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English Skills

with two audio CDs

4

Real Listening & Speaking

with answers

Miles Craven

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with answers

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Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	1	How's it going?	Socializing	• start up a conversation and make small talk • develop and maintain a conversation • understand when someone is being ironic • use intonation to indicate emotions
	2	I'm looking for a camera	Shopping	• ask about products in detail • negotiate and get a good deal • return an item to a shop and give an explanation
	3	I need to see a doctor	Healthcare	• enquire about and register for health services • understand a doctor's diagnosis • use stress to correct any important misunderstandings
	4	What's the problem?	Living away from home	• describe everyday problems and speculate about causes and consequences • give advice and make strong recommendations • explain the consequences of particular actions
	5	What a lot of red tape!	Bureaucracy	• ask about official procedures • understand official processes • be concise and to the point when answering questions
	6	What a great view!	Sightseeing	• show visitors around your home town • talk about places of interest • ask about attractions in a city • make strong recommendations
Work and Study	7	I'd appreciate it	Requesting services	• understand detailed requirements • make polite requests and explain what you want • interupt politely and ask for help • specify requirements and justify your reasons
	8	This is your office	Organizations and people	• understand and explain company structures • understand roles and responsibililties • talk about your role and responsibilities • describe personal qualities and strengths

	Unit number	Title	Topic	How to ...
Work and Study	9	I'll sort it out	Problems at work	• handle customer complaints • confirm and check important information • put forward solutions
	10	Can I call you back?	On the phone	• make and take calls successfully • take and leave messages • overcome phone-related difficulties
	11	Shall we move on?	Meetings	• identify other people's opinions • participate successfully in a meeting • lead a meeting effectively as chair • express your opinions diplomatically
	12	I'd like to begin by ...	Attending lectures and talks	• take notes effectively • summarize what you've heard • ask detailed questions for further information
	13	Let's take a closer look	Giving lectures and talks	• understand detailed information • describe information in charts and graphs • link ideas effectively using signpost words
	14	Can you expand on that?	Participating in a seminar	• follow the development of a discussion • express your opinions and disagree politely • ask for more detail • participate effectively in a seminar
	15	It'll help me get a good job	Study management	• talk about your study plans in detail • ask for opinions and recommendations • understand detailed course requirements • understand library services and procedures
	16	I work well under pressure	Interviews	• describe yourself and your strengths • sound confident and make a good impression • deal with difficult questions

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Introduction

To the student

Who is *Real Listening & Speaking 4* for?

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

How will *Real Listening & Speaking 4* help me with my listening and speaking?

Real Listening & Speaking 4 contains practical tasks to help you in everyday listening and speaking situations, e.g. at the shops, sightseeing or travelling away from home. It also gives practice in a range of work and study situations. It is designed to help you with listening and speaking tasks you will need to do when communicating in English, at home or abroad.

The exercises in each unit help you to develop useful skills such as listening for context, listening for specific information and listening for the main idea. It is designed to help you with listening and speaking you will need to do when communicating in English at home or when visiting another country.

How is *Real Listening & Speaking 4* organized?

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

- Units 1–6 – social and travel situations
- Units 7–16 – work and study situations

Every unit has:

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

Most units also have:

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

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

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language* for every unit and more ideas about how to improve your listening and speaking
- *Audioscript*: includes everything that you can hear on the audio CDs and gives information about the nationalities of the speakers
- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer

How can I use *Real Listening & Speaking 4*?

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

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

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

Introduction
To the teacher

What is *Cambridge English Skills*?

Real Listening & Speaking 4 is one of 12 books in the *Cambridge English Skills* series. The series offers skills training to students from elementary to advanced level, and also contains *Real Reading* and *Real Writing* books. All the books are available in with-answers and without-answers editions.

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

Where are the teacher's notes?

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

What are the main aims of *Real Listening & Speaking 4*?

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

What are the key features of *Real Listening & Speaking 4*?

- It is aimed at advanced learners of English at level C1 of the Council of Europe's CEFR (Common European Framework of Reference for Languages)
- It contains 16 four-page units, divided into two sections: *Social and Travel* and *Work and Study*
- *Listening & Speaking 4* units contain:
  - *Get ready to listen and speak* warm-up tasks to get students thinking about the topic
  - *Learning tips* which give students advice on how to improve their listening and their speaking
  - *Sound smart* activities which focus on pronunciation
  - *Focus on* activities which provide contextualized practice, in particular language or vocabulary areas
  - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your classes
  - *Did you know?* boxes which provide notes on cultural or linguistic differences between English-speaking countries, or factual information on the topic of the unit
  - *Extra practice* extension tasks which provide more real-world listening and speaking practice
  - *Can-do checklist* in every unit to encourage students to think about what they have learnt
- There are two review units to practise skills that have been introduced in the units.
- It has an international feel and contains a range of native and non-native English accents.
- It can be used as self-study material, in class, or as supplementary homework material.
- It covers a wide range of highly practical activities that give students the skills they need to communicate effectively in everyday situations.

What is the best way to use *Real Listening & Speaking 4* in the classroom?

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

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

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

Unit 1
How's it going?

Get ready to listen and speak

- Do you …

	Yes	Sometimes	No
like going to parties?	☐	☐	☐
enjoy meeting new people?	☐	☐	☐
prefer to socialize only with people you know?	☐	☐	☐
hate making small talk with strangers?	☐	☐	☐
switch off if you are not interested in the conversation?	☐	☐	☐
prefer to listen to others than give your opinion?	☐	☐	☐

- What do you think your answers say about your character?

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A Listening – Starting a conversation

1 (2) **Listen and complete these expressions you can use to start a conversation.**

a What ___did you get up___ to at the weekend?
b How's _____?
c Did you _____ last night?
d It's _____, hasn't it?
e So, how _____?
f Wow! I _____.

2 (3) **Listen and match each response (1–6) with a conversation starter (a–f) in Exercise 1.**

1 __c__ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

B Listening – Making small talk

1 (4) **Kerri, from Ireland, is at a party in a friend's home. Listen to two conversations (A and B) she has with people she meets. Circle the correct answer.**

Who …

a talks about himself? Tim / Nick
b responds to information? Tim / Nick
c doesn't ask questions? Tim / Nick
d shows interest? Tim / Nick
e asks lots of questions? Tim / Nick

2 (4) **Which conversation is more successful? Why? Listen again and note your ideas.**

_____
_____

Learning tip

To get on well in conversation it's important to be a good listener. Listen carefully and respond to what you hear, showing interest and asking questions for more information. This will help keep the conversation going.

C Speaking – Keeping a conversation going (1)

Speaking strategy: Asking follow-up questions

1 Look at this extract from Kerri's conversation with Nick. Underline the follow-up questions that Nick asks Kerri about her work.

Kerri: We work in the same department.
Nick: Oh, I see. How long have you worked there?
Kerri: Nearly a year.
Nick: Great. Are you enjoying it?

Speak up!

2 Imagine you are speaking to someone at a party. Write one follow-up question for each of these statements.

a I've lived here for five years now.
Where did you live before?

b I work in Manchester.
.....

c I'm going on holiday soon.
.....

d I went to Paris last week.
.....

e I moved house last Monday.
.....

3 5 Now listen to eight statements (a–h). For each statement, respond by asking a follow-up question.

Example
You hear: a
I have two children.
You say: Oh really? What are their names?

D Speaking – Keeping a conversation going (2)

Speaking strategy: Using question tags

1 Look at two more extracts from Kerri and Nick's conversation. How does Nick encourage Kerri to respond?

a Nick: Great party, isn't it?
Kerri: Yeah, it's really good.

b Kerri: Have you ever been to Dublin?
Nick: No, but I've always wanted to go. It's not expensive, is it?

Notice that using a question tag turns a statement into a question and invites the listener to reply.

2 6 Now listen to each extract. Does Nick's voice go up or down at the end of each question tag?

a ..... b .....

3 In which question ...

1 does Nick ask for clarification? .....
2 does he want Kerri to agree with him? .....

Speak up!

4 Imagine you are speaking to someone at a party. Use the ideas below to make questions using question tags. Make your voice go down at the end, asking for agreement.

Example: a John's a nice guy, isn't he?

a John / nice guy
b music / great
c cold / yesterday
d you / two children
e they / not from here
f your birthday / last week

5 Now use the ideas below to make more questions using question tags. This time, make your voice go up at the end, asking for clarification.

