

3

Real life

Listening & Speaking

with answers

Miles Craven

Real English

Listening & Speaking 3

with answers



Miles Craven



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Contents

Map of the book	4
Acknowledgements	6
Introduction	7

Social and Travel

Unit1 How are things?	10
Unit2 Can I take your coat?	14
Unit3 I'm looking for a flat	18
Unit4 I'd like a refund, please	22
Unit5 Is there anything on?	26
Unit6 I've got a pain in my arm	30
Unit7 I could do with a break	34
Unit8 It's an amazing place!	38
Review1	42

Work and Study

Unit9 Shall we say five o'clock?	44
Unit10 I'd like to open an account	48
Unit11 My bag's been stolen	52
Unit12 Can I take a message?	56
Unit13 Let's get started	60
Unit14 Good morning, everyone	64
Unit15 Good afternoon, everyone	68
Unit16 What do you mean?	72
Review2	76

Appendices

Appendix1 Useful language	78
Appendix2 Pronunciation features	84
Appendix3 Speaking strategies	85
Appendix4 Presentation evaluation	86
Audioscript	88
Answer key	100

Map of the book

Unit number	Title	Topic	How to ...
Social and Travel	1 How are things?	Socializing	<ul style="list-style-type: none"> ○ begin and end a conversation in a natural way ○ react to what you hear ○ maintain a conversation and ask follow-up questions ○ express opinions and defend them
	2 Can I take your coat?	Eating out	<ul style="list-style-type: none"> ○ understand explanations of dishes on a menu ○ offer to pay ○ complain about common problems ○ understand restaurant reviews
	3 I'm looking for a flat	Living away from home	<ul style="list-style-type: none"> ○ explain your accommodation requirements ○ ask about alternatives to help you find the right place ○ ask detailed questions about costs and legal requirements ○ deal with problems and complaints effectively
	4 I'd like a refund, please	Shopping	<ul style="list-style-type: none"> ○ make a complaint in a shop ○ understand a shop's returns policy ○ ask questions about various products ○ bargain and reach an agreement
	5 Is there anything on?	The media	<ul style="list-style-type: none"> ○ describe and discuss films and TV programmes ○ understand and talk about the news ○ summarize main news stories ○ make predictions about what I will hear
	6 I've got a pain in my arm	Health	<ul style="list-style-type: none"> ○ describe symptoms ○ understand the doctor's diagnosis and instructions ○ show concern and relief
	7 I could do with a break	Travel	<ul style="list-style-type: none"> ○ understand detailed information about travel ○ make and respond to recommendations ○ ask for detailed travel information ○ enquire about renting a car
	8 It's an amazing place!	Sightseeing	<ul style="list-style-type: none"> ○ ask for recommendations before going on a trip ○ understand the details of a guided tour ○ interrupt politely to ask for further information ○ ask for further details

Unit number	Title	Topic	How to ...
9	Shall we say five o'clock?	Requesting services	<ul style="list-style-type: none"> o make an appointment at a convenient time o insist on what you want politely but firmly o bargain and negotiate
10	I'd like to open an account	Money and mail	<ul style="list-style-type: none"> o ask for a range of services at banks and post offices o understand detailed explanations of different bank accounts o understand various ways of sending mail abroad o ask for clarification and explanation
11	My bag's been stolen	Emergencies	<ul style="list-style-type: none"> o report a crime and give exact details of people and objects o report an incident to the emergency services o get straight to the point
12	Can I take a message?	Messages	<ul style="list-style-type: none"> o take complex phone messages o ask for clarification and check understanding o leave a message and check others have understood o leave clear and concise voicemail messages
13	Let's get started	Meetings	<ul style="list-style-type: none"> o participate actively in meetings, bringing others into the discussion o make, accept and reject suggestions o clarify your viewpoint and correct misunderstandings o bring a meeting to an end
14	Good morning, everyone	Lectures	<ul style="list-style-type: none"> o understand the main ideas and the themes of a lecture o take concise notes o listen for signposts and style of delivery o summarize the main points of a talk
15	Good afternoon, everyone	Presentations and talks	<ul style="list-style-type: none"> o give a short, simple presentation o structure a talk and use signposts o deal with questions
16	What do you mean?	Seminars	<ul style="list-style-type: none"> o understand how to give a well-organized seminar o present an argument and reinforce key points o follow up a question o evaluate your performance

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Introduction

To the student

Who is *Real Listening & Speaking 3* for?

You can use this book if you are a student at intermediate – upper intermediate level and you want to improve your English listening and speaking. You can use the book alone without a teacher or you can use it in a classroom with a teacher.

How will *Real Listening & Speaking 3* help me with my listening and speaking?

Real Listening and Speaking 3 contains practical tasks to help you in everyday listening and speaking situations, e.g. at the shops, in a restaurant or travelling away from home. It also gives practice in a range of work and study situations. It is designed to help you with listening and speaking tasks you will need to do when communicating in English, at home or abroad.

The exercises in each unit help you to develop useful skills, such as listening for opinions, listening for details and listening for the main idea. There are also lots of practical speaking strategies and tasks that help you improve your ability to communicate, and pronunciation activities too.

How is *Real Listening and Speaking 3* organized?

The book has 16 units and is divided into two main sections:

- Units 1–8 – social or travel situations
- Units 9–16 – work or study situations

Every unit has:

- *Get ready to listen and speak*: introduces you to the topic of the unit
- *Learning tip*: helps you improve your learning
- *Class bonus*: gives an exercise that you can do with other students or friends
- *Speaking strategy*: explains a useful strategy
- *Speak up!*: practises the strategy
- *Extra practice*: gives an extra exercise for more practice
- *Can-do checklist*: helps you think about what you learnt in the unit

Most units also have:

- *Focus on*: helps you study useful grammar or vocabulary
- *Did you know?*: gives extra information about vocabulary, different cultures or the topic of the unit
- *Sound smart*: helps you with pronunciation

After each main section, there is a review unit. The reviews help you to practise the skills you learn in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language*, Pronunciation features and Speaking strategies, as well as a Presentation evaluation to complete.
- *Audioscript*: includes everything that you can hear on the audio CD and gives information about the nationalities of the speakers
- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer

How can I use *Real Listening & Speaking 3*?

The book is in two sections: *Social and Travel*, and *Work and Study*. The units at the end of the book are more difficult than the units at the beginning of the book. However, you do not need to do the units in order. It is better to choose the units that are most interesting for you and to do them in the order you prefer.

There are many different ways you can use this book. We suggest you work in this way:

- Look in the *Contents* list and find a unit that interests you.
- Go to *Appendix 1* and look at the *Useful language* for the unit you want to do. You can use a dictionary to help you understand the words and expressions.
- Do the *Get ready to listen and speak* section at the start of the unit. This will introduce you to the topic of the unit.
- Do the other exercises in the unit. At the end of each exercise, check your answers in the *Answer key*.
- If your answers are wrong, study the section again to see where you made mistakes.
- Try to do the listening exercises without looking at the audioscript. You can read the audioscript after you finish the exercises.
- If you want to do more work in this unit, do the *Extra practice* activity.
- At the end of the unit, think about what you learnt and complete the *Can-do checklist*.
- Go to *Appendix 1* and look at the *Useful language* for the unit again.

Introduction

To the teacher

What is Cambridge English Skills?

Real Listening & Speaking 3 is one of 12 books in the *Cambridge English Skills* series. The series also contains *Real Reading* and *Real Writing* books and offers skills training to students from elementary to advanced level. All the books are available in with-answers and without-answers editions.

Level	Book	Author
Elementary CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Reading 1 without answers	Liz Driscoll
	Real Writing 1 with answers and audio CD	Graham Palmer
	Real Writing 1 without answers	Graham Palmer
	Real Listening & Speaking 1 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 1 without answers	Miles Craven
Pre-intermediate CEF: B1 Cambridge ESOL: PET NQF Skills for life: Entry 3	Real Reading 2 with answers	Liz Driscoll
	Real Reading 2 without answers	Liz Driscoll
	Real Writing 2 with answers and audio CD	Graham Palmer
	Real Writing 2 without answers	Graham Palmer
	Real Listening & Speaking 2 with answers and audio CDs (2)	Sally Logan & Craig Thaine
	Real Listening & Speaking 2 without answers	Sally Logan & Craig Thaine
Intermediate to upper-intermediate CEF: B2 Cambridge ESOL: FCE NQF Skills for life: Level 1	Real Reading 3 with answers	Liz Driscoll
	Real Reading 3 without answers	Liz Driscoll
	Real Writing 3 with answers and audio CD	Roger Gower
	Real Writing 3 without answers	Roger Gower
	Real Listening & Speaking 3 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 3 without answers	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Reading 4 without answers	Liz Driscoll
	Real Writing 4 with answers and audio CD	Simon Haines
	Real Writing 4 without answers	Simon Haines
	Real Listening & Speaking 4 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 4 without answers	Miles Craven

Where are the teacher's notes?

