

D Listening – Following a talk



- 1 Before you listen, make a list of everything you know about Peru.

Learning tip

By asking yourself what you know about a topic before you listen, you are better prepared. Whenever possible, try to predict what you think you will hear.

- 2 Listen and complete these statements.

- a Lima is also known as the City of Kings..... .
- b The Spanish founded the city in
- c There were around Inca temples and palaces when the Spanish arrived.
- d Plaza Mayor is the in Lima.
- e Lima was founded nearly years ago.
- f In 1746 an destroyed almost all the city.

E Speaking – Asking questions

Speaking strategy: Interrupting politely

- 1 In an informal talk it is usually possible to interrupt the speaker and ask a question. Here are some expressions you can use.

Sorry, can I ask a question?

I'm sorry, but could I ask a question?

Excuse me. I have a question.

Sorry to interrupt, but ...

Could I interrupt for a moment?

- 2 Listen again to the talk. Tick ✓ the expressions you hear.

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

- a For how many years was Peru a colony of Spain?
Almost 300 years.
- b Who was Francisco Pizarro?
- c In which building does the President of Peru live?
- d How many buildings survived the disaster of 1746?
- e What is the oldest building in Plaza Mayor?

Sound smart

Linking consonant–vowel

- 1 If a word ends in a consonant, and the next word begins in a vowel, then the consonant sound moves to the beginning of the next word. For example, *get up*, *stop over*. Listen to these examples.

He told us a bit about when the Spanish arrived in Peru. An earthquake destroyed almost all of the city.

- 2 Look at these sentences and underline the sounds that are joined together.
- a Can I take a brochure, please?
 - b We got on the boat and sailed across to the island.
 - c I want a table with a view of the sea, if possible.
 - d I had a good look around the castle.
 - e We went out with a group of friends that afternoon.

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

Speak up!

- 3 Imagine you are on the same guided tour. You also want to interrupt to ask a question. Listen and ask to interrupt each time you hear a beep.

Example: a

You hear: It was the Spanish who actually founded the city of Lima. [beep]

You say: Sorry, can I ask a question?

You hear: Of course, go ahead.

F Speaking – Requesting more information

Speaking strategy: Asking for further details

- 1 Look at this extract from the guided tour. Underline the expression the tourist uses to ask for further details.

Tourist: Sorry, can I ask a question?

Guide: Yes.

Tourist: What about the Incas? They were here before the Spanish, weren't they? Could you tell us a bit more about them?

- 2 Here are some more expressions you can use to ask for further information.

Can you say (a bit) more about ...?

I'd like to know more about ...

I'd be interested to hear more about ...

Speak up!

- 3  Imagine you are on a guided tour. Look at the information below. Listen and each time you hear a beep interrupt politely and ask for further details.

Example: a

You hear: That's the Modern Art Museum, the most popular one in the city, and on the left ... [beep]

You say: Sorry, can I ask a question? I'd like to know more about the museum. What is there to see?

- a museum
- b Mardi Gras
- c Lord Byron
- d castle
- e the National Palace

Class bonus

- 1 Make notes about a city you know well. Include places to go, things to see, where to stay, the best time of year to go there, how to get around, nightlife and shopping.
- 2 Make a group and take turns to talk about a city you know. While you are listening to your classmates, try to interrupt politely to ask for further information.

Extra practice

Think of a city you would like to visit one day, and download a city guide from the Internet to watch or listen to. Listen and make notes of any attractions or activities you think are interesting.

Can-do checklist

Tick what you can do.

- I can ask for recommendations before going on a trip.
- I can understand the details of a guided tour.
- I can interrupt politely to ask for further explanation.
- I can ask for further details.

Can do

Need more practice

Review 1

Units 1–8

Section 1

67 Listen and reply to each statement you hear.

Circle your answer.

Example:

You hear: What's up?

- a Nothing much.
- b Not at all.
- c Yes, that's right.

1

- a Not really.
- b Me neither.
- c So do I.

2

- a Yes, I booked a table for eight o'clock.
- b No, thank you. I'm full.
- c It was lovely, thank you.

3

- a That's too bad.
- b Let's split it.
- c Is that your best price?

4

- a OK, I won't.
- b Is that the best you can do?
- c Yes, I do.

5

- a How are you doing?
- b OK. See you later.
- c Me neither.

6

- a Yes, I think so too.
- b Yes, it is.
- c Not much.

7

- a Yes, it is.
- b I'm not sure I agree.
- c Would you? OK then.

8

- a It's well worth the visit.
- b It's a deal.
- c Oh, good!

9

- a Not really.
- b Yes, it is.
- c Why don't you?

10

- a Yes, it is.
- b I have a cough.
- c No, that's fine.

Section 2

68 Read each situation. Then listen and write the letter.

Example:

A friend tells you about a bargain he got recently. What do you say?

You hear:

- a That's a great idea.
- b That sounds good.
- c Thanks for the tip.

You write: b

1 You're in a restaurant. You've been waiting for your drinks for half an hour. What do you say?

2 The printer you bought last week has broken. You take it back to the shop. What do you say?

3 Your friend offers you his old computer for £20. It's a good price. What do you say?

4 You have a very bad cold and call your boss to ask for the day off. What do you say?

5 You tell a friend about your wonderful holiday in Canada. What do you say?

6 The phone company tell you they can't repair your phone for another week. What do you say?

7 You're on a tour and want more details of a museum the guide mentioned. What do you say?

8 You are saying goodbye to a friend. What do you say?
.....

9 A friend tells you they are very ill. What do you say?
.....

10 You are sightseeing and want to ask about the local tourist bus. What do you say?

Section 3

Read each situation and **circle** your answer.

Example:

An estate agent shows you a house. It's nice, but expensive. How can you politely ask about an alternative?

a) Do you have anything a little cheaper?

b) It's too expensive. Show me something else.

c) Is this all you have?

1 Which is the most effective way to maintain a conversation?

- a Smile and look friendly.
- b Ask lots of follow-up questions.
- c Talk as much as you can.

2 What should you do if you can't understand someone's accent?

- a Relax and try to 'tune in'.
- b Try to avoid speaking to them.
- c Smile and pretend to understand.

3 Which of these phrases can you use to make your point more forcefully?

- a Is it OK if ...?
- b Do you think you could ...?
- c I really must insist that ...

4 To ask a question using a question tag, your voice should ...

- a go down at the end of the sentence.
- b go up at the end of the sentence.
- c stay the same level.

5 The person you are speaking to is talking too quickly. What is the best thing to do?

- a Nothing. It would be rude to interrupt.
- b Say 'Slow down, can you?'
- c Say 'Please could you slow down a bit?'

6 Which of these things should you not do before you listen to a talk?

- a Ask yourself what you know about the topic.
- b Predict what you think you will hear.
- c Get a dictionary in case there are words you don't know.

7 You and your friend have had a meal and you want to share the bill. What do you say?

- a Shall we split the bill?
- b I'll get it.
- c It's my treat.

8 A window in your rented flat is broken. What's the best thing to say to the landlord?

- a You can repair the window, can't you?
- b Could you send someone to fix the window?
- c I think the window needs repairing.

9 Which of these is not a way to agree with someone?

- a Me neither.
- b I can't agree.
- c I couldn't agree more.

10 When you are speaking to someone, what should you do if you are not sure how to say something?

- a Check in a dictionary.
- b Keep talking and try to make yourself understood.
- c Stop talking and think about what to say.

Section 4

Read each statement and write your reply.

Example:

Is everything all right with your steak?

No, I'm afraid it's a little under-done.

1 If you ask me, people work harder these days than in the past.

2 What was the food like in the restaurant you went to last night?

3 The doctor said I have high blood pressure.

4 This watch costs £499. It's a bargain.

5 What are the symptoms?

6 So what was Paris like?

7 Let me get this, will you?

8 Can you recommend a good place to stay?

9 The shoes are faulty, but we can't accept responsibility.

10 Have you been taking anything for it?

Unit 9

Shall we say five o'clock?

Get ready to listen and speak

- Complete the phrases with *for*, *of* or *with*.

- a work ... *for* ... a big company
- b be in charge overseas projects
- c be head a big department
- d be responsible making important decisions
- e deal complaints and queries

- Now tick ✓ the things you would like to do.

- Match each verb with a phrase.

- a solve
- b connect to
- c arrange
- d delete
- e repair

- a file by mistake
- a faulty telephone
- the Internet
- a problem
- a meeting

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A Listening – Asking for services

- 1 Vicky works at a small marketing agency in Florida, US. There is a problem with the office photocopier, so she phones a local office supplies company. Listen and answer the questions.

- a Is the photocopier still under guarantee?
Yes, it has two years left on its guarantee.
- b When did Kelta & Co buy it?

- c What exactly is wrong with the photocopier?

- d Has Vicky tried to fix it herself?

- e When is she told someone can come to fix it?

- f What time does she finally agree?

- 2 Tick ✓ how you would describe the attitude of the assistant Vicky speaks to.

- helpful
- professional
- unfriendly
- uncooperative

- 3 How satisfied is Vicky with the service she receives. Tick ✓ your answer.

- very satisfied
- quite satisfied
- not very satisfied
- very dissatisfied



Learning tip

When you are listening to someone, try to notice the speaker's tone of voice. The way the speaker sounds can tell you a lot about their attitude.

B Speaking – Making appointments

Speaking strategy: Fixing a time

- 1 Look at these expressions you can use when making an appointment.

What time day date	would be most convenient? would suit you best? is good for you?
Sometime	this morning
Any time	early next week after three between 10.30 and 12
What / How about ... Shall we say ...	tomorrow afternoon? the 24th?

- 2 Listen again to Vicky's conversation. Underline the expression in Exercise 1 you hear.

Speak up!

- 3 Imagine you want to make some appointments. Use the ideas below to fix a time.

Example: a

You say: How about Monday? Any time in the afternoon would be fine.

- a Monday / afternoon
- b Friday / 2pm–4pm
- c Tuesday / not before 10am
- d Friday morning / 10am
- e early next week / before Thursday

- 4 Now listen and respond to each person, fixing a time.

Example: a

You hear: We have the books you ordered. When would be a good time to drop them round?

You say: Shall we say two o'clock tomorrow afternoon?