Example: a You don't live in London, do you?

a you / not live in London
b he / not find a job yet
c Julia / not pass driving test / last week
d you / not shopping / next weekend
e they / eat meat
f you / not watch the match / last night

E Speaking – Keeping a conversation going (3)

Speaking strategy: Reply questions

1 Look at another extract from Kerri's conversation with Nick. Notice how Nick shows interest by asking a short question *Do you?* This is called a *reply* question.

Kerri: I come from Dublin originally.
Nick: Do you? That's great. They say it's a really fun city.

Speak up!

2 Complete each conversation with a reply question.

a A: I bought a new car last month.
B: ....Did you.... ? What model did you go for?

b A: I don't like classical music at all.
B: ..... ? I love it.

c A: I've got terrible backache.
B: ..... ? Oh dear.

3 (7) Listen and check. Then play the recording again and take the role of B. Try to speak at the same time.

4 (8) Now listen to eight more statements and respond to each one with a reply question. Try to add a follow-up question too, if you can.

Example: You hear: a It's my birthday today.
You say: Is it? Congratulations. What are you going to do to celebrate?

Focus on ... question tags

1 Make each statement a question by adding a question tag.

a You haven't lived here long, ...have you.... ?
b You like your job, ... ?
c Michael is a nice guy, ... ?
d Tina isn't coming for dinner tonight, ... ?
e I've seen you somewhere before, ... ?
f They come from Germany, ... ?
g You won't be late, ... ?
h We met at Julie's party last month, ... ?

2 Say each question twice. First, make your voice go up, asking for clarification. Then make your voice go down, asking for agreement.

Did you know ...?

Conversations last longer when people smile and keep good eye contact.

Class bonus

Imagine you are at a party. Stand up, mingle with your classmates and start conversations together. Try to keep each conversation going as long as you can by asking follow-up questions, using question tags and reply questions. Use your body language to show interest and to relate to the people you are speaking to.

F Listening – Understanding irony

1 (9) Listen and complete conversations a and b.

a Emma: Oh no. It's ..... !
Tony: Great. I was going to ..... this afternoon.

b Julie: It said on the news that ..... are going to fall.
Frank: Really? That's great. I've just bought a ..... .

2 Look at each conversation again and tick ✓ your answers.

a How do Tony and Frank both feel?
pleased ☐ relieved ☐ disappointed ☐ excited

b When they say *Great / That's great,* what do they mean?
'How wonderful!' ☐
'Oh no. That's terrible!' ☐
'I'm not interested.' ☐

3 (10) Now listen to three more conversations and match each conversation (a–c) to one of the pictures (1–3) below.

1 .....

2 .....

3 .....

4 10 **Listen again and match each expression you hear with a conversation.**

What a pity!	Conversation a
That's marvellous!	Conversation b
How exciting!	Conversation c

5 10 **Listen again. What does each speaker *really* mean?**

a I'm pleased about that.
b How boring!
c What a disaster!

What a pity! a
That's marvellous! .....
How exciting! .....

Focus on ... exclamations

Complete each exclamation with *How* ..., *What* ... or *What a* ... .

a What a terrible thing to say!
b ..... awful!
c ..... pity!
d ..... fantastic news!
e ..... great idea!
f ..... appalling weather!
g ..... amazing!
h ..... mess!
i ..... unusual!
j ..... relief!

Sound smart
Indicating emotion

1 11 The *way* you say something can change its meaning. Listen to these examples.

a Guess what? I've passed all my exams. → That's great.

b There's nothing to do and nothing on TV either. → That's great.

In the first example the speaker has a high tone and emphasizes *great* to show enthusiasm. In the second example, the flat tone and lack of intonation on *great* indicates boredom.

2 11 Listen to the examples again and repeat each response.

3 12 Now listen to each expression below spoken in a different way. Tick ✓ what emotion the speaker is trying to convey in each case.

	enthusiastic	bored
a That's really interesting.	✓	☐
b That's really interesting.	☐	☐
c How marvellous.	☐	☐
d How marvellous.	☐	☐
e That's exciting.	☐	☐
f That's exciting.	☐	☐
g What a good idea.	☐	☐
h What a good idea.	☐	☐

4 12 Listen and check. Then listen again and repeat each sentence using the same intonation.

Extra practice

Find an English-speaking club in your area. Go along with a friend to the next meeting. Use the question techniques and strategies in this unit to help you communicate with the people you meet there.

Can-do checklist

Tick what you can do.

	Can do	Need more practice
I can start up a conversation and make small talk.		
I can keep a conversation going using a range of question techniques.		
I can understand when someone is being ironic.		
I can use intonation to indicate emotions such as enthusiasm.		

Unit 2
I'm looking for a camera

Get ready to listen and speak

- Match each item (a–l) with a picture (1–12).
  - a DVD recorder ..8..
  - b MP4 Player .....
  - c plasma TV .....
  - d desktop PC .....
  - e laptop/notebook computer .....
  - f smart phone .....
  - g USB memory stick .....
  - h digital camcorder .....
  - i all-in-one printer .....
  - j memory card .....
  - k SatNav system .....
  - l shredder .....
- Tick ✓ the items you own.

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A Listening – In an electrical shop

1 (13) Listen to five short conversations in an electrical shop. For each conversation, decide which item (a–l) above the people are talking about.

a SatNav system
b .....
c .....
d .....
e .....

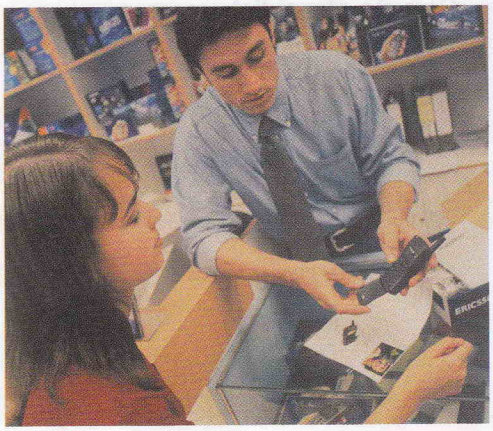
2 (13) Listen again. Make a list of the words and expressions that help identify each item.

a maps, plan your route, touch screen
b .....
c .....
d .....
e .....

B Listening – Asking for information

1 (14) Paola is an Italian teacher working in London. She's thinking of buying a smart phone. Listen to her talk to an assistant and complete the expressions she uses below.

a I'm ..looking for.. a smart phone.
b I'm ..... this one.
c Can ..... wireless internet is?
d Sorry, ... 'hotspot' mean?
e Could you ..... that?
f I'd ..... more about that, please.
g ..... the battery life ..... ?



2 Match each expression from Exercise 1 (a–g) with a function (1–3).

1 Asking for an explanation
c.....
2 Asking for information
.....
3 Saying what product you want
.....

3 (14) Look at these things you can do with a smart phone. Listen again and number each one in the order it is mentioned (1–10).

organize appointments [1]
take notes and write documents [ ]
store addresses and contacts [ ]
surf the Internet [ ]
read and send email [ ]
listen to music [ ]
take photos and videos [ ]
watch TV [ ]
download video games [ ]
transfer files to your computer [ ]

4 (14) Answer these questions, then listen once more and check.

a What is the advantage of wireless internet? .....
.....
b What is a 'hotspot'?
.....
.....

Learning tip

Whenever possible, try to prepare for a conversation. Think in advance about what you want to say, and how you can say it in English.

Did you know ...?

WEEE means Waste Electrical and Electronic Equipment. Every year, millions of tonnes of old and unwanted electronic goods are thrown away. This creates a huge environmental problem. Governments, manufacturers and individuals around the world are trying to collect, reuse and recycle these unwanted electronic goods.

Sound smart

The schwa /ə/

The schwa is the weak vowel sound in some syllables that is pronounced /ə/. It is very common in spoken English.

1 (15) Listen to these words. Notice the schwa.
connect picture computer

2 (16) Now listen to these words. Underline the schwa in each word. It may appear more than once.
camera popular feature
address appointment

3 (17) Listen to this sentence. Notice the schwa.
I often use my phone to surf the Internet.

4 (18) Now listen to these sentences. Underline the schwas.
a Can I take a closer look?
b Here's a picture of me and my friend.
c The assistant said there's a sale on today.

5 (15–18) Listen again and repeat the words and sentences. Try to pronounce the schwa sound each time.

C Speaking – Finding out about a product

Speaking strategy: Asking how to use something

1 Look at this extract from the end of Paola's conversation. Notice the expression in bold that she uses to ask how to use the smart phone.