The series is accompanied by a dedicated website containing detailed teaching notes and extension ideas for every unit of every book. Please visit www.cambridge.org/englishskills to access the *Cambridge English Skills* teacher's notes.

What are the main aims of *Real Listening & Speaking 3*?

- To help students develop listening and speaking skills in accordance with the ALTE (Association of Language Testers in Europe) can-do statements. These statements describe what language users can typically do at different levels and in different contexts. Visit www.alte.org for further information.
- To encourage autonomous learning by focusing on learner training

What are the key features of *Real Listening & Speaking 3*?

- It is aimed at intermediate and upper intermediate learners of English at levels B1–B2 of the Council of Europe's CEFR (Common European Framework of Reference for Languages).
- It contains 16 four-page units, divided into two sections: Social and Travel, and Work and Study.
- *Real Listening & Speaking 3* units contain:
 - *Get ready to listen and speak* warm-up tasks to get students thinking about the topic
 - *Learning tip* boxes which give students advice on how to improve their listening and speaking and their learning
 - *Focus on* activities which provide contextualized practice in particular language or vocabulary areas
 - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your class
 - *Did you know?* boxes which provide notes on cultural or linguistic differences between English-speaking countries, or factual information on the topic of the unit
 - *Extra practice* extension tasks which provide more real-world listening and speaking practice
 - *Can-do checklist* at the end of every unit to encourage students to think about what they have learnt.
- There are two review units to practise skills that have been introduced in the units.
- It covers a wide range of highly practical activities that give students the skills they need to communicate effectively in everyday situations.
- It has an international feel and contains a range of native and non-native accents.
- It can be used as self-study material, in class, or as supplementary homework material.

What is the best way to use *Real Listening & Speaking 3* in the classroom?

The book is designed so that there is no set way to work through the units. The units may be used in any order, although the more difficult units naturally appear near the end of the book, in the Work and Study section.

You can consult the unit-by-unit teacher's notes at www.cambridge.org/englishskills for detailed teaching ideas. However, as a general guide, different sections of the book can be approached in the following ways:

- *Useful language*: Use the *Useful language* lists in the Appendices to preteach or revise the vocabulary from the unit you are working on.
- *Get ready to listen and speak*: It's a good idea to use this section as an introduction to the topic. Students can work on these exercises in pairs or groups. Some exercises require students to answer questions about their personal experience. These questions can be used as prompts for discussion. Some exercises contain a problem-solving element that students can work on together. Other exercises aim to clarify key vocabulary in the unit. You can present these vocabulary items directly to students.
- *Learning tips*: Focus on these and draw attention to them in an open class situation. An alternative approach is for you to create a series of discussion questions associated with the *Learning tip*. Students can discuss their ideas in pairs or small groups, followed by open class feedback. The *Learning tip* acts as a reflective learning tool to help promote learner autonomy.
- *Class bonuses*: The material in these activities aims to provide freer practice. You can set these up carefully, and then take the role of observer during the activity so that students carry out the task freely. You can make yourself available to help students to analyze the language they produce during the activity.
- *Extra practice*: These tasks can be set as homework or out-of-class projects for your students. Students can do some tasks in pairs during class time.
- *Can-do checklists*: Refer to these at the beginning of a lesson to explain to students what the lesson will cover, and again at the end so that students can evaluate their learning for themselves.
- *Audioscript*: Occasionally non-native speaker spoken errors are included in the audio material. They are labelled *Did you notice?* in the audioscript and can be used in the classroom to focus on common errors.

Unit 1

How are things?

Get ready to listen and speak

- For each expression, write 1 (to start a conversation), 2 (to try to end a conversation), 3 (to say goodbye).

Hi there. **1**

How are you doing?

Talk to you later.

I've got to go. **2**

See you around.

I guess I'd better be going.

See you later. **3**

Have a nice weekend.

Right, I must dash.

How's it going?

What's up?

It was nice talking with you.

go to Useful language p. 78

A Listening – Beginning and ending a conversation

- 1 Listen and match each conversation (1–4) with a picture (a–d).

a



b



c



d



- 2 Listen to each conversation again. Tick ✓ the expressions in *Get ready to listen and speak* that you hear.

- 3 Listen once more and add any more expressions to the list.

B Listening – A friendly chat

- 1 Martin and Ana work together in Singapore. Listen and answer the questions.

- a Do they know each other? _____
 b Where do you think they work? _____

- 2 Listen again and tick ✓ True, False or Don't know.

- a Ana started her job a month ago.
- b She works on reception.
- c She is from Brazil.
- d Martin hasn't been in Singapore long.
- e He has had the same job for three years.
- f Ana used to work in London.
- g Many of her family live in London.
- h She left her last job because of stress.

True	False	Don't know
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Did you know ...?

Singapore has four official languages: Malay, Mandarin Chinese, Tamil and English. Many people also speak 'Singlish', a Singaporean version of English.

C Speaking – Reacting to what you hear

Speaking strategy: Agreeing

- 1 You can be friendly by saying *Me too* or *Me neither* to agree with the person you are speaking to. This also shows you have understood and helps to keep the conversation going. Look at these extracts from Martin and Ana's conversation.

Ana: How long have you been here in Singapore?

Martin: Nearly three years now. I like it a lot.

Ana: *Me too*.

Ana: I don't like big cities.

Martin: *Me neither*.

Focus on ... So ... I, Neither ... I



You can say *So ... I* and *Neither ... I* to agree with someone. Read the statements and complete each response using a word below.

will did would do can am could have do had

- a I like fish and chips. So do I.
- b I don't usually go to parties. Neither I.
- c I can't wait for the weekend. Neither I.
- d I'm going to the cinema tonight. So I.
- e I won't go to the party tomorrow. Neither I.
- f I've been to Africa, you know. So I.
- g I watched the football last night. So I.
- h I'd never eaten snails. Neither I.
- i I couldn't swim when I was young. Neither I.
- j I'd like to go shopping tomorrow. So I.

Speak up!

- 2 Listen to each statement and agree using *Me too* or *Me neither*.

Example: a

You hear: I don't like chicken.

You say: *Me neither*.

D Speaking – Maintaining a conversation

Speaking strategy: Asking follow-up questions

- 1 Look at this extract from the conversation between Martin and Ana. Notice the follow-up question that Martin asks.

Martin: Where were you before you moved here?
 Ana: At the Regent Palace, in London.
 Martin: *That's a big place, isn't it?*

- 2 Think of at least two possible follow-up questions for each statement below.

- a I went to the cinema last night.
What did you see? Who did you go with?
- b I work in New York.
- c My computer doesn't work.
- d I bought a jumper yesterday.
- e I'm going to start a cookery course soon.

Sound smart

Intonation in question tags

- 1 The way you say a question tag gives its meaning. Listen to the same sentence spoken twice. In A the speaker is asking a genuine question, but in B the speaker is asking for agreement.

A Helen lives in Hong Kong, doesn't she?

B Helen lives in Hong Kong, doesn't she?

- 2 Circle the correct answer to complete the rules.

To ask a genuine question, your voice should go UP / DOWN.
 To ask for agreement, your voice should go UP / DOWN.

- 3 Listen to these sentences and tick ✓ the ones that are genuine questions.

- a
- b
- c
- d
- e
- f
- g
- h
- i
- j

- 4 Listen again and repeat each sentence using the same intonation.

Speak up!

- 3 Listen to five statements. Respond with follow-up questions.

Example: a

You hear: I read a book at the weekend, but it was terrible.

You say: Oh, really? What book did you read? / Why didn't you like it?

Learning tip

When you are talking with someone, you should try to participate as actively as you can. As well as reacting to what you hear, you should develop the conversation further by asking additional questions to find out more information.

Class bonus

- 1 Imagine you and your partner were on holiday last week. Write five statements about what you did on your holiday.
- 2 Find a new partner and take turns to talk about your holiday. How many follow-up questions can your partner ask about each statement?

Focus on ...

question tags



You can turn a statement into a question by adding a question tag.

We add a negative question tag to a positive statement:

That was a great movie, wasn't it?

We add a positive question tag to a negative statement:

You didn't see Miki, did you?

Turn each statement into a question by adding a question tag.

isn't she don't you aren't they should we
 have you would you won't we won't they
 did you do you have you wasn't it

a Those are my car keys, aren't they ?

b Lisa is a police officer, ?

c You didn't say that, ?

d You know I'm right, ?

e We'll always be friends, ?

f You don't know the answer, ?

g You wouldn't leave me alone here, ?

h We shouldn't be here, ?

i You haven't seen this film before, ?

j They will be here on time, ?

k You haven't got a brother, ?

l That lecture was a bit boring, ?

E Listening – Expressing opinions

- 1 Listen and match each conversation (1–6) with a topic (a–f).



a smoking



b exams



c computer games

- 2 Listen to each conversation again. Do the people agree or disagree?