- a 2pm tomorrow
- b Thursday morning
- c Friday morning
- d 11am–1pm
- e Tuesday 19th, in the afternoon
- f between three and four

C Speaking – Getting what you want

Speaking strategy: Insisting

- 1 Look at this extract. What phrase does Vicky use to insist on an earlier time?

Assistant: We can't get anyone there until late afternoon, I'm afraid.

Vicky: I'm sorry, but that's no good at all. We're very busy here and we need this fixing immediately.

- 2 Here are some more expressions you can use when you need to be forceful.

It's simply not acceptable to ...

You have to do something ...

You can't expect me to ...

I really must insist that ...

Speak up!

- 3 Imagine you work for a large company. You experience the following problems and call the maintenance department. Listen and respond, insisting on your point.

Example: a

You hear: I'm sorry. We won't be able to repair it for at least four weeks.

You say: But you can't expect me to use this computer for the next four weeks. I can't get any work done. I need it fixing as soon as possible.

- a Your computer keeps crashing.
- b The smoke alarm in your office is faulty. It constantly turns on and off, and disrupts everyone.
- c You have been waiting for five weeks for a new light in your office.
- d You are too cold in your office and want a new heater.
- e You have a lot of heavy boxes to take to reception for collection by a courier company in 20 minutes.
- f The toilet in your department has been out of order for nearly a month. It's a five-minute walk to the next one. You've noticed staff productivity is falling as a result of the time lost.

D Listening – A hard sell



1 **Stuart Hawthorne is a salesman in Adelaide, Australia. He's visiting Melanie Clark, a potential customer at a large insurance company. Listen and answer the questions.**

- a What do you think Stuart is trying to sell?

- b Tick ✓ how you would describe Stuart's manner.
friendly and flexible confident and relaxed
rude and aggressive direct and rather pushy
- c Tick ✓ how you think Melanie feels.
offended pressurized
amused impressed

2 **Now listen again and write your answers to these questions.**

- a What are the benefits of the Gold Plan?

- b How many computers will be covered by the plan?

- c What extra incentive does Stuart offer?

Did you know ...?

Hard sell is an aggressive way of selling that puts pressure on the buyer. *Soft sell* is a more indirect technique that aims to influence the buyer's emotions. One survey of internet advertising showed that hard sell techniques are popular in the US, while the soft sell approach is favoured in Japan.

Focus on ... conditionals



Complete the sentences using the first conditional form of the verbs in brackets.

- a If you order (order) now, I'll give (give) you ten percent off.
- b You (have) it next Monday if you (pay) today.
- c If you (not / decide) now, it (be) too late.
- d We (not / buy) it if the price (not / be) right.
- e (you / call) again next week if you (have) time?
- f If you (pay) cash, we (not / charge) for delivery.

Choose the correct time clause to complete each sentence.

- a I won't agree unless / when you promise to deliver by Friday.
- b As long as / Until you offer me more money, I'll do it.
- c I'll sign the contract after / until I see you.
- d When / Until the board agrees, we will make the decision.
- e I'll leave the company unless / if there's no hope of promotion.
- f I won't call you again unless / until Friday morning.

Class bonus

Half the class are buyers; half the class are sellers.

Buyers: Imagine you want to buy some new office equipment. Decide what you want. Then shop around and use your negotiating skills to get the best deal, e.g. a discount, free delivery.

Sellers: You have an office supplies company. Make a list of items you sell. Then try to sell as many as you can. Use hard and soft sell techniques. Try to negotiate the best deal for each item.

E Speaking – Negotiating

Speaking strategy: Bargaining

1 Look at this extract from Stuart and Melanie's conversation.

If you agree now, I'll give you a five percent discount.

2 Listen and repeat.

Is that your best offer?

You'll have to do better than that, I'm afraid.

If you order now, we'll give you a discount.

We might be able to come down on price if you order in bulk.

I'll give ten percent extra free, provided that you sign a one-year contract.

3 Which expressions would you use:

a to ask for a better deal?

b to offer a better deal?

Speak up!

4 Imagine you are a sales person. Use the expressions above to offer the following incentives.

Example: a

You say: If you order now, I'll give you an eight percent reduction.

- a order now / an eight percent reduction
- b pay in advance / free delivery
- c free installation / order two
- d one-year free insurance / order in bulk
- e 25% discount / sign a two-year contract

Sound smart

Using stress for emphasis

1  We usually stress the important words in a sentence. Listen to this example.

A: OK, so if I pay in advance, you'll give me a ten percent discount?

B: Yes, and if you pay **now**, then I'll give you a **fifteen** percent discount.

2 Look at these conversations and underline where you think the greatest stress will be.

a A: If we agree to the deal, we will lose control of the company.

B: Yes, but if we don't agree to the deal, the company will collapse.

b A: If we increase our prices, we will make more profit.

B: Yes, but if we decrease our prices, we will get more customers.

c A: If we move production to Asia, costs will go down.

B: Yes, and if we don't move production to Asia, we will be uncompetitive.

3  Listen and check. Then listen again and repeat, emphasizing the important information.

Extra practice

Go to the BBC Learning English website and type 'negotiating a contract listen' in the search box. Press enter and 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 make an appointment at a time that is convenient for me.
- I can insist on what I want politely but firmly.
- I can try to bargain and negotiate.

Can do

Need more practice

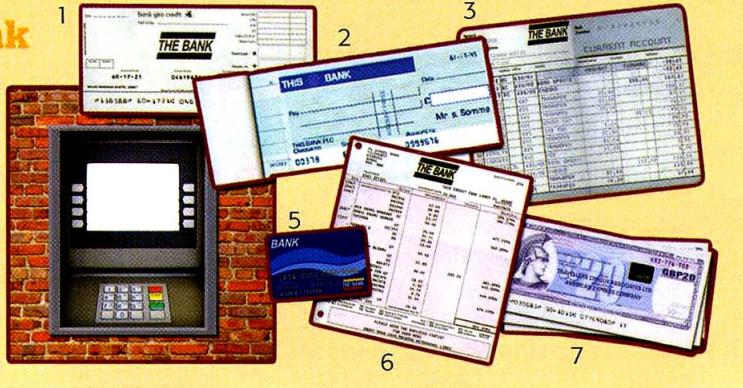
Unit 10

I'd like to open an account

Get ready to listen and speak

- Write the number of each item (1–7) next to the correct word or phrase (a–g).

- a a chequebook 2
- b a bank card -----
- c a bank book -----
- d a bank statement -----
- e a paying-in slip -----
- f an ATM machine -----
- g some traveller's cheques -----



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A Listening – At a bank



Learning tip

Taking notes helps to focus your attention. Don't try to write everything you hear – just concentrate on the most important information. Note only the key words and ignore everything else.

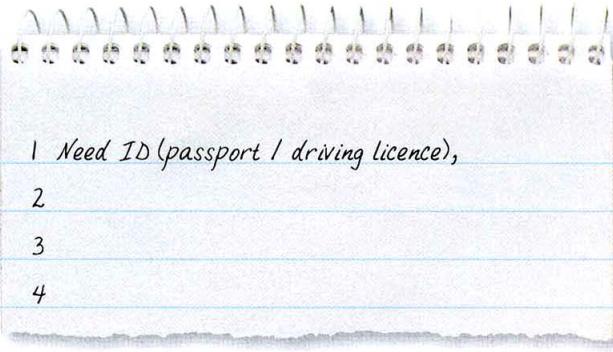
- 1 Listen to ten office workers in London ask for services at a bank. What does each person want to do? Complete the notes.

- a open an account -----
- b order a new -----
- c check his -----
- d pay a cheque into her -----
- e send some money -----
- f deposit money into his -----
- g pay his electricity -----
- h buy some -----
- i arrange an -----
- j order a new -----

- 2 Now listen to four replies. Match each reply (1–4) with one of the services requested above.

- 1 2 3 4

- 3 Listen again to each reply. Make notes of all the important information.



Focus on ... money



Match each verb with an expression.

- | | |
|------------|----------------------------|
| a borrow | an overdraft |
| b lend | a cheque into your account |
| c withdraw | money to someone |
| d deposit | money from your account |
| e arrange | money from the bank |

Complete with the missing prepositions.

- | | |
|----------------------------------|------------------|
| a save up | to buy something |
| b pay a cheque | |
| c take a loan | |
| d fill an application form | |
| e apply a mortgage | |
| f invest a company | |

Did you know ...?

In British English, many people say *quid* rather than *pound*. (*Can you lend me 20 quid?*) In American English, people say *buck* rather than *dollar*, and in Canada, a *dollar* is also called a *loonie*.

B Listening – Understanding details

- 1 Raymond, from Hong Kong, is working in Canada and decides to open a savings account. Listen to a bank clerk explain various savings accounts. Tick ✓ the account Raymond chooses.

First Reserve Bonus Saver Regular Saver e-Savings

- 2 Listen again and find six mistakes in the form below.

Type of savings account	Interest rate	When interest is paid	Conditions
First Reserve	2.5% 3.5%	annually	at least \$15,000
Bonus Saver	3%	every three months	20 days' notice before withdrawal
Regular Saver	2.3%	every two months	no interest paid if withdraw money
e-Savings	4.5%	every month	save at least \$100 per month

C Speaking – Confirming details

Speaking strategy: Making sure you understand

- 1 Underline the phrase Raymond uses to make sure he has understood correctly.

Bank clerk: Our e-Savings account is instant access, too.

Raymond: Does that mean I can get at the money immediately?

Bank clerk: Yes, and there's no penalty.

- 2 Here are some other expressions you can use.

So, in other words, ...? Do you mean ...?

So you're saying that ...? So that means ...?

Speak up!

- 3 You will hear five statements. Use the expressions in Exercises 1 and 2 to reply to each statement, confirming the details.

Example: a

You hear: The interest rate is 3% but, if you have over \$25,000 invested, then it goes up to 3.5%.

You say: So that means if I save over \$25,000, I'll get 3.5% interest?

D Speaking – Asking about terms you don't understand

Speaking strategy: Asking for clarification

- 1 Look at this extract. Underline the phrase Raymond uses to ask the bank clerk to explain a term he doesn't understand.

Bank clerk: There's a penalty if you take money out.

Raymond: What do you mean by 'penalty'?

Bank clerk: Well, if you withdraw money, then you won't get any interest for that month.

- 2 Here are some other expressions you can use.

What exactly does ... mean?

I'm sorry. Can you explain what ... means?

Speak up!