Paola: **What happens if I** press this button here?
Assistant: Er, nothing. You've got to turn it on first!

2 Here are some other expressions you can use to ask how something works.

What does that (button) **do**?
What is this (button) **for**?

Speak up!

3 (19) Imagine you want to buy a smart phone. Use the words below to make sentences. Listen and respond to the assistant.

Example
You hear: Can I help you?
a
You say: Yes, please. I'm looking for a smart phone.

a look for / smart phone
b have / a closer look?
c happens / press this button?
d keypad / for?
e blue button / do?

D Listening – Making a purchase

1 20 James is buying a DVD recorder. Listen and tick ✓ which extra services the assistant mentions.

Special payment terms ☐ An accessory at a reduced price ☐
An extended warranty ☐ Delivery ☐
After-sales technical support ☐ Installation and demonstration ☐

2 20 Listen again and write the cost of each additional service the assistant offers.

.....

.....

3 20 Listen once more. Which service does James decide to buy? What does he *not* have to pay for?

.....

.....

E Speaking – Getting a good deal

Speaking strategy: Negotiating

1 Look at this extract from the conversation in the electrical shop. Underline the words James uses to bargain with the assistant.

James: If you give me free delivery, then I'll take the extended warranty option. How's that?
Assistant: Hmm. OK. I think we can work something out here.

Speak up!

2 Imagine you are a customer and want to bargain with the shop assistant. Use *If ... then* to negotiate these terms.

Example: a free delivery / extended warranty
You say: If you give me free delivery, then I'll take the extended warranty.

a free delivery / extended warranty
b 10% off / special payment terms
c free installation and demonstration / extended warranty
d free delivery / after-sales technical support
e a discount / buy two
f give me an extra battery / buy the leather case

Class bonus

Half the class are shop assistants, the other half are customers.
Shop assistants: Decide what electrical item you want to sell (e.g. a digital camcorder, plasma TV, notebook computer etc.). What is the full price? What extra services can you offer, and for how much?
Customers: Speak to various assistants. Find out what they are selling and decide what you want to buy. What extra services do you want? Try to negotiate a good deal.

Focus on ... the language of sales

Circle the correct preposition in each sentence.

a Are these printers (in) / *at* the sale?
b There's 25% *down* / *off* everything in the shop today.
c Have you got any special offers *on* / *in* at the moment?
d There's a sale *with* / *on* all plasma TVs this month.
e I'm sorry. That item is not *in* / *for* sale.
f All our computers are *in* / *on* the sale this week.
g We've had a bad month. Our sales are *down* / *under* by 10%.

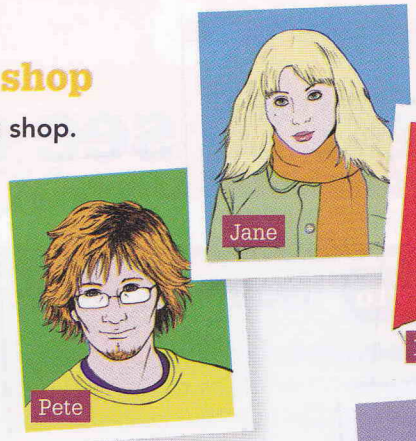
F Listening – Returning an item to a shop

1 21 **Listen to four people each take an item back to a shop. Match each person with the item they are returning.**

an all-in-one printer .....
a computer game .....
a mobile phone .....
an MP4 player ....Jane....

2 21 **Listen again and complete the reasons for returning each item.**

Jane She never ....listens to music....
Henri He ..... has ..... .
Pete It's faulty. The .....gets stuck and the ..... doesn't work.
Karen It ..... while on the Internet, and sometimes when she makes a call she can't ..... .



G Speaking – Returning items

Speaking strategy: Describing a problem

1 **Here are some expressions you can use to describe a problem.**

The thing is ...
The problem is ...
I don't understand why ...
The problem seems to be ...

2 21 **Listen again to Jane, Henri, Pete and Karen. Tick ✓ the expressions you hear.**

Extra practice

Imagine you are telling a friend about an electronic item you own. Say where you bought it, when, what features it has and if you have had any problems with it.

Speak up!

3 **Imagine you are a customer returning an item to a shop. Look at the information below and explain the problem to the shop assistant.**

Example: a
You say: I bought this radio last month but the problem is the volume doesn't work properly.

a bought last month / ~~volume~~

b bought last week / ~~screen~~

c present / ~~listen to music~~

d present / already have it

e bought last weekend / ~~remote control~~

Can-do checklist

Tick what you can do.

	Can do	Need more practice
I can ask about a range of products in detail.		
I can negotiate with a shop assistant to get a good deal.		
I can return an item and give an explanation where necessary.		

Unit 3
I need to see a doctor

Get ready to listen and speak

- Match the health problems (a–f) with the symptoms (1–6).

a food poisoning	1 have a splitting headache, feel dizzy
b depression	2 have trouble sleeping, can't unwind or relax
c hay fever	3 have stomach cramps, feel nauseous, have diarrhoea
d migraine	4 feel lethargic, lacking in energy, pessimistic
e insomnia	5 have watery eyes, sneeze a lot, feel breathless
f a fever	6 have a high temperature, shiver and sweat

- What advice would you give someone suffering from these problems?

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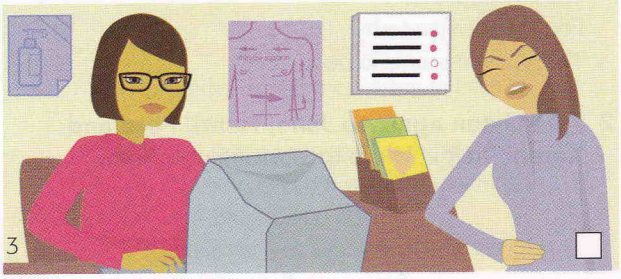
A Listening – Getting the right healthcare

1 22 Listen and match each speaker (a–d) with a picture (1–4).



2 22 Can you remember what each person wants? Note your answers, then listen again and check.

a something for a headache
b .....
c .....
d .....

3 23 Now listen and match each reply (1–4) with the correct speaker (a–d) in Exercise 1.

1 d 2 ..... 3 ..... 4 .....

4 23 Listen again to each reply and answer these questions.

a What does MIU stand for?
.....

b How much do the headache tablets cost?
.....

c What does a new patient check-up involve?
.....

d What time is the doctor's appointment?
.....

B Listening – Registering at a doctor's surgery

1 24 **Beata is a student from Germany. She is registering at Cranfield House Surgery. Listen and complete the steps in the registration process.**

Step 1 fill in a ..... form
Step 2 complete a ..... card
Step 3 have a ..... Check

2 24 **Listen again and answer the questions.**

a What documents does she need to provide?

.....

b What additional information does she have to provide?

.....

Did you know ...?

Citizens of many European countries are entitled to free or discounted medical treatment throughout Europe, with the European Health Insurance Card (EHIC). Citizens from outside the EU may have to pay for treatment if they become ill while visiting an EU country.

C Listening – Finding out about health services

1 25 **Listen to the receptionist tell Beata about the range of services offered at the medical practice. Number the services listed on the leaflet in the order she mentions them.**

Cranfield House Surgery

☐	Well Person Clinic	p1
☐	Asking for advice	p3
☐	Home visits	p4
☐	Seeing the nurse	p5
☐	Special clinics	p6
1	Making an appointment	p9
☐	Repeat prescriptions	p10
☐	In an emergency	p11

0131 732 8900

2 25 **Read the statements below. Then listen again and write T (true) or F (false) for each statement.**

a You can only make an appointment by phone. ..F..
b Usually you can see a doctor in less than 24 hours. .....
c Only a doctor can give vaccinations. .....
d You have to call before ten thirty if you want a home visit. .....
e A nurse or doctor is available seven days a week to give advice by phone. .....
f There is a Well Person Clinic twice a week. .....
g There is no special clinic for people with hay fever. .....
h You have to ask two days in advance for a repeat prescription. .....

3 **Now correct the false statements.**

.....
.....
.....
.....
.....
.....
.....
.....

D Listening – At the doctor's

1 26 Listen to two patients, Anne and Brian, describe their symptoms to the doctor. Write A (Anne) or B (Brian) next to each symptom below.