1 Agree _____
2 _____
3 _____
4 _____
5 _____
6 _____



d vegetarianism



e traffic



f obesity

- 3 Listen once more and write three expressions in each column.

Expressions to agree with someone

That's exactly what I think.

Expressions to disagree with someone

I don't think so.

I'm afraid you're wrong.

I don't agree.

I don't think so.

I don't agree.

F Speaking – Defending opinions

Speaking strategy: Arguing your point

- 1 Match each statement (a–e) with a response (1–5).

- a I think politicians these days are all the same.
- b I believe that marriage should be for life.
- c From my point of view, killing animals for sport is wrong.
- d It seems to me that the world is getting more dangerous.
- e In my opinion, working overtime is too stressful.

- 1 **You may be right, but** a lot of people enjoy hunting.
- 2 **I may be wrong, but** isn't there less crime these days?
- 3 **I agree to some extent, but** the extra money is handy.
- 4 **Yes, but** it's still important to vote.
- 5 **I know what you mean, but** isn't divorce increasing?

Speak up!

- 2 Listen to each statement in Exercise 1 (a–e) and speak each response.

- 3 Listen again to each statement and give a different response. Begin each reply with one of the expressions in bold.

- 4 Now listen and respond to five more statements. Begin each reply with one of the expressions in bold.

Example: a

You hear: If you ask me, there are too many cars on the roads these days.

You say: I know what you mean, but everyone needs a car.



Can-do checklist

Tick what you can do.

I can begin and end a conversation in a natural way.

I can react to what I hear.

I can maintain a conversation and ask follow-up questions.

I can express opinions and defend them.

Can do

Need more practice

Unit 2

Can I take your coat?

Get ready to listen and speak

- Which kind of restaurants do you like to go to?

expensive restaurants

small, local restaurants

family restaurants

fast food restaurants

self-service restaurants

- What do you usually have to eat when you go out for a meal?

go to Useful language p. 79

A Listening – In a restaurant

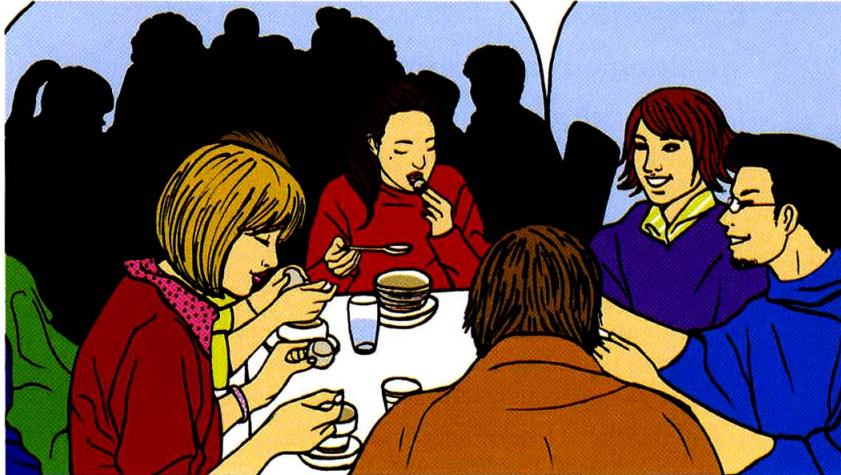
- 1 Listen to these questions.

Tick ✓ when a waiter might ask each question.

	Before the meal	During the meal
a	✓	
b		
c		
d		
e		
f		
g		
h		

- 2 Listen again and match each question (a–h) with a reply (1–8).

- 1 Yes, I've booked a table for eight o'clock.
- 2 No, thank you. I'll keep it with me.
- 3 Oh, yes, please. It's very nice.
- 4 Yes, it's wonderful, thank you.
- 5 Not yet. Can we have a little more time?
- 6 Not for me, thank you. I'm full.
- 7 Oh, it looks lovely! Thank you.
- 8 Yes, please. I'll have an orange juice.



- 3 Look at these three short conversations. Try to guess the missing words. Then listen and check.

1 Customer: Hello. I booked a table for seven o'clock.

The name's Katai.

Waiter: Ah, yes. Follow me, please.

2 Waiter: Are you _____?

Customer: Yes, for _____ I'd like the soup, please.

Waiter: And for your _____?

Customer: I'll have the salmon, thank you.

Waiter: Very good. And would you like _____?

Customer: Just some mineral water, please.

3 Waiter: Would you like _____?

Customer: No, thanks. I'm full. Can I have _____, please?

Focus on ... describing food

Underline the positive adjectives to describe food, and circle the negative ones.

tender bland crispy juicy greasy
tough under-done fresh tasty overcooked

Think of one food that is ...

salty
hot and spicy
sour
sweet
bitter
savoury

Write S (steak), P (potatoes) or F (fish) next to each word. Sometimes more than one answer is possible.

rare <u>S</u>	steamed	sautéed
baked	medium	roast
fried	well-done	mashed
boiled	grilled	(stir / deep)-fried



B Listening – Deciding what to have

- 1 Imagine you are on holiday in Rome. You go to a small café for lunch. Listen to the waitress and tick ✓ the dishes she describes.

- 2 Write the letter of each expression (a–e) next to the correct dish in the menu. Then listen again and check.

- a very light
- b quite sweet
- c very tasty
- d a little salty
- e very tender



Antipasti / Starter

Bruschetta	✓
Caesar salad
Mинestrone soup

Piatti principali / Main course

Risotto Napolitano
Pollo Toscano
Ravioli Filberto
Salmone al Brodo
Bistecca al Norte

Dolce / Dessert

Tiramisù
Chocolate tart
Cheesecake
Coffee or Tea

€23 (service not included)

Learning tip

You may sometimes find it hard to understand someone, especially if they have a strong accent. Remember that everyone speaks with an accent, so you need to adjust your listening. Don't stop listening – try to 'tune in' to what they are saying.

Sound smart

the schwa /ə/

The schwa is the weak vowel sound in an unstressed syllable and is pronounced /ə/. It is very common in spoken English.

- 1 Listen to these words. Notice the schwa.

tender medium under-done
wonderful salmon sugar

- 2 Now listen to these words. Underline the schwas.

waiter reservation potato
pasta starter popular

C Speaking – After a meal

Speaking strategy: Offering to pay

- 1 Look at these short conversations and notice the expressions in bold.

A: Let me **get this**, will you?

B: No, **it's on me**.

A: Shall we split the bill?

B: No. **I'll get it**. This is **my treat**.

Did you know ...?

To *split the bill* means to share the cost equally. It is also called to *go Dutch*. It is quite common for people, especially young people, to *go Dutch* in many English-speaking countries.

Speak up!

- 2 What do you think B is saying in this conversation? Write your answers.

A: Oh, look. Here's the bill. I'll get it.

B: _____

A: Well, shall we at least split it?

B: _____

A: Are you sure?

B: _____

A: Thanks very much.

B: _____

- 3  Play the recording and say your answers.

D Speaking – Dealing with problems

Speaking strategy: Complaining in a restaurant

- 1  Match each complaint (a–f) with a response (1–6). Then listen and check.

- a We've been waiting for our drinks for half an hour.
- b Excuse me. These carrots are almost raw.
- c I'm afraid I asked for it rare, but this steak is virtually well-done.
- d I didn't know this dish had nuts in it. I'm allergic to them.
- e Don't you have any high chairs for children to sit in?
- f Sorry, but I asked for the bill ten minutes ago.

- 1 Sorry, sir. I forgot to mention it. Would you like to order a different main course?
- 2 I'll find out what's happened to it.
- 3 Oh, dear. I'll get some more for you.
- 4 Sorry, sir. I'll bring you another one as quickly as possible.
- 5 Sorry, I'll bring them for you now.
- 6 I'm afraid not. Would a cushion do?

- 2 Look at the complaints (a–f) and find:

a an expression you can use to get the waiter's attention.

b two expressions you can use to help you complain *politely*.

Speak up!

- 3  Play the recording again and take the role of the customer. Try to speak at the same time.

- 4 Imagine you are a customer in a restaurant. Look at these problems. Think of what you can say to the waiter. Then say your answers.

Example: a

You say: Excuse me. My soup is cold and the bread is rather hard as well.

- a Your soup is cold and your bread is rather hard.
- b You've been waiting for your main course for twenty minutes.
- c You don't like the wine. You think it's 'corked'.
- d The vegetables are under-cooked.
- e You think the bill is wrong. You have been charged too much.
- f You asked for sparkling mineral water, but you have still mineral water.
- g You asked for green salad, but it has tomato in it. You are allergic to tomato.
- h Your glass of mineral water is warm.

E Listening – Describing restaurants

- 1 Martin Vickers is a TV food critic. He is talking about two restaurants he has been to recently. Listen and complete the review form.

The Big Bistro	
Atmosphere	Good / Average / Poor
Service	Good / Average / Poor
Food quality	Good / Average / Poor
Value for money	___ / 10
Sala Thai	
Atmosphere	Good / Average / Poor
Service	Good / Average / Poor
Food quality	Good / Average / Poor
Value for money	___ / 10

- 2 Listen again and complete Martin's notes.