- 3 You will hear five statements. Use the expressions above to ask about the words you don't understand.

Example: a

You hear: This account has a variable rate of interest.

You say: I'm sorry. Can you explain what 'variable' means?

You hear: Variable means the interest rate can go down or up.

- a variable? c minimum balance? e automatic fee-free overdraft?
b secured? d lump sum?

Focus on ... conditionals



Complete the sentences, using the expressions below.

you want	you will get
you open	you should give
you take	unless you have
you won't get	you aren't

- a If you want to withdraw some money, then you should give 30 days' notice.
 b If money out, any interest for that month.
 c You can't open a First Reserve account £5,000 to invest.
 d If a Bonus Saver account, an interest rate of three percent.
 e If online, then you can't have an e-Savings account.

E Listening – In a post office

- 1 Listen to eight customers ask for services at a post office. Tick ✓ the services they ask for.

- | | |
|---|--|
| pay utility bills <input type="checkbox"/> | apply for a driving licence <input type="checkbox"/> |
| exchange currency <input type="checkbox"/> | buy travel insurance <input type="checkbox"/> |
| buy car insurance <input type="checkbox"/> | apply for or renew a passport <input type="checkbox"/> |
| transfer money <input type="checkbox"/> | buy phone cards <input type="checkbox"/> |
| save and invest money <input type="checkbox"/> | redirect post <input type="checkbox"/> |
| top up your mobile phone <input type="checkbox"/> | collect their pension <input type="checkbox"/> |
| get a personal loan <input type="checkbox"/> | buy home insurance <input type="checkbox"/> |
| get a credit card <input type="checkbox"/> | |

- 2 Brigitte is in a post office in London. She wants to send a package. Listen and answer the questions.

- a Where does she want to send the package?

To Switzerland.

- b Who is she sending it to?

- c Why does she have to fill in a Customs label?

- d What service does she decide to use?

Surface mail Airmail

International Signed For Airsure

- 3 Listen again and complete the Customs label.

CUSTOMS DECLARATION DÉCLARATION EN DOUANE

Great Britain\Grande-Bretagne Important! See instructions on the back

CN 22

May be opened officially
Peut être ouvert d'office

Gift\Cadeau Documents	Commercial sample\Echantillon commercial Other\Autre	Weight (in kg)(2) Poids	Value (3) Valeur
Quantity and detailed description of contents (1) Quantité et description détaillée du contenu			

For commercial items only If known, HS tariff number (4) and country of origin of goods (5) N° tarifaire du SH et pays d'origine des marchandises (si connus) HS238 UK	Total Weight Poids total (in kg) (6)	Total Value (7) Valeur totale

I, the undersigned, whose name and address are given on the item, certify that the particulars given in this declaration are correct and that this item does not contain any dangerous article or articles prohibited by legislation or by postal or customs regulations

Date and sender's signature (8) *Brigitte Tenhoff* July 3rd '20

- 4 Try to remember the missing information in the chart. Then listen again and check.

	Time	Cost
Surface mail	a <u>two weeks</u>	£ ^b
Airmail	c	£ ^d
International Signed For	three days	£ ^e
Airsure	f	£ ^g

Sound smart Corrective stress

- 1 Listen and notice how B gives extra emphasis to the correct information.

A: OK, so if I send this by International Signed For, it'll get there in two days?
 B: No, it'll get there in three days. If you send it by Airsure, it'll get there in two days.

- 2 Look at these dialogues and underline where you think the corrective stress will be.

- a A: So I have to fill in a CN22 Customs label?
 B: No, you need to fill in a CN23 Customs label.
- b A: So I fill in a VN1 form and then go to the Payment section?
 B: No, go to the Payment section first and then you can fill in a VN1.
- c A: Did you say it will take two weeks by standard mail?
 B: No, it'll take three weeks by standard mail. It'll take two weeks if you send it Swiftmail.

- 3 Listen and check. Then listen again and try to speak at the same time as the customer.

Extra practice

Take a look at the websites below for more information on the services offered by post offices around the world. Take notes of any useful information and then imagine you are telling a friend about what you discovered. If possible, record what you say and listen to yourself afterwards.

<http://www.usps.com/> (the United States)

<http://www.royalmail.com/> (the UK)

<http://www.canadapost.ca/> (Canada)

<http://www.auspost.com.au/> (Australia)

<http://www.sapo.co.za/> (South Africa)

Class bonus

With your partner, role play two conversations: one in a bank and another in a post office.

In a bank

Customer: You want to find out about business savings accounts.

Clerk: Answer your customer's questions in detail.

In a post office

Customer: You want to send some company brochures and advertising material.

Clerk: Explain the mail services available and any differences between them.

When you finish each conversation, swap roles and try again.

Can-do checklist

Tick what you can do.

- I can ask for a wide range of services at banks and post offices.
- I can understand detailed explanations of different bank accounts.
- I can ask about and understand various ways of sending mail abroad.
- I can ask for clarification and explanation where necessary.

Can do

Need more practice

Unit 11

My bag's been stolen

Get ready to listen and speak

- Which emergency services have you had experience of?
police fire department
ambulance coastguard
- How many phrases can you make by adding *police* or *fire* to the words below?
officer car brigade fighter alarm
engine station siren force
police officer.

- Unscramble the letters to find the verbs and complete each expression.

a orretp	report	an accident
b nweisst	a crime
c mcitmo	a crime
d earkb	the law
e ctcah	a criminal
f tiingavtese	a robbery
g aepesc	from the police
h reasrt	a suspect
i crgaeh	someone with a crime

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A Listening – Reporting a crime

1 Wen Ling, a Chinese student in the UK, reports a crime at the campus security office. Look at the form and identify the information to listen for.

Bristol City University

Crime report form

Day / time: ^a Tuesday / ^b _____

Type of crime: ^c theft burglary
 assault other: _____

Location: ^d _____

Victim: Name: ^e _____

Address: ^f _____

Details of crime: ^g _____

Suspect: Appearance: ^h _____

Additional details: ⁱ _____

Learning tip

Whenever possible, try to identify the information you need *before* you listen. That way you are better prepared. Then, while you listen, focus only on listening for those details and don't worry about anything else.

Focus on ... adjectives to describe appearance



Write these words and expressions next to the correct category.

in his thirties	straight	casual	stocky
wavy	slim	permed	oval
muscular	curly	forty-ish	skinny
round	scruffy	overweight	square
shoulder-length	smart		

Height / build: _____

Hair: _____

Age: *in his thirties*

Face: _____

Style of dress: _____

2 Now listen and complete the form.

B Speaking – Giving descriptions (1)

Speaking strategy: Describing someone's appearance

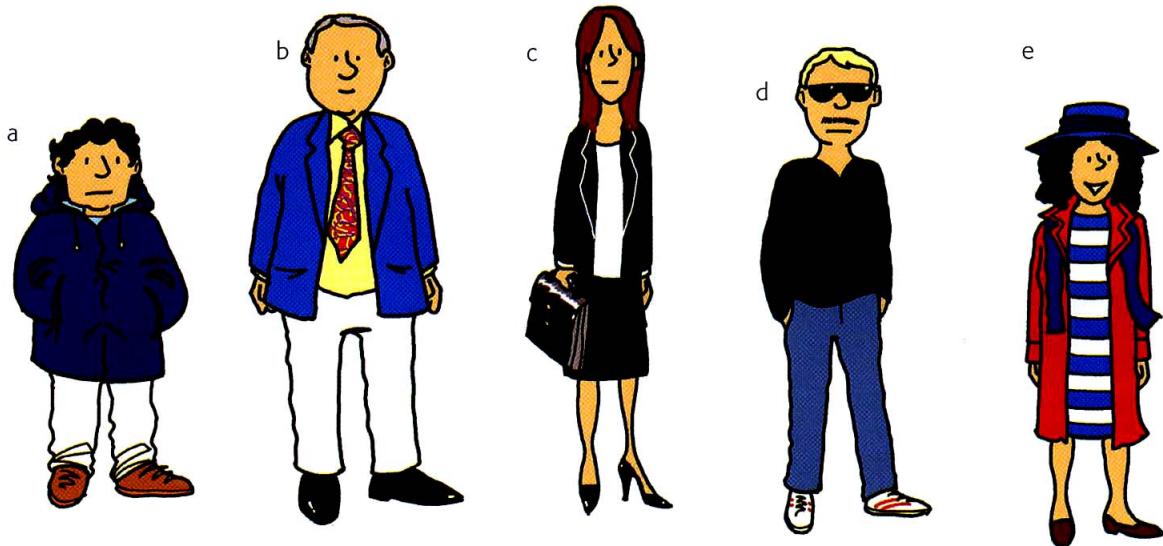
- 1 Look at this extract. Underline the words and phrases Wen Ling uses to describe the thief.

Guard: OK. Did you get a look at him?

Wen Ling: Yes. He was medium height with short dark hair and glasses. Oh, and he had a moustache.

Speak up!

- 2 Look at these people. Describe each person's appearance in detail, including what they are wearing.



C Speaking – Giving descriptions (2)

Speaking strategy: Describing things

- 1 Look at this extract. Underline the words and phrases Wen Ling uses to describe her bag.

Guard: Can you describe the bag?

Wen Ling: It's a small, black leather bag, with a zip along the top and a shoulder strap.

Focus on ... order of adjectives



Look at the usual order of adjectives below, and then rearrange the adjectives in each sentence.

opinion – size – age – shape – colour – origin – material

- a I lost a Italian blue lovely silk scarf yesterday.
I lost a lovely blue Italian silk scarf yesterday.
- b Someone's stolen my black new denim jacket.
Someone's stolen my jacket.
- c My pink wonderful diamond bracelet is missing.
My bracelet is missing.
- d It's a rectangular large mahogany desk.
It's a desk.
- e Someone's taken my French tall crystal vase.
Someone's taken my vase.

Speak up!

- 2 Look at these bags and describe each one as fully as you can.

Example: a

You say: It's a small, black leather bag, with a zip along the top and a shoulder strap.



