen people coming from the New York office.

B Is that one three or three zero?

A One three, thirteen. And could you also tell him that we can't test out the software beforehand?

B Sorry, you can test it or you can't?

A We can't.

B Sorry, the line's really bad. Do you mean that you are or are not able to test the software?

A No, we will not be able to test it.

B Can I just check I've got everything?

A Sure, thanks.

B Meeting on Thursday the seventh, thirteen people coming, no testing beforehand.

A That's it. Sorry I wasted all your time. I could have just sent him an email.

B No problem. Oh, I've just remembered – you haven't given me your name!

A You're right, it's ...

Focus on functions 2 Clarifying

Listen and check your answers.

- 1 So basically, what you're saying is that twenty is not enough.
- 2 If I understand you correctly, what you mean is the colours are not clear enough.
- 3 I'm not sure what you mean by 'overdue'.
- 4 OK. I see what you're saying, but I still think that ..
- 5 Am I making myself clear?
- 6 You said there was no difference in price, right?
- 7 I see what you mean.
- 8 So, in that case, you will need them earlier.
- 9 Do you see what I mean?
- 10 Does that answer your question?

Unit 8

Skills focus 1 Personal image

Listen and check your answers.

1

J = James, L = Laura

J So, would you say the USA has become more materialistic over the years?

L That's a really interesting question. I would say that it's stayed the same because if you think about what America's supposed to stand for, it's supposed to stand for the fact that you can come from nothing and do extremely well. And I think that's always included having material possessions, because otherwise people think you have nothing to show for your new status. You know, if you come in as a penniless immigrant and you end up owning a big corporation, you should have a few things to show that you've done really well.

2

R = Richard

R In Australia, I think it depends on which part of the country you are in. In Sydney, because it's the biggest and most competitive city, the attitude is probably more similar to that in London or New York. There are a lot of large corporations and there is a prestige related to working for one of the bigger companies. At the same time, most of Australia is rural and money's a big issue because farming's not as successful as it used to be. But the general attitude there is much more relaxed and there is less focus on material possessions and more on community and neighbourliness.

3

R = Ravi

Well, I think in India people have become, a lot of people have become more concerned with wealth and material possessions. It seems that there is this big divide between the middle class and people who just don't have access to a more affluent lifestyle. For them, just getting enough to eat is the most important thing, not what you might be wearing or driving a car. That's completely out. Yeah.

Skills focus 2 Pronunciation

Listen to the phrases.

- 1 If you think about what America's supposed to stand for, it's supposed to stand for the fact that you can come from nothing.
- 2 Because farming's, you know, not as successful as it used to be, ...
- 3 So getting enough to eat is the most important thing, not what you might be wearing, or driving a car.

Focus on functions 1 Bad news

Listen and answer the questions.

- J It's funny but I always used to think that the best way to give someone some bad news was to tell them face to face, but I have just been reading an article that says actually email is often the best way.
- N I think email is very dangerous for doing that. It can be so direct and you can't see or necessarily predict how the other person will react.
- J Well, apparently, precisely the fact that you can't see

their reaction means that you will be more comfortable delivering negative feedback, and you won't simply have to be polite which you might be if you have the person in front of you. But they do say it depends on the case, for instance, it works particularly well if you have to give bad news to your boss.

N But not if you are going to fire someone, I hope. In any case, I think that whether you are doing it face to face or via email you need to be diplomatic, to say something positive before you say something negative, and in some way prepare the other person for what you are going to tell them.

J And whatever you are going to say, say it in a way that shows that you understand how the bad news is going to affect them.

N You can say things like 'I'm sorry to have to tell you this but ...', I know this isn't really what you want to hear but ...'

J And then I think you immediately need to suggest some kind of solution. So, you can say 'So, what I've thought of to resolve this is ...', or 'In any case, I've come up with a couple of solutions to put by you.'

N Just going back to what you were saying at the beginning. I suppose giving bad news via email does give the other person the time to think about how they are going to react, rather than immediately reacting in a way they might regret afterwards. Though email is so fast, I suppose you can still react very quickly, but at least you have the option with email.