The Big Bistro
 Atmosphere: quite sophisticated.
 Staff: _____
 Service: very _____
 Food: tuna salad _____, steak rather _____, potatoes _____)
 Total cost: _____

Sala Thai
 Atmosphere: _____ and _____
 Staff: very _____
 Service: _____
 Food: absolutely _____ (soup very _____, fish very _____)
 Total cost: _____



Class bonus

Make a group and role play a conversation in a restaurant.

- Customers:** Ask about the dishes on the menu and decide what to have. Unfortunately the meal and the service are not very good, so you will need to complain.
- Waiter:** Welcome your customers. Explain the dishes on the menu, take their order and serve the food.
- Manager:** Deal with any problems and try to keep the customers happy!

Extra practice

Go to the *BBC Learning English* website and type 'restaurant listen' in the search box. Press enter. Then choose a link that interests you.

Complete any exercises.

<http://www.bbc.co.uk/worldservice/learningenglish/>

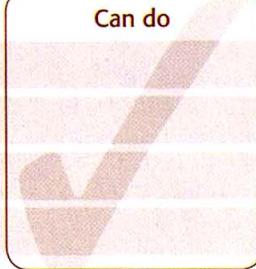


Can-do checklist

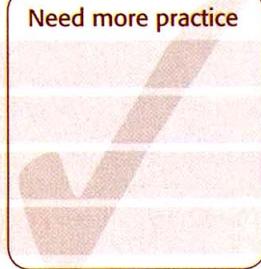
Tick what you can do.

- I can understand explanations of dishes on a menu.
- I can offer to pay.
- I can complain effectively if there is a problem.
- I can understand restaurant reviews.

Can do



Need more practice



Unit 3

I'm looking for a flat

Get ready to listen and speak

- Match each type of accommodation (a–e) with a picture (1–5).

- a a semi-detached house **5**
- b a cottage
- c a terraced house
- d a detached house
- e a block of flats



go to Useful language p. 79

- Look at these adjectives you can use to describe houses and flats. Write **P** (positive) or **N** (negative) next to each adjective.

modern	<input type="checkbox"/>	spacious	<input type="checkbox"/>
cramped	<input type="checkbox"/>	comfortable	<input type="checkbox"/>
private	<input type="checkbox"/>	shabby	<input type="checkbox"/>
quiet	<input type="checkbox"/>	bright	<input type="checkbox"/>
noisy	<input type="checkbox"/>	messy	<input type="checkbox"/>
isolated	<input type="checkbox"/>	dingy	<input type="checkbox"/>

- Tick ✓ the adjectives that describe your home.

- How important are these factors to you when choosing a home to live in? Give each one a number (1–5).
(1 = unimportant, 5 = extremely important)

size age location style price

A Listening – Explaining your requirements

- 1 Oleg has just started work in Dublin, Ireland. He is looking for a place to stay and decides to phone an agency. Listen and answer the questions.

- a Is he going to share or live alone? _____
- b Does he want to rent or buy a property? _____

- 2 Listen again and complete the form on the right.

- 3 Now listen to the second half of the conversation. Tick ✓ the property he decides to go and see.

74 North Foley Road, Dublin
To Let: €1,250 per month
2 bedrooms, 1 bathroom
Furnished

12a Joyce Street, Dublin
To Let: €1,400 per month
3 bedrooms, 2 bathrooms
Furnished

21 Ivy Court, Dublin
To Let: €1,200 per month
2 bedrooms, 1 bathroom
Furnished



Carter Property Management Ltd.

Client requirements form

Name: ^a **Oleg Markov** _____

Type of property: ^b flat / house

Location: ^c _____

No. bedrooms: ^d _____

No. people: ^e _____

Pets: ^f Yes / No

Smoker: ^g Yes / No

Other requirements: ^h _____

Budget: ⁱ €_____ (max)

B Speaking – Finding the right property

Speaking strategy: Asking about alternatives

1 Match each statement (a–e) with a response (1–5).

- a Do you have anything with a larger garden?
- b Is there anything away from the main road?
- c Don't you have anything cheaper?
- d I'd rather have something near a better school.
- e I'd prefer something closer to the city centre.

- 1 That's the most central one we have.
- 2 There's one in Hobart Street. That's very quiet.
- 3 We have one near the Rileys School. That's a good one.
- 4 Yes. This one has nearly half an acre.
- 5 I'm afraid not. That's the least expensive.

2 Underline the phrases in the statements (a–e) that you can use:

- to ask about alternatives.
- to express a preference.

Speak up!

3 Imagine a property agent is showing you various properties for rent. What can you say in the situations below? Say your answers.

Example: a

You say: It's nice, but it's a bit small. Do you have anything a little larger?

- a Small – larger?
- b Noisy neighbourhood
- c No garden
- d No garage
- e Too expensive

Focus on ... comparatives and superlatives



Complete the sentences using the comparative or superlative form of the words in brackets.

- a I'd like something with a bigger (big) garden, if possible.
- b The one on Park Avenue is (expensive) of the three.
- c I think this one is (good) than the others.
- d Don't you have anything (near) the sea?
- e This one is the (nice) one we've seen.
- f Do you have something which is (convenient) for the shops?

C Listening – Checking the financial side

1 Look at these questions. Then listen to this property agent in the US. Which questions does he answer?

Finances	
a	How much is the rent?
b	When is the rent due?
c	How much deposit is required?
d	Will I get all my deposit back?
e	Are bills included?

-
-
-
-
-



2 Listen again and answer each question.

D Listening – Making sure of the facts

1 Read these questions. Then listen to the property agent's replies. Write the letter of each reply (a–f) next to the correct question.

Tenancy agreement

- 1 How long is the rental agreement?
- 2 Will the rent go up?
- 3 Is insurance included?
- 4 Can I sub-let?
- 5 How much notice must I give if I want to leave early?
- 6 Who do I contact if there is a problem?

2 Look at the statements below. Tick ✓ True or False for each statement. Then listen again and check your answers.

- a You need to give two months' notice.
- b Contents insurance is not included.
- c The rent may go up after the lease expires.
- d You should pay for repairs yourself.
- e The rental agreement starts from the day you move in.
- f You will be evicted if you break the terms of your tenancy agreement.

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

E Speaking – Getting what you want

Speaking strategy: Making requests and asking for permission

1 Look at the expressions in bold below. Which expressions can you use:

- a to ask permission to do something?
- b to ask someone to do something?

Is it OK if I have broadband installed?

Could you send someone to repair the cooker, please?

Would you mind if I got cable TV?

Would you mind fixing the tap in the bathroom?

I was wondering if I could paint the kitchen a different colour.

Speak up!

2 Imagine you have just moved in to a rented flat and want to make some changes. Think of what you can say when you call your landlord to ask permission. Then say your answers.

Example: a

You say: Would you mind if I painted the lounge white? It's green at the moment and I'd like something a little brighter.

- a Lounge green – white
- b Satellite TV
- c Change phone company
- d New sofa
- e Broadband Internet

3 Now imagine that you have discovered lots of problems.

Think of what you can say to ask the landlord to fix them.

Then say your answers.

Example: a

You say: Could you send someone to repair the washing machine, please? It's stopped working.

- a The washing machine has stopped working.
- b Your bedroom window is broken.
- c The heating doesn't work properly.
- d The garden is a mess.
- e The front doorbell doesn't work.

F Listening – Dealing with problems

 Lucy and Samir are tenants in the same block of flats in London. They each have a problem and call the rental agent, Mr Lee. Listen and complete the chart.



	Lucy	Samir
1 What's the problem?	a <u>The cooker is broken.</u>	d _____
2 When did it start?	b _____	e _____
3 What does Mr Lee promise?	c _____	f _____

G Speaking – Overcoming difficulties

Speaking strategy: Making your point more forcefully

- 1  Listen again to Lucy and Samir complain to Mr Lee. Tick ✓ the expressions you hear.

I really must insist that you do something about this immediately.
I'm not very happy about this at all.
I'd like to know what you are going to do about it.

Speak up!

- 2 Imagine you are a tenant with the following problems.

Complain to your rental agent and make your point forcefully.
Use the expressions above and say your answers.

Example: a

You say: I told you four days ago that the roof in my bedroom leaks, but nobody has been to repair it yet. I'm not very happy about this at all. When are you going to send someone to fix it?

- a Roof in bedroom leaks (told four days ago)
- b Smoke alarm broken (told two weeks ago)
- c Gardening not done (for two months)
- d Kitchen sink blocked (since last week)
- e Saw mouse in kitchen (last night)

Class bonus

Work with a partner. One person is a tenant and the other is a rental agent.

Tenant: You moved in to your apartment last month. There are some things you would like to change and there are also some problems you want your landlord to fix. You call your landlord.

