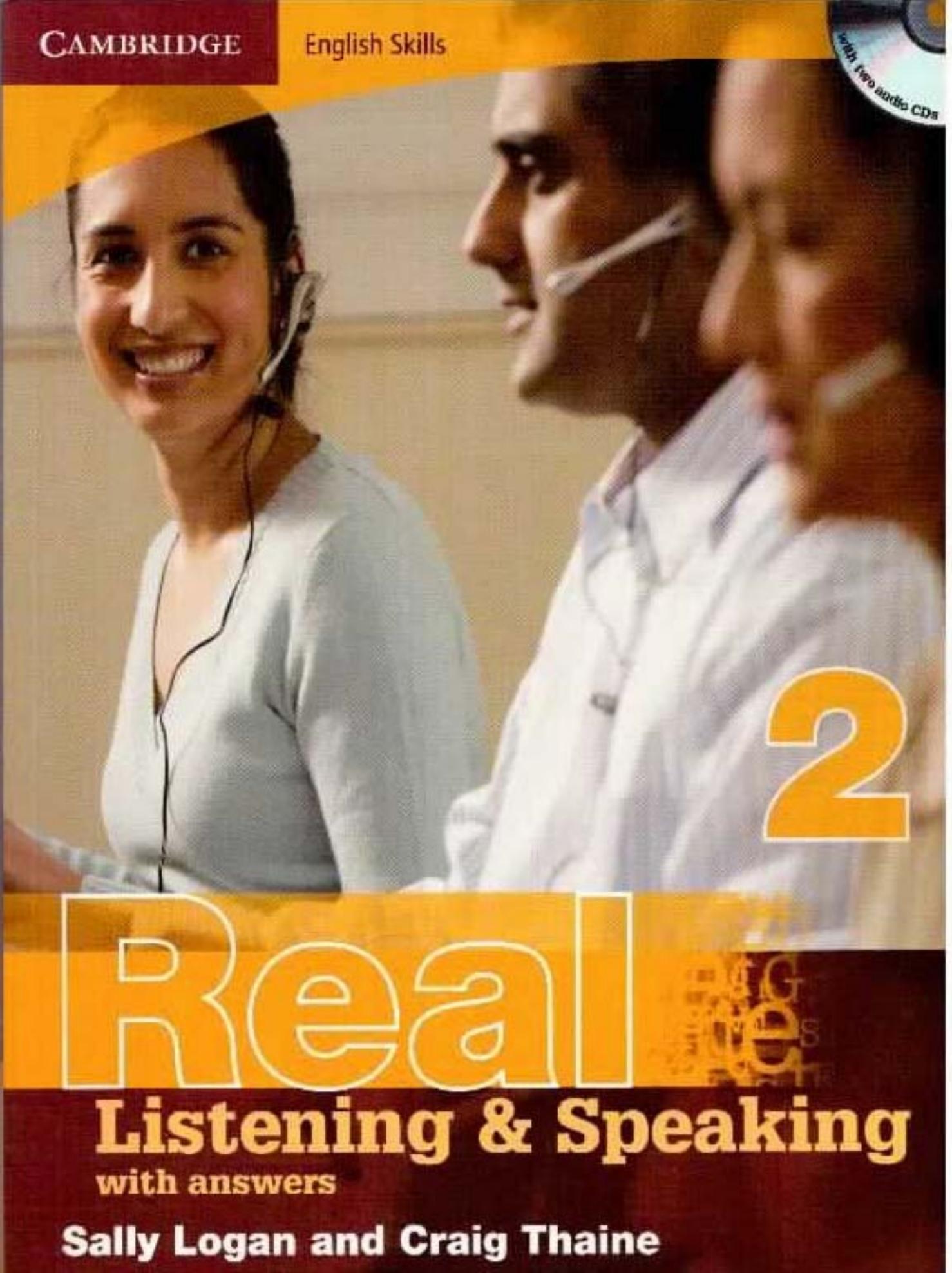


CAMBRIDGE

English Skills

with two audio CDs

2



Real Life
Listening & Speaking
with answers

Sally Logan and Craig Thaine

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Map of the book

Unit number	Title	Topic	How to ...
1	How do you know Mark?	Socializing	<ul style="list-style-type: none"> ● make and answer invitations ● start conversations ● take part in 'small talk' conversations
2	I'm phoning about the house	Living away from home	<ul style="list-style-type: none"> ● check you have understood information correctly ● ask polite questions to find out information ● describe a problem and suggest a solution
3	How do I buy a ticket?	Transport	<ul style="list-style-type: none"> ● understand information about public transport ● ask for travel information ● check your understanding of information
4	Shall we go out for dinner?	Eating out	<ul style="list-style-type: none"> ● make suggestions ● understand descriptions of food and meals ● talk about what you ate in a restaurant
5	You should go to the police	Emergencies	<ul style="list-style-type: none"> ● speak without repeating unnecessary words ● understand information about personal details and events ● give general and detailed descriptions
6	Have you got a headache?	Health	<ul style="list-style-type: none"> ● understand medicine instructions ● give instructions and advice ● explain what something is
7	How about a hostel?	Holiday accommodation	<ul style="list-style-type: none"> ● ask about different kinds of accommodation ● understand information about accommodation ● describe rooms and objects
8	What can I do here?	Sightseeing	<ul style="list-style-type: none"> ● show you understand what someone is saying and that you are interested ● talk about what you want and would like to do ● book an activity at a Tourist Information Centre

Unit number	Title	Topic	How to ...
Social and Travel	9 When are you flying?	Travelling abroad	<ul style="list-style-type: none"> ○ understand information about travel and tourism ○ ask polite questions ○ give reasons for situations
	10 The weather is changing	A news story	<ul style="list-style-type: none"> ○ understand a news story ○ talk about change ○ give your opinion
Work and Study	11 I have our schedule	Hosting overseas visitors	<ul style="list-style-type: none"> ○ understand people's names and roles ○ explain and understand schedules ○ talk about and understand future plans
	12 You did really well	Workplace discussions	<ul style="list-style-type: none"> ○ understand conversations about tasks in the workplace ○ talk about whether tasks are completed or not ○ give and understand feedback
	13 I've organized the trainer	Organizing an event at work	<ul style="list-style-type: none"> ○ understand instructions in a voice mail message ○ ask people at work to do things ○ compare two things
	14 You need a budget	Talks and seminars	<ul style="list-style-type: none"> ○ understand detail in a seminar ○ plan and give a mini seminar ○ ask questions about a seminar
	15 Welcome to the school	First day at school	<ul style="list-style-type: none"> ○ understand activities in a timetable ○ offer choices ○ understand and talk about rules
	16 What are your goals?	Study habits and goals	<ul style="list-style-type: none"> ○ understand advice on how to improve English ○ give people advice on how to learn English ○ talk about your learning goals

Unit 1

How do you know Mark?

Get ready to listen and speak

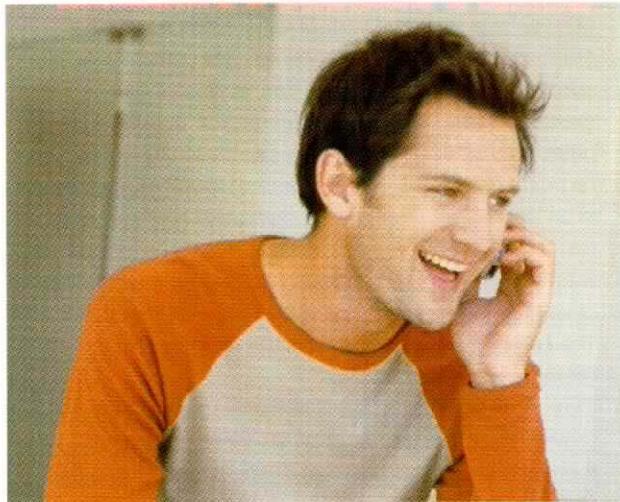
- Look at the activities below and tick ✓ the ones you like doing.

going to the cinema	<input type="checkbox"/>	playing sport	<input type="checkbox"/>	listening to music	<input type="checkbox"/>	cooking	<input type="checkbox"/>
going to parties	<input type="checkbox"/>	gardening	<input type="checkbox"/>	going online	<input type="checkbox"/>	visiting relatives	<input type="checkbox"/>
meeting friends	<input type="checkbox"/>	going shopping	<input type="checkbox"/>	drawing and painting	<input type="checkbox"/>	playing musical instruments	<input type="checkbox"/>
watching sport	<input type="checkbox"/>	going to restaurants	<input type="checkbox"/>	playing computer games	<input type="checkbox"/>	reading books and magazines	<input type="checkbox"/>

- What do you and your friends usually do at the weekend?

go to Useful language p. 78

A Listening – Phoning a friend



- 1 Mark telephones his friend Brian on Sunday night. Listen to their conversation. What is the main reason for the phone call? Tick ✓ a, b or c.

- a to find out what Brian did at the weekend
- b to find out what Brian is doing next weekend
- c to invite Brian to a birthday party

Learning tip

Try and understand the general meaning of a text before you listen for the details. Don't worry if you can't understand everything. Think about what you want to know and only listen for that information.

Did you know ...?

In the UK people say *go to the cinema*, but in the US they say *go to the movies*.

- 2 Brian tells you about Mark's party. He has got some of the information wrong. Read what Brian says, then listen again and correct his mistakes. The first mistake is corrected for you.

next

Mark called last night. It's his birthday ~~this~~ week

and he's having a party on Friday to celebrate.

It starts at eight o'clock. He wants me to take some food. I'm looking forward to it.

- 3 Listen to Brian telling you about Mark's party. He now has the correct information. Check your answers.

B Speaking – Phoning a friend

Speaking strategy

Making and answering invitations

- 1 Look at the audioscript on page 88. Is the party the first thing Mark talks about?

YES / NO

- 2 Mark and Brian use the expressions below. Put them in the order they say them.

- a Do you want me to bring anything?
- b What day?
- c Actually the reason I'm ringing is because it's my birthday next week.
- d What time?
- e I was wondering if you wanted to come.
- f That sounds good.

- 3 Which expression explains why Mark is phoning?

- 4 Which expression is an invitation? Which expression is a reply to an invitation?

Write them below.

Invitation	Reply to invitation
I was wondering if you wanted to come.
.....
.....
.....

- 5 Now look at these expressions and put them in the table above.

Do you want to come?

Would you like to come?

That'd be nice.

I'd love to.

- 7 Not everyone accepted Mark's invitation. Look at what they said and underline their reasons for not going to the party.

That sounds good but I'm afraid I'm going away at the weekend.

I'd really like to but I work on Saturday evenings.

When you say *no* to an invitation, it is important to explain why you can't go. It is also polite to say something positive first, e.g. *That sounds good but ...* or *I'd really like to but ...*

Sound smart

Missing sounds

- 1 Listen to this question.

What day?

What sound is missing? Tick ✓ one of the sounds below.
/w/ /t/ /d/

- 2 Why is the missing sound not pronounced? Tick ✓ a, b or c.

- a This is a natural way of linking words in sentences when speaking English.
- b Brian can't pronounce the words correctly.
- c Brian is lazy.

- 3 Listen to the question again and practise saying it. What day?

- 4 Listen to these sentences and then practise saying them. Remember the underlined /t/ sounds at the end of the words are not pronounced.

- a Do you want me to bring anything?
- b What time?
- c That sounds good.

- 6 Look at the invitations in the table above. They are all polite but some are more polite. Put them in order of politeness: 1 = most polite, 3 = less polite.

Focus on ... beginning and ending phone conversations

Which two of the expressions below (a–e) do Brian and Mark use at the beginning of the conversation? Write Beginning next to them.

Which three expressions do they use at the end of the conversation? Write End next to them.

- a Hello, Brian speaking.
- b See you on Saturday.
- c Hi Brian. It's Mark here.
- d See you then.
- e Bye for now.

Note: You can also say *This is Mark* instead of *It's Mark here*.

Speak up!

- 8 **Mark telephones you about his party.**
Read what he says and think about what you will say. Talk to Mark and find out about the party. Speak after the telephone rings.

You: Hello, (say your name) speaking.

Mark: Hi. It's Mark here.

You: _____

Mark: I'm fine. How are you?

You: _____

Mark: Have you had a good weekend?

You: _____

Mark: Not too bad. Actually the reason I'm ringing is because it's my birthday next week and I'm going to have a party. I was wondering if you wanted to come.

You: _____

Mark: Saturday night.

You: _____

Mark: About 7.30.

You: _____

Mark: No. I'll have food and everything.

You: _____

Mark: See you on Saturday. Bye.

You: _____

- 9 **Cover the conversation in Exercise 8.** You are a friend of Brian's and you phone him to invite him to your birthday party. First read what Brian says and think about what you will say. Speak after Brian.

Brian: Hello, Brian speaking.

You: Hi Brian. It's (say your name) here.

Brian: Hi. How are you?

You: _____

Brian: Fine.

You: _____

Brian: Yes I have. I went to the cinema with some friends yesterday and I haven't done much today. What about you?

You: _____

Brian: That sounds good. What day?

You: _____

Brian: OK. What time?

You: _____

Brian: Do you want me to bring anything?

You: _____

Brian: OK. That sounds great. See you then.

You: _____

Brian: Bye.