J It's interesting – they are also saying that we have a much greater sensitivity to unpleasant news; it has a much bigger impact on our brain than good news does. But at the same time, people are often more likely to expect good news than bad.

N Well, I always try to expect the worst and then I am never disappointed!

8.4 p.53

Focus on functions 3 Bad news

Listen and find the differences.

Jo This is Jo Binns. I'm not at my desk right now. Please leave a message and I'll return your call as soon as I can.

G Hi, this is Gunther. I'm sorry to have to tell you this, but my boss has just told me that I have to go to a ten-day conference in Berlin and it's exactly when you are coming to stay. I know this isn't what you want to hear, but there's nothing I can do about it. In any case, I've come up with a solution – maybe you could bring a friend with you, and use my flat as a base for visiting Germany, or other parts of Europe.

[Pause]

G Gunther Neuermeir.

J Hey, Gunther, it's me, Jo. Sorry, I was out in a meeting. I've just listened to your message.

G Oh, Jo, I can't tell you how sorry I am, particularly as you've only just bought the tickets.

J Gunther, don't worry, it's no problem. Anyway, see what you think of this. How about if I came with you to Berlin, I mean, not for the whole conference, but just over the weekend period, and then maybe I could join you at the end?

G That's a great idea. But the thing is there's been some more bad news. It's going from bad to worse.

J Oh no, what now? You sound really worried.

G Well, you know I told you about ...

Unit 9

9.1 p.58

Focus on functions 1 Cultural misunderstandings

Listen and answer the questions.

J = James, N = Nicola

J I think one difference is certainly in the way people make invitations. In Britain and America, for example, saying to someone that they 'really must come and see you or get together some time' is often no more than a polite way of saying 'It's been nice meeting you', and people of other cultures may find this quite misleading.

N Yet interestingly, both the Brits and the Americans, particularly in business negotiations, tend to favour being very direct.

J You mean, in this case, what they say is pretty much what they mean, even when it means expressing their disapproval of something.

N Exactly, but the Japanese, for example, will try to avoid directness and often are reluctant to give a simple 'yes' or 'no' answer. When a Japanese person says 'Let me think about it' or 'I will do my best', they may actually mean 'no'. And this can have quite serious consequences. There was one occasion when the US President was under the illusion he had an agreement with the Japanese.

J Whereas in fact he didn't.

N Precisely.

J I think there are also problems of a completely different nature. I know a company based in Milan where a lot of Indians from New Delhi take part in short-term projects. There have been communication problems because of the differences in their English accent.

N Between the Italian and Indian accents when speaking English?

J Yes, and the Indians' apparent reluctance to socialize. They were refusing to go to any restaurants with the Italians. But it simply turned out that most of them were vegetarians, but they didn't want to be put in the position of having to refuse food.

N That's interesting.

J But also, they are not used to being asked particular questions. For example, when they are being interviewed, a typical question is 'What are your strong and weak points?' They are unable to say what their weak points are, and after a minute's silence when the question is repeated to them, they simply say they don't have any.

N You mean it is not a question that they would ever be asked in India? It's a face-saving device, is it?

J Yes, they don't express direct disapproval of others or themselves.

- N So, basically, learning English today also involves learning about other cultures and preparing students for some of the difficulties they might encounter.
- J Exactly.

9.2 p.58

Focus on functions 2 Appreciation and disapproval

Listen and check your answers.

- A So, what did you think of the food?
- B To be honest, I didn't think much of it.
- A No, same here. In fact, I thought the service was very poor. But anyway, I just wanted to say thanks for everything you've done over the last few months.
- B You're welcome. Oh, look. Here comes Mustapha.
- A I was thanking Kim for all her hard work. Thanks to you too, Mustapha. You've both really helped me to get through these last few days. It's been a pleasure working with you.
- C No problem. It's been difficult though, hasn't it?
- A You're not kidding. But I think we got through OK. Did you pick up on any dissatisfaction? I was a bit worried that the customer might not be happy with the end product, but he seemed OK when I spoke to him earlier.
- B I'm sure he did. As you say, he seemed perfectly OK about it.
- C Well, actually, he was a bit unhappy. I think he might be planning to get some money back off us. You know he was most upset that the software hadn't been installed properly and his computer kept on crashing.
- A Well, why didn't he say something at the time, or when we spoke just now?
- C Some people don't. They're just like that. It's a cultural thing...