Rental agent: Listen to your tenant and respond to each request or complaint.

Extra practice

Go to www.google.com and type *renting accommodation listen* in the search box. Choose a link and watch or listen to any information you find.



Can-do checklist

Tick what you can do.

- I can explain my accommodation requirements.
- I can ask about alternatives to help me find the right place.
- I can ask detailed questions about costs and legal requirements.
- I can deal with problems and complain effectively.

Can do	Need more practice
	

Unit 4

I'd like a refund, please

Get ready to listen and speak

- Match each word (a–h) with a definition (1–8).

- | | | | |
|--------------------|-------------------------------------|------------------------|--------------------------|
| a a credit voucher | <input checked="" type="checkbox"/> | e an extended warranty | <input type="checkbox"/> |
| b a refund | <input type="checkbox"/> | f faulty | <input type="checkbox"/> |
| c to exchange | <input type="checkbox"/> | g to haggle | <input type="checkbox"/> |
| d a receipt | <input type="checkbox"/> | h a bargain | <input type="checkbox"/> |

- Listen to eight statements. For each statement, tick ✓ who you think is speaking.

Customer Shop assistant

- | | |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 (n) a piece of paper you receive that proves what you bought, when, and how much you paid | 2 (n) a piece of paper from a shop that allows you to buy goods up to the value shown |
| 3 (n) something on sale at a much lower price than normal | 4 (v) to change something you bought for something else of similar value |
| 5 (v) to negotiate the price of something before buying it | 6 (n) money you receive when you return something |
| 7 (n) a guarantee that lasts longer than the normal period | 8 (adj) describing an item which is not working correctly |

a	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>

go to Useful language p. 79

A Listening – In a shop



- 1 Listen to Maribel, a Brazilian au pair working in London, return an item to a shop. Answer the questions.

- What item is Maribel returning? A blouse.
- What is the problem with it? _____
- What does Maribel ask for? _____
- Why doesn't the assistant agree? _____
- What does Maribel decide to do? _____

- 2 Listen again and circle five mistakes in this complaint form. The first one has been done for you.

Haywards Department Store

Complaint Form CS284

Item:	Ray Nichols (jeans)
Purchased:	Last month
Receipt:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Problem:	Item has shrunk (only washed twice).
Action taken:	Credit voucher given.

B Speaking – Returning items

Speaking strategy: Making a complaint in a shop

1 Look at this extract from Maribel's conversation in the shop.

Assistant: We can't accept responsibility.
Maribel: Well, I'm sorry, but that's not good enough.

2 Notice the expressions in bold you can use when you want to complain.

I'm sorry, but this camera doesn't work properly.
I'm afraid that this phone doesn't work properly.
Sorry, but this phone is broken and I've only had it two weeks.

Did you know ...?

A recent survey of 30,000 customers in 30 countries revealed big differences in how likely customers are to complain.

Most likely to complain	Least likely to complain
Sweden 41%	Taiwan 1%
UK 36%	Saudi Arabia 3%
Australia 30%	China 4%
Canada 26%	Poland 5%
US 23%	Russia 6%

Speak up!

3 Imagine you are a customer in a shop. Use the information below to complain to the shop assistant.

Example: a

You say: Hello. I bought this notebook computer yesterday, but I'm afraid that the display doesn't work.

- a You bought a notebook computer yesterday, but the display doesn't work.
- b The radio you bought last week has stopped working.
- c A friend gave you a vase for your birthday, but it is cracked.
- d The shoes you bought two months ago are already falling apart.
- e Your new tennis racquet broke the first time you used it.

Learning tip

Take care with the way you use your voice. For example, if you need to complain, try to sound friendly rather than aggressive. Don't raise your voice or appear out of control.

Sound smart Showing emotion

1 The way you say something can be as important as what you actually say. Listen to this sentence spoken in two different ways.

- A: I saw John today.
B: I saw John today.

Notice how A's voice goes up and down more, showing excitement and interest. B's voice stays very flat, making him sound bored and uninterested.

2 Listen to six people each say *Good morning. How are you?* Match each speaker (1–6) with how you think they feel.

- | | |
|---|------------|
| 1 | friendly |
| 2 | worried |
| 3 | angry |
| 4 | bored |
| 5 | interested |
| 6 | tired |

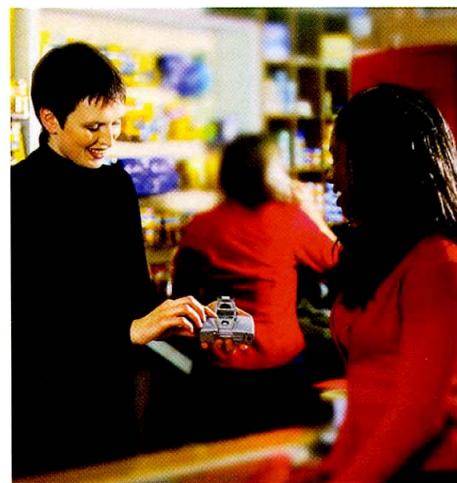
3 Listen again and repeat each sentence, copying the same intonation.

C Listening – Understanding shop policy

28 Barbara is the manager of an electrical shop. Listen to her explain the shop's policy on refunds and exchanges. Tick ✓ True or False for each statement.

- a Damaged and faulty items must be returned straight away.
- b You can either have a refund or exchange the item.
- c You must have a receipt.
- d You have to pay a small administration charge for items that need to be repaired.
- e Unwanted items can be refunded or exchanged if returned in under two weeks.
- f If you return an unwanted item after two weeks of purchase, then no refund is possible.

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



D Listening – Finding out more about a product

1 29 Listen to six questions this customer asks. Count the number of words in each question. A contraction (like Where's) is two words.

- a 5 b c d e f

2 Listen again and write each question.

- a What size is the screen?
 b
 c
 d
 e
 f

3 Listen again and repeat each question using the same stress and rhythm. What product do you think the customer is asking about?

4 Now listen to the sales assistant's answers. Write the number of each answer (1–6) next to the correct question (a–f) in Exercise 2.

5 30 The customer sees two new mobile phones on sale. Listen to the sales assistant talk about them and complete the missing information.

S340

- 4G
 Fast ^a Internet
 Download ^b clips
 c mega pixel camera
 d video calling

410i

- MP3 player + ^e
 Stereo sound
 Can store ^f + songs
 Full ^g – like a pocket PC
 h gigabyte hard drive

Learning tip

If you want to check you have understood something correctly, repeat the important details to the speaker. Make sure your voice goes up at the end of the sentence to make it clear you are asking for confirmation.

E Listening – Bargaining

1 Pierre is at a market in London, haggling with a stallholder. Listen and tick ✓ which sentences you hear the stallholder say.

- a That's £35 to you.
- It's £35 to you.
- b Let's say 30 pound, then. How's that?
- Let's say 30 pound, then. What about that?
- c It's a bargain, I promise.
- It's a bargain, I promise you.
- d That is a cash price!
- That is the best price!
- e It's a deal.
- It's not dear.

2 Listen again and complete Pierre's sentences.

- a It's a bit more than I wanted to pay
- b Is that your ?
- c Can't you any better?
- d How much ?
- e Well, you £20 for it.

F Speaking – Negotiating the price

Speaking strategy: Reaching an agreement

1 Look at these expressions you can use to accept or reject a price.

To accept a price: **To reject a price:**

- | | |
|--------------------|-----------------------|
| That's OK with me. | No, I can't pay that. |
| OK. That's fine. | Sorry, it's too much. |
| It's a deal. | It's not worth that. |

Class bonus

Half the class are market stallholders; the other half are customers.

Stallholders: Decide what items you have to sell, e.g. a jacket, a camera, and the price. Try to sell them.

Customers: Speak to various stallholders. Find out what they are selling and haggle.

Speak up!

2 Imagine you are at a market. Listen and accept or reject each offer on price.

Example: a

You hear: You can have the desk for \$45.

You say: Sorry, it's too much. Can't you do any better?

Extra practice

Choose an electronic item you own, e.g. a television or mobile phone, and make a list of its features. Then imagine a friend asks you about it. Talk about its features.



Can-do checklist

Tick what you can do.

- I can make a complaint in a shop.
- I can understand a shop's returns policy.
- I can ask questions about various products.
- I can bargain and reach an agreement.

Can do

Need more practice

Unit 5

Is there anything on?

Get ready to listen and speak

- Do you watch a lot of TV?
Not really. I only watch programmes I like.
- I watch quite a lot of TV.
- Yes, I'm a real telly addict.

- Unscramble the letters to find ten types of film.
Can you think of an example for each one?
a ecdoym comedy
b orhror
c eiccnse tiiofcn
d rwa
e ithlerr
f tfasayn
g iaocnt
h ovle osryt
i tweerns
j aatinoimn

● Do you prefer to watch films at the cinema or at home on DVD?

Did you know ...?