1 can't switch off [A]
2 is very lethargic [ ]
3 is shivering and sweating [ ]
4 has trouble sleeping [ ]
5 has a high temperature [ ]
6 feels tense and irritable [ ]
7 feels weak and dizzy [ ]

2 27 What do you think could be the matter with each person? Listen to the doctor's diagnosis and complete his notes.

Anne Bertrand

Problem: depression

Treatment: Nitropan. -week course.

One 1000mg tablet and another

Return visit Yes/No [If yes, when _____]

Brian Kingston

Problem: _____

Treatment: Cordosole 5. 1-week course.

250mg tablets, 3x per day before

Return visit Yes/No [If yes, when _____]

3 28 A few weeks later Beata isn't feeling very well. She goes to see her doctor. Listen and tick ✓ the symptoms she mentions.

has trouble sleeping [ ]
feels nauseous [✓]
has stomach cramps [ ]
has diarrhoea [ ]
has been sick [ ]
has a high temperature [ ]

4 Look at Beata's symptoms. What do you think is wrong with her?

5 29 Now listen to the doctor's diagnosis. Answer the questions.

a What is wrong with Beata?

.....

b What does the doctor prescribe?

.....

c Does she have to go back to the doctor?

.....

Learning tip

It is not always possible to understand everything first time. If you are not sure, then check you have understood, especially if the information is important. A good technique is to repeat the important information back to the speaker.

E Speaking – Understanding the diagnosis

Speaking strategy: Checking you understand

1 Look at this extract from Beata's conversation with the doctor. How does she check she has understood correctly?

Doctor: I'll give you a prescription for some tablets. They're very good. Take two every four hours and it should sort itself out in a few days.

Beata: OK, so I need to take two tablets every four hours.

2 You can also use these expressions when you want to check you have understood.

So, you mean I should …
Right, so you're saying I have to …

Speak up!

3 30 Imagine you are at the doctor's. Listen to the doctor's instructions (a–e) and respond each time by checking you understand.

Example
You hear: a
This is a prescription for some medicine that should help sort it out. Take two tablets three times a day, before meals.
You say: Right, so you're saying I have to take two tablets three times a day before meals.

Sound smart

Using stress to correct misunderstandings

1 31 Stressing certain words is a useful way of correcting someone if they have misheard or misunderstood what you have said. Listen to these two conversations and notice how the words in **bold** have more stress.

A: So you have to take two tablets once a day?
B: No, the doctor said take two tablets **twice** a day.

A: Did you say your left ankle was swollen?
B: No, it's my **right** ankle.

2 32 Now listen and use the information below to correct each speaker. Stress the important words in your reply.

Example
You hear: a
So, your next appointment is on Friday at five thirty?
You say: No, it's on Friday at **six** thirty.

a Friday 6.30pm
b after each meal
c three times a day
d right arm
e a blood test

'So you're saying I have to take *three* of these?'
'That's right. Every four hours.'

Extra practice

Go to the BBC Learning English website and type 'health' in the search box. Press enter, then choose a link that interests you. Click 'Listen to the story' and check for any video material, too. Complete any exercises. You could also go to the Voice of America Special English website to watch or listen to more health stories.
http://www.bbc.co.uk/worldservice/learningenglish
http://www.voanews.com/specialenglish/

Class bonus

Half the class are doctors, the other half are patients.
Patients: Think of a health problem. Find a doctor and explain your symptoms. Then listen carefully to the doctor's diagnosis, and repeat back any instructions to make sure you understand. Visit several doctors to find who gives the best diagnosis and advice.
Doctors: Listen to each patient describe a health problem. Make a diagnosis and prescribe some medicine. Give instructions on taking the medicine. Make sure your patients understand clearly.

Can-do checklist

Tick what you can do.

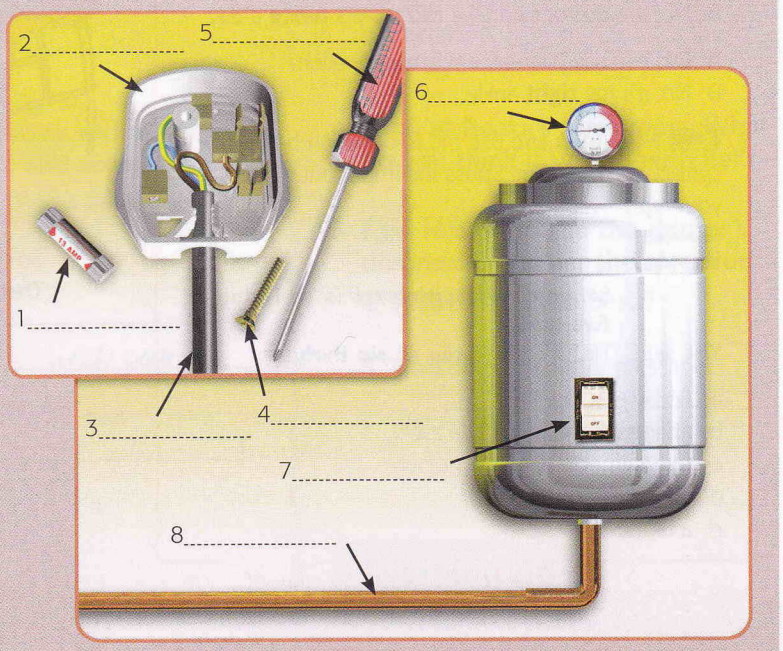
	Can do	Need more practice
I can enquire effectively about and register for healthcare services.		
I can listen to a doctor's diagnosis and check I have understood.		
I can use stress to correct misunderstandings.		

Unit 4
What's the problem?

Get ready to listen and speak

- Label the diagrams using these words.
  pipe fuse screw switch plug
  thermostat screwdriver cable
- Match the expressions to complete six sentences.
  For example: A car engine can stall.

	car engine		run out of ink.
	battery		blow.
A	pump	can	stall.
	printer cartridge		go flat.
	computer		break.
	fuse		crash.



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A Listening – Dealing with everyday problems

1 33 Listen to these sounds. What do you think is happening? Try to complete the chart.

	Object	Problem
a	car	
b		
c		

2 34 Now listen to the conversation (a–c) that follows each sound. Check that you correctly identified each problem.

3 34 Listen again. What does each person decide to do?

a .....
b .....
c .....

Learning tip

It can sometimes be useful to listen not only to what people say, but also to any sounds in the background. You can find out a lot of information by listening for aural clues.

Focus on ...
modals of deduction

When we think we are sure about something we use *must* and *can't*.
It *must* be the battery.
No. It *can't* be. It's new. The fuse *must* have blown.

When we are not sure about something we use *may*, *might* or *could*.
It *may* be the battery.
Yeah, or it *might* be the fuse.
Hmm. It *could* have run out of paper, too.

1 Study the examples above and listen again to the conversations in Recording 34. Then circle the correct answers to complete the rules.
To make a deduction in the *present / past*, we use a modal of deduction and the infinitive.
To make a deduction in the *present / past*, we use a modal of deduction + *have* + past participle.

2 Now circle the correct answer to complete each sentence.
a It *might / can't* need a new fuse because I replaced it yesterday.
b There's no cable! Someone *must have / could have* taken it.
c This page is blank. I'm not sure, but the printer *could have / must have* run out of ink.
d The remote control isn't working. The batteries *might have / can't have* run out.
e The TV works fine now. I suppose someone *might have / must have* fixed it.
f The garage *might not / could not* be open. It's nearly six o'clock.

B Speaking – Finding solutions

Speaking strategy: Speculating about causes

1 Look at these expressions you can use to speculate about causes. Notice the words in bold.

The battery **may** be dead.
It **might have** run out of paper.
It **could** be the cable.
It **can't** be the fuse.
The cartridge **must have** run out.
Perhaps it **needs** replacing.

Speak up!

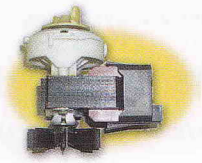
2 35 Imagine you are living with a friend. Your friend tells you about some problems around the home. Listen and use the ideas below to speculate about possible causes.

Example
You hear: a
Guess what? The dishwasher isn't working again.
You say: It could be the pump. It might have broken. Perhaps it needs replacing.

3 36 Now imagine your computer isn't working. Your friend suggests some possible causes. Listen and use the ideas below to have a conversation.