Learning tip

Don't worry if you don't say the exact same words as the conversation. Try and say something that has a similar meaning. The more you try, the easier it will get.

C Listening – At a party

- 1 **Mark introduces Brian to some friends at the party. Listen to the conversation.**

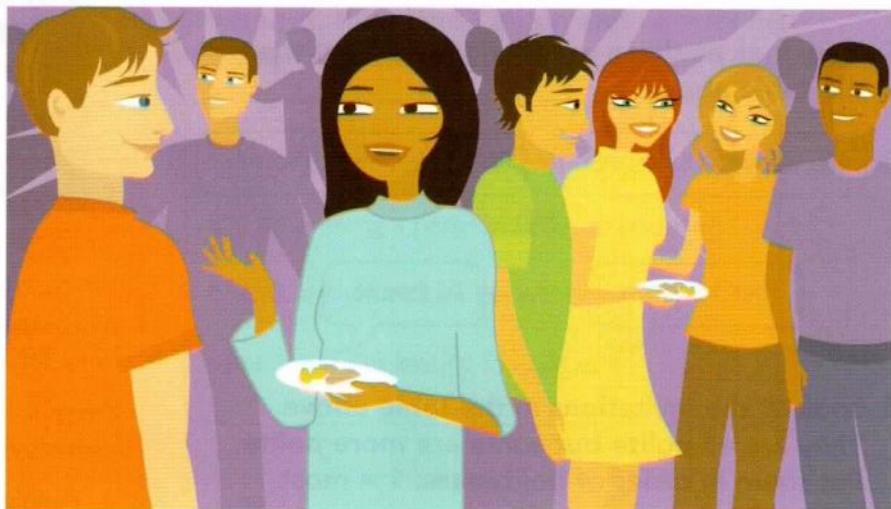
How many people are talking?

Tick ✓ a, b or c.

a two

b three

c four



- 2 **Listen to the conversation again. Tick ✓ a, b or c.**

1 Why does Mark leave the conversation?

- a to talk to other people
b to get some food
c to get something to drink

2 Mark and Reshma are

- a friends from football.
b colleagues.
c neighbours.

3 How long has Reshma known Mark?

- a two months
b one year
c two years

D Speaking – At a party

Speaking strategy

Starting conversations

Look at how Brian and Mark start conversations.

Brian and I play football together.

How do you know Mark?

They focus on finding something in common:

- Brian and Mark both play football.
- Brian and Reshma both know Mark.

When you start a conversation with someone you do not know well, it is a good idea to find something you have in common.

Here are some ideas that are often used to make 'small talk' (informal conversation about everyday things):

- jobs
- where you are (e.g. the room, the view, the food and drink, the people)
- weather
- people's interests

1 Listen to other people at the party. Which of the topics above do they talk about?

Conversation A  Conversation B 

2 Look at the audioscript of conversations A and B. What questions do the speakers ask to

- a start a conversation? _____
- _____
- b keep a conversation going? _____
- _____

Focus on ...

questions to start conversations

Look at this question from conversation B. Notice how one part is positive and the other is negative. Look at the order of the words in each part. The first part is a statement but the second part is a question.

It's cold today, isn't it?
statement question

Match the two parts of the questions.

- | | |
|--------------------------------|-------------|
| a It isn't 12 o'clock already, | don't they? |
| b It's nice food, | is it? |
| c They look good, | does he? |
| d She's from Taiwan, | isn't it? |
| e He doesn't look happy, | isn't she? |

Speak up!

3 Ask a question like the ones in Focus on to start a conversation at a party.

What questions could you ask to keep the conversation going? Use the **Speaking strategy** to help you.

4 You meet new people at a party. Listen and answer their questions.

Class bonus

Imagine you are at a party. Walk around the room and have conversations with people about the weather, their interests etc. Start a conversation and ask questions to keep it going. Try and talk to everyone in the class.

Extra practice

Telephone a friend in English and invite them to do something with you at the weekend. You could also listen to how people keep conversations going in English. Listen to conversations on TV or in public places like the bus. Record any new words in your vocabulary notebook.



Can-do checklist

Tick what you can do.

I can make and answer invitations.

I can start conversations.

I can take part in 'small talk' conversations.

Can do

Need more practice

Unit 2

I'm phoning about the house

Get ready to listen and speak

- Read the accommodation advertisements and match them to the pictures.



A

GLEN EDEN 2 brm house near shopping centre and train.
\$270 tel 483-86152

B

GLEN EDEN 3 brm f/f house with garage, garden; \$330pw inc bills. Phone 915-33291, 0273 463-1106

C

GREY LYNN 1 brm apt, close to shopping centre; \$190pw, n/s only. Ph 485 63142

- The places above are all in Auckland, New Zealand. Which place would you like to live in? Why?

go to Useful language p. 78

A Listening – Phoning a landlord

- 1  Listen to Susan telephoning a landlord. Which advertisement in Get ready is she phoning about?

Learning tip

Read the exercise before you listen and make sure you know what you are listening for. For example, is it a number or a word?

- 2  Read Susan's notes on the right. Then listen again and complete the gaps.
(mins = minutes)

Did you know ...?

These are some common abbreviations in newspaper advertisements.

brm/bed = bedroom

f/f = fully furnished

pw = per week

inc = including

apt = apartment

n/s = non smoker

min = minimum

tel/ph= telephone

People say 'flat' in the UK and 'apartment' in the US.

'Unit' is used in New Zealand and Australia. This is a small house attached to one or more similar houses.



Address: House number: ^a 36

^b Street

Close to – shops: ^c mins walk

– train station: ^d mins walk

Two bedrooms: both double bedrooms? ^e YES / NO

Large garden: ^f YES / NO

Visit flat at ^g pm.

B Speaking – Phoning a landlord

Speaking strategy Checking information

- 1 Look at part of the conversation Susan had. What does Susan say when she checks the address?

Does she ask a question?

YES / NO

Susan: Ah hello ... I'm phoning about the house in Glen Eden that's advertised in the paper today.
 Landlord: Yes.
 Susan: I was just wondering where it is.
 Landlord: 36 Arawa Street ...
 Susan: Sorry, 36 ...
 Landlord: Arawa Street, A-R-A-W-A. It's number 36.
 Susan: Oh OK ...

- 2 Now listen to Susan. What happens to Susan's voice when she checks the address? Choose the correct answer.

- a It goes down.
 b It stays the same.

You need to listen carefully to the way people's voices go up and down to express meaning. This is intonation.

- 3 Listen to other ways of checking information. Does the intonation rise or fall? Put an arrow ↗ or ↘.

What was that?

Pardon?

Speak up!

- 4 Listen to the landlord and use the Speaking strategy to check some of the information.

Example: a

Landlord: The other bedroom probably only fits a single bed.
 You say: Sorry, the other bedroom fits a ...

- a Check the size of one of the bedrooms.
 Landlord: The other bedroom probably only fits a single bed.
- b Check what is ten minutes' walk away.
 Landlord: Um, it's probably about a ten-minute walk to the shops.
- You: _____
- c Check what time the landlord will be at the house.
 Landlord: OK, if you're interested I'll be down there at 5.30.
- You: _____

- 5 Listen and practise the intonation used to check the information.

Focus on ... asking questions

- 1 Look at the questions Susan asked. Which is more polite? Tick ✓ a or b.
- a I was just wondering where it is.
 b What size are they?
- 2 Look at the questions again. What is different about the word order?
 I was just wondering where it is
 question word + subject + verb
 What size are they?
 question word + verb + subject
- 3 Change the questions below so they are more polite.
- a How far is it? I was just wondering how far it is.

 b How much is it?

 c How many bedrooms are there?

 d When can I move in?

When you talk to someone you don't know very well, e.g. a landlord, you should ask polite questions.

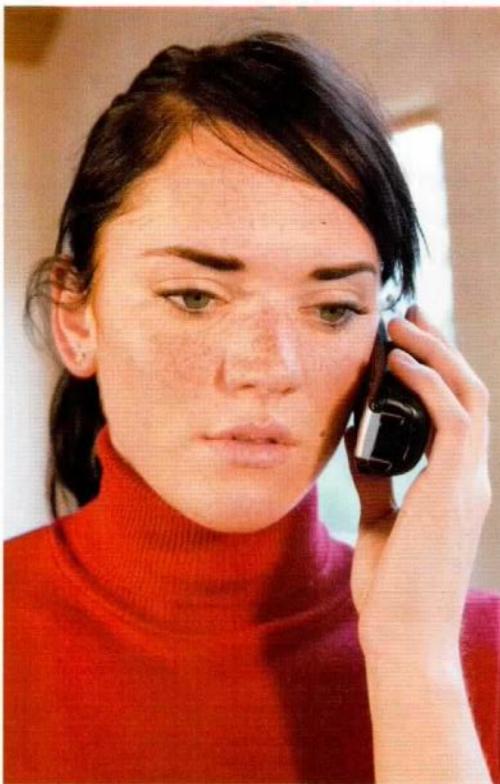
Sound smart Sentence stress

- 1 Listen to this question and underline the main stress.
 I was just wondering where it is.

Notice how *was* and *just* are not stressed so they become /wəz/ and /dʒəz/.

- 2 Listen and repeat the question.
 I was just wondering where it is.
- 3 Practise saying these questions. Then repeat them after the speaker.
- a I was just wondering how far it is.
 b I was just wondering how much it is.
 c I was just wondering how many bedrooms there are.
 d I was just wondering when I can move in.

Try and use these unstressed forms when you speak. It will make you sound more natural.

C Listening – A problem in the house

A few weeks later Susan has a problem in her flat. She phones her landlord.

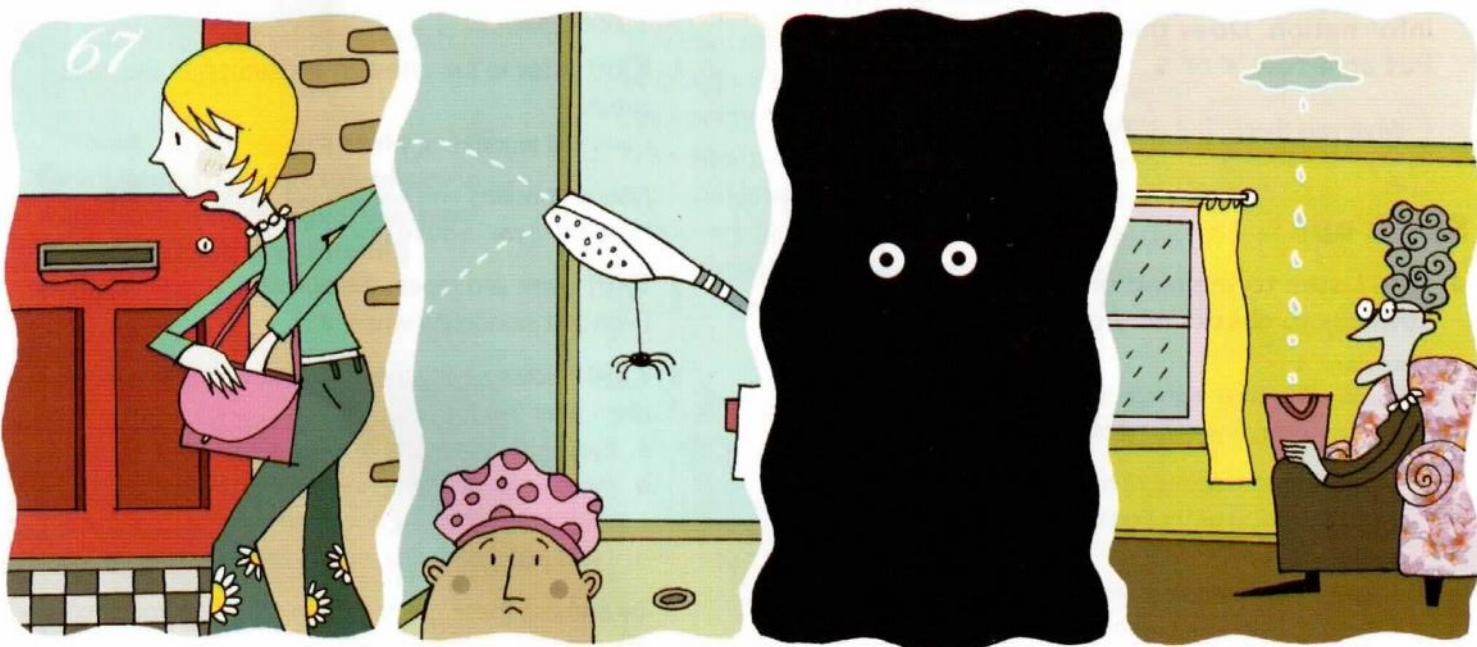
1 Listen to the conversation. What is the problem?

2 Listen again and answer the questions below.

- a When did the problem start?
- b Has Susan tried to fix the problem?
- c What will the landlord try to do?
- d When will the landlord visit Susan's flat?

D Speaking – A problem in the house**Speaking strategy****Complaints and solutions**

1 Match the problems 1–4 to the solutions a–d.



- 1 I've lost my key and I can't get inside. b
- 2 The shower's broken so I can't wash.
- 3 The lights aren't working so I can't see.
- 4 There's a hole in the roof and the rain's coming in.