Although most internationally famous movies are made in English, every year an Oscar is given for the Best Foreign Language Film. Past winners include *Crouching Tiger, Hidden Dragon* (Taiwan), *Life is Beautiful* (Italy), *Babette's Feast* (Denmark) and *Tsotsi* (South Africa).

go to Useful language p. 80

A Listening – A film review

- 1  Listen to Matthew Jenkins, a film critic, talk about a new film. Note down who these people are.

Jane Martins A maid in a large country house
Charles Danton
Helen Richards
Peter Kite
Kevin Hadley



- 2  Look at the statements below. Tick ✓ True, False or Don't know for each statement. Then listen again and check.

True	False	Don't know
------	-------	------------

- a The film takes place in the north of England.
b It is based on a true story.
c Both the main actors are very good.
d The ending is rather weak.
e It is Kevin Hadley's first film.
f The movie is only suitable for adults.

B Speaking – Describing films

Speaking strategy:

Talking about films

- 1 Write P (positive) or N (negative) next to each word or expression.

heart-warming	P <input type="checkbox"/>
well acted	----- <input type="checkbox"/>
lots of twists and turns	----- <input type="checkbox"/>
too long	----- <input type="checkbox"/>
a bit boring	----- <input type="checkbox"/>
very surprising	----- <input type="checkbox"/>
gripping	----- <input type="checkbox"/>
utterly believable	----- <input type="checkbox"/>
original	----- <input type="checkbox"/>
predictable	----- <input type="checkbox"/>

- 2 Listen to the film review again. Tick ✓ the words and expressions in Exercise 1 that you hear.

Speak up!

- 3 Think of a film you like. Look at the questions below and make notes.

My favourite film

What is the plot?

Who are the main characters?

How does it end?

Who was it directed by?

Can you remember any of the actors?

Is it well acted?

Were there any special effects?

Do you like the soundtrack?

Why do you like this film?

- 4 Now talk about the film. If possible, record yourself and play back the recording afterwards. Can you identify any areas to improve?

C Listening – Describing TV programmes

- 1 Listen to six people each describe a TV programme they enjoy. Write the number of each speaker (1–6) next to the type of programme they are describing.

..... news crime series soap opera drama
..... talk show quiz show cartoon documentary
..... nature cookery sport comedy

- 2 Look at the audioscript on page 90 and listen again. Underline any words and phrases that help you identify the type of programme.

- 3 Listen to five people give their opinion on different TV programmes. Write P (positive) or N (negative).

a P b c d e

- 4 Listen again and note the key words that helped you identify each comment as positive or negative.

a I'm really into it.
b
c
d
e



Learning tip

Listening for opinions is a useful skill. Try to notice if the speaker is using positive or negative words, and ask yourself how these reflect their viewpoint. If you hear mostly negative words, then the speaker's opinion is likely to be unfavourable. Similarly, a lot of positive words would indicate approval.

D Listening – Listening to the news



- 1 Listen to the radio news headlines. How many different stories are mentioned?

- 2 Tick ✓ the topics that are mentioned. Then listen again and check.

entertainment <input type="checkbox"/>	science <input type="checkbox"/>
sport <input type="checkbox"/>	the environment <input type="checkbox"/>
politics <input type="checkbox"/>	space <input type="checkbox"/>
the economy <input checked="" type="checkbox"/>	education <input type="checkbox"/>
culture <input type="checkbox"/>	

Learning tip

If possible, look for any visual clues that could help you. For example, the pictures that accompany the news on television can help you understand the topic of each news item.

E Speaking – Talking about the news

Speaking strategy: Summarizing

- 1 Which of these summaries of the news story about China is most accurate?

- China's economy is going to grow stronger over the next thirty years, but it will not overtake the economies of America and Europe.
- China has the fastest growing economy in the world today. It has already replaced America and Europe as the biggest industrial and commercial centre in the world.
- China's economy has been growing quickly for the last thirty years. According to one report, it will not be long before it becomes the biggest economy in the world.

Speak up!

- 2 Listen to this news story and write down the main points. Then give a brief summary of the story, using your notes as a guide.

It's about

A report by found that

F Listening – Making predictions

1 You are going to listen to two news reports about global warming. Tick ✓ the words you think you may hear.

- | | |
|-------------------------------------|---------------------------------------|
| food <input type="checkbox"/> | temperatures <input type="checkbox"/> |
| century <input type="checkbox"/> | traffic <input type="checkbox"/> |
| scientists <input type="checkbox"/> | education <input type="checkbox"/> |
| prices <input type="checkbox"/> | shopping <input type="checkbox"/> |
| falling <input type="checkbox"/> | friendship <input type="checkbox"/> |
| loss <input type="checkbox"/> | rise <input type="checkbox"/> |
| holiday <input type="checkbox"/> | sea ice <input type="checkbox"/> |
| recover <input type="checkbox"/> | |

2 Listen to the first report. Circle the words above that are mentioned.

3 Now listen to the second report. Each time there is a pause, note what you think will come next.

Sound smart Stress and rhythm

1 Look at the first report on global warming. Listen again and notice how the underlined words have more stress.

A group of top European and Australian scientists say that temperatures will rise much faster than previously predicted, possibly by as much as six per cent by the end of the century. They also say that the record loss of sea ice over recent years means that the earth may no longer be able to recover.

2 Find the audioscript on page 91 for the second report on global warming. Listen and underline the words and expressions that should have more stress.

3 Read both reports aloud. Stress the important words.

Extra practice

Go to the *BBC Learning English* website and click on 'News'. Choose some news stories to watch or listen to. You could also go to the *Voice of America Special English* website to watch or listen to more news stories.
<http://www.bbc.co.uk/worldservice/learningenglish/>
<http://www.voanews.com/specialenglish/>

Class bonus

- 1 Make a group and plan a radio show. You need one presenter, one reporter and one reviewer. Decide what stories to cover and each prepare your roles.
 Presenter: It is your job to read the main headlines and present the show.
 Reporter: You need to report in detail on the main story of the day.
 Reviewer: You need to give a review of a film and a TV programme.
- 2 When you are ready, present your show to the class.

Can-do checklist

Tick what you can do.

I can describe and discuss films and TV programmes.

I can summarize main news stories.

I can make predictions about what I will hear.

Can do

Need more practice

Unit 6

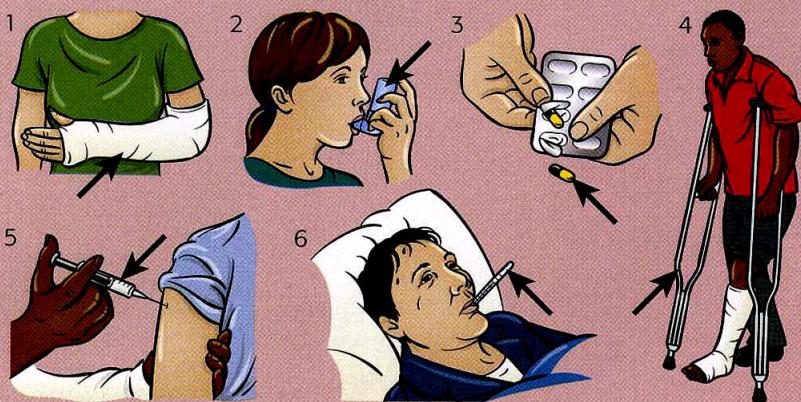
I've got a pain in my arm

Get ready to listen and speak

- Make a list of as many common health problems as you can.
a headache, a sore throat,

- Match each word (a–f) with a picture (1–6).

- a an injection 5 b an inhaler c crutches
d antibiotics e a cast f a thermometer



- Tick ✓ the health problems below that you or someone you know suffers from.

- skin problems
insomnia
asthma
hay fever
migraines
high blood pressure
stress

go to Useful language p. 80

A Listening – At the doctor's

- 1 Complete these questions a doctor might ask a patient. Then listen to the conversation and check.

- 1 What seems to be the ... trouble ... ?
- 2 Do you when it started?
- 3 Where does it exactly?
- 4 Is it if I do this?
- 5 Are you to anything?
- 6 Have you got any other ?
- 7 Have you been anything for it?

- 2 Write the answers to these questions. Then listen to the conversation again and check your answers.

- a What problem does Mohammed have?
He has a terrible pain in his shoulder.
- b When did it start?
.....
- c What other symptoms does he have?
.....
- d Has he been taking any medicine for it?
.....
- e What action does the doctor want to take?
.....

Did you know ...?

A *dermatologist* specializes in skin problems.

An *ophthalmologist* treats eye diseases.

A *paediatrician* is a specialist in children's health.

A *psychiatrist* specializes in mental health.

A *cardiologist* is a heart specialist.