Example
You hear: Is there something wrong with your computer? It could be the cable. It might not be plugged in.
a
You say: No, I've checked all the cables. It can't be the cables.

a cables OK
b fuses OK
c monitor OK
d wireless keyboard and mouse – new batteries
e hard disk – not checked


a pump broken? / replace?

b batteries flat? / replace?

c cartridge run out?

d thermostat broken?

e fuse blown? / buy a new fuse?

C Speaking – Offering your opinion

Speaking strategy: Giving strong advice

1 Underline the expressions for giving strong advice.

You really should get this fixed.
You really shouldn't leave it any longer.
You'd better call an electrician.
You'd better not touch that cable. It might not be safe.
You ought to call a plumber.

Did you know ...?

The negative of *ought to* is *ought not to* or *oughtn't to*. However, these negative forms are not common in spoken English.

Speak up!

2 37 Listen to five people tell you about a problem. Use the ideas below to respond giving strong advice.

Example
You hear: a
The toilet doesn't flush properly. I think I'll take a look.
You say: You ought to call a plumber. You shouldn't try to fix it yourself.

a call a plumber ✓ / fix it yourself ✗
b call an electrician ✓ / touch that cable ✗
c read the instructions again ✓ / take it back yet ✗
d call an engineer ✓ / take a look yourself ✗
e see a doctor ✓ / wait and to see if it gets better ✗

3 38 Now imagine a friend has a problem with his car. Listen and use the ideas below to have a conversation.

Example
You hear: My car isn't running properly again. I'm a bit worried about it.
a
You say: You'd better not drive it. You really should take it to a garage or it might break down.

a drive it ✗ / take to a garage ✓ / break down?
b leave it ✗ / get worse ?
c repair it yourself ✗ / mechanic ✓
d use car ✗ / train ✓
e buy ticket in advance ✓ / busy tomorrow a.m. ?

D Speaking – Speculating about consequences

Speaking strategy: Explaining consequences

1 Here are some expressions you can use to explain consequences. Underline the consequence in each sentence.

If you have a burglar alarm fitted, **then** this will act as a deterrent.
You will be ill **unless** you eat more healthily.
You should be more careful, **otherwise** you will have an accident.

Speak up!

2 39 Listen and respond to each statement you hear using the ideas below and *if ... then, unless* or *otherwise*.

Example
You hear: a
I've got a really bad toothache.
You say: You should go to the dentist, otherwise it'll get worse.

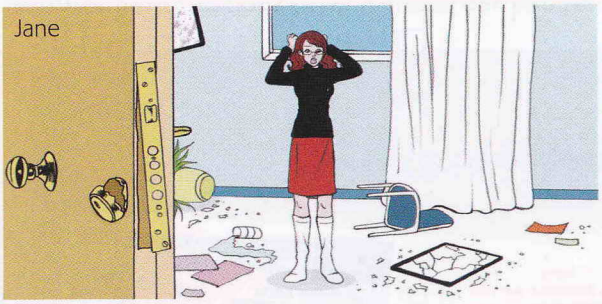
a go to the dentist / get worse
b work hard / fail exams
c eat more healthily / put on weight
d get it repaired / fall behind with work
e apologize / lose your job

E Listening – Coping in an emergency

1 40 Listen and match each emergency (a–d) with a picture (1–4).

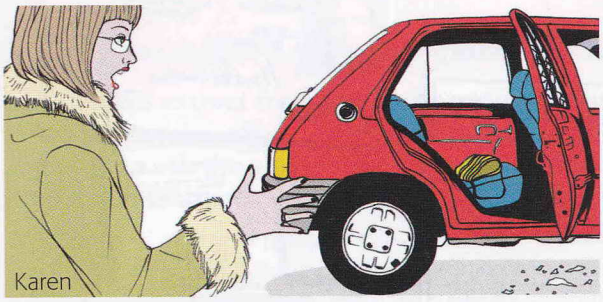
a ..3.. b ..... c ..... d .....

1 Jane

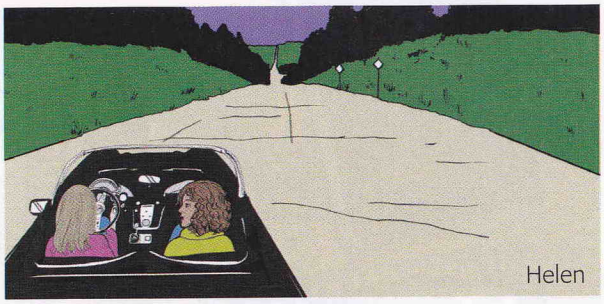


2 Owen

3 Karen



4 Helen



2 40 Listen again and find one mistake in each of the pictures (1–4) above.

1 ..... 3 .....

2 ..... 4 .....

3 41 Now listen to each person explain what they did. Write the name of each person next to the correct explanation (1–4).

1 ...Jane... 2 ..... 3 ..... 4 .....

4 41 Listen again. Would you have done the same? .....

Did you know ...?

Many people store an ICE number on their mobile phone. ICE stands for **I**n **C**ase of **E**mergency. It is the number of a friend or relative that can be called in an emergency.

Class bonus

With your partner, think of a different emergency situation. Include as many details as you can, and then decide what you would do. When you are ready, describe your emergency situation to the class.

Extra practice

Go to this link and choose a video to watch that interests you.
http://www.videojug.com/tag/first-aid

Can-do checklist

Tick what you can do.

	Can do	Need more practice
I can describe everyday problems and speculate about their causes.		
I can give advice and make strong recommendations.		
I can explain the consequences of particular actions.		

Unit 5
What a lot of red tape!

Get ready to listen and speak

- Look at the pictures and identify the documents. Which of these documents do you have?
- Have you ever needed to get a permit or visa?

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A Listening – Contacting the visa office

1 42 Imagine you are on holiday in the UK. You call the UK Visa section to find out what visa you require to study there. Listen to this recorded announcement. Which number should you press to continue your enquiry? .....

2 43 Now listen to the next part of the message. Take notes of all the important information.

UK Visa section
Website
Fax number
Address
Opening hours

Did you know ...?

'Red tape' describes official rules and processes. It is often used in a negative way, when these processes seem time-consuming and unnecessary, e.g. *My visa application took ages because there was so much red tape.*

Learning tip

When you take notes, note only the key words. Listen closely for any numbers, times, dates, names and addresses. Use abbreviations and symbols wherever possible. You can use your own abbreviations as well as standard ones.

B Listening – Enquiring about a visa

1 44 **Yuki, from Japan, is on holiday in England. She phones the UK Visa section to ask about getting a Student Visa for the UK. Number her questions (a–f) in the order you hear them (1–6).**

a Can I work if I have a Student Visa? ☐
b How much is it? ☐
c What do I need to do to get a visa? ☐
d Can you tell me if I need a visa? [1]
e What do you mean by 'supporting documents'? ☐
f How do I apply? ☐

2 44 **Now listen again and note the answer to each question.**

1 Yes, she needs a visa.
2 .....
3 .....
4 .....
5 .....
6 .....

C Speaking – Making sure you understand

Speaking strategy: Asking for clarification

1 **Look at this extract from the conversation between Yuki and the visa officer. Underline the expression she uses to ask the visa officer to explain a term she doesn't understand.**

Visa officer: … with your passport, two recent colour passport-sized photos and the necessary supporting documents.
Yuki: Sorry, what do you mean by 'supporting documents'?

2 **Here are some other expressions you can use.**

What exactly does … mean?
I'm sorry. Can you explain what … means?
Sorry. I don't understand. What are …?

Speak up!

3 45 **Imagine you are speaking to a UK visa official. Listen to each statement and use the expressions above to ask for clarification. Then listen to the answer.**

Example
You hear: You'll need entry clearance to come to the UK.
a
You say: What exactly does 'entry clearance' mean?
You hear: Entry clearance means official permission to enter the country, so a visa or entry clearance certificate.

a entry clearance?
b IAS?
c UK Mission?
d the Schengen area?
e an EEA country?