- a send a plumber
- b get a new one made
- c send a builder
- d send an electrician

- 2  Listen to Susan leaving an answerphone message for her landlord about another problem. Underline the problem and circle the solution she suggests.

Hello, it's Susan from your flat in Arawa Street. I'm phoning to let you know there's a broken window. We can't close it and it's really cold! Could you please send someone around to fix it? Thanks. Bye.

When something goes wrong you explain the problem and suggest a solution. Look at the other example on the right.

Speak up!

- 3  Choose one of the problems in Exercise 1. Phone your landlord and leave a message on his answerphone. Describe the problem and suggest a solution. Listen to the landlord's answerphone message. Start like this

Hi it's (say your name) from your flat in Arawa Street.

- 4 Choose another problem from the pictures in Exercise 1 or think of a new one and leave another message for the landlord.

Problem

Susan says:

We've got a bit of a problem in the flat. The oven isn't working.

Other expressions:

I'm phoning to let you know / tell you that the oven is broken.

Solution

Susan says:

I was wondering if you could get someone to come and have a look at it for us.

Other expressions:

Would it be possible to get someone to fix it?
Could you please get an electrician to come round?

Learning tip

Talking on the telephone can be difficult because you can't see who you are talking to.

To make it easier you can:

- think about what you will say and how you will say it before you talk on the telephone.
- think about what the other person might say before you telephone them.
- repeat part of an answer to check you understand.
- ask the speaker to repeat things you don't understand and to spell difficult names and addresses.

Class bonus

Work with a partner and role play the conversations between the landlord and the tenant. When you have finished, change roles.

Extra practice

Telephone a rental agency that rents houses and flats to English speakers. Ask them about places to rent in an area you would like to live in.

Or go to www.gumtree.com and choose a city. Look at the advertisements. Can you find any more abbreviations?



Can-do checklist

Tick what you can do.

I can check I have understood information correctly.

I can ask polite questions to find out information.

I can describe a problem and suggest a solution.

Can do

Need more practice

Unit 3

How do I buy a ticket?

Get ready to listen and speak

- Tick ✓ the transport you have used:

helicopter

ferry

tram

hovercraft

motorbike

- What do visitors need to know before catching a bus or a train in your city or town? What can you tell them? Think about the questions below.

What public transport is there?

Where can you buy tickets?

What different kinds of tickets are there?

Where do you show your ticket?

go to Useful language p. 79

A Listening – Getting information

Matt has just arrived in Osaka, Japan. He wants to get around by public transport. Kumiko, an Information Officer, helps him.



- 1 Listen to their conversation. Tick ✓ the information that Matt asks about.

- a train timetables
- b ticket machines
- c late night train services
- d ticket prices
- e train and bus connections

- 2 Read the instructions for using the Osaka underground. Listen again and complete the gaps with the word or number you hear.

Paying for tickets

You can use these coins in all ticket machines: 500 yen, ^a 100 yen,
^b yen, 10 yen.

You can use these notes in all ticket machines: ^c yen.

You can use these notes in some, but not all ticket machines: ^d yen and 10,000 yen.

Ticket prices can be found on the big ^e above the machine.

3 Try to remember what you heard. Are these sentences true (T) or false (F)?

- a When you go through the ticket gate, put your ticket in the machine.
- b Take the ticket with you when get on the train.
- c When you arrive at your destination somebody will take your ticket.

Did you know ...?

The London Underground is known as 'the tube'. In the US people call underground trains 'the subway'.

Focus on ... saying numbers



23 Listen to how these numbers are said. Tick ✓ a or b.

- 1 250
 - a two hundred fifty
 - b two hundred and fifty
- 2 5200
 - a five thousand two hundred
 - b five thousand and two hundred
- 3 5250
 - a five thousand and two hundred fifty
 - b five thousand two hundred and fifty
- 4 1000
 - a a thousand
 - b one thousand

In American English people say two hundred fifty, but in British English people say two hundred and fifty.

B Speaking – Getting information

Speaking strategy

Asking for information

Matt uses these questions to ask for information:

a **How will I know** which notes I can use?

b **How can I tell** how much money I need to put in a machine?

c **What should I do** next?

d Then **what do I do?**

1 Some of the questions ask about an action and some ask about understanding. Put the questions in the correct box. Two of them have been done for you.

Understanding	Actions
a How will I know which notes I can use?	c What should I do next?

Speak up!

2 Look at the conversations below. Read what Kumiko says and think about what you will say. Use the words to make questions like the ones in *Speaking strategy*.

Example: a

Kumiko: Some ticket machines take both notes and coins.

You say: How will I know if a machine takes both?

Kumiko: It will say on the machine.

a You: how / know / machine takes both?

b Kumiko: You put the money in the machine.

You: how / know / correct ticket price?

Kumiko: You can see on the map.

c Kumiko: You get the ticket from the machine.

You: then what / do?

Kumiko: Go to the ticket gate.

d Kumiko: You put the ticket in the machine.

You: what / do next?

Kumiko: Remember to take it when it comes out of the machine.

e Kumiko: You can use credit cards in some stations.

You: how / tell / machine takes credit cards?

Kumiko: It will say on the machine.

3 24 Now talk to Kumiko and ask her your questions.

C Listening – Asking more questions

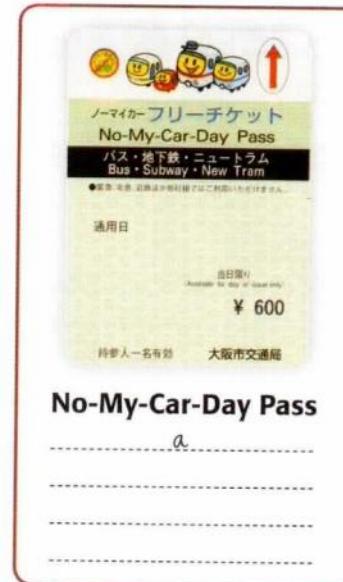
- 1 Listen to the rest of the conversation. Matt asks about two of the following. Tick ✓ them.

- a train timetables
- c multi-trip tickets
- b discount cards
- d directions to a station

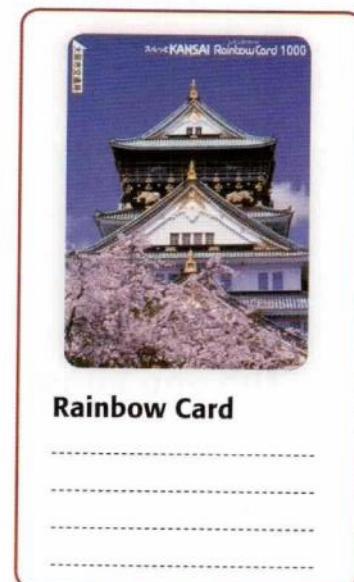
- 2 Read the sentences below about the 'No-My-Car-Day' Pass and the Rainbow Card. Listen again and place the letter in the correct box. One sentence matches both cards. You may want to listen more than once.

- a You can use it every Friday.
- b You can buy one for 5,000 yen.
- c You can buy it on the 20th of every month.
- d You get a discount with it.
- e You don't get a discount with it.
- f You can use it for more than one trip.
- g You can use it for one day.

Note: 'No-My-Car-Day' is not a standard English expression.



No-My-Car-Day Pass



Rainbow Card

D Speaking – Asking more questions

Speaking strategy

Asking about one thing or another

Matt wants to check some information about the discount card.

Do I get this discount pass from normal ticket machines or from special ticket machines?

- 1 Underline the word which joins two ideas together. Is it necessary to repeat the verb in the second part of the sentence?

YES/NO

Sound smart

Stress and intonation on one thing or another

- 1 Listen to Matt's question again and underline the two words which are strongly stressed.
Do I get this discount pass from normal ticket machines or from special ticket machines?

Listen and repeat. Make sure your voice goes up and down like Matt's.

This stress and intonation make it clear that Matt is asking a question.

Learning tip

When you hear new expressions or questions, make sure you listen for the words or syllables that are stressed. When you record these words in your notebook, mark the stress by underlining the strongest syllable, e.g. machines.

Speak up!

- 2  Listen to questions a–g below and repeat them. Use the words below to help you. Make sure you stress the correct words and that your voice goes up in the first part of the question and down in the second part.

Example: a

You say: Do I buy a Rainbow Card from a normal machine or a special machine?

- a I buy / Rainbow Card from / normal machine / special machine?
- b I buy / discount card from all stations / only some stations?
- c I buy / Rainbow Card only on Monday / any day?
- d I buy / 500 yen card / 1000 yen card?
- e I get / discount of 200 yen / 250 yen?
- f I use / Rainbow Card at / usual ticket gate / special ticket gate?

- 3  You visit Osaka and ask Kumiko for information. Read her answers and think about what you will say. Use the words below to help you. Then talk to Kumiko and find out about train tickets.

Example: a

You say: Where are the ticket machines?

Kumiko: They're near all the stations.

- a where / ticket machines? _____
Kumiko: Yes, you can use them in some machines.
- b You: 10,000 yen notes? _____
Kumiko: It will say on the machine.
- c You: how / which notes? _____
Kumiko: Yes, you can buy a No-My-Car-Day discount ticket on Fridays.
- d You: a discount ticket? _____
Kumiko: Every Friday and on the 20th of every month.
- e You: every Friday / some Fridays? _____
Kumiko: Every Friday and on the 20th of every month.

Class bonus

Do a class survey on public transport. If you come from different countries, ask each other questions about public transport in your country. If you come from the same country, ask each other about how often you use public transport and what different tickets you buy. Go around the class and ask and answer questions.

Extra practice

You can practise similar conversations with a friend. Go to the Transport for London website: <http://www.tfl.gov.uk>
Read the information about travel tickets, then role play a conversation between a tourist and an Information Officer.

Can-do checklist

Tick what you can do.

I can understand important information about public transport.

I can ask for travel information.

I can check my understanding of information.

Can do

Need more practice

Unit 4

Shall we go out for dinner?

Get ready to listen and speak

- Think about the questions below.

What's your favourite food?

Are you a good cook?

What's the last thing you ate?

Do you prefer restaurants or take-aways?

What do you usually eat for breakfast?

Have you tried food from other countries?

go to Useful language p. 79

A Listening – Going out for dinner

Neil and Rachel have just got home from work and are talking about what to have for dinner.



- 1 Listen to their conversation. Tick ✓ the food they talk about and circle the kind of restaurant they decide to go to.

Cambodian
Chinese
Thai
Indian
Japanese
Vietnamese

Learning tip

Sometimes it's possible to remember information from the first time you listened. Check this information when you listen for the second time.

- 2 Read the questions in Exercise 3 below. How many can you answer before you listen?

- 3 Now listen again and answer the questions.

- Why do Rachel and Neil want to go out?
They are too tired to cook dinner.
- Why don't they want to go to a Thai restaurant?
- Where is the new Cambodian restaurant?
- Does Cambodian food have a stronger flavour than Thai food?
- How expensive is the Cambodian restaurant?

Did you know ...?

Fifty per cent of British people eat fish and chips once a month and there are over 10,000 fish and chip shops in the UK. However, a recent survey revealed that the favourite food in the UK is chicken tikka masala.

B Speaking – Going out for dinner

Speaking strategy

Making suggestions

1 During the conversation in Listening A, Rachel and Neil talk about their ideas.

a So **shall we** go out for dinner?

b **What about** having Thai food?

c **We could** try that for a change.

d **I've got an idea.**

e **Let's** try that then.

The expressions in bold are useful when you want to make a suggestion.

Which expression is followed by -ing? Can any of the other expressions also be followed by -ing?

YES/NO

Sound smart

Intonation of suggestions

1  Listen to the three suggestions. For each one, tick ✓ the pattern you hear, a or b.

a Shall we go out for dinner?

b Shall we go out for dinner?

a What about going out for dinner?

b What about going out for dinner?

a We could go out for dinner.

b We could go out for dinner.

2 The intonation in these examples rises. Listen and decide why.

3  Listen and repeat the three suggestions. Make sure you copy Neil's intonation.

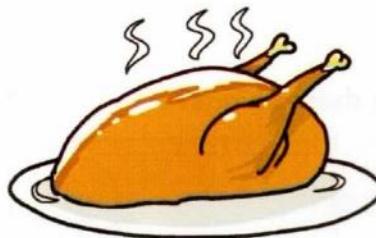
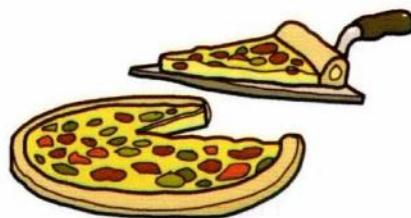
Speak up!

2 Use the word in bold and the verb to make a suggestion about dinner.

Example: a

You say: Shall we go to a French restaurant for dinner?