Focus on ...

describing health problems

Write each word in the correct category.

dry stabbing dull tickly shooting chesty

Words to describe a cough:

dry _____

Words to describe a pain:



Complete the sentences, using the words below.

sprained runny blotches bleed sore feverish
temperature numb swollen itchy rash

- a My foot is badly swollen
- b I need some tissues. I've got a nose.
- c Have you got anything for a throat?
- d Mike often has a nose in the morning.
- e Aunt Sophia has her ankle.
- f I've got a high
- g I feel very I'm sweating a lot.
- h I have no feeling in my fingers. They're
- i I've got a bad on my arm.
- j What are these all over my neck?
- k My legs are very I can't stop scratching.

B Speaking – Explaining what's wrong

Speaking strategy: Describing symptoms

1 Look at this extract from Mohammed's conversation with the doctor. Notice how he describes the problem.

Doctor: Now, what seems to be the trouble?

Mohammed: **I've got a terrible pain in my shoulder.**

Here are some other phrases you can use to describe your symptoms.

I think I'm **suffering from** stress.

I'm **coming down with** the flu.

My arm **aches**.

Speak up!

2 **Imagine you are at the doctor's. Listen to each question and use the ideas below to have two conversations.**

You hear: What seems to be the trouble?

a

You say: I think I'm coming down with the flu.

Conversation 1

a the flu, b yesterday, c since yesterday morning, d runny nose, sore throat, headache, e a little, f some aspirin

Conversation 2

a pain / back, b at the bottom, c last Sunday, d No, e Yes, very, f some pain killers

3 **Now listen and use your own ideas to answer each question.**

4 **Imagine you have the following health problems. Make a list of symptoms and then explain what's wrong to the doctor.**

- a the flu
- b stress
- c food poisoning

- a bad cough _____
- b _____
- c _____

Learning tip

In this type of situation, don't worry too much about making mistakes. It doesn't matter if your English isn't perfect. It's better to keep speaking and get your message across.

C Listening – Getting a diagnosis

- 1 Listen to Sharon Maurice talk to her doctor about a health problem. Tick ✓ the picture on the right that shows Sharon.

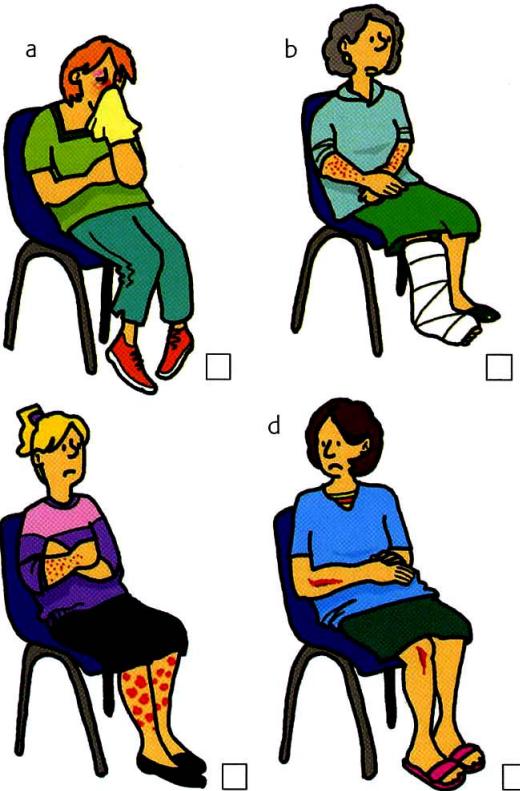
2 a What exactly is wrong with Sharon?

b What does the doctor think is the cause?

- 3 Look at the statements below. Tick ✓ True or False for each statement. Then listen again and check your answers.

- a The blotches are all over Sharon's body.
- b They are getting worse.
- c She noticed them two weeks ago.
- d She also has a rash, which is very itchy.
- e It's caused by an allergic reaction to her cat.
- f The doctor prescribes some tablets.
- g He expects both problems to clear up quickly.
- h Sharon has to go back in two weeks.

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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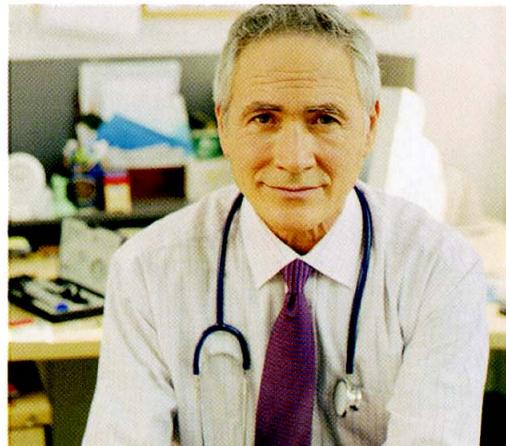
D Listening – Understanding the doctor's instructions

- 1 Dr Vasquez is a doctor in Texas, US. He is speaking to a patient. Listen and answer the questions.

a What's wrong with the patient?

b Why doesn't Dr Vasquez prescribe antibiotics?

c What advice does he give?



- 2 Listen to Dr Vasquez diagnose three more patients. Complete the chart.

	Diagnosis	Instructions
Patient 1	a chest	two tablets a day for days
Patient 2	a mild case of	use an / come back
Patient 3	a very bad	take spoonfuls every hours / don't / come back in

- 3 Imagine you are a patient of Dr Vasquez. Listen and tick ✓ the correct statements.

Put a cross X next to the incorrect statements.

- a You should take two tablets, twice a day, before meals.
- b You shouldn't drink alcohol, but coffee is OK.
- c You need to exercise more often.
- The problem should go in a couple of days.
- You should start eating small portions of food.
- You shouldn't drink alcohol or milk.

E Speaking – Reacting to news

Speaking strategy: Showing concern and relief

1 Underline the expressions to express concern and relief.

Dr Vasquez: You have some sort of virus, I'm afraid.
 Patient: Oh, dear. Really? Are you sure?
 Dr Vasquez: Yes. I don't think it's too serious, though.
 Patient: Thank goodness for that!

2 Write C (concern) or R (relief) next to each expression.

Thank goodness for that! _____	How awful! _____
Oh, no. That's terrible. _____	Phew! _____
Oh, I'm sorry to hear that. _____	What a relief! _____
Well, that's good news. _____	
Oh, dear. Really? _____	

Speak up!

3 Listen to eight statements and respond, expressing concern or relief.

Example: a
 You hear: My blood pressure is very high.
 You say: Oh, I'm sorry to hear that.

Extra practice

Imagine you are ill. Make a list of your symptoms and tell your doctor. If possible, record what you say and listen to yourself afterwards. Identify areas to improve, e.g. your grammar or pronunciation.

Sound smart

Linking – /w/ and /j/

- 1 Listen to these sentences. Notice that a /w/ or /j/ sound is added when a word ending in a vowel sound is followed by a word beginning with a vowel sound.

I'll give you /w/ a prescription.
 The /j/ operation was a success.

- 2 Say these sentences aloud. Which words do you think are linked with /w/ or /j/? Some sentences have more than one example.

- /w/ /w/
 a Are you allergic to anything?
 b Come back at the end of the week and we'll see if you're better.
 c It's not serious, so I don't want to give you any tablets.
 d The exercise will help you a lot, so please do it!
 e Who is your regular doctor?
 f You are quite ill, I'm afraid.
 g The good news is that we aren't going to operate.
 h Your knee is a lot better now.

- 3 Listen and check. Then listen again and repeat each sentence. Practise linking the sounds.

Class bonus

Half the class are doctors; the other half are patients.

- Patients: Imagine you are ill. Make a list of your symptoms. Then find a doctor and describe what's wrong. Listen carefully to the doctor's diagnosis and instructions.
 Doctors: Listen to your patients describe their health problems. Ask questions to help you make an accurate diagnosis. Then prescribe some medicine and give instructions.



Can-do checklist

Tick what you can do.

- I can describe a range of symptoms accurately.
- I can participate actively in a consultation, answering questions.
- I can understand the doctor's diagnosis and instructions.
- I can react to news, showing concern and relief.

Can do

Need more practice

Unit 7

I could do with a break

Get ready to listen and speak

- Who do you prefer to travel with?
with family with friends alone with your partner

- Which is the best way to travel?
with a tour, where everything is organized for you
just booking hotels and transport in advance

- with no fixed plan, making all the arrangements yourself en route

- Match each type of holiday (a–f) with a picture (1–6).

a a cruise
d a city break

b a skiing holiday
e a camping holiday

c a holiday by the seaside
f an activity holiday



go to Useful language p. 80

A Listening – Types of holiday

- 1 Listen and write the type of holiday each speaker prefers.

- 1 a holiday by the seaside
2 _____
3 _____
4 _____
5 _____
6 _____

Learning tip

Listening for key words and phrases is an important skill. Try to group the words and phrases you hear into similar topics or themes. For example, if you hear *class, exam, teacher* and *homework*, then the topic might be *school*.

- 2 Listen again and complete the key words and expressions that help identify each type of holiday each speaker is describing.