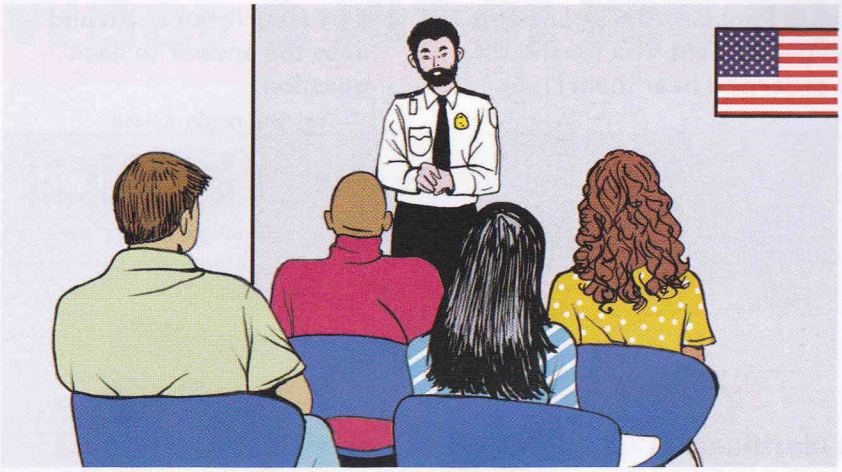
Focus on … official language

Imagine you are applying for a visa. Here are some phrases you may hear. Complete each sentence with a word or phrase from the box.

status	run out	signature	print
register	~~official~~	fill in	origin

a The ...official... dealing with your application is at counter 17.
b Please ..... this form and take a ticket.
c Your passport will ..... in a few months. You need to renew it.
d If you want to make an application then you have to ..... first.
e We need your ..... at the bottom of every page.
f Can you ..... your name in block capitals please?
g What's your marital ..... ?
h Please put your name and country of ..... .

D Listening – Applying for a green card in the US



1 46 **Listen to this US immigration official talk about how to get permanent residency in the US. What are the three main ways you can get a green card?**

	Ways of obtaining a green card	Requirements
1		
2		
3		

2 46 **Now listen again and note the requirements for each type of green card application.**

3 47 **Read the requirements. Then listen and number each requirement (a–e) in order (1–5).**

a Your US employer must file Form ETA 750. [1]
b Your employer must send in Form I-140. [ ]
c The Department of State must approve your Immigrant Visa Petition. [ ]
d The Department of Labor must approve the request. [ ]
e You are given an Immigrant Visa Number. [ ]

4 48 **Look at the list below. Listen and tick which things are also needed in order to get permanent residency in the US.**

birth certificate [ ]
driving licence [ ]
ID Card [ ]
biographical information [ ]
passport [ ]
two colour photos [ ]
fingerprints [ ]
a physical [ ]
an interview [ ]
marriage certificate [ ]
a work permit [ ]
a letter from your employer [ ]

Did you know ...?

A green card is not actually green in colour! It gives a non-US citizen permanent resident status in the US. This gives them the same rights as a US citizen, and means they can live, work and study there legally. In some states they can even vote in elections.

E Speaking – Giving explanations

Speaking strategy: Being concise and to the point

1 **If you have an interview for a visa or permit, you will need to answer questions that the officials may have regarding your application. Should you ...**

a keep your answers short and to the point?
b talk a lot, giving all the information you can think of?

Speak up!

2 **Read situations 1 and 2 below. For each situation, imagine you are having an interview with an immigration official. Listen to five questions and answer each one as clearly and precisely as you can.**

Example
You hear: So, when did you arrive in France? a
You say: Three weeks ago.

1 You are travelling through Europe on holiday. You've been in France for three weeks and really like it. You want to stay longer so you have found a job in a supermarket. You need to apply for a temporary work permit. You intend to leave in a few months to continue your trip around Europe. You have all the necessary supporting documentation.
2 You are studying sociology at university in Canada. You need to get a job to support yourself for the next year while you study. You have found a job in a local restaurant but you need a work permit to work off campus. You haven't got a Social Insurance Number.

Class bonus

1 Prepare to role play an interview for a visa. Decide with your partner who will be the interviewer and who will be the applicant.
Interviewer: Make a list of questions to ask. You can use the questions in this unit to help you.
Applicant: Prepare for the interview. Anticipate what questions you may be asked and practise your answers. Use the guidance in this unit to help you.
2 Now role play the interview. When you finish, swap roles.

Extra practice

Imagine an English-speaking friend wants to work in your country. Go on the Internet and find out how to apply for a work permit. Make notes, then imagine you are explaining this to your friend. Talk about what they need to do. If possible, record what you say and listen to yourself afterwards. Can you identify any areas you could improve, e.g. grammar, pronunciation, etc.?

Can-do checklist

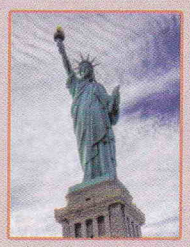
Tick what you can do.

	Can do	Need more practice
I can enquire about official procedures, e.g. how to apply for a visa.		
I can understand explanations of the various steps involved in official processes.		
I can answer questions clearly and concisely.		

Unit 6
What a great view!

Get ready to listen and speak

- Look at the pictures and identify the things you might see on a sightseeing holiday in a city.
- Tick ✓ the things you try to see when you look around a city.
- What other things do you like to see or do on a city break?


a .....

b .....

c .....

d .....

e .....

f .....

g .....

h .....

i .....

go to Useful language p. 79

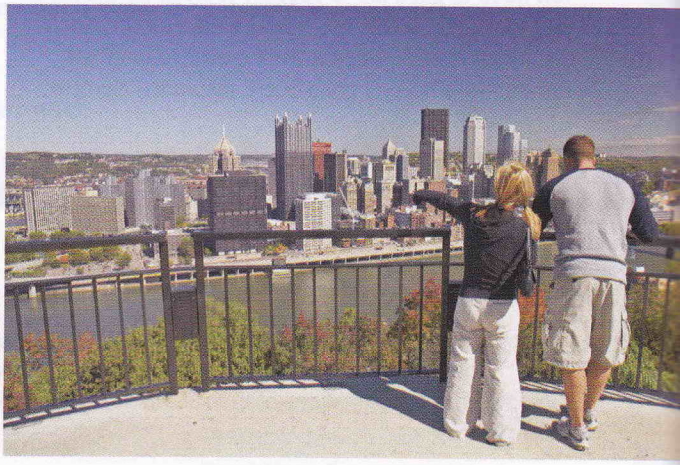
A Listening – Showing someone around

1 50 **Listen to Sarah show her friend Paul around her home town. What do you think each of these places is?**

Ronelles *a nightclub*
Crosswell Hill .....
Old Keller .....
The Typewriter .....
Figo's .....

2 50 **Listen again. Make a list of the words and expressions that helped you decide what each place is.**

Ronelles *lights outside, dancing, clubbing*
Crosswell Hill .....
Old Keller .....
The Typewriter .....
Figo's .....



Learning tip

Listening for context is a useful skill. Listen out for key words and try to identify a common theme, e.g. if you hear *huge*, *made of marble*, and *an important person* then this might be a *statue*.

Focus on ...
strong adjectives

1 Match each adjective in A with a stronger adjective in B.
Example: big – huge

A	B
tired	furious
bad	huge
interesting	starving
angry	fantastic
big	terrible
scared	fascinating
hungry	tiny
good	terrified
small	exhausted

2 Circle the correct word to complete the rules.
You can make the adjectives in A stronger by adding *very / absolutely*.
You can make the adjectives in B stronger by adding *very / absolutely*.

3 Complete each sentence with *very* or *absolutely* and an adjective.
a The talk wasn't fantastic but it was very good.
b I wasn't scared. I was .....
c Everyone felt tired but Jim was .....
d Tina wasn't furious, but she was .....
e I wouldn't say the film was terrible, but it was .....
f I'm not ..... but I am hungry.

Sound smart
Exaggerating

1 51 Listen to this extract from Sarah and Paul's conversation. Notice how Paul emphasizes *starving* to express how hungry he is.
Sarah: Yeah. It's famous for its sandwiches. They're the best in town.
Paul: Great. I'm starving!

2 52 Look at the statements below and listen. Notice how the stress and intonation help to emphasize the emotion.

I'm starving!	We're exhausted!
It's fantastic!	It's huge!
How terrible!	That's fascinating!
I'm furious!	I was terrified!

3 53 Now listen and use the ideas below to reply to each statement in an exaggerated way.
Example
You hear: a Are you hungry?
You say: Yes, I am. I'm starving!
a starving!
b exhausted!
c fantastic!
d tiny!
e terrible!
f fascinating!
g furious!
h huge!

B Speaking – Talking about places of interest

Speaking strategy: Describing features

1 50 Look at these expressions you can use to talk about places of interest. Listen again to the conversation between Sarah and Paul. Tick ✓ the expressions they use.

It's a good place to go if ...
It's handy for ... / It's popular for ...
It's famous for ... / You can find/see ... there.

Speak up!