- a French restaurant **shall** / go
- b salad / **let's** / have
- c Chinese restaurant / **about** / go
- d pizza / **could** / have
- e Turkish restaurant / **let's** / go
- f sushi / **shall** / eat
- g roast chicken / **about** / have
- h Mexican restaurant / **could** / try



C Listening – Talking about a meal

- 1 **31** Neil tells you about his meal at the Khmer Café. Listen and number the words in the box. Write 1 by the things he ate for a starter. Write 2 by the things he ate for a main course. Put a cross X by the things he does not talk about.

chicken	noodles	lime leaves
mushroom soup ...	egg	chicken curry parcel ...
curry	beef	fish sauce
ginger	tomatoes	lemon grass
coriander	coconut milk	mushroom
rice		

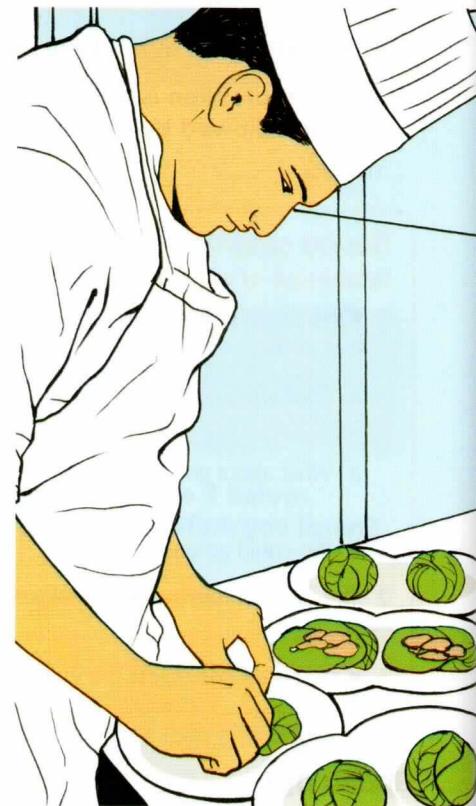
- 2 **32** Rachel tells you about her meal. Listen and correct six mistakes below. The first mistake is corrected for you.

I went to the Khmer Café for dinner on Friday. For a starter, I had shrimp **soup**.

There was a taste of coconut and lime. It was quite sweet. Then for a main course I had vegetable stir-fry. It's made with pineapple and tomatoes. This dish was very mild. For a dessert I had fried bananas and honey. It was OK.

Learning tip

Sometimes it's important to listen very carefully and understand every word. Listening to a short text like this can help you practise listening for details, but it's not a good idea to listen to a long conversation in this way.



D Speaking – Talking about a meal

Speaking strategy

Telling people what you ate

- 1 For each dish they ate Neil and Rachel talk about four things:

- a the ingredients
- b their opinion
- c if the dish was a starter, a main course or a dessert
- d the name of the dish

Look at the audioscript.

What order does Neil say these things?

What order does Rachel say these things?

- 2 When we talk about different courses we use the following expressions:

For a starter I had ...

For a main course I had ...

For dessert I had ...

Do we use the word **course** with the words **starter** and **dessert**?

Can we put a before **dessert**?

When we talk about a dish, we usually say which course and the name of the dish first. We give our opinion and the ingredients in either order.

Note: In New Zealand and Australia, you can say *for a main*. You don't need to say *course*.

Speak up!

3 Imagine you ate these meals. Use the information below to talk about what you ate.

Example: a

You say: Last night I went to an Italian restaurant. For a main course, I had spaghetti bolognese. It was very good. It's made with beef and tomatoes.

a

restaurant	part of meal	dish	opinion	ingredients
Italian	main	spaghetti bolognese	very good	beef and tomatoes

b

restaurant	part of meal	dish	opinion	ingredients
Japanese	starter	miso soup	tasty	tofu and onion

c

restaurant	part of meal	dish	opinion	ingredients
Spanish	main	paella	full of flavour	seafood and rice

d

restaurant	part of meal	dish	opinion	ingredients
Chinese	main	beef stir-fry	quite spicy	broccoli and ginger

e

restaurant	part of meal	dish	opinion	ingredients
French	dessert	crème brûlée	really sweet	vanilla and cream

f

restaurant	part of meal	dish	opinion	ingredients
Turkish	main	shish kebab	delicious	lamb and peppers

4  Think about the last time you went to a restaurant. Listen and answer the questions.

- a When did you last go to a restaurant?
- b What type of restaurant was it?
- c Did you have a starter? What was it?
- d Did you have a dessert? What was it?
- e What did you eat for the main course?
- f What's it made with?
- g Did you enjoy it?

Class bonus

In groups, design a restaurant menu. Think about what type of restaurant it is and include starters, main courses and desserts. Remember to talk in English!

E X tra practice

The English Language Listening Lab Online has short listening exercises on different topics. Go to <http://www.elllo.org>

Search for 'food' to get a list of exercises about food. Click on 'play slide show' to listen. You can usually read an audioscript of the exercise after you have heard it, and sometimes there are comprehension questions too.

**Can-do checklist**

Tick what you can do.

I can make suggestions.

I can understand descriptions of food and meals.

I can talk about what I ate in a restaurant.

Can do

Need more practice

Unit 5

You should go to the police

Get ready to listen and speak

- You are lost in a strange city. Which of the following would you do? Tick ✓ them.

buy a map

ask someone in a shop

phone a friend

ask a policeman

keep walking

What would you do first? Why?

- You leave your wallet on a train when you are abroad. Which of the following would you do? Tick ✓ them.

phone the railway station

go to the police station

go to your embassy

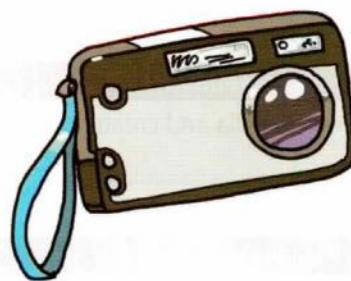
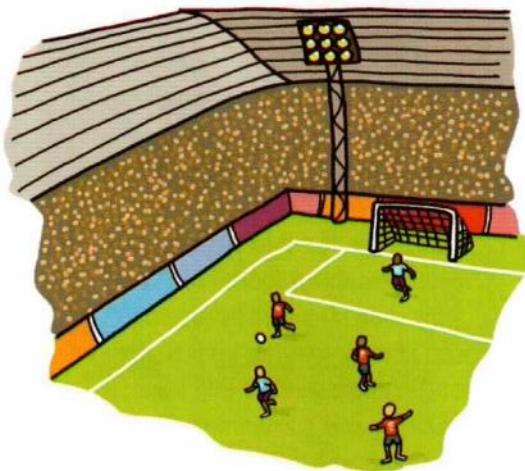
phone your insurance company

phone your family

What would you do first? Why?

go to Useful language p. 79

A Listening – Saying what happened



- 1 Arnaud is studying English in Birmingham. He talks to his teacher, David, about the weekend. Look at the pictures above. What do you think happened? Listen and check your ideas.

- 2 Listen again. Are the sentences below true (T) or false? (F) Correct the ones which are false.

- bad
- a Arnaud had a ~~good~~ weekend. F
 - b Arnaud lost his camera at the football match.
 - c Arnaud went to the bus company office.
 - d David thinks it's a good idea to go to the police.
 - e Arnaud decides to tell the police about his missing camera.
 - f David offers to go to the police station with Arnaud.
 - g They will go to the police immediately.

Learning tip

When you check your answers, think about why you got them right or wrong. If you know why you got something wrong, maybe you won't make the same mistake again.

B Speaking – Saying what happened

Speaking strategy Avoiding repetition

- 1 Look at these extracts from David and Arnaud's conversation.
Listen again and circle what they actually said.

- a David: Did you get it back?
Arnaud: No, I didn't. / No, I didn't get it back.
- b Arnaud: Well I'm free now. Are you free? / Are you?
David: I have to go to the bank ...

- 2 Choose two reasons why David and Arnaud leave out words.

- a They are lazy and don't want to repeat information.
- b It's not necessary to repeat information.
- c They don't know what to say.
- d It helps the conversation move naturally.

Speak up!

- 3 Arnaud and David talk again later. Look at part of their conversation and complete the gaps with an expression from the box.

I'd like to	yours	I haven't	I didn't	Did you	it
-------------	-------	-----------	----------	---------	----

- David: And how was the rest of your weekend, Arnaud?
Arnaud: Not bad thanks. How was ^a yours ?
David: Good. I went out for dinner with some friends on Saturday. I heard there was a free concert in the park, but I didn't go. ^b ?
Arnaud: No, ^c It was too cold. I went to the movies instead.
David: Oh yeah. What did you see?
Arnaud: Star Wars. They were showing the second one. It was great. Have you seen ^d ?
David: No, ^e but ^f I've only seen the first one.

 35 Now listen and check your answers.

- 4  36 Imagine you are Arnaud. Cover the conversation above and talk to David. Use the words below to help you.

- David: And how was the rest of your weekend, Arnaud?
Arnaud: not bad. yours?
You: Not bad thanks. How was yours?

David: Good. I went out for dinner with some friends on Saturday. I heard there was a free concert in the park, but I didn't go. Did you?
Arnaud: no / cold. go / movies.
You:

David: Oh yeah. What did you see?
Arnaud: Star Wars. show / second one. great. you / see / it?
You:

David: No, I haven't but I'd like to. I've only seen the first one.

- 5  37 Listen and answer the questions about you. Try not to repeat unnecessary words.

- a How was your weekend?
- b What was the last movie you saw?
- c What was it like?
- d When did you last go on holiday?
- e Who did you go with?
- f Did you have a good time?

Sound smart

Pronunciation of *did you*

 38 Listen to this question.
Did you get it back?

Notice how *did you* is pronounced /dɪdʒə/. Listen again and repeat the question.

- 1 Ask questions using the words below. Remember to pronounce *did you* as /dɪdʒə/. Example: a

You say: Did you have a good weekend?

- a have / good weekend?
- b what / do?
- c go / cinema?
- d what / see?
- e like / the film?
- f go / with friends?

 39 Listen and check.

- 2  40 Listen and underline the sentence stress.
I did. I didn't.

- 3  41 Listen to the questions and answer Yes, I did or No, I didn't. Remember to stress *did*.

Learning tip

To help keep a conversation going, don't just answer questions, make sure you ask them too, like David and Arnaud do.

C Listening – At the police station



Arnaud and David go to the police station. The police officer asks Arnaud some questions.

- 1 Look at part of the police officer's form. Some information is missing. Can you complete any of it before you listen?

- 2 Now listen and complete the form.

Owner's first names:	Arnaud	Surname:	^a Lafayette
Street:			
Town/city:	Birmingham	Postcode:	^c
Mobile phone:	^d		
Email:	^e		

Where property lost/stolen:

^f _____

When:

^g _____

Insurance claim Yes No

Description of property:

small ^h	camera
grey ⁱ	with shoulder strap
Nikon	
not very ^j	
name inside	

Did you know ... ?

This is how we say telephone numbers and email addresses:

0 oh or zero	33 three three or double three
333 treble or triple 3	/ slash
aaa lower case	@ at
AAA upper case	. dot

D Speaking – At the police station

Speaking strategy Describing things

- 1 Look at the audioscript on page 92. What questions does the police officer ask to get information about Arnaud's camera?

- a Can you ?
- b What's ?
- c Do you ?

Then he gives more detail using the expressions below.

It's in ...
with ...
It's a ...
It's not very ...
It's got ...

Look at how Arnaud describes his camera. He gives a general description first.

It's quite a **small digital** camera.

It's in a **grey case** with a **shoulder strap**. It's a **Nikon**. It's **not very old**. And it's got **my name inside**.

2 Complete the table with the words in bold Arnaud uses to describe his camera.

Size	Colour	Age	Brand	Type	Other
small				digital	

Learning tip

It's a good idea to record new words in categories like the table above. It helps you to remember them and you can easily add other words to the lists.

Speak up!

3 Put the words in the box into the table above.

silver	sports	brown	Nokia	woman's	red	three years old
Gucci	hard case	quite old	black handles	black	new	big

4 Use the words in the table to describe these things.

a



b



c



d



You say: It's a woman's watch. It's small and silver.

5 Describe something that is special to you. Start with a general description and then give more detail.

Example:

You say: I have a brown leather wallet. It's very old and it's got some photos inside.

Extra practice

Telephone a bus or train company in your city. In English, ask them what they do with lost property.

**Can-do checklist**

Tick what you can do.

I can speak without repeating unnecessary words.

I can understand information about personal details and events.

I can give general and detailed descriptions.

Can do

Need more practice

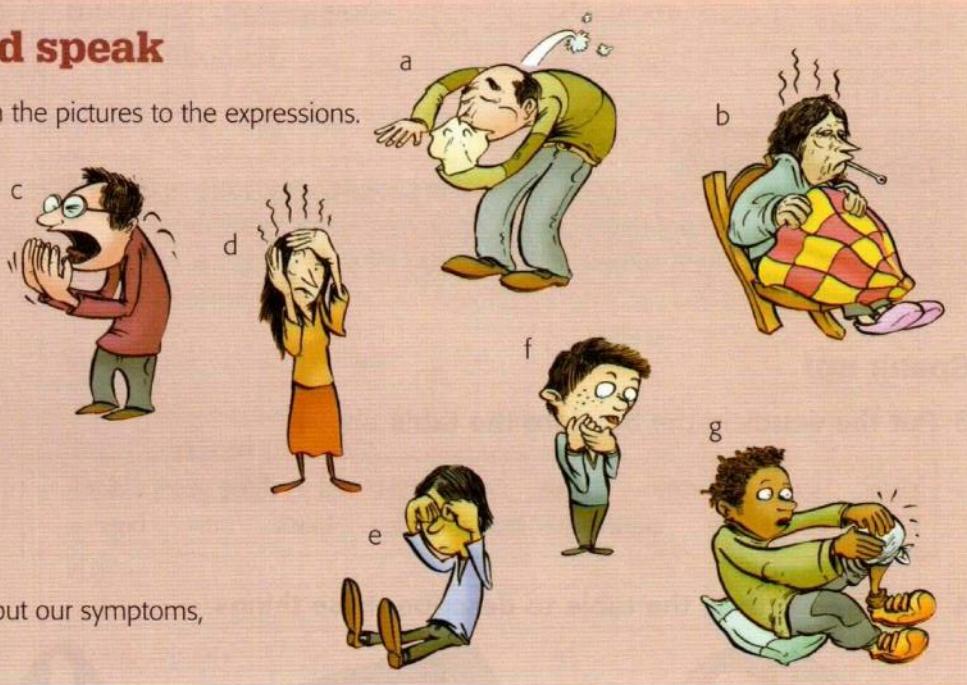
Unit 6

Have you got a headache?