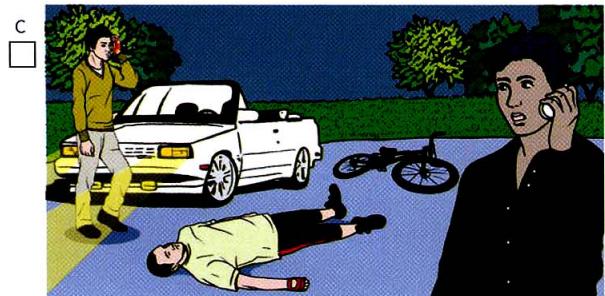
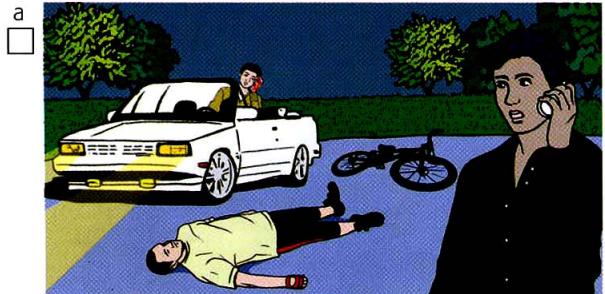
Class bonus

Imagine someone has stolen something of yours, e.g. your camera or mobile phone. With your partner, role play a conversation to report the theft.



D Listening – Calling the emergency services

- 1 Hassan, from Syria, works in the north of England. He is on his way home when he sees a traffic accident. He calls 999 to tell the emergency services. Listen and tick ✓ the picture that best describes the scene.



- 2 Can you remember the order the operators asked these questions? Number each question 1–4. Then listen again and check.

Where do you need the ambulance to come to?

Which service do you require? 1

What's happened?

How many people are hurt?

- 3 Listen again and write the answer to each question.

1 _____
2 _____
3 _____
4 _____

Did you know ...?

Different countries have different numbers for the emergency services.

UK 999

US 911

Australia 000

New Zealand 111

South Africa 112

E Speaking – Reporting an emergency

Speaking strategy: Getting to the point

- 1 If you need to call the emergency services, you should speak clearly and answer each question as directly as you can. You need to:

- 1 ask for the service you require
- 2 say where you are
- 3 say what has happened
- 4 say if any people are injured.

Speak up!

- 2 Imagine you witness the following situations and call the emergency services. Listen and answer each question as directly as you can.

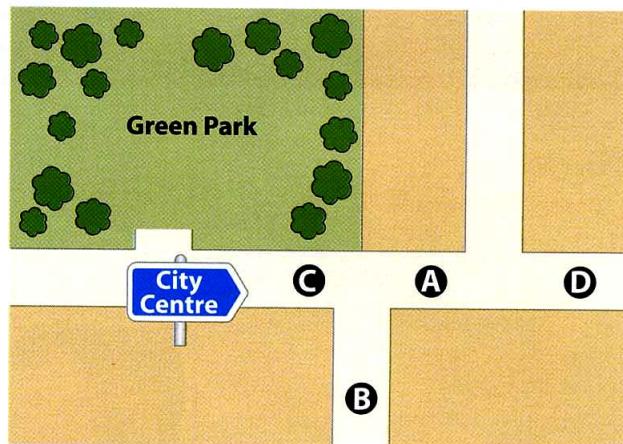
- a You are waiting at Richmond bus station when an elderly lady next to you falls to the ground unconscious.
- b You are walking past Highcroft School one evening when you see a fire in an upstairs window.

F Listening – Giving a statement to the police

1 Listen to Hassan describe what he saw to a police officer. Choose the correct location of the accident on the map: A, B, C or D.

2 Look at the statements below. Then listen to the rest of the conversation and tick ✓ True or False for each statement.

- | | |
|--|--|
| a The car was speeding.
b The cyclist was in the middle of the road.
c The cyclist had no lights on his bike.
d The car was on the wrong side of the road.
e The accident happened close to Hassan.
f Hassan helped the injured men before calling 999. | True False
<input type="checkbox"/> <input checked="" type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> |
|--|--|



Sound smart

The schwa /ə/

- Listen to this sentence and notice the schwa /ə/. I was walking past the park, heading towards the city centre.
- Now look at these sentences and underline every schwa.
 - How fast was the car travelling?
 - So the collision happened here, you say?
 - There was a big crash and then silence.
- Listen and check. Then listen again and repeat each sentence. Try to pronounce the schwa sound each time.

Class bonus

Make a group and role play the situation.

Police officer: Interview everybody. Decide who is to blame for the accident.

Witnesses: Say exactly what you saw.
 Cyclist: Give your side of the story.
 Motorist: Give your version of events.

Extra practice

Watch these short road safety TV and cinema adverts made by the UK Department of Transport.

<http://www.thinkroadsafety.gov.uk/campaigns/general/generalmedia.htm#video>



Can-do checklist

Tick what you can do.

- I can report a crime and give exact details of people and objects.
- I can report an incident to the emergency services.
- I can get straight to the point.

Can do

Need more practice

Unit 12

Can I take a message?

Get ready to listen and speak

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

- a corded phone 3
- b mobile phone 4
- c digital cordless phone 5
- d hands-free phone 1
- e public phone 2
- f satellite phone 6



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A Listening – Taking a message

- 1 Listen to Kieran, a personal assistant, take a telephone message. What does the caller want to do?

- Set up a meeting
- Change some arrangements
- Complain about a problem

- 2 Listen again and complete the message.

Ivro Industries

While you were out

Name: ^a Kenji Fujita

Contact details: ^b

Message: ^c



B Speaking – Getting it right

Speaking strategy: Repeating key information

- 1 Look at this extract. Notice how Kieran repeats only the key information.

Kieran: OK, so ... meet in your office in Building 3, not the main building, at four o'clock, not two. Got it.

- 2 Here are some expressions you can use to notify the caller you are going to review their message.

OK, so ...

Right. I think I've got that.

Let me repeat that, just to make sure.

I'll just go over that to confirm.

Speak up!

- 3 Imagine you are a personal assistant. While your boss is out of the office, five people call and ask you to take a message. Listen and repeat the key information.

Example: a

You hear: Can you say that I'll be about thirty minutes late? If she wants to start the meeting without me, that's fine, because I can't guarantee exactly when I'll be there. The traffic's terrible.

You say: OK, so you'll be about thirty minutes late and it's OK for the meeting to start without you.

Focus on ... telephoning



Choose one word to complete each sentence.

call hang hold get put give hear

- a Please don't hang up.
- b I'll just put you on
- c Can I you back later?
- d Can you me through?
- e When shall I you a ring?
- f It's great to from you.
- g I always the engaged signal.

Match the words and phrases that mean the same.

American English

- 1 to call collect
- 2 cell
- 3 toll-free
- 4 busy
- 5 call box

British English

- a engaged
- b phone box
- c to reverse the charges
- d freephone
- e mobile

Learning tip

When you take a message, it is a good idea to repeat the important information back to the caller to make sure you have understood correctly. This also gives the caller an opportunity to confirm all the details are correct. Just summarize the important points. There is no need to repeat the message word for word.

C Speaking – Making sure you have understood

Speaking strategy: Asking for clarification

- 1 Look at the phrases below you can use to ask a caller for clarification.

Sorry. What was that last part again, please?

Is that spelled ...?

Did you say ...?

You said ..., right?

Speak up!

- 3 Listen to each person leave a message and ask for clarification to check you have understood.

Example: a

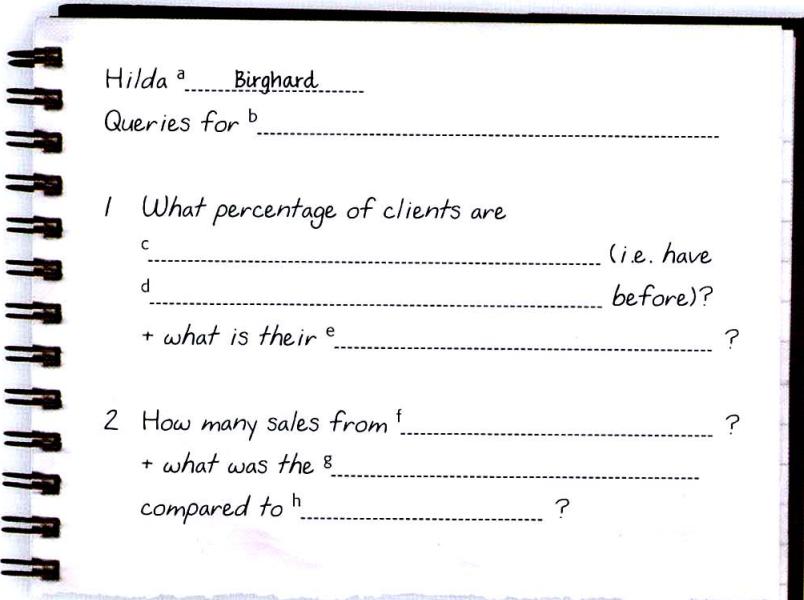
You hear: Yes, please. Tell her Mr MacGregor called, would you?

You say: Is that spelled M-A-C-G-R-E-G-O-R?

- 2 Listen to Kieran and Kenji's conversation once more and tick ✓ the phrases Kieran uses.

D Listening – Note taking

 Now listen to Kieran take quite a long and detailed message. Complete his notes.



Hilda ^a Birghard
Queries for ^b

1 What percentage of clients are
^c (i.e. have before)?
^d + what is their ^e ?

2 How many sales from ^f ?
+ what was the ^g compared to ^h ?

Did you know ...?

Research shows that seven out of ten callers choose to hang up rather than leave a message on an answerphone.

Class bonus

- Imagine you are at work and you need to call a colleague. Decide who you want to call, and why.
- Find a partner and sit back-to-back. Role play your conversation, leaving a message. Your partner should take notes.

E Listening – Leaving a message

1  Listen and complete these expressions.

- a Could I leave a message , please?
- b Thanks a lot. I
- c Does that ?
- d Do you think you could ?
- e Can I ask ?
- f Have you ?
- g , please?
- h taking a message?
- i I Thank you.
- j Sorry. I didn't
- k Could you ?

2 Which expressions can you use:

- to ask to leave a message? ^a
- to thank the person taking the message?
- to check the person has understood you correctly?

3 Which expressions might you hear if the person taking the message wants to know your name?

.....

4  Listen again to Kieran and Hilda's conversation. Tick ✓ the expressions in Exercise 1 (a–k) you hear.

Learning tip

Before making an important call, make a note of what you want to say. Then if you need to leave a message, you will be sure not to forget anything.