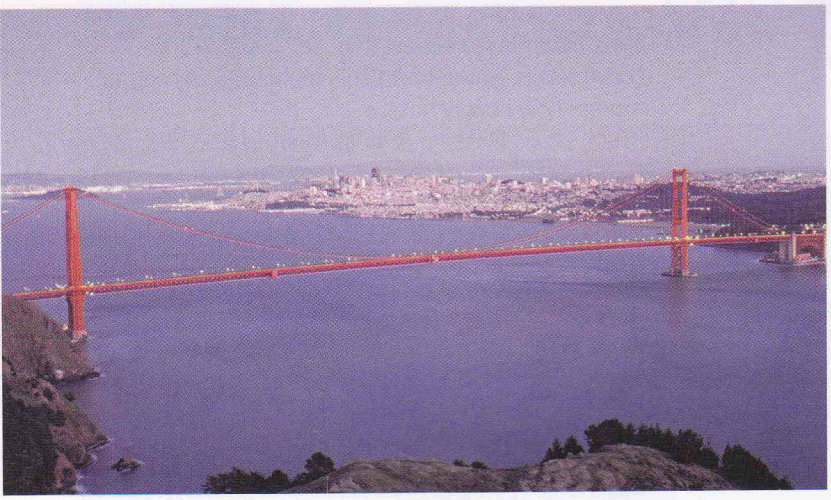
2 Think about your home town. Make a list of places you know, and note what people can do there.

Places to go in my home town
Chicago's restaurant - great pizza

3 Now imagine you are showing a friend around your home town. Use your notes, and the expressions in Exercise 1, to talk about places of interest.
Example: Chicago's is a good place to go if you like pizza.

4 Record yourself while you are speaking, then listen to the recording and evaluate your performance. Can you identify any areas to improve, e.g. grammar, pronunciation, etc.

C Listening – Asking about attractions



Did you know ...?

According to the World Tourism Organization, France is the most popular country for tourists to visit. Nearly 80 million people a year go there on holiday. The capital, Paris, is the world's favourite city for sightseeing.

1 54 **Mark is speaking to a travel agent about his next holiday. Listen and complete each question he asks.**

a Is it easy ..... to get to ..... ?
b How ..... is it, once you're there?
c What's it like to ..... ?
d ..... to do?
e Are there any ..... ?
f What's the ..... ?
g What's the ..... like?
h Is it ..... anything in particular?
i Are there any ..... nearby?
j When's the ..... to go?

54 **Listen again and repeat each question.**

2 55 **Now listen to the travel agent's answers. Match each answer (1–10) with the correct question (a–j).**

1 ..b..	2	3	4	5 .....
6	7	8	9	10 .....

3 55 **Look at the statements below. Write T (true) or F (false) for each statement, then listen again and check your answers.**

a Accommodation is reasonable, even in the centre. ..F..
b It's a good place to go if you like different types of cuisine. .....
c It's best to hire a car if you want to see everything. .....
d There isn't anywhere interesting to go nearby. .....
e It's a good place for relaxing on the beach. .....
f The weather isn't usually very hot. .....
g It's easy to get around the city using public transport. .....
h It's very popular for people who like nightclubs and dancing. .....

4 Can you guess which famous US city this is?

.....

Sound smart

Stress and rhythm

1 56 **Listen to these extracts from the travel agent's replies. Notice how the important words have more stress and notice the regular rhythm.**

There are <u>three</u> airports and they're <u>all</u> well con<u>nected</u>.
It's <u>gen</u>erally quite <u>mild</u>, so you'll need a <u>coat</u> when<u>ever</u> you <u>go</u>.

2 Practise saying these sentences and <u>underline</u> where you think the stress is.

a The beaches are good but they're very crowded.
b Where's the best place to go for a night out?
c How much is a single room for three nights?
d It's a good place to go if you like wandering round street markets.

3 57 **Now listen and check. Then listen and repeat. Try to copy the stress and rhythm closely.**

D Speaking – Giving advice on where to go

Speaking strategy: Making strong recommendations

1 **Look at the statements below and notice the expressions you can use to make strong recommendations.**

You **really ought to** see the castle.
You **should definitely** go in summer.
The museum is **well worth** a visit.
You certainly **mustn't** miss the park.
You **have to** see the main square in the evening.

2 **55 Listen again to the travel agent's answers to Mark's questions. Tick ✓ each time the travel agent uses each expression.**

Speak up!

3 **Use the ideas below to make strong recommendations and add a reason.**

Example: a
You say: You really ought to see the museum. It's absolutely fantastic!

a fantastic

b fascinating

c wonderful

d huge

e beautiful

4 **Imagine a friend is visiting a city you know well. Look at the topics below and use the expressions above to make some recommendations.**

Example: a
You say: You should definitely stay at The Grand Hotel. It's the best in town.

a where to stay
b getting around
c what to see and do
d places to eat
e nightlife
f the best time to go

Class bonus

Make a group. Ask your classmates questions about a town or city they know well. Find out what the main attractions are, and ask for recommendations on what to see and do there.

Extra practice

Go to http://thomson.co.uk and search for podcasts. Listen to some podcasts about popular places to visit around the world.

Can-do checklist

Tick what you can do.

	Can do	Need more practice
I can show someone around my home town.		
I can describe places of interest.		
I can enquire about a city and ask about its main attractions.		
I can make strong recommendations about places of interest.		

Review 1
Units 1–6

Section 1

58 Listen and reply to each statement you hear. Circle your answer.

1
a It's great, but the thing is, it doesn't fit.
b I'm very interested in this sweater.
c It's a great sweater, isn't it?

2
a Not at the moment, thank you.
b Yes, they are.
c Thanks very much.

3
a Isn't it?
b What a mess!
c Is it?

4
a You'd better get it serviced.
b It can't be anything else.
c The garage must have fixed it.

5
a No, it's not.
b You do, don't you?
c Do you? That's interesting.

6
a Yes, I am, aren't I?
b Yes, I am. I'm exhausted!
c Am I?

7
a Yes, you should definitely be.
b I agree completely.
c Can you explain what 'eligible' means?

8
a It might have run out.
b It could be the cable.
c The pump might need replacing.

9
a Aren't you?
b Don't you?
c Won't you?

10
a Yes, you really ought to.
b You should definitely stay at the Grand.
c No, I'd much rather you didn't.

Section 2

59 Read each situation. Then listen and tick ✓ the best reply.

1 You're buying a mobile phone in a shop. The assistant is trying to sell you an extended warranty. What do you say?
a ☐ b ☐ c ☐

2 Your friend tells you that their watch isn't working. What do you say?
a ☐ b ☐ c ☐

3 Your friend asks about the town where you grew up. What do you say?
a ☐ b ☐ c ☐

4 Your friend tells you their washing machine has broken. What do you say?
a ☐ b ☐ c ☐

5 A government official tells you that you need to fill out a Statutory Waiver Form. What do you say?
a ☐ b ☐ c ☐

6 The shredder you bought last month has broken. You take it back to the shop. What do you say?
a ☐ b ☐ c ☐

7 You are visiting a town for the first time when a tourist asks you for advice on what to see. What do you say?
a ☐ b ☐ c ☐

8 You are trying to get a good deal in a shop. What do you say?
a ☐ b ☐ c ☐

9 A friend tells you they are going to try to repair their television. What do you say?
a ☐ b ☐ c ☐

10 You are thinking of buying a smart phone, but don't know much about them. What do you say to the assistant?
a ☐ b ☐ c ☐

Section 3

Read each situation and circle your answer.

1 Your doctor is explaining how to take some medicine, but you are not sure you have understood correctly. What do you do?
   a Look confused and hope the doctor will repeat.
   b Repeat the instructions to the doctor.
   c Say nothing and decide to phone later.

2 What should you do if a customs official asks you questions at an airport?
   a Pretend you don't understand.
   b Keep your answers short and to the point.
   c Give as much information as you can think of.

3 Which of these expressions can you use to ask for information in a shop?
   a I'd like to know more about …
   b You really ought to tell me more about …
   c Right, so you're saying I have to find out more about …

4 To show approval, should your voice …
   a go down at the end of the sentence?
   b go up at the end of the sentence?
   c stay at the same level?

5 You think it's 6 o'clock, but you aren't sure. What is the best way to ask?
   a Say 'It's six o'clock, isn't it?' making your voice go down at the end.
   b Say 'It isn't six o'clock, is it?' with no change in intonation.
   c Say 'It's six o'clock, isn't it?' making your voice go up at the end.