Get ready to listen and speak

- How are these people feeling? Match the pictures to the expressions.

- 1 I've got a terrible headache.
- 2 My throat is really sore.
- 3 I can't stop sneezing.
- 4 I've got a temperature.
- 5 I've got a bad cough.
- 6 I've got sore eyes.
- 7 I've got a swollen knee.



When we have an illness, we talk about our symptoms,
e.g. sneezing is a symptom of a cold.

go to Useful language p. 79

A Listening – At the chemist's

Chu Hua thinks she has the flu so she goes to the chemist.

- 1 Listen to the conversation.
What symptoms does she have?

- a
b
c

- 2 Look at these instructions for different medicines. Listen again and complete the gaps.

Did you know ...?

Chemist and pharmacy are used in British English but drugstore is used in American English.



B Speaking – At the chemist's

Speaking strategy Giving instructions

- 1 Read what the pharmacist said and put the expressions in bold into the correct column. The first one has been done for you.

Don't take it just when you've got a cough because then it takes a little while to work.
You need to take it before you cough.

You should take paracetamol for your headache.

Take two of those every four hours.

What to do	What not to do
	Don't take

- 2 Look at the audioscript on page 92 and find three more expressions to add to the table.

Sound smart

Sentence stress for instructions and advice

- 1 Listen to the sentences and underline the word which is stressed the most. The first one has been done for you.

You need to take it before you cough.

You should take paracetamol.

Don't take it when you cough.

You shouldn't take it for longer than that.

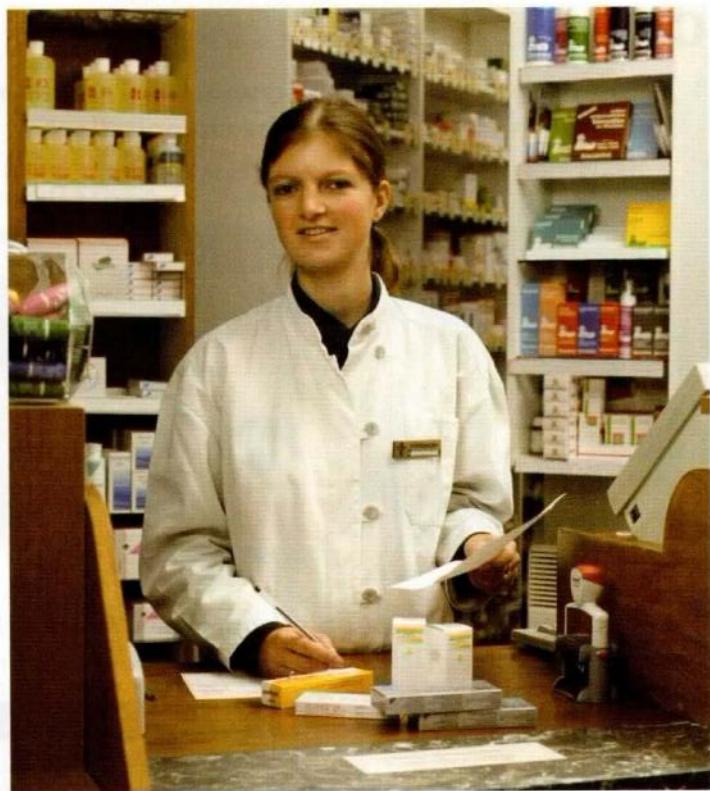
You mustn't take more than that.

- 2 What pattern can you see in the word stress of these sentences?

- 3 Listen to the sentences again and practise saying them.

Learning tip

It's a good idea to practise describing the situation and think about what people might ask you before you have to say it, for example, at the chemist's / post office / bank etc.



Speak up!

- 3 Match the symptoms with the remedies.

Symptoms	Remedies
toothache	cough mixture
sore throat	painkillers
swollen knee	drops
sore eyes	lozenges
cough	ice

- 4 Listen to six people tell you what is wrong with them. Give them instructions using the expressions in *Speaking strategy*. Use a different expression each time. To sound more helpful you can say *Oh no ... It/They will help.*

Example: a

You hear: I've got a terrible toothache.

You say: Oh no. You should take some painkillers.

They will help.

a toothache

b a sore throat

You: _____

c swollen knee

You: _____

d sore eyes

You: _____

e headache

You: _____

f cough

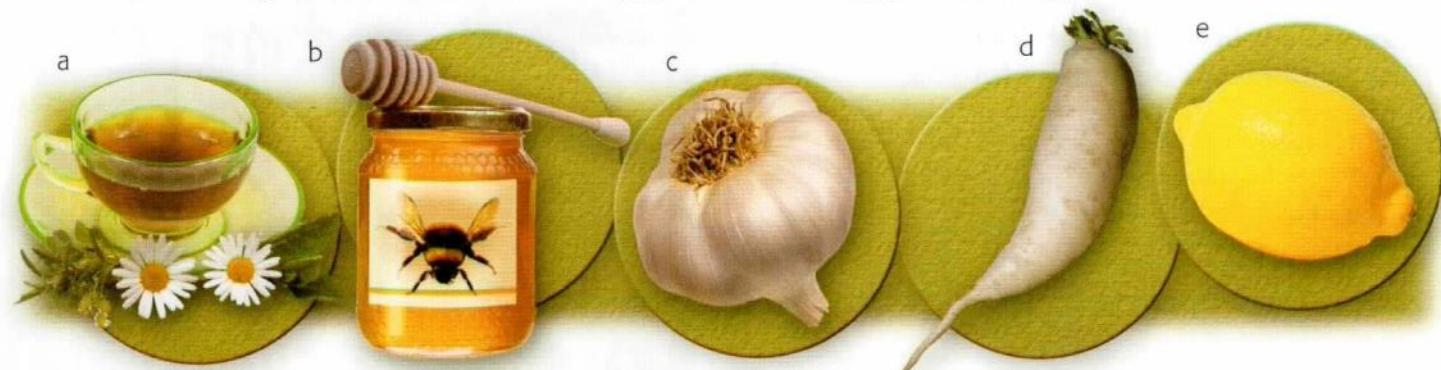
You: _____

C Listening – Home remedies

1 When people are not feeling well, they sometimes use home remedies.

Match each picture to the correct ingredient.

- 1 honey b 2 garlic 3 Chinese radish 4 herbal tea 5 lemon



2 Listen to three people from Saudi Arabia, Japan and Brazil talk about home remedies. Tick ✓ the ingredients each person talks about.

	Chinese radish	garlic	camomile	honey	lemon
a Ali			✓		
b Seiji					
c Ana					

3 Listen again and put one word in each gap.



Ali:

In Saudi Arabia what you do if you have the ^a flu is you drink babunej. It's a kind of hot drink. It's made with camomile, which is a herb. You drink it very ^b and you sometimes have it with lots of ^c You get vitamin C from that.



Seiji:

In Japan if you have a ^d , we use daikon, a Chinese radish. It's a bit like a large white ^e We grind the Chinese radish and put honey on it and leave it for a while. Then we wait until the ^f comes out and then we ^g it.



Ana:

In Brazil if you're not well, you've got a cold or flu or something like that, well garlic is really important. You have a glass of ^h and you put a little garlic in it and mix it together. Every ⁱ , you drink ^j or ^k spoonfuls of the liquid. I don't know if it works but we try it.

D Speaking – Home remedies

Speaking strategy

Describing what something is

- 1 Look at C Listening Exercise 3. How do the speakers describe what something is? Complete the expressions below.

- a It's a of hot drink.
- b It's made with camomile, is a herb.
- c It's a bit a large white carrot.

- 2 Seiji says *We use daikon, a Chinese radish*. Is it also correct to say *We use daikon, which is a Chinese radish*?

YES / NO

Speak up!

- 3 Here are some other things people use when they don't feel well. Match the ingredients in A to a description in B.

A	B
ginger	small orange
hot lemon juice	cream
mandarins	drink
vapour rub	herb

- 4 Describe the ingredients in A using the expressions in *Speaking strategy*. Use these verbs to help you.

eat (x2) make use

You say: You should eat some ginger. It's a bit like a herb.

- 5 Explain a home remedy from your country. Use the expressions in *Speaking strategy* to help you describe the ingredients.

Class bonus

Discuss these questions in groups. In your country, how popular are home remedies? Is modern medicine more popular? Do you prefer to use home remedies or modern medicine? Why?

Extra practice

If you are in an English-speaking country, go to the chemist's and ask them about home remedies. Are they popular?



Can-do checklist

Tick what you can do.

- I can understand medicine instructions.
- I can give instructions and advice.
- I can explain what something is.

Can do

Need more practice

Unit 7

How about a hostel?

Get ready to listen and speak

- Match the accommodation in 1 to 4 to the correct description. The first one has been done for you.

1 guesthouse

2 campsite

3 hostel

4 hotel

- a You usually sleep in a large room with other guests, sometimes called a dorm. There is often a kitchen so you can make your own meals and sometimes there's a bar.
- b You have your own room and usually your own bathroom too. Breakfast is often included in the price and you can sometimes have other meals too.
- c These are sometimes called 'bed and breakfasts'. This is usually a private house where you get your own room. Breakfast is usually included and sometimes all meals are included too. Sometimes you have to share a bathroom.
- d You sleep in a tent here. There are usually toilets and showers. Sometimes there are shops.

- Which of the places above do you think is the cheapest? Which is the most expensive? Put them in order.

cheapest

most expensive

go to Useful language p. 79

A Listening – At the Tourist Information Centre

Anke is a German tourist. She has just arrived in Vancouver and is looking for accommodation. She goes to the Tourist Information Office.

- 1 Listen to the conversation between Anke and Dan, the Tourist Information Officer. Tick ✓ the types of accommodation in Get ready that they talk about.

- 2 Listen again and complete the table below. Write the price and yes (✓), no (✗) or don't know (?). The first one has been done for you.



Place	Price (\$)	Share room	Share bathroom	Breakfast
The Pioneer	200	✗	✗	✓
The Vancouver Inn				
BC Lodge				
The Maple Leaf Villa				

Did you know ... ?

Dollars (\$) are used in Canada, the US, Australia and New Zealand. A slang term for dollars is *bucks* (20 dollars = 20 bucks). Pounds (£) are used in the UK. A slang term for pounds is *quid* (20 pounds = 20 quid).

B Speaking – At the Tourist Information Centre

Speaking strategy

Asking about accommodation

1 Anke uses different expressions to get more information about accommodation. Put them in the table below. The first one has been done for you. There are two expressions for each.

- a I'm looking for somewhere to stay.
- b Can you recommend somewhere central?
- c It's too expensive for me.
- d What's it like?
- e I'm not keen on sharing a bedroom.
- f That sounds interesting.
- g Can you tell me more about that?
- h Could I have a look at it?

making a general enquiry	a
asking for more detailed information	
saying 'no'	
showing interest	

2 The sentences below are from Exercise 1. Replace the words *in italics* with an expression from the box.

cooking my own breakfast	really good
far from the centre	

- a It's too *expensive for me*.
- b I'm not keen on *sharing a bedroom*.
- c That sounds *interesting*.

Now complete these expressions.

sleeping in a tent	far from the airport	great
--------------------	----------------------	-------

- d It's too _____.
- e I'm not keen on _____.
- f That sounds _____.

Learning tip

When you learn a new expression, it's a good idea to practise it with different words, like in Exercise 2.

Sound smart

Word stress

- 1 Listen to the word stress in *noisy* and *quiet*. Which syllable is stressed? _____
- 2 Repeat these words and mark the stress. Which word has different stress from the others?
noisy quiet hotel central luggage private hostel
- 3 Where do you think the stress is in these three-syllable words?
expensive convenient interesting possible
- 4 Listen and check. Then listen again and repeat the words.

Learning tip

When you look up a new word in the dictionary, remember to check which syllable is stressed. A ' is put in front of the stressed syllable e.g. *noisy* /'nɔɪzɪ/. This means the stress is on the first syllable.

Speak up!

- 3 Listen to Dan speak then use the words below to help you answer his questions. Choose one of the three words or expressions *in italics*.

Example: a

Dan: Hello. Can I help you?

You say: I'm looking for somewhere cheap.