- 1: relaxing on the beach , swimming , playing in the sea , making sand castles
2: looking around , going to , hopping on a bus
3: catching the , top of the , down, fantastic
4: riding, , riding, doing things
5: being , waking up in a , going
6: sit on the and relax, look

B Listening – Choosing a holiday

- 1 Simon and Jenny Carter are booking their summer holiday with a travel agent. Listen and find six mistakes in the booking information form. The first one has been done for you.



TrailBlazers

Customer Booking Information

Booking Ref:	9873459			
Client:	Mr & Mrs Carter			
Flights				
From London (LHR) to Vancouver (YVR)				
June 18 th 12 th	AC855	Dep 12:30	Arr 14:25	No. people: 2 Cost per person: £780
From Calgary (YYC) to London (LHR)				
June 20th	AC852	Dep 22:00	Arr 01:55	
Hotels				
Metropolitan Vancouver 4*		No. of nights: 2		Cost (prpn / breakfast included)
Emerald Lake Lodge 4*		No. of nights: 2		£160
Fairmont Jasper Park Lodge 4*		No. of nights: 2		£150
Westin Calgary 4*		No. of nights: 1		£250
Westin Calgary 4*		No. of nights: 1		£ 94
Car hire:	(Compact) £25 per day			

This quote valid for 14 days.

- 2 Listen again and answer these questions.

- a What does prpn mean?
- b How long does it take to drive from:
Vancouver to Lake Louise?
Lake Louise to Jasper?
Jasper to Calgary?
- c What can you do in these places?
Jasper National Park:
Calgary:

Class bonus

Half the class are travel agents; the other half are tourists.

Tourists: Find a travel agent and find out what holidays they have to offer. Ask for detailed information before you book.

Travel agents: Think of three different holidays you want to offer and note as many details as you can. Then try to sell your holiday to as many tourists as possible.

C Speaking – Travel tips

Speaking strategy: Making recommendations

1 Look at the expressions below. Which can you use:

- a to recommend someone does something?
- b to recommend someone doesn't do something?
- 1 It's well worth ...ing
- 2 Don't bother ...ing
- 3 You should definitely ...
- 4 It's not really worth ...ing
- 5 I recommend (that) you ...
- 6 I wouldn't ... if I were you.
- 7 I recommend ...ing.

2 Listen again to the conversation at the travel agent's. Tick ✓ the expressions you hear.

Speak up!

3 Imagine you are in your hometown and a tourist asks you some questions. Listen and reply, using your own ideas.

Example: a

You hear: Can you recommend a good place to stay?

You say: Yes, there's a good hotel on Clarence Road. It's right in the centre. I don't think it's very expensive. You could try that.

Focus on ... phrasal verbs



Complete the sentences using these particles.

around to off back in out of back up off

- a What time shall we set off tomorrow?
- b We'll pick you at six.
- c I forgot to bring any souvenirs, I'm afraid.
- d I'm looking forward this trip.
- e You can't check before 2 pm.
- f The best way to get the city is by tram.
- g We checked the hotel and left.
- h All my friends saw me at the airport.
- i I didn't get to the hotel until very late.

D Speaking – Booking a day trip

Speaking strategy: Asking for detailed information

1 You can ask these questions if you want to go on a day trip or excursion.

- What time does it leave?
- Where does it leave from?
- How long does it last?
- What exactly is included?
- Are there any hidden extras?

Speak up!

2 Imagine you are on holiday and a tour guide is trying to sell you an excursion. Listen and respond to each sentence you hear, using the prompts below.

You hear: Do you want to go on a night cruise?

a

You say: That might be nice. How long does it last?

- a How long?
- b Where / leave from?
- c What time / leave?
- d What / included?
- e Hidden extras?
- f OK / think about it.

3 Look at this advert for another cruise. What questions can you ask for more information?

What time does it leave?

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E Listening – Renting a car

- 1 Listen and complete these questions you can ask when you want to rent a car.

- a What range of cars do you have?
- b Is included?
- c Do I have to pay an if I have an accident?
- d Can I hire a car ?
- e Is there a limit?
- f Do you provide ?
- g Is cover included?
- h What do I need?

- 2 Listen and write the number of each response (1–8) next to the correct question (a–h).

- 3 Listen to Laura in Italy rent a car at Dublin airport. Complete the information.

VW Polo

Class: Economy / €^a 89 pw

Ford Fiesta

Class: ^b / €^c pw

Toyota Corolla

Class: ^d / €^e pw

Toyota Avensis

Class: Full-sized / €^f pw

- 4 Read these questions. Try to remember the answers. Then listen again and check.

- a How long does she want to rent a car? For a week
- b Why doesn't she want the VW Polo?
- c Why doesn't she rent the Ford Fiesta?
- d How much does she finally pay?
- e Why is this cheaper than the advertised price?

Did you know ...?

In British English, you *rent* or *hire* cars, bikes, DVDs and electronic equipment. In American English, *hire* is only used for people.

Sound smart

Missing sounds – /t/, /d/ and /h/

- 1 Listen to this sentence. Notice that the sounds /t/, /d/ and /h/ often disappear in connected speech.
Why doesn('t) she ren(t) the For(d) Fiesta?
Did (h)e say (h)e'd (h)ave the car for nex(t) week?
- 2 Look at sentences a–h. Which /t/, /d/ and /h/ sounds do you think are not pronounced?
 - a I've go(t) jus(t) one question.
 - b You didn't say you couldn't swim.
 - c We could go tomorrow.
 - d You must be tired.
 - e Have you played before?
 - f I managed to talk to her last night.
 - g Are you taking him to the station?
 - h I didn't know the answer, so I kept quiet.

- 3 Listen and check. Then listen again and repeat.

Extra practice

Go to <http://www.bbc.co.uk/worldservice/learningenglish/> and type *rent car video* in the search box. Watch the video and complete the exercises.

Can-do checklist

Tick what you can do.

- I can understand detailed information about travel arrangements.
- I can make and respond to recommendations.
- I can ask for detailed travel information.
- I can enquire about renting a car.

Can do

Need more practice

Unit 8

It's an amazing place!

Get ready to listen and speak

- Where was the last place you visited on a sightseeing trip? Did you enjoy it?

.....

- What is the best way to look around a city? Number these options in order (1–4).

on your own
with a friend
with a group of friends
on a guided tour

- Put each verb in the correct place.

go on work out travel do have

- a do some sightseeing / everything on your list
b a look around / a rest
c where you are / what to do
d a guided tour / an excursion
e around by bus / independently

go to Useful language p. 81

A Listening – A short break



- 1  **Mark is asking his friend Emmanuel for advice on going to Paris. Listen and tick ✓ the topics Emmanuel mentions.**

accommodation food money safety
transport nightlife weather attractions

- 2  **Tick ✓ True or False for each statement. Then listen again and check.**

- a Mark is going to Paris next weekend.
b He hasn't found anywhere to stay yet.
c Taking the Metro is easy but expensive.
d It's possible to walk to most of the main sights.
e Changing money can be difficult.
f Emmanuel thinks Paris is more dangerous than London.

	True	False
a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>

- 3 a Where does Emmanuel say Mark can find a cheap place to stay?
.....

- b Why is it a lively area of the city?
.....

Did you know ...?

The worldwide tourist industry is worth over 500 billion euros a year. The most popular tourist destination in the world is Paris. Over 25 million people a year visit the city. However, the fastest-growing region for tourism is Asia.

Focus on ... describing places



Match the adjectives which have a similar meaning.

- | | |
|-----------------|---------------|
| a crowded | vibrant |
| b fascinating | popular |
| c lively | international |
| d touristy | beautiful |
| e picturesque | dirty |
| f pricey | packed |
| g cosmopolitan | historic |
| h peaceful | interesting |
| i trendy | expensive |
| j old-fashioned | quiet |
| k polluted | fashionable |

B Speaking – Finding out information (1)

Speaking strategy: Making polite requests

- 1 Look at this extract. Underline the phrase Mark uses to ask Emmanuel for information about Paris.

As you're from Paris, I was wondering if you could give me some tips?

- 2 Here are some more expressions you can use. Notice the expressions in **bold**.

Do you think you could suggest a few places to see?
I don't suppose you know anywhere good to stay?
I wonder if you'd mind giving me a bit of advice?

Speak up!

- 3 Imagine you are going on a short sightseeing trip. You know someone who comes from the place you are visiting. Ask politely for information.

Example: a

You say: I was wondering if you could suggest a good place to stay?

- a accommodation
- b weather
- c transport
- d safety
- e money
- f food
- g nightlife
- h shopping

C Speaking – Finding out information (2)

Speaking strategy: Asking for recommendations

- 1 Underline the expressions you can use to ask for recommendations.

Do you think I should exchange money at a bank or bureau de change?

Is it worth visiting the aquarium?

Do you think it's a good idea to walk to the castle, or is it too far?

Would you recommend going to the National Museum?

Speak up!

- 2 Imagine you are on holiday in Singapore. There are lots of things to do and you don't have much time. Look at the pictures and ask the hotel receptionist for some recommendations.

Example: a

You say: Is it worth going on a sightseeing bus?