F Speaking – Leaving a voicemail message

Speaking strategy: Leaving effective messages

1 Read these things you should do when you leave a voicemail message. Number each step in order (1–5).

Say what action is necessary

Give the reason for your call

Finish the call

Give your contact details, if necessary

Give your name (and company, if necessary) 1

2 For each step, write some phrases you can use.

Example: 1

You say: Hi. This is ... / It's ... calling.

Speak up!

3 Imagine you call an important client and get put through to their voicemail. Use this information to leave a message.

Sam Kershaw / Industrial Design / your order is ready / need to pay in full before can send / call Accounts to pay / ring me if necessary / office 0208-451-5690
mobile 07967-431094

Extra practice

Find some friends who want to practise their English. Agree that when you call each other you will speak in English. Call each other and, when necessary, leave messages. Try to continue practising in this way and make it a regular habit.

Sound smart Connected speech

- 1  In spoken English, sounds are often shortened, missed out or joined together. Listen to this sentence. There are nine words, but they are spoken in just three sections.

Do you think you could take a message?
/dʒəθɪŋk/ /ju:kudteɪ/ /kəmesɪdʒ/

- 2  Listen to these sentences and count the number of words. Contractions, e.g. *I'd*, count as two words (*I would*).

a Would you mind taking a message, please?

b

c

d

e

- 3  Listen again and repeat.

Class bonus

- 1 Imagine you and your classmates work together in the same company. Decide who you want to call, and why.
- 2 Call a classmate on their mobile phone and leave a voicemail message. Give your name, say why you are calling, say what you want them to do, give your contact details and then finish the call.
- 3 Check any messages on your mobile phone. Then call back to give your reply.



Can-do checklist

Tick what you can do.

- I can note all the important details in a complex phone message.
- I can ask for clarification and check I have understood.
- I can leave a message and check others have understood me.
- I can leave a clear and concise voicemail message.

Can do

Need more practice

Unit 13

Let's get started

Get ready to listen and speak

- Match words with a similar meaning.

a iron out	private
b absent	achieve
c confidential	suspend
d adjourn	not present
e accomplish	resolve

- Complete each sentence with a word.

minutes show compulsory vote chair agenda motion objectives

- Let's take a *vote*
- Mrs Kendry is for this meeting.
- What's on the ?
- Who's going to take the ?
- Attendance is
- The was passed unanimously.
- What are the of this meeting?
- It was decided by a of hands.

go to Useful language p. 82

A Listening – The language of meetings

- 1 Listen to five sentences and tick ✓ which sentence you hear.

- I think so too. I think that's true.
- Do you agree? Do you see?
- Could you say what you mean?
Could you explain what you mean?
- Let's move on, shall we?
Let's move on, can we?
- It's not ideal. It's a deal.
- Yes, I agree. Yes, I see.

- 2 Listen to eight sentences and count the number of words in each one.

- a 6 b c d e f g h

- 3 Listen again and write each expression.

- I think you're absolutely right.....
-
-
-
-
-
-
-

- 4 Now listen again and repeat each expression, using the same stress and rhythm.

- 5 Match each expression (a–h) with a function (1–8).

- | | | | |
|-----------------------|-------------------------------------|----------------------------|--------------------------|
| 1 Starting a meeting | <input type="checkbox"/> | 5 Keeping to the point | <input type="checkbox"/> |
| 2 Asking for opinions | <input type="checkbox"/> | 6 Asking for clarification | <input type="checkbox"/> |
| 3 Agreeing a | <input checked="" type="checkbox"/> | 7 Disagreeing | <input type="checkbox"/> |
| 4 Moving forward | <input type="checkbox"/> | 8 Interrupting | <input type="checkbox"/> |

- 6 Now look at these expressions. Write the number of each function (1–8) in Exercise 5 next to the correct expression.

- I think so too. **[3]**
How do you feel about ...?
Right. Let's kick off with ...
Sorry, but I don't agree.
I'm not sure that's relevant.
OK. Let's go on to ...
What exactly do you mean?
Can I say something at this point?

Learning tip

When you are in a meeting, try to listen out for key expressions like these. They will help you understand what is going on and follow the discussion more closely.

B Listening – Participating in a discussion

- 1 Listen to this extract from a company meeting and tick ✓ the phrases you hear.

Could we perhaps ...?
 What / How about ...ing?
 We might consider ...ing.
 I suggest we ...
 I propose we ...
 Why don't we ...?

- 2 Listen again. Tick ✓ the suggestions each person accepts, and cross X the suggestions they reject.

Suggestions	Catherine	Mark	Julie	Peter
Spend more money on marketing	X			
Hire a new sales manager				



Did you know ...?

According to a report by *Industry Week*, 27% of workers feel that meetings are the biggest causes of wasted time at work.

C Speaking – Asking for opinions

Speaking strategy: Bringing someone into a discussion

- 1 Listen and notice the way the speaker's voice goes up and down.

I'd like to start by asking Celaya.
 Carol, do you have any thoughts?
 How do you feel about that, Miguel?
 Perhaps you can give us your opinion, Mr Tanaka?
 Mustafa, what's your reaction?
 Jenny?

- 2 Listen again to the meeting.

a Which of these ways of bringing someone into the discussion do you hear?

b Who do you think is the chair?

Speak up!

- 3 Imagine you are chairing a meeting. Bring the following people into the discussion, raising and lowering your voice appropriately.

Example: a

You say: I'd like to start by asking Vicky.

- a Vicky
 b Frances
 c Mr Gonzales
 d Martha
 e Mrs Marsh

- 2 Listen again and repeat each expression. Try to raise and lower your voice in the same way.

D Speaking – Responding to suggestions

Speaking strategy: Accepting and rejecting suggestions

- 1 Look at the expressions and decide if each one is used to either accept or reject a suggestion. Tick ✓ your answers.

	Accept	Reject
That's fair enough.	✓	<input type="checkbox"/>
I'm not very keen on that idea (at all).	<input type="checkbox"/>	✓
I don't see it like that at all.	✓	<input type="checkbox"/>
I couldn't disagree more.	<input type="checkbox"/>	✓
I think that's a good idea.	✓	<input type="checkbox"/>
I'm afraid that's not how I see it.	✓	<input type="checkbox"/>
I have no problem with that.	✓	<input type="checkbox"/>
That sounds reasonable to me.	<input type="checkbox"/>	✓

- 2 Listen again to the meeting. Tick ✓ the expressions you hear.

Speak up!

- 3 Imagine you are in a meeting. Listen to each suggestion and respond.

Example: a

You hear: Could we perhaps spend more money on marketing?

You say: No, I don't like that idea at all.

- | | | |
|----------|----------|----------|
| a Reject | c Reject | e Reject |
| b Accept | d Accept | f Accept |

Sound smart

Intonation in questions

- 1 Questions that have a Yes / No answer usually have rising intonation. Questions that begin *Wh-* usually have falling intonation. Listen and notice how the speaker's voice goes up and down in these questions.

Do you think we should go ahead?

Is everyone happy with that decision?

What do you think we should do?

Who's going to take responsibility for this?

- 2 Look at these questions. Does the intonation go up or down at the end? Tick ✓ your answers. Then listen and check.

- a Does everyone agree?
- b Is that your final answer?
- c Where are the sales figures?
- d Why are the results so poor?
- e Do you think the situation will improve?
- f Does this price include delivery?
- g Who's the new marketing manager?
- h Have you finished the report yet?

- 3 Now practise saying the questions with the correct intonation.

E Speaking – Clarifying what you mean

Speaking strategy: Correcting misunderstandings

- 1 Notice the expressions you can use to correct someone who has misunderstood you.

That's not quite what I meant.

Sorry, I think you've misunderstood me.

Sorry, What I meant was ...

I don't think you understand what I mean.

Speak up!

- 2 Imagine you are in a meeting. Someone has misunderstood you and you want to correct them. Listen and respond, correcting each person.

Example: a

You hear: So, I guess that means you're happy with the sales figures.

You say: That's not quite what I meant. I think the sales figures are poor, but they'll improve.

- a figures are poor but they'll improve
- b output will stay the same
- c shouldn't launch later than February
- d could have been better
- e need time to think about it

F Listening – Finishing a meeting

1 Listen and complete the missing information in each summary.

- a managers to get a / sales force to
- b new product is / some and
- c need to start a programme of / begin next

2 Listen again and complete the expression each person uses to show they are going to give a summary.

- a Let me
- b I'll quickly
- c To

3 Listen again and tick ✓ the expression you hear each person use to end the meeting.

I think we've covered everything, so shall we call it a day?

We'll have to cut this meeting short, I'm afraid.

I'm afraid we've run out of time, so let's bring this to a close, shall we?

It looks like we can finish early today.

Did you know ...?

Thanks to high speed internet connectivity, 'videoconferencing' is becoming more popular. People don't have to spend time and money travelling to international meetings – they can speak via video link on their PC from anywhere in the world.

Class bonus

Imagine you work for a toy manufacturing company. You attend a meeting to discuss poor sales performance. Make a group and choose one person to chair the meeting. Role play the meeting.

Factors affecting sales:

- Your biggest competitor has launched an advertising campaign.
- There are safety worries over your latest child's doll.
- There were problems at the distribution centre.
- New export taxes are putting off overseas buyers.

EXtra practice

Go to the *BBC Learning English* website and type 'meeting listen' in the search box. Press enter and then choose a link that interests you. Complete any exercises.
www.bbc.co.uk/worldservice/learningenglish/

Can-do checklist

Tick what you can do.

- I can actively participate in meetings, bringing others into the discussion.
- I can make and accept or reject suggestions.
- I can clarify my viewpoint and correct misunderstandings.
- I can summarize the main points and bring a meeting to an end.

Can do

Need more practice

Unit 14

Good morning, everyone

Get ready to listen and speak

- Match each word (a–d) with a definition (1–4).

a lecture b tutorial c seminar d presentation

- 1 a meeting where a group of students discuss a topic together with a teacher
- 2 a formal talk given to a group of students by a professor or lecturer
- 3 a one-to-one meeting between a student and a teacher
- 4 a talk given by a student to the class

- Have you ever been to a lecture in English?

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- Number these factors in order of importance (1 = quite important, 5 = extremely important).
A good lecture should:
 - be informative.
 - start and finish on time.
 - have time for questions.
 - be easy to understand.
 - be entertaining.