- a Dan: Hello. Can I help you?
You: looking / somewhere / cheap/quiet/private
- b Dan: Hi there. How can I help you?
You: looking / somewhere / central/inexpensive/convenient
- c Dan: How about the Vancouver Inn? It's \$110 a night.
You: too expensive/far from the centre/close to the airport.
- d Dan: You could try a hostel.
You: not keen on sharing a bedroom/cooking my own meals/staying somewhere noisy
- e Dan: How about this guesthouse – the Maple Leaf Villa? It's very central, but it's not too expensive.
You: sounds / interesting/possible/good

- 4 Now try to do Exercise 3 again with this book closed.

C Listening – The guesthouse

You go to the Maple Leaf Villa and talk to Ray, the owner.

- 1 Ray shows you four different rooms in the guesthouse. Listen and write the rooms he shows you.

Room 1 lounge
 Room 2
 Room 3
 Room 4



- 2 Listen again and write down what is in each room.

Room	Feature
1	widescreen TV
2	
3	
4	

- 3 Listen again and answer these questions.

- a How many satellite channels are there?
.....
- b Do you have to cook your own breakfast?
.....
- c How much does a basic room cost per night?
.....
- d How many guests share a bathroom?
.....

Focus on ... adverbs used with adjectives



Ray uses all the words below when he describes his guesthouse. Look at the *audioscript* on page 95 and underline them.

really very fairly quite pretty

Do they come before or after an adjective? _____

How do they change the meaning of the adjective? _____

Did you know ... ?

In Canada and the US, a *sink* is where you wash your hands and face. In the UK, Australia and New Zealand, a *sink* is where you wash dishes in the kitchen, and you wash your hands and face in a *basin*.

D Speaking – The guesthouse

Speaking strategy

Showing people things

- 1 Look at what Ray says when he shows someone a room.
Underline the expression that

This is the lounge. It's got a widescreen TV ... and, as you can see, it's pretty comfortable.

- a introduces the room.
- b describes a particular feature.
- c asks the listener to notice what the room is like.

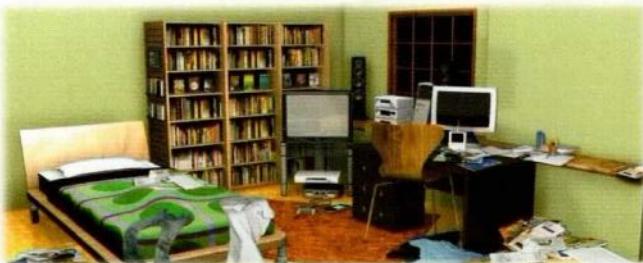
Speak up!

2 Look at the pictures below. Use the words to help you describe them to another person.

Example: a

You say: This is my bedroom. It's got a really big bookcase. As you can see, it's pretty untidy.

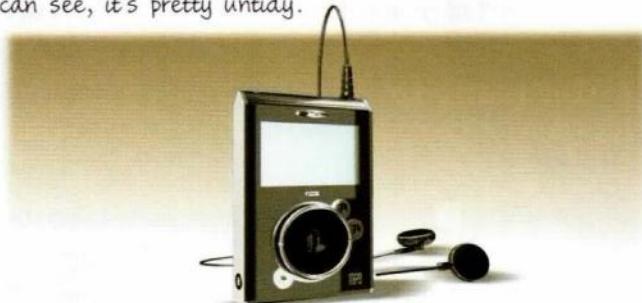
a



really big bookcase

pretty untidy

d



20 Gb of memory

very light to carry around

b



a big screen

quite new

e



a zoom lens

fairly easy to carry in my pocket

c



a small engine

really easy to park

f



surround sound

almost like being at the movies

Class bonus

Describe objects that you own or have photos of to your classmates.

E X tra practice

Go to the Tourist Information Office in your city or town. Ask the information officer in English about accommodation there.

**Can-do checklist**

Tick what you can do.

I can ask about different kinds of accommodation.

I can understand important information about accommodation.

I can describe rooms and objects.

Can do

Need more practice

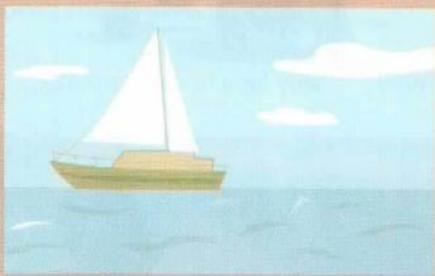
Unit 8

What can I do here?

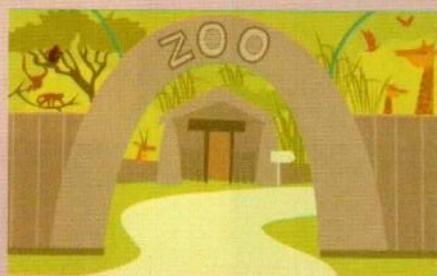
Get ready to listen and speak

- Look at the activities you can do in New Zealand. Tick ✓ the ones you have done.

go sailing



visit a zoo



go bungee jumping



visit an aquarium



go skydiving



see dolphins and whales



go to Useful language p. 80

A Listening – Different activities

- 1 Calum has just arrived in Auckland so he visits the Tourist Information Centre and talks to Amy, the Tourist Information Officer. Listen to their conversation. Which activities from Get ready do they talk about?

- 2 Listen again and complete the table. Remember to read the table first and think about what information is missing before you listen.

Activity	Details	Price (\$)
See ^a dolphins and whales	b am – 4 pm every day	c
Go ^d	e metres high	f
Go ^g	h metres	250
Visit the aquarium	i km from the centre of Auckland	j

Learning tip

When you are listening to a CD, you get less information because you can't see the speakers. For example, in a Tourist Information Office, the officer will point to brochures and information inside them. This helps you to understand what he or she is saying.

B Speaking – Different activities

Speaking strategy

Showing you are interested

- 1 Look at part of the conversation. Underline what Calum says to show he is interested in what the Tourist Information Officer is telling him.

Officer: That is ... \$40.

Calum: Ah ha.

Officer: And they go every day.

Calum: Oh all right. And do you see dolphins every time?

Officer: Yes ... well not absolutely guaranteed, not 100 per cent but they do ... most of the time they will see dolphins or ... it may be whales.

Calum: Oh wow.

- 2 Look at the audioscript on page 93 and underline other words or expressions Calum uses to show he is interested. Write them here.
-
.....
.....

Speak up!

- 3 Listen to Amy. Reply and show you are interested. Use a different expression each time. Remember to make your voice rise.

Example: a

Amy: You can see dolphins and whales.

You say: Sounds good.

a Amy: You can see dolphins and whales.

b Amy: We have a tour every day.

You say:

c Amy: It's a good idea to take your camera.

You say:

d Amy: Usually it costs \$140, but it's only \$100 today.

You say:

e Amy: You need to take your own lunch.

You say:

f Amy: There are sometimes more than 50 dolphins.

You say:

- 4 What can visitors to your town or city do? Think of one activity and describe it in detail. Use the underlined expressions in Exercise 3 above to help you.

Sound smart

Intonation of expressions to show interest

- 1 Listen and decide what happens to the speaker's voice. Tick ✓ a or b.

a oh all right

b oh all right

- 2 Listen and repeat the expressions. Make sure your intonation shows interest.

a ah ha

b ok

c oh wow

d sounds good

e yeah

f great



C Listening – One activity

Calum goes back to the Tourist Information Office.

- 1 Listen to the conversation. What is Calum doing? Tick ✓ a, b or c.

- a getting more information about an activity
- b making a reservation for an activity
- c asking about a different activity

- 2 Listen again and complete the form.

Did you know ... ?

You can do a lot of adventure (or adrenalin) sports like bungy jumping and skydiving in New Zealand. Other adventure sports include kite surfing, quad biking and river rafting.



Booking form

Activity:	<input type="text" value="a skydiving"/>
No of people:	<input type="text" value="b"/>
Name:	<input type="text" value="c"/>
Discount:	<input type="text" value="d YES / NO"/>
Price:	<input type="text" value="e \$"/>
Day:	<input type="text" value="f"/>
Date:	<input type="text" value="g"/>

D Speaking – One activity

Speaking strategy

Talking about what you want to do

- 1 Look at these sentences and answer the questions below.

A I want to go skydiving.

B I'd like to go skydiving.

- a Which sentence does Calum use? A / B
- b Which sentence is more polite? A / B
- c Look at sentence B. What does 'd mean?

Learning tip

Some sounds change when they are not stressed, for example:

can is pronounced /kən/ in I can go this weekend.

for is pronounced /fə/ in Just for one person.

Sound smart

Pronunciation of would like to

Contractions are used a lot in speaking, e.g. Calum says I'd like not I would like.

- 1 Listen to the sentence and answer the questions.

I'd like to go skydiving.

Is *to* stressed? YES / NO

Is *to* pronounced /tu:/ or /tə/? _____

- 2 Listen again and repeat the sentence.

- 3 Listen and repeat the other contractions with *would*.

a he'd b she'd c it'd d we'd e they'd

- 4 Look at this sentence. *Would not* becomes *wouldn't*.

I wouldn't like to go skydiving.

Listen and repeat.

Focus on ...

I'd like or I like

Look at what Calum is thinking as he is deciding what to do.

I like doing new things and I've never been skydiving before so **I'd like to go** skydiving.

- Which expression in **bold** describes something Calum wants to do?

Which expression in **bold** describes something Calum enjoys?

- Which is correct? Tick ✓ a or b.

- a I'd like going skydiving.
- b I'd like to go skydiving.

- Look at Calum's other ideas and choose the correct form.

- a I love horse riding so *I like doing* / 'd like to do that tomorrow.
- b *I like going* / 'd like to go shopping this afternoon because I want to buy presents for my friends.
- c I'm interested in history so *I like going* / 'd like to go to museums when I visit a new place.
- d *I like seeing* / 'd like to see the dolphins while I'm in Auckland, but it's quite expensive so I don't think I can.

Speak up!

- Talk about the activities in *Get ready*. Which **would / wouldn't you like to do?** Give reasons for your answers.

I'd like to ... I wouldn't like to ...

Example:

You say: I'd like to go sailing because I love the sea but I wouldn't like to go bungee jumping because I don't like heights.

- Choose one activity from *Get ready*. Read the questions below. Think about your answers but do not write them. Then listen and answer.

Example: a

You hear: What did you decide to do?

You say: I'd like to go horseriding.

- a What did you decide to do?
- b What day do you want to go?
- c For how many people?
- d Can you give me your full name?
- e How do you spell your surname?
- f And I just need a contact telephone number as well.

Class bonus

A: You are the tourist information officer. Ask Student B questions to get the information you need to make a reservation.

B: You are a tourist and you would like to book an activity. Answer Student A's questions.

Then close your books and do the role play again.

Extra practice

Take a virtual tour of New Zealand at <http://www.nz.com/new-zealand/tourism>. Then tell a friend in English what you would like to do if you visited New Zealand.

Can-do checklist

Tick what you can do.

I can show I understand what someone is saying, and show that I am interested.

I can talk about what I want and would like to do.

I can book an activity at a tourist information centre.

Can do

Need more practice

Unit 9

When are you flying?

Get ready to listen and speak

- Put the letters in the correct order to make a word about travelling. The first one has been done for you.

1 pdtaer	d <u>e</u> part	4 okibogn mrneub	b	n
2 rriinatey	i	5 acclne	c	
3 ndtiatesnoi	d	6 rugaedp	u	

- Now match the word to its definition.

- | | | |
|---|-----------------------------------------------------------------------------------|---------|
| a | a list of different places, times and dates for your travels | 2 |
| b | when you pay extra money to change flight class | |
| c | when you leave somewhere | |
| d | when you tell somebody you do not want to do something that you organized earlier | |
| e | an airline or travel agency gives you this to identify your reservation | |
| f | the place that you arrive at | |

go to Useful language p. 80

A Listening – The flight

1 Adam is on holiday in South Africa. In Johannesburg, he decides to change his travel plans so he speaks to Helen, a travel agent. Listen to their conversation. What does Adam ask to change? Tick ✓ a, b, c or d.

- a the airline
b the travel date
c the destination
d the type of ticket

2 Listen again and complete Helen's notes.

Did you know ...?

When we say a flight number we say each individual number separately. We don't say the number as a total. So for SAA 235 we say: *SAA two, three, five*, not *SAA two hundred and thirty five*.



Destination:	a Cape Town		
Family name:	b	First name:	Adam
PREVIOUS TICKET			
Departure date:	c		
Flight number:	d		
Departure time:	e		
Ticket class:	f budget economy <input type="checkbox"/> normal economy <input type="checkbox"/>		
NEW TICKET			
Departure date	g		
Flight number	SAA 327		
Departure time	h		
Ticket class:	i budget economy <input type="checkbox"/> normal economy <input type="checkbox"/>		
Extra to pay:	j <input type="text"/> rand		

B Speaking – The flight

Speaking strategy

Asking polite questions

Adam asks Helen these two questions:

Would it be possible to fly three days later?

Is it possible to go in the morning?

He could also ask:

Can I fly three days later?

Could I go in the morning?

1 Put the questions below in order. 1 is the most polite and 3 is the most direct.

Would it be / Is it possible to fly tomorrow?

Can I fly tomorrow?

Could I fly tomorrow?

Speak up!

2 Ask a travel agent questions about your flight using the words below.

Examples:

would / possible / fly three days later?