Unit 10

10.1 p.63

Skills focus 1 Abbreviations

Listen and check your answers.

- 1 Be seeing you.
- 2 See ya.
- 3 How are you?
- 4 Are you OK?
- 5 Thank you.

10.2 p.63

Skills focus 2 Sentence stress

Listen and check your answers.

- 1 Good morning. Thanks very much for coming here today. My name is Anna Southern and I am **responsible** for software security at ABC.
- 2 This is what I **plan** to do today. **Firstly**, we're going to look at ...
- 3 The presentation should last about 30 minutes. Please feel free to **ask** me questions whenever you want and if I use any terms that you don't **understand**, raise a hand or something.

- 4 Have you all got the handout I **sent** you via email?
- 5 Does **anyone** have any questions at this point?
- 6 Sorry, I **still** don't understand. Would you mind asking me the question **again** in the break?
- 7 In this diagram, **double** circles mean that this item has the **highest** priority, whereas single circles mean low priority.
- 8 OK, so that's all I **wanted** to say about current security measures. Now let's move on to some **more** new developments.
- 9 OK, we're very close to the end now, but there are just a couple of **important** things that I still want to tell you.
- 10 Well that brings me to the end of the presentation. Once again, **thanks** for coming – I **hope** it has been useful.

10.3 p.64

Focus on functions 2 Thanking

Listen and check your answers.

- 1 A I don't know how to thank you.
B Oh, that's OK. It was nothing.
A Well, I really appreciate it.
- 2 A I just wanted to say, you know, thanks again.
B Well, it was a pleasure.
A OK, well thanks.
B You're welcome.
- 3 A OK, Bob's going to leave us now as he has another call. Thanks Bob.
B Bye all. Take care. And well done!

10.4 p.65

Focus on functions 3 Concluding

Listen and answer the questions.

N = Nicola, J = James

- N I think that whatever business context you are in you need to do several things when concluding the encounter. And I'd say the first would be to make it absolutely clear what, if anything, you expect the other person to do afterwards, what their next move should be.
- J For example, in an email this might mean whether they have to send you something, call you some time, or talk to someone else.
- N Yes, and also when you expect them to do that by.
- J Yeah, I think it is always important to give them a deadline. And also, of course, to tell them what you are going to do, too.
- N So, in a meeting that might be to tell them when the next meeting is scheduled, when they will receive the minutes from the current meeting, and what has been decided that each participant should do next.
- J I think this is true even in a presentation. The idea of many presentations is to get people to act on what you've told them. So, if it's a sales presentation, you might tell them that you will make a follow-up call in the near future, or that they can find further details of the product on the website, or that they can email you for a copy of the presentation itself. You might decide to leave them notes on the presentation and tell them that they can contact you for further details. But

whatever you do, it is important to get them to do something, to give them a reason for having attended your presentation.

- N Something that we haven't mentioned, but which I think is important in all situations, though it clearly doesn't apply to emails, is to give people an idea of when the phone call, presentation, or whatever it is is likely to stop.
- J Yeah, you can't just suddenly end a presentation, but you need to warn them, as this will wake them up and get their attention. You just simply need to say, 'Well, in these last five minutes I'd just like to ... blah blah blah'.
- N Sometimes it might even involve giving an excuse, such as on the phone, 'Well, I really must be going because I have a meeting in a couple of minutes'.
- J Yes, and that gives the other person the warning they need, just in case they still have something important to say.
- N In any case, whatever you are concluding, conclude it in a positive way and always find something that you can genuinely thank them for. This means that the other person will take away a final impression that can be built on in the next encounter.
- J I think that is particularly true of email. There's always that danger of hitting the 'Send' button too quickly after you've written an aggressive or critical mail, and then you'll regret it.
- N Yes, I am a firm believer that business, or anything for that matter, works best when people are reasonably friendly with each other. So yes, always end on a positive note.