A Listening – Understanding the main idea

 Listen to Dr Gandley speak to a group of new students at his Engineering Department. For each extract, tick ✓ the main point he is trying to make.

Extract 1

- a It is unsafe to eat or drink in the lab.
- b You should wear safety clothing at all times.
- c You must always follow the safety rules.
- d You should keep doors and windows closed.

Extract 2

- a The college constantly updates its facilities.
- b The resources and facilities of the college are excellent.
- c Both lectures and project work are equally important.
- d The college is proud of its history and achievements.

Extract 3

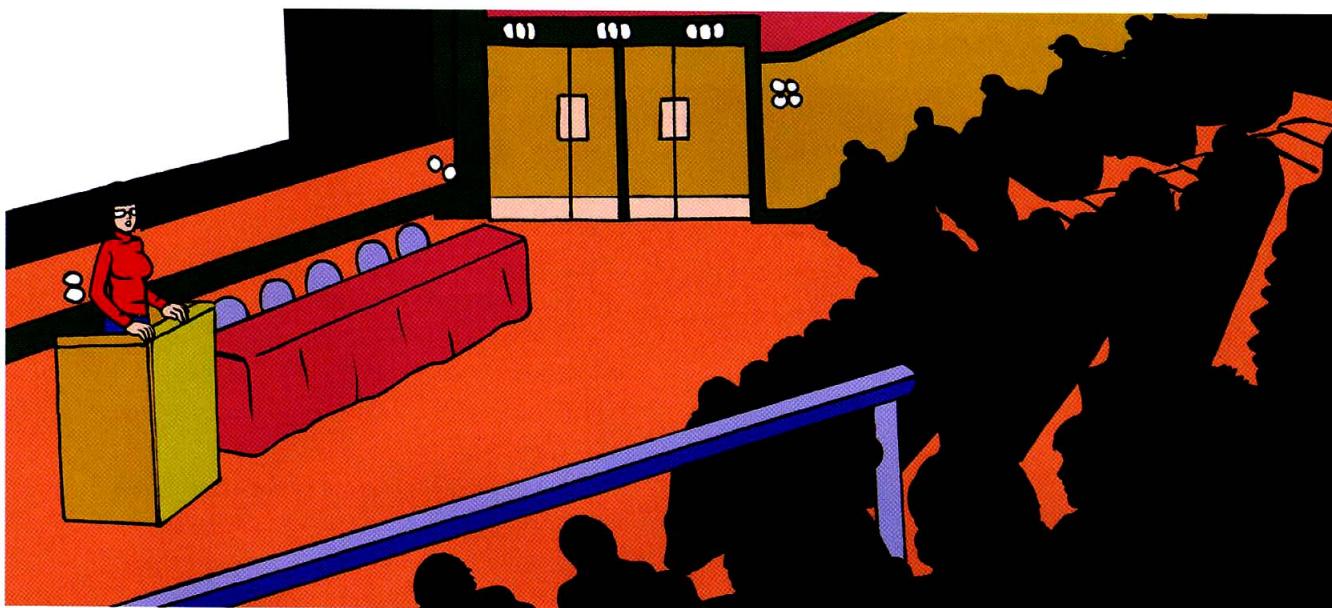
- a Both theory and practical research are important.
- b The area of sustainable energy is a particular interest.
- c Engineering solutions provide the answer to climate change.
- d The college aims to be the best in the world.



Learning tip

Remember that your aim when listening to a lecture is not to make a note of everything the lecturer says. Your goal is to understand the content of the lecture and the key points the lecturer is trying to make.

B Listening – Seeing the big picture



- 1 You are going to listen to an extract from a lecture called *Humans and the Planet*. Before you listen, underline the topics you think might be covered in the lecture.

education <input type="checkbox"/>	transport <input type="checkbox"/>	food <input type="checkbox"/>
languages <input type="checkbox"/>	the Internet <input type="checkbox"/>	carbon dioxide <input type="checkbox"/>
animals <input type="checkbox"/>	space <input type="checkbox"/>	sport <input type="checkbox"/>
crime <input type="checkbox"/>	the weather <input type="checkbox"/>	recycling <input type="checkbox"/>

- 2 Now listen to the extract. Tick ✓ the topics that are mentioned. Did you guess correctly?

- 3 What is the main **theme**?

- a global warming
- b animals and the environment
- c recycling
- d energy-saving measures

- 4 Which statement best describes the main **idea**?

- a Global warming isn't as serious as people think.
- b We can all do something to stop the situation getting worse.
- c Earth will never be able to recover from the effects of global warming.
- d All life on earth is at risk because of global warming.

- 5 Look at the headings below. Listen again to the extract and number each heading in the order you hear the topics (1–5).

- Consequences
- What governments should do
- Statistics
- What we can do
- Fight for survival

Focus on ... signposts



Write the correct function (a–c) next to each word or expression.

For instance
Moreover
In addition
For example
To illustrate this
This is why ...
Therefore
Also

a to explain consequences
b to give an example
c to list several points

C Listening – Note taking

- 1 Listen again to the Consequences section of the talk. Compare the notes made by two students.

Jorge's notes

Consequences

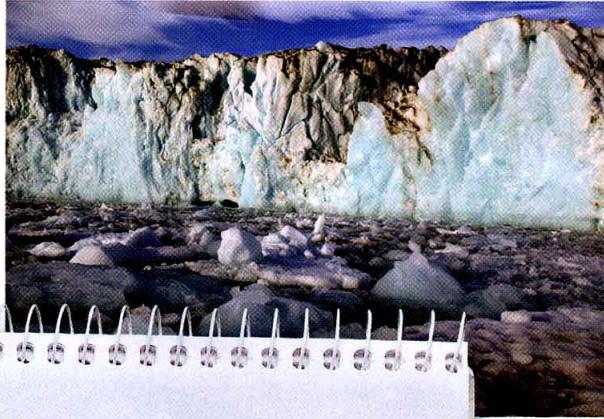
- 1 Ice fields melting (Greenland / Antarctica)
 - sea level (6m?) >> Flooding – millions move to higher ground

- 2 Heat wave – deaths (+ wild fires)
 - crops fail >> millions starve
 - 300,000 a yr soon die

Cynthia's notes

Consequences

Ice in Greenland and Antarctica is melting faster than anyone had predicted. Sea levels will rise – up to six metres. Flooding will affect millions of people living on coast. Will have to move. Heat waves more common, people dying from heat / wild fires (caused by dry conditions). Severe droughts - crops fail - starvation. Just a few years / recent study up to 300,000 people a year will die (not counting impact on animals, birds and fish).



- 2 Whose notes do you think are better? Why?
-
-
-
-

- 3 Listen again to the What we can do section only. Write notes under each heading.

What we can do

1 Recycling

2 Food

3 Save energy

4 Transport

Did you know ...?

Studies show that most students note only 20–40% of the important information of a lecture.

Learning tip

Deciding what is and is not important is a useful listening skill. Look at the audioscript on pages 97–98 and cross out any words that are not important. Then compare with the notes you made in Exercise 3. How accurate were your notes?

Sound smart**Emphasizing important information**

1 To emphasize important points, a lecturer might do any one of the following things:

- slow down
- pause
- speak louder
- say the important words slowly and carefully

2  Listen to these examples. For each example, decide how the speaker draws attention to the key points. Tick ✓ your answers.

	more slowly	louder	pausing
a		✓	
b			
c			
d			
e			

3  Listen again to the *What governments should do* section of the talk. Then find the audioscript on page 98 and underline the words and phrases the lecturer emphasizes.

Class bonus

Prepare a short one-minute talk giving your view on an environmental issue (global warming, recycling, etc.). Make notes of your ideas. Then practise, emphasizing the important information. Give your talk to the class.

D Speaking – Summarizing a talk**Speaking strategy: Talking about a lecture**

1 When giving an oral summary of a talk, you should:

- a state the topic
- b review the key points
- c give your opinion

Look at these expressions you can use.

Match each expression with a function (a–c).

I think the most interesting part was c

Something I didn't agree with was

Basically, it was about

They said / claimed / argued that

There were three main points.

Speak up!

2 Imagine a friend asks you about the *Humans and the Planet* lecture. Give an oral summary, using your notes to help you.

E Xtra practice

Listen to a lecture on the radio in English, or watch a lecture in English on TV. If you wish, note the main ideas and make a list of any signposts you hear the speaker use.

**Can-do checklist**

Tick what you can do.

- I can understand the main ideas and themes of a lecture.
- I can take concise notes of detailed, relevant information.
- I can listen for clues such as signposts and style of delivery.
- I can summarize the main points of a talk.

Can do**Need more practice**

Can do	
Need more practice	
Can do	
Need more practice	
Can do	
Need more practice	

Unit 15

Good afternoon, everyone

Get ready to listen and speak

- Match each item of equipment (a–j) with a picture (1–10).

a a data projector f marker pens

b a whiteboard g a screen

c an overhead projector h a laser pointer

d a microphone i a board rubber

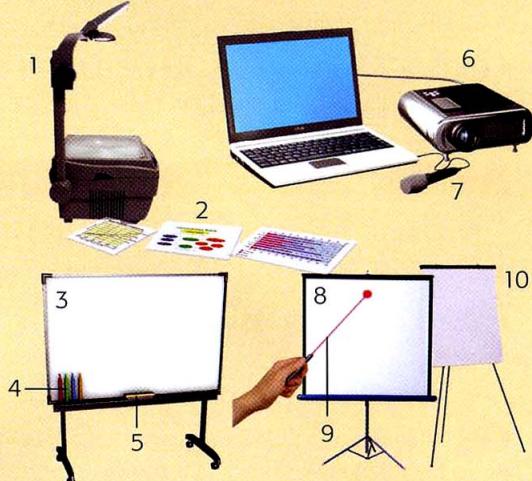
e a flipchart j overhead transparencies

- Look at these factors you need to consider when preparing a presentation. Match each factor with a description.

Objectives
Audience
Content
Organization
Venue
Time

how you want to structure your talk
how long you have
where you will be giving the talk
what you want to achieve
who you are speaking to
what you want to say

- Number each factor in order of importance (1–6).