You say: Would it be possible to fly three days later?

is / possible / fly three days later?

You say: Is it possible to fly three days later?

could / fly three days later?

You say: Could I fly three days later?

can / fly three days later?

You say: Can I fly three days later?

a is / possible / travel a week later?

e can / buy travel insurance?

b would / possible / get a refund?

f would / possible / organize transport to the hotel?

c could / change my hotel booking too?

g could / take an earlier flight?

d is / possible / leave the following day?

h can / get a special meal on the flight?

C Listening – A change of plan

1 Listen to Adam talking to Tom, a Tourist Information Officer in Cape Town. Look at the photos and match them to the statements below.

- a Adam went to this place today.
- b Adam cancels a trip to this place.
- c Adam decides to go to this place.

2 Listen again and correct the mistakes below.

- a Adam went to Table Mountain yesterday. today
- b Adam cycled up Table Mountain.
- c Adam hurt his back.
- d Adam paid a deposit of 50 rand.
- e The company needs 12 hours notice to cancel a booking.
- f Adam will travel to Robben Island by helicopter.

Sound smart

Stress of polite questions

1 Listen to these two questions and underline the word stress.

1 Would it be possible to fly three days later?

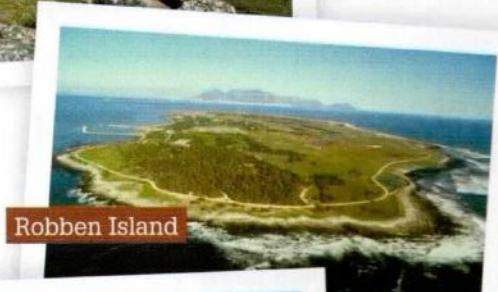
2 Is it possible to go in the morning?

Listen again and repeat the two questions using the correct stress.

Did you know ...?

London Heathrow is the world's busiest airport in terms of number of passengers (over 61 million in 2006).

Cape Point and Peninsula



Robben Island



Table Mountain

D Speaking – A change of plan

Speaking strategy

Giving reasons

- 1 In the conversation Adam talks about a situation and gives a reason for it. Look at these two sentences which have the same meaning:

Reason Situation

a I've hurt my leg so I can't do the cycling trip.

Situation

Reason

b I can't do the cycling trip because I've hurt my leg.

What word joins the situation and reason in sentence a? _____

What word joins the situation and reason in sentence b? _____

- 2 Underline the situation and circle the reason in this sentence.

I've got really bad sunburn so I can't come to the beach.

Rewrite the sentence using because.

Speak up!

- 3 You are in Cape Town on holiday. Explain the situations below to the Tourist Information Officer. Think about the order and use the correct joining word, because or so.

Example: a

You say: I can't do the cycling trip because I'm really tired.

Example: b

You say: I'm really tired so I can't do the cycling trip.

Situation Reason
a can't do cycling trip → really tired

Reason Situation
b really tired → can't do cycling trip

Reason Situation
c afraid of flying → can't travel by plane

Situation Reason
d can't go on the boat trip → get seasick very easily

Reason Situation
e special ticket → can't change my flight

Reason Situation
f haven't got enough money → can't come to the restaurant with you

Situation Reason
g can't go hiking → haven't got the right shoes

Reason Situation
h haven't got a driver's licence → can't hire a car



Focus on ...

So

In *Speak up!* you used *so* to explain a situation.

I've hurt my leg so I can't do the cycling trip.

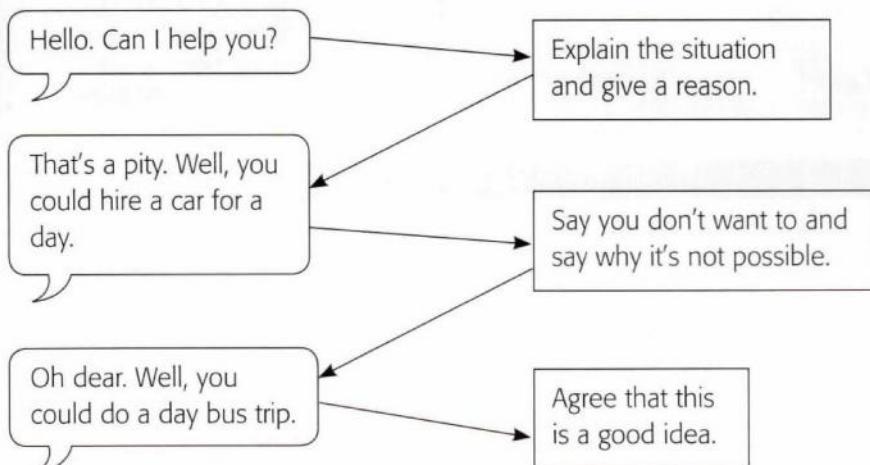


Look at examples 1 to 3 which use *so* and match them with the explanations in a to c below.

- 1 When I passed the exam I was *so* happy.
- 2 A: Can you still come to my party?
B: I hope *so*.
- 3 *So* where are you going on holiday this year?

- a *So* is used to avoid repeating language. It can also be used in this way with verbs like: *think, believe, be afraid*.
- b *So* is used to introduce a new topic into a conversation.
- c *So* is used as an adverb to make the meaning of an adjective stronger.

4 Use the conversation map below to help you have a conversation with Tom, the Tourist Information Officer.

Tom**You****Class bonus**

Work in pairs and role play changing an activity or a flight. Remember to say why you want to change it.

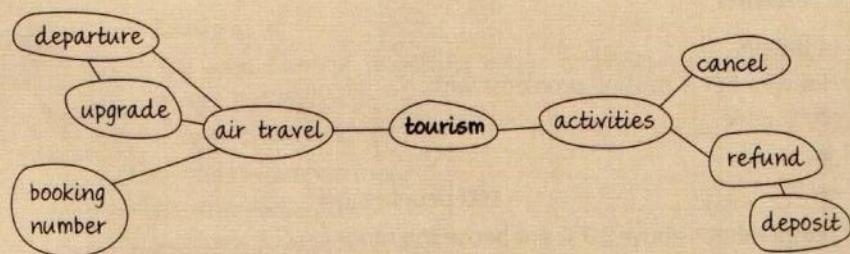
Extra practice

Most travel agents speak English so next time you book a holiday, ask your travel agent if you can make the booking in English.

Learning tip

To help you remember new words, it is useful to use mind maps. Look at this example which uses words from this unit.

Copy this mind map into your vocabulary book and add some more words from the unit.

**Can-do checklist**

Tick what you can do.

I can understand information about travel and tourism.

Can do**Need more practice**

I can ask polite questions.

I can give reasons for situations.

Unit 10

The weather is changing

Get ready to listen and speak

- Match the picture to the word.

- 1 snow a
- 2 flood
- 3 drought
- 4 cyclone
- 5 storm
- 6 heat wave



- Are any of these weather conditions a problem in your country?

go to Useful language p. 80

A Listening – A news story

- 1 Listen to the beginning of a radio programme about global warming. Tick ✓ the weather conditions in Get ready that are mentioned.

- 2 Listen again and complete these notes.

Global Warming

Problems

In Britain

Hot weather is causing problems with:

- ➊ a work
- ➋ sleep
- ➌ b – 100 people have c

Temperatures above 30°C are becoming more d.

Around the world

- ➍ Europe is having the hottest summer in e years
- ➎ In Antarctica, the ice is melting.
- ➏ Temperatures will rise by 5°C in the next f years.
- ➐ g in India.
- ➑ Fires in the United States
- ➒ More h in the South Pacific.

Reasons

Experts say:

- ➓ Temperatures are rising because there is too much i.
- ➔ It is part of a natural cycle and we are not causing it.

Learning tip

Try to understand the words that are strongly stressed because these are often the most important words.

Did you know ...?

In the US, temperature is measured in degrees Fahrenheit (°F). In the UK, Australia, Canada and New Zealand, temperature is measured in degrees Celsius or Centigrade (°C). Water boils at 212°F and 100°C.

B Speaking – A news story

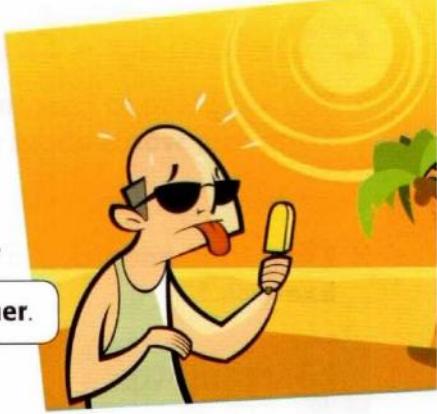
Speaking strategy

Talking about change

- 1 Look at the sentences from the text. To talk about changes, we often use **get or become** and a comparative adjective like **warmer** or **more common**.

Temperatures above 30° **are becoming more common.**

The weather **is getting warmer.**



In the sentences above, what tense are **get** and **become** in?

You can also use **more**, **less** and **fewer** with nouns to describe change.

There were **more** cyclones this year than last year.

There was **less** snow this year.

There are **fewer** forests.

- 2 Which of these words do you use **fewer** with? Which do you use **less** with?

Write them in the correct column.

cars	ice	pollution	floods	rain	energy	aeroplanes	fires
------	-----	-----------	--------	------	--------	------------	-------

fewer	less
CARS	

Note: We use **less** with uncountable words and **fewer** with countable words, but sometimes in spoken English you will hear **less** used with all nouns.

Sound smart

Stressing important information

- 67 Listen to some questions asked in the text. In each question, the most important information is stressed. Which word has the strongest stress? Underline one word in each sentence.
 - So what's causing all this?
 - Are these changes due to global warming?
 - Are we causing these problems?
- Here are some other sentences from the text. For each sentence underline the words which you think have the strongest stress.
 - It's difficult to work.
 - It's difficult to sleep.
 - It's causing health problems.
 - In Antarctica, the ice is melting.
 - The earth is getting hotter.
 - We've heard about the floods in India.
- 68 Listen and check your answers.
- Listen again and practise saying the sentences with the correct stress.

Speak up!

- 3 Talk about the changes in the summer and winter in your country over the last ten years.

Example: a

You say: Summer is getting hotter or Winter is getting colder.

- get hotter/colder
- get longer/shorter
- get colder/warmer
- start earlier/later
- there / more/less rain
- there / more/fewer storms

- 4 Describe any other changes in the weather in your country recently.

- 5 Choose three of the topics below and make sentences to describe the situation in your country. Use **more / less / fewer or get / become + -er**.

Example:

You say: There are more hospitals now.

Mobile phones are getting smaller.

unemployment	hospitals	petrol	education
public transport	food	air travel	mobile phones
free time			

C Listening – Talking about the news

- 1 You are going to hear three people talking about global warming. Write four words about global warming you think you will hear.

- 2 Listen and tick ✓ any words you hear that you wrote in Exercise 1.

Learning tip

If you know the topic of a conversation, it is a good idea to think about what you know about that topic before you listen. This makes it easier to understand the conversation.



- 3 Listen again. Tick ✓ the correct speaker(s) for each statement.

- | | Speaker 1 | Speaker 2 | Speaker 3 |
|-------------------------------------------------------------------------|-----------|-----------|-----------|
| a Who doesn't think global warming is causing all our weather problems? | | | |
| b Who (2 people) talks about how we can stop global warming? | | | |
| c Who talks about changes in the Arctic? | | | |
| d Who (2 people) talks about problems with the weather? | | | |

- 4 Listen again and answer these questions.

- a Speaker 1:
What is one problem caused by global warming?

- b Speakers 2 and 3:
What are three things people could do to reduce pollution?

D Speaking – Talking about the news

Speaking strategy

Giving opinions

a I'm not convinced that all our weather problems are because of global warming.

b I'm not an expert but ...
I think we have created a lot of pollution.

c It seems to me that the weather's changing.

d I think that's because of global warming.

e In my opinion, we can do something about it.

f I guess that will make a difference.

- 1 Underline the words the speakers use to give their opinions.

Which expression means the speaker doesn't believe something?

Which expression means the speaker doesn't have any special knowledge about the subject?

Speak up!

2  What do you think about global warming? Listen to the questions below and give your opinion. Try to use all the expressions in *Speaking strategy*.

Example: a

You say: I'm not an expert but I think it's getting hotter.

- a Is the weather getting hotter?
- b Is global warming a big problem?
- c How are people making global warming worse?
- d What can we do to stop global warming?
- e Should individual people or governments clean up the environment?

Learning tip

When you give your opinion, it is important to explain your ideas. This helps keep the conversation going and makes it more interesting for the listener.

3 What is your opinion on the following statements? Explain your ideas.

Example: a

You say: I'm not convinced children have an easier life than adults, because they have to learn a lot of new things and adults always tell them what to do.

- a Children have an easier life than adults.
- b English is easy to learn.
- c Smoking should be illegal.
- d Aeroplane tickets are too cheap.
- e Mobile phones should be banned in public places (e.g. trains, shops etc.).
- f Money is the most important thing in a job.

Class bonus

In groups, talk about a story in the news and discuss your opinions of it. It could be about sport, entertainment, local or international news.

Extra practice

Listen to the news in English on the TV, radio or online. Some useful websites are
<http://www.voanews.com/specialenglish>
<http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/index.shtml>
<http://edition.cnn.com/services/podcasting>
 Use Appendix 4 'Listening to the news' on page 83 to help you.