6 Which of these things should you *not* do when you take notes?
   a Note only the key words.
   b Use abbreviations.
   c Try to write everything you hear.

7 Your friend looks very ill. What do you say?
   a You really should see a doctor.
   b If you see a doctor, I'll see one too.
   c You'd better not see a doctor.

8 To help prepare for a conversation, what should you *not* do?
   a Take a large dictionary with you, to look up words you don't know.
   b Make a list of any questions you want to ask.
   c Think about what you want to say and how to say it.

9 Which of these is *not* a good way to keep a conversation going?
   a Ask lots of follow-up questions.
   b Give short answers.
   c Use question tags.

10 If a shop assistant tells you a mobile phone has 'wireless internet', but you don't understand what it means, what should you say?
   a Have you got a dictionary?
   b Can I take a closer look?
   c Can you explain what 'wireless internet' is, please?

Section 4

Read each statement and write your reply.

1 I worked all weekend.

   .....

2 I have an exam next week and I haven't done any revision yet.

   .....

3 Good news. You've just won £100,000!

   .....

4 What's wrong with this DVD recorder? It won't work?

   .....

5 I've got three children, you know.

   .....

6 What did you think of the lecture?

   .....

7 Where are the best places to visit in your home town?

   .....

8 Great party, isn't it?

   .....

9 You need to send all these documents to the INS.

   .....

10 I have very bad toothache.

   .....

Unit 7
I'd appreciate it

Get ready to listen and speak

- Look at this brochure for a conference and training centre in Cambridge, UK. Match each statement (a–h) with a picture (1–4).

a all rooms en-suite .....
b impressive modern building .....
c complimentary toiletries .....
d varied dishes, including full vegetarian option .....
e large and small meeting rooms available .....
f video conferencing capability .....
g inspired, international cuisine .....
h light, spacious meeting rooms .....

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A Listening – Understanding detailed requirements

1 (2) **Mark is the sales manager at The Møller Centre. Listen as he takes a call from a client asking about organizing a conference there. Answer the questions.**

a What event does the client want to hold?
annual sales conference
b How many days will it last? .....
c Has the client used The Møller Centre before? .....
d Which of these items are provided at no extra charge?
a whiteboard ☐ a flipchart ☐
delegate pads/pencils ☐ water ☐
newspapers ☐ wireless Internet access ☐

Learning tip

If possible, try to identify the information you need before you listen. Make sure you know exactly what you are listening for, then try to focus only on those key details while you listen. Ignore everything else and don't worry if you don't understand everything.

2 (2) Now listen again and complete the booking sheet.

Conference booking sheet

The Møller Centre

Company: ARG

Key contact: Natasha Peters

Conference details

Dates:

Number of people:

Accommodation

Single rooms: 32 | Double rooms:

Requests/Special requirements:

Training

Study Centre ☐ Shelley ☐ Byron ☐ Keats ☐ Wordsworth ☐ Browning

Meeting Room ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F

Additional Equipment:

Catering

☐ Full-board ☐ Half-board

Refreshment breaks:
Times am pm

Additional information:

B Speaking – Asking for services

Speaking strategy: Making polite requests

1 (2) Look at these expressions you can use to ask for goods or services. Listen again to Mark's conversation with the client. Tick ✓ the expressions you hear the client use to make a polite request.

Would you mind …ing?
Could you possibly …?
Can I ask you to …?
I'd appreciate it if you could …
I wonder if you could …
I'd be grateful if you could …

Speak up!

2 Imagine you are organizing a conference for your company. You call the conference centre to make some final changes. Use the ideas below to make polite requests.

Example: a
You say: I'd appreciate it if you could give us three rooms with a bath, rather than a shower.

a three rooms with bath (not shower)
b all rooms on ground floor
c refreshment breaks - 3 pm not 3.30 pm
d fresh flowers (all rooms)
e early morning call 7 am (all rooms/every day)

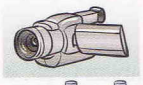
3 Now imagine that during the conference you need to make some more requests. Use the information below.

Example: a
You say: Mr Hammond wants to move from the ground floor to the top floor. Would you mind checking to see if that's possible?

a Mr Hammond ground floor → top floor

b turn up (all rooms)

c repair (Room G29)

d  lend (tomorrow morning, Meeting Room C)

e all training rooms

C Speaking – Overcoming language difficulties

Speaking strategy: Explaining what you want

1 Underline the expressions you can use to explain what you want when you don't know the word in English.

a I don't know what it's called but you use it to clean your teeth.
b I need something to put these posters on a display board.
c Have you got anything for cleaning marks off clothes?

2 3 Match each statement (a–c) above with a response (1–3). Then listen and check.

1 Sure. Here are some drawing pins.
2 Yes, of course. I'll get you some stain remover.
3 A toothbrush? Yes, you can buy one at reception.

Speak up!

3 4 Imagine you are at a conference venue. You need to use the items below (a–d) but you don't know the name in English. Use the expressions in Exercise 1 to explain what you need to the receptionist. Then listen to the answers.

Example
You hear: Hello. Can I help you? a
You say: I need something to make holes in paper so I can put it in a file.
You hear: No problem. You can use this hole punch.

D Listening – Specifying your requirements

1 5 Peter works for a shipping company in Dubai. Listen to him speak to his boss, Viktor. Tick ✓ the adjective that you think best describe Viktor's attitude.

cooperative ☐ angry ☐ bored ☐
reluctant ☐ friendly ☐

2 5 Listen again and answer the questions.

a What project is Peter working on at the moment?
.....
b Why does he say he needs some help?
.....
c What help does he ask for? .....
d How does he justify this request? .....
e When is the deadline? .....
f What help does Viktor agree to provide?
.....

Did you know ...?

Dubai is known as the 'Pearl of the Arabian Gulf'. It is a worldwide business hub, with over 170 shipping companies operating into and out of the emirate. As well as its excellent location, companies and individuals do not have to pay tax in Dubai!

Sound smart
Detecting mood

1 6 Listen to the same sentence spoken in four different ways. Match each sentence (a–d) with the speaker's attitude.

a OK, I'll do it for you now. — friendly/cooperative
b OK, I'll do it for you now. — angry/impatient
c OK, I'll do it for you now. — bored/uninterested

2 6 Listen again. Notice how the speaker's voice changes to reflect their mood.

3 7 Now listen to eight more sentences. How does each speaker sound? Write the number of each sentence (1–8) next to the way each speaker feels.

friendly/cooperative ☐ ☐
angry/impatient [1] ☐
bored/uninterested ☐ ☐ ☐ ☐

E Speaking – Arguing your case

Speaking strategy: Asking for something and justifying reasons

1 **Look at the sentences below. Notice the expressions in bold that you can use to ask for something and justify your reasons.**

I could (really) do with a hand.
It would help a lot if someone could write up the report.
I'm in danger of falling behind.
I may not finish on time **if I don't** get any help.

2 **Listen again to the conversation between Peter and Viktor. Tick ✓ the expressions in Exercise 1 you hear.**

Speak up!

3 **Imagine you work in an office. Use the ideas below to make requests, and justify your reasons.**

Example: a
You say: I could really do with some help to finish this sales report. I'm in danger of missing the deadline.

a

help to finish (miss deadline)

b

explain how to use (make mistakes)

c

need new, colour printer (reports not clear)

d

help photocopy reports (not finish in time)

e

need holiday soon (become ill)

Focus on ... interrupting

1 Look at this extract from Peter's conversation with Viktor. Notice what Peter says to interrupt Viktor.
Peter: Oh, sorry Viktor. Are you in the middle of something?

2 Match the phrases to make complete statements.

1 Are you	a disturb you.
2 Am I	b anything, am I?
3 I'm not interrupting	c got a minute?
4 Have you	d come back later if you like.
5 Sorry to	e in the middle of something?
6 I can	f interrupting?

Class bonus

1 Imagine you and your partner both work together in an office. Prepare to role play the following situation.

A	B
Interrupt politely	
	Ask how you can help
Explain a problem	
	Express sympathy
Make a request	
	Respond negatively
Justify your request	
	Respond positively

2 Now role play the conversation.

Extra practice

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

Can-do checklist

Tick what you can do.

	Can do	Need more practice
I can understand detailed requirements.		
I can make polite requests and explain what I want.		
I can interrupt politely and ask for help.		
I can specify my requirements and justify my reasons.		