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A Listening – Introduction

- 1 Stephanie Adams is a careers counsellor at a college in the US. She is giving a talk to final year students. Listen and number the stages of her introduction in order (1–4).

introduce the subject
welcome the audience
explain rules for questions
give an overview of the structure of the talk

- 2 Listen again and complete the expressions Stephanie uses.

a Good ...afternoon, everyone..., and welcome.
b Today I'm about job prospects.
c I'll describing the current position.
d look at salaries.
e , I'll move on to career choices.
f And , I'll review the main points.
g We'll questions at the end.



Did you know ...?

Some experts say the first 30 seconds of your presentation is the most important. How well you start your presentation will affect everything that follows, so it is important to get it right.

B Speaking – Getting off to a good start

Speaking strategy: Starting your presentation

- 1 Here are some more expressions you can use in your introduction.
Write each expression in the correct place.

The purpose of this presentation is to ...
Feel free to interrupt me if you have any questions.
Good morning to you all.
First of all, I'll go over some background details.
Today I want to talk to you about ...
After that, I'll move on to ...
Then I'll look at ...
To start with, I'll review ...
Hello. Thank you for giving me this opportunity to ...
Finally, I'll review the main points.
I'll start by describing ...
I'll make sure we have enough time for questions at the end.

Functions

Welcoming your audience:

Introducing your subject:

The purpose of this presentation is to ...

Giving an overview of your talk:

Explaining rules for questions:

Speak up!

- 2 Imagine you are giving a talk. Look at the notes below and give your introduction. Use the expressions in Exercise 1 to help you and finish by explaining rules for questions.

Aim – Business plan for the next five years
1 – where we are now
2 – restructuring plans
3 – expansion into Asia
4 – long-term goals

Example:

You say: Good morning, everyone, and welcome. The purpose of this presentation is to show you our business plan for the next five years. First ...

Learning tip

Have you heard of *KISS*? It means **Keep It Short and Simple**. In other words, don't use long sentences or difficult grammar. Speak in short, easy-to-understand sentences and avoid using words the audience may not know.

C Listening – Keeping on track

- 1 Listen to this extract from the middle of a presentation. Complete the signposts the speaker uses.

Finishing one point

That's about our sales and marketing strategy.

Starting another point

Now I would our overseas operations.

Giving an example

To example ...

- 2 Now listen to an extract from a different presentation. Tick ✓ the signposts you hear the speaker use.

Finishing one point

I've told you about our pensions policy.
We've looked at our pensions policy.

Starting another point

Let me now turn to staff recruitment.
Let's move on to staff recruitment.

Giving an example

A good example of this is ...
Another example of this is ...

Learning tip

You should maintain good eye contact with your audience throughout your presentation. Make sure you look at all of the audience, not just the people in front of you ... and remember to smile!

Sound smart**Sounding confident**

- 1 Most people are nervous when they give a presentation. Here are some tips to remember.

DO

speak slowly
speak calmly

DON'T

speak too quickly
let your voice drop at the end of a sentence

Tips to get attention

Pause between important points.
Lower your voice to draw the audience in.
Raise your voice to emphasize important points.

- 2  Listen to three speakers. Tick ✓ the person you can understand best.

Speaker 1 Speaker 2 Speaker 3

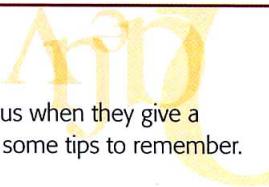
- 3  Listen again and make notes on what was and was not good about each person's performance.

Speaker 1:

Speaker 2:

Speaker 3:

- 4 Look at the audioscript on page 98. Read aloud the words for Speaker 2 and use the tips above to help you sound confident.

**D Listening – Concluding your presentation**

- 1  Listen to Stephanie Adams conclude her presentation. Number each stage of her conclusion in order (1–3).

thanks the audience
summarizes the main points
invites questions

- 2  Listen and complete these phrases.

Summarizing the main points

- a To briefly, then, ...
b I'd like to the main points.
c In then ...

Thanking your audience

- d Thank listening.
e Thank you very attention.

Inviting questions

- f Now, does anyone ?
g any questions?
h Are there questions?

- 3  Listen and repeat each phrase.

- 4  Now listen to Stephanie's conclusion again. Tick ✓ the expressions she uses.

E Listening – Questions and answers

-  Stephanie has a Q-and-A session at the end of her presentation. How does she encourage questions from the audience? Listen and complete the four phrases.

Sure. Go

Yes? Please

Yes, of course. What would you ?

Now, does a question?

F Speaking – Reacting effectively to questions

Speaking strategy: Dealing with questions

1 Notice the expressions you can use when dealing with questions.

I'd like to deal with that question later, if that's all right.

Do you mind if we press on? I'll answer that at the end.

That's a very good point. What does everyone else think?

I'm not quite sure I agree with you on that. There's no time now, but let's chat about it afterwards.

Speak up!

- 2 Imagine you are giving a talk and need to deal with questions. Listen and respond with the most appropriate phrases in Exercise 1.

Example: a

You hear: Excuse me. Can you explain that last point in more detail?

You say: Do you mind if we press on? I'll answer that at the end.

a You are worried about time.

b You think it's a difficult question to answer in a short time.

c You don't agree.

d You think it's an interesting question and want to open it up to the audience.

e You are falling behind and time is short.

G Speaking – Giving a short presentation

Speaking strategy: Keeping it short and simple

1 Prepare to give a short, simple presentation. First, make notes of your ideas.

Decide on a topic. _____

List the points you want to make.

Organize the points in the order you want to mention them.

Speak up!

2 Now give your presentation.

Introduction	Welcome the audience. Introduce the subject. Give an overview of the structure of the talk. Explain rules for questions.
Main body	Make your main argument. Cover several points. Link each one and give examples.
Conclusion	Summarize your argument. Thank the audience.

Example: Good morning, everyone. Today I want to talk to you about ...

Extra practice

Prepare another presentation and this time record yourself. After you finish, listen to your performance and identify any areas you can improve.

Class bonus

Give your presentation to the class, and listen to your classmates' presentations. Use the evaluation form on page 87 to assess each other's performance.



Can-do checklist

Tick what you can do.

I can give a short, simple presentation.

I can structure my talk well and use signposts effectively.

I can deal with questions from the audience in a variety of ways.

Can do

Need more practice

Unit 16

What do you mean?

Get ready to listen and speak

- Read each statement and tick ✓ your answers.

In a seminar:

you are free to express your views.

you shouldn't ask any questions.

you should mostly listen and take notes.

The purpose of a seminar is:

to encourage open debate.

to help students learn from each other.

to explore a topic in more detail.

- Write T (True) or F (False) for each statement.

You don't need to prepare for a seminar.

You shouldn't interrupt anyone.

The success of the seminar depends on the teacher.



go to Useful language p. 83

A Listening – Starting your seminar

- 1 Look at the advice in the *Study skills* sheet. Then listen to Greg start his talk in a seminar. How well does he cover the points (1–4)?

.....

- 2 What is the topic of Greg's talk?

.....

- 3 Listen again and complete the form.

Learning style	Advice for studying
V
A
R
K

Study skills – Advice for students

Starting your seminar

- 1 Say what the topic is.
- 2 Say why you have chosen that topic.
- 3 Outline the structure of the talk.
- 4 Give a summary of the theory.

4 What's your view of Greg's talk so far?

Tick ✓ your answers.

- a Are the aims clear?
- b Has the talk been well prepared?
- c Is it well organized?
- d Is there any waste, i.e. repetition?
- e Is the argument easy to follow?
- f Does the speaker sound confident?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

5 a What is your general impression of this part of Greg's talk?very good good OK poor **Learning tip**

When giving a talk in a seminar, don't just read aloud from a prepared script. Refer to notes, and try to speak to the audience and engage them directly.

Did you know ... ?

The more enthusiastic you appear and sound, the more interested your audience will be in what you have to say. Remember that your body language can help you get across your point effectively. Use gestures to help explain what you mean, and don't forget to engage with your audience by maintaining good eye contact.

B Listening – Presenting an argument**1**  Read the statements below. Then listen to the last part of Greg's talk and tick ✓ your answers.

Greg thinks:

- a most people have the same learning style.
- b one learning style is better than the rest.
- c people learn in similar ways.
- d it's not possible to categorize everyone.
- e the human brain is predictable.

Yes	No
<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"/>

2 Tick ✓ which statement most closely matches Greg's personal opinion.

- a We all have more than one learning style, but we usually rely on one or two most of the time.
- b By categorizing learning styles, we can help people to learn very effectively.
- c It is not possible to analyze learning styles because we learn in too many different ways.
- d More research into how people learn is necessary.

**Sound smart
Sounding enthusiastic**

- 1 You can sound enthusiastic when you speak by:
 - raising the pitch of your voice
 - emphasizing the key words
 - making your voice go up and down more than usual
- 2  Listen to the same extract, spoken in two different ways. Tick ✓ which sounds more enthusiastic.
Speaker 1 Speaker 2
- 3  Now find the audioscript on page 99. Then listen again to the more enthusiastic speaker and read aloud the speaker's words at the same time.

**Study skills –
Advice for students**

After you have covered the theory behind your topic, you should give your personal opinion and comments. Present an argument to explain your views and justify them.

C Speaking – Making a good case

Speaking strategy: Reinforcing your argument

- 1 To make your point more forcefully, repeat it in a different way. Here are some expressions you can use.

In other words, ...

To put it another way, ...

The point I'm making is ...

What I'm getting at is ...

- 2 Listen again to Greg present his conclusion. Tick ✓ the expressions he uses.

Learning tip

Be aware of your body language while you are giving a talk. Avoid distracting movements, such as playing with a pen or walking forwards and backwards.

Speak up!

- 3 Imagine you are making an argument and want to reinforce your point. Rephrase each of these statements, using the expressions in Exercise 1.

Example: a Knowing what learning style you are doesn't make any difference to your ability to learn.
You say: What I'm getting at is there is no benefit to analyzing learning styles.

- a Knowing what learning style you are doesn't make any difference to your ability to learn.
- b Information we receive isn't always 'learned' in the way we may think.
- c There is almost no evidence to suggest that one model of learning style is more accurate than another.

D Listening – Debating issues

- 1 Greg has finished his talk and asks for questions. Before you listen, note some questions you would like to ask about learning styles.

- 2 Listen to the final discussion stage of Greg's talk. Does anyone ask one of your questions?

- 3 Look at the chart on the right. Then listen once more and note Greg's answers to each question.

- 4 How well do you think Greg answers each question?