**Can-do checklist**

Tick what you can do.

I can understand a news story.

I can talk about change.

I can give my opinion.

Can do

Need more practice

Review 1

Units 1–10

Section 1

For each question tick ✓ a, b or c.

- 1 When you listen to a text for the first time you should
a try to understand everything.
b try to understand the general idea.
c stop when you don't understand something.
- 2 To check information you can
a repeat everything the speaker said.
b wait and hope the speaker will say it again.
c repeat part of what the speaker said and wait for them to finish the sentence.
- 3 Which expression is **not** a way of making a suggestion?
a We could go to the movies.
b We should go to the movies.
c What about going to the movies?
- 4 Which expression talks about the ingredients of a meal?
a It's like spaghetti.
b It's made with peppers and lamb.
c It's got a strong flavour.
- 5 In a conversation you should
a only ask questions.
b only answer questions.
c ask and answer questions.
- 6 What is the best way to describe something?
a give a general description.
b give a general description and then give more detail.
c give a detailed description and then a general description.
- 7 If you are feeling nervous about speaking English in real life situations, e.g. at the bank or chemist, what should you do?
a Practise what you want to say before you go.
b Take your dictionary and look up new words when you are there.
c Take a friend with you so they can translate for you.
- 8 Which of these expressions is making a general enquiry?
a I'm not keen on sharing a bedroom.
b I'm looking for somewhere to stay.
c That sounds interesting.
- 9 Which expression does **not** describe what a hotel room looks like?
a It's fairly big.
b It's clean and comfortable.
c It costs £40 a night.
- 10 Which expression is the most polite?
a I want to go to the cinema.
b I'd like to go to the cinema.
c Let's go to the cinema.
- 11 Which request is the most polite?
a Would it be possible to travel a day later?
b Can I travel a day later?
c How about travelling a day later?
- 12 Which expression does **not** talk about a change in something?
a The traffic is getting worse.
b There is more traffic now.
c The traffic is noisy.
- 13 Which expression does **not** describe an opinion?
a I guess we should try to make the environment cleaner.
b I said we need to make the environment cleaner.
c It seems to me we need to make the environment cleaner.

Section 2

Answer these questions.

- 14 What are some good topics to talk about when you are starting a conversation with someone you don't know very well?
-
-
-

- 15 Your shower doesn't work. Telephone your landlord. Tell him and offer a solution.
-
-
-

- 16 When you read questions in a listening task, what is it a good idea to think about?
-
-
-

- 17 Make a suggestion using the words below
Shall / go / Thai restaurant
-
-
-

- 18 Tell someone what you ate using the words below.
Italian restaurant / dessert / tiramisu / delicious / coffee and cream
-
-
-

- 19 Write a sentence to describe the word *apple*. Use *kind of*.
-
-
-

- 20 Rewrite this sentence: *I forgot my ticket so I can't travel*. Use *because*.
-
-
-

- 21 Rewrite this sentence: *I can't go swimming because I didn't bring my swimming costume*. Use *so*.
-
-
-

Section 3

Listen and answer these questions.

- 22 Listen and tick ✓ the best reply to the invitation.
I'm having a party on Friday. Do you want to come?
- No.
 - That sounds lovely but I'm afraid I have to work on Friday.
 - I have to work on Friday.
- 23 Listen and underline the stressed words in this question.
Can I buy a discount card from all stations or only from some stations?
- 24 Listen and tick ✓ the best reply to this sentence.
Did you see the match last night?
- Yes, I did see the match last night.
 - Yes, I did.
 - Yes, I didn't see it.
- 25 Listen and give the person some advice.
I have a headache.

- 26 Listen and give the person some advice.
I have a sore throat.

- 27 Listen and show you are interested.
You can go kayaking.

- 28 Listen and show you are interested.
It costs \$20.

- 29 Listen and circle the unstressed word.
I'd like to go surfing.

- 30 Listen and tick ✓ the sentence which shows the correct stress.
- Pollution is getting worse
 - Pollution is getting worse
 - Pollution is getting worse

Unit 11

I have our schedule

Get ready to listen and speak

- What is your favourite kind of coffee? Tick ✓ the box.
espresso cappuccino filter instant none
- What do you know about coffee? Read the sentences and decide if they are true (T) or false (F).
Coffee is grown on a tree.
The word 'coffee' comes from the French word 'café'.
The country that produces the most coffee is Brazil.

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A Listening – Plans for the day

Declan is a businessman from Ireland. He goes on a trip to São Paulo, Brazil, to visit the company 'Café Perfeito do Brasil'. He is interested in importing coffee.



- 1  Listen to the conversation and match the job title to the people below.

- a Lilian Oliveira
- b Teresa Silva
- c Paulo Souza
- d Fernando Pinto
- e Victor Gomez



- 2 Declan will do the activities below during his visit. The activities are in the wrong order. Can you remember the correct order? Write the number by the activity. The first one has been done for you.

Order	Activity
.....	Have lunch with the CEO.
.....	Meet the Marketing Manager.
.....	Visit the factory.
1	Talk to the Sales Manager.
.....	Relax in the hotel before dinner.
.....	Visit a coffee plantation by helicopter.
.....	Taste different coffee.

What time?
.....
.....
.....
10 am
.....
.....
.....

- 3  Listen again and check your answers. Write the times Declan will do each activity in the 'What time?' column.

B Speaking – Plans for the day

Speaking strategy

Talking about schedules

Lilian uses the expressions below to explain the schedule to Declan.

First of all, you'll meet my colleague.

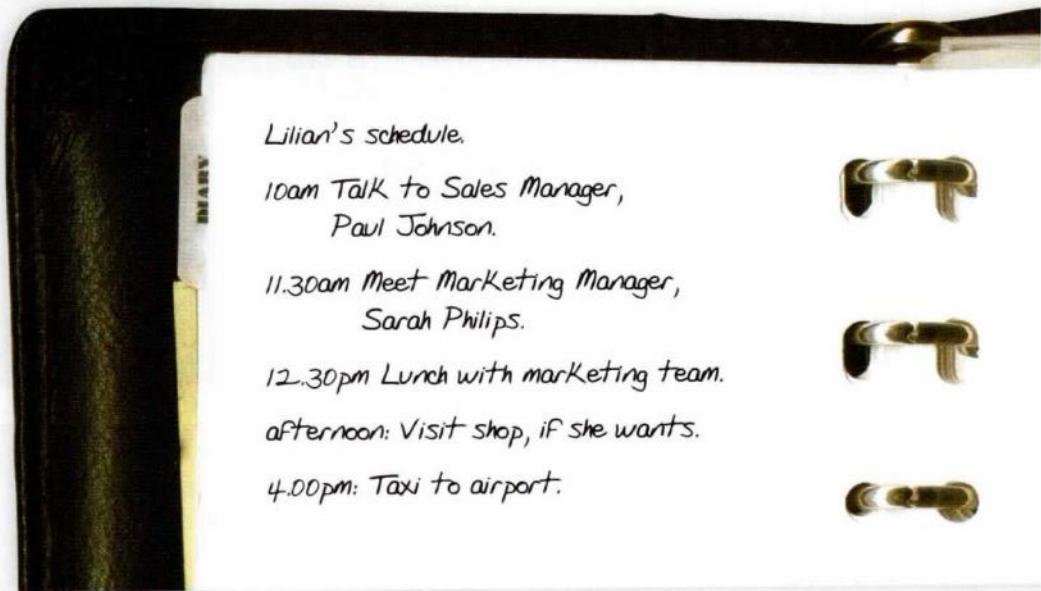
Then she's going to introduce you to Paulo Souza.

After that you're having lunch at 12.30 with Fernando.

Later on you'll be able to visit the factory.

Speak up!

- 2 3 Lilian visits the company you work for. She asks you about her schedule. Listen and answer her questions using the notes below to help you.



- 1 The expressions above all talk about future time. Underline the verb(s) in each sentence that shows future time. The first one has been done for you.

- 3 4 Listen to someone describing Lilian's schedule.

This is your schedule for the day. First, you're going to talk to the Sales Manager, Paul Johnson, at ten o'clock this morning. Then at half past eleven you're meeting the Marketing Manager, Sarah Philips. After that, you'll have lunch with the marketing team at half past twelve. This afternoon you'll be able to visit our shop, if you want. I've booked a taxi to the airport at four o'clock this afternoon.

Learning tip

Sometimes it's useful to read an example answer aloud, but don't memorize it. Learning to speak from notes rather than reading aloud is difficult, but it helps you get better at speaking freely.

Did you know ...?

In the UK, Ireland, Australia, New Zealand and South Africa, a *schedule* is a plan of what people will do at different times. In the US a *schedule* is also a timetable for buses and trains.

- 4 Cover the example answer in Exercise 3 and use the notes in Exercise 2 to say something similar. Don't worry if what you say is not exactly the same as the example.

- 5 Now tell another visitor, Peter Richards, about his schedule. Use the expressions from Speaking strategy.

Peter Richards' schedule.

2pm Meet Office Manager, Debbie Fulton.

2.30pm Talk to office staff, if he wants.

3pm Have afternoon tea with Debbie & Customer Services Manager, Sam Harris.

3.30pm Meet Company Director, Suzanne Allen.

Tonight: Hotel accommodation booked at The Regent Hotel.

C Listening – Future plans

1 After his visit, Declan took a taxi to the airport. Listen to his conversation with the taxi driver, Gustavo. Which summary of their conversation is correct? Tick ✓ a or b.

- a Declan wants to buy Brazilian coffee for his cafés in Ireland. He wants good quality coffee.
- b Declan wants to buy Brazilian coffee to sell in his food shops in Ireland. He wants coffee at a good price.

2 Listen again and answer the questions about Declan.

- a How many cafés does he own in Cork?
- b What is his opinion of his visit to 'Café Perfeito do Brasil'?
- c What does he think of the coffee in the large café chains?
- d What does he want to do in the future?
- e What surprised Declan about São Paulo?

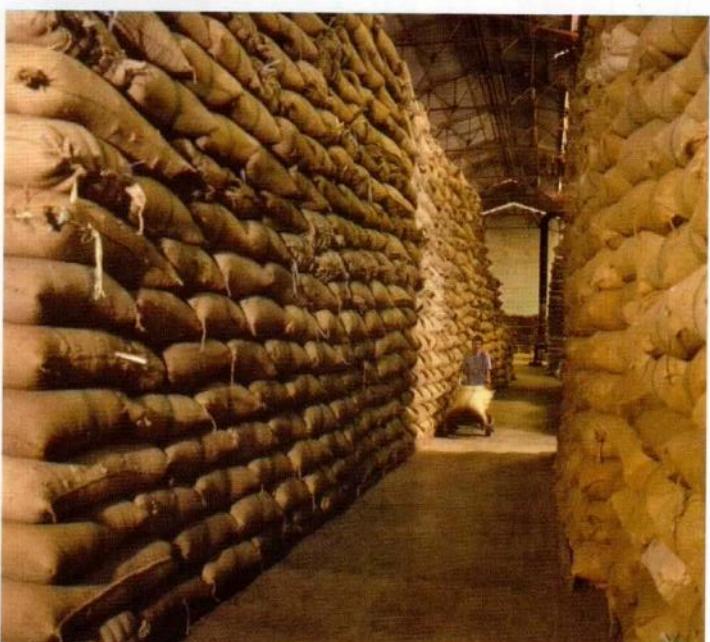
3 Listen to Declan talk about two of his future plans. Put one word in each space to complete the sentences.

- a I coffee that is some of chains.
- b I'd expand up cafés.

Did you know ...?

Declan says *That's grand*.

In Ireland, people say *grand* to mean 'good' or 'great'.



D Speaking – Future plans

Speaking strategy

Talking about future plans

- 1 Declan uses the expressions in **bold** to talk about future plans.

I plan to make coffee that is better.

I'd like to expand.

Other expressions you can use are:

I hope to increase business.

I intend to open a new store.

I want to buy Brazilian coffee.

Which expression is strongest?

Focus on ...

verbs followed by *to*



Notice how all the verbs in *Speaking strategy* are followed by *to* and another verb.

- 1 Look at the verbs below. Only five of them can be followed by *to* + verb. Circle them.
choose think hear offer
try guess expect promise
understand say
- 2 Which pattern follows the other five verbs? Tick ✓ a or b.
a verb + *-ing*
b *that* + subject + verb

Can-do checklist

Tick what you can do.

- I can understand people's names and roles.
- I can explain and understand schedules.
- I can talk about and understand future plans.

Speak up!

- 2 You own a business. Make sentences about your future business plans using the expressions below.

Example: a

You say: I plan to open a new shop.

- a plan / open a new shop
- b like / hire an assistant
- c plan / sell more products online
- d hope / employ more staff
- e want/ close one of our factories
- f like / increase our profits
- g intend/ export more products
- h plan / do more marketing abroad

- 3 Talk about your own hopes and plans for the future. You can talk about the things below.

- your studies or work
- your family life
- your sports and hobbies

Extra practice

You can get more listening practice about business at the BBC Learning English website:
<http://www.bbc.co.uk/worldservice/learningenglish/business/>

Class bonus

Talk in groups about your schedule for the day or week. Who has the busiest week?



Can do

Need more practice