Questions	Answers
Advantages of being multimodal?	
Is VARK a learning style?	
Are learning styles fixed?	
Men-women differences?	

E Speaking – In a discussion

Speaking strategy: Following up a question

- 1 If you feel your question has not been answered, you can rephrase the question and ask it again. Here are some expressions you can use.

That's not really what I was asking. I meant ...
 Sorry. I'm still not very clear about ...
 I think you've answered a slightly different question. What I want to know is ...
 Perhaps my question wasn't very clear. Actually, I was asking ...

- 2  Listen again to the extract. Which of the expressions above do you hear?

Speak up!

- 3 Imagine you have asked a question, but feel that it hasn't been answered fully. Use the expressions in Exercise 1 to rephrase each question (a–c).

Example: a

You say: Sorry. I'm still not very clear about how we can find our own learning style.

- a How do we find our own learning style?
- b What's the value of studying learning styles?
- c If we study all the learning styles, will we become better learners?

Did you know ...?

In the VARK test, men have more kinaesthetic responses and women have more read / write responses.



Class bonus

- 1 Prepare a short talk on a topic of your choice. Then give your talk to the class.
- 2 Listen to your classmates' presentations. Grade each one, using Appendix 4 on page 87.

EXtra practice

Go to the VARK test website and try the VARK questionnaire for yourself. Answer the questions and then check your result. Tell a friend about the type of learner you are.

You can take the VARK test at <http://www.vark-learn.com/>



Can-do checklist

Tick what you can do.

- I can understand the basic principles of giving a seminar.
- I can present a well-organized argument and reinforce key points.
- I can follow up a question if I feel it hasn't been answered fully.
- I can evaluate my own performance.

Can do

Need more practice

Review 2

Units 9–16

Section 1

57 Listen and reply to each statement you hear.

Circle your answer.

Example:

You hear: What time would be most convenient for you?

- a That would be fine.
- b Between four and five.
- c Yes, it is.

1

- a Is that your best offer?
- b I think you're absolutely right.
- c I don't see it like that at all.

2

- a Yes, I got it all.
- b Yes, I'll get it.
- c I had it.

3

- a Is that your final answer?
- b I have no problem with that.
- c You're welcome.

4

- a I'm afraid so.
- b Yes, I have a question.
- c Yes, let's move on.

5

- a What do you mean by that?
- b I definitely agree.
- c Yes, that's right.

6

- a Yes, that would be fine.
- b Is that your best offer?
- c Perhaps you can give me your opinion?

7

- a I'm afraid not.
- b Is tomorrow morning OK?
- c Yes, that's fine.

8

- a That's not a problem.
- b Yes, he did.
- c No, the line was engaged.

9

- a Yes, it is.
- b It's Gabrielle from Sales.
- c That's right.

10

- a What's your opinion?
- b It's a deal.
- c Thanks.

Section 2

58 Read each situation. Then listen and write the letter.

Example:

You want to ask the delivery company to deliver the package before 5 pm today. What do you say?

You hear:

- a Do you think you can deliver before 5 pm today?
- b When would be a good time to deliver?
- c It won't be until late afternoon, I'm afraid.

You write: a

1 The photocopier in your office is broken, but the repair company can't come for three days. What do you say?

2 You haven't understood what someone said to you. What do you say?

3 You call a colleague, but they are not available. You want to leave a message for them. What do you say?

4 Someone has misunderstood what you said. What do you say?

5 A colleague just told you they are quitting the company. You want to check you heard correctly. What do you say?

6 You want to arrange a meeting with a colleague at three. What do you say?

7 A customer asks to speak to a colleague, but your colleague isn't there. What do you say?

8 You didn't understand what someone said, so you want them to repeat it for you. What do you say?

9 You are giving a talk when someone raises their hand to ask a question. What do you say?

10 You want to start your presentation. What do you say?

Section 3

Read each situation and **circle** your answer.

Example:

Which is the best phrase to use when trying to bargain with someone?

- a Do you think you could ... ?
- b I really must insist that ...
- c If you ..., then I'll ...

1 Your surname is Branson, but the person you are speaking to said Manson. Do you ...

- a say nothing as it's not important?
- b repeat your surname with emphasis to correct the mistake?
- c write your surname down on some paper and give it to the person?

2 If someone asks you to take a message, should you ...

- a write the message in full?
- b write only the main points and summarize to confirm?
- c ask the caller to send an email just to be safe?

3 Which of these phrases can you use to disagree with an idea?

- a I have no problem with that.
- b I don't think you understand what I mean.
- c I'm afraid I'm not very keen on that.

4 What phrase should you use if someone says a word you don't know?

- a So that means ...
- b Sorry. You can't expect me to understand that.
- c Can you explain what ... means, please?

5 Before you make an important call, it's sometimes a good idea to ...

- a write down everything you want to say.
- b make a brief note of what you want to say.
- c practise the conversation with a colleague.

6 When you are listening and taking notes, you should ...

- a note down everything you can.
- b only note the key words.
- c close your eyes sometimes to help you concentrate.

7 Why is it a good idea to identify the information you need before you listen?

- a It helps you focus your listening on only the details you need.
- b You will have more time to listen for other details.
- c You can answer the questions faster that way.

8 When giving a lecture in English, how can you emphasize important points?

- a By speaking quickly, so you can repeat the point many times.
- b By pausing between important points.
- c By coughing to get the audience's attention.

9 What's a good way to make sure you have understood what someone said?

- a Write it down and check later.
- b Look carefully at them to see how they are feeling.
- c Repeat what they said, beginning with *So you're saying that ...?*

10 You are giving a talk when someone raises their hand to ask a question. What can you not say?

- a That's a very good point. What does everyone else think?
- b There'll be time for questions at the end.
- c I'd like to deal with questions later, if that's all right.

Section 4

Read each statement and write your reply.

Example:

I'd like three black filing cabinets and a pack of A3 envelopes, please.

Certainly. Do you want to order anything else?

1 Do you mind if we press on?

2 I'm sorry. We can't fix the photocopier until Friday next week.

3 So what did the thief look like?

4 You mustn't keep putting the cart before the horse.

5 If you sign the contract today, I'll give you a ten percent discount.

6 Can you give me an overview of your talk, please?

7 What time would be most suitable for you?

8 So you think we need to expand faster into Europe and Asia?

9 Can you describe the bag that you lost?

10 Please leave a message after the tone.

Appendix 1

Useful language

This appendix contains a list of expressions which are useful when carrying out the listening and speaking tasks in each unit. The expressions are divided into *Things you can say* and *Things you might hear*.

You can use this appendix in the following ways.

Before you begin each unit, do one of the following:

- 1 Look at the expressions and use your dictionary to check the meaning of any words you do not understand.
- 2 Look at the expressions, but try to work out the meaning of any words you do not understand *when you see or hear them in the unit*. This is more challenging, but it is a very useful skill to practise.

After you complete each unit:

- 3 Look at the expressions and check that you understand them. Try to think of different examples using the same key words. Find the key words and expressions in the *Audioscript* to see them in context.
- 4 Listen to the expressions, and notice the stress and rhythm of the speaker. You may want to mark sentence stress in a highlighter pen. Listen again and repeat each expression, practising the stress and rhythm.
- 5 Listen again to the expressions and notice the pronunciation of any difficult words. You may want to mark word stress in a highlighter pen. Listen once more and repeat each word, practising the word stress.
- 6 Cover a column. Then listen to each expression and repeat from memory. This helps to focus your listening.

Unit 1

Things you can say	Things you might hear
Hi there.	Long time no see.
How's it going?	See you around.
How are you doing?	I think so too.
What's up?	Definitely.
I've got to go.	That's not right!
Right, I must dash.	No way!
I guess I'd better be going.	I don't agree.
It was nice talking with you.	I don't think so.
See you later.	From my point of view, ...
Talk to you later.	It seems to me that ...
Have a nice weekend.	In my opinion, ...
See you around.	If you ask me, ...
Right. I'm off!	
It was lovely to see you.	
I should get going (I suppose).	
It's been great to talk with you.	
I know what you mean, but ...	
I may be wrong, but ...	
I agree to some extent, but ...	

Unit 2

Things you can say	Things you might hear
<p>I've booked a table for eight o'clock. Can we have a little more time? For starter I'd like ... Oh, it looks lovely! Thank you. I'll have an orange juice. Can I have the bill, please? No, I'll pay. Really, I insist. Sorry, but I've been waiting for my main course for twenty minutes. Excuse me. I'm afraid I don't like this wine. I think it might be corked. I think this bill is wrong. I've been charged too much.</p>	<p>Follow me, please. Are you ready to order? And for main course? Would you like anything to drink? Would you like dessert? This is our house special. No, you paid last time. Let me get it. I'll get you another one right away. I'll find out what's happened to it. I forgot to mention it.</p>

Unit 3

Things you can say	Things you might hear
<p>I'm looking for a flat, with two bedrooms. We'd like a place with a garage. Would you mind if I painted the lounge white? Is it OK if I buy a new sofa? I was wondering if I could have broadband Internet installed? Could you send someone to repair the washing machine, please? I'm not very happy about this at all. I'd like to know what you are going to do about it.</p>	<p>They all come furnished. The rent is \$795 per month. It is due on the first of each month (one month in advance). The deposit is six weeks' rent. This is refundable at the end of your tenancy. Electricity, gas and telephone bills have to be set up independently. You will have to pay a cancellation fee. We will send someone to repair it at no charge. If you break the terms of your tenancy agreement, you can be evicted. I'll get someone to fix it today.</p>

Unit 4

Things you can say	Things you might hear
<p>I bought this notebook computer yesterday, but I'm afraid that the monitor doesn't work. Sorry, but the radio I bought last week has stopped working. I see. You'll either repair it or replace it. What about a refund? So, all faults and accidental damage are covered? It's a bit more than I wanted to pay. Is that your best price? Can't you do any better? How much for cash? Well, I'll give you £20 for it. OK, that's fine. It's a deal. That's OK with me.</p>	<p>Do you have a receipt? You can't use a credit voucher to buy anything that's in the sale. We don't give refunds, I'm afraid. It isn't under guarantee, so we can't really help you. This sofa comes with a full two-year guarantee, covering faults, and accidental damage. You'll only have a refund if a replacement isn't available. That's £35 to you. Let's say £30, then. How's that? It's a bargain, I promise you. That is a cash price! It's a deal.</p>