

Unit 8

This is your office

Get ready to listen and speak

- What do you know about these international companies? Match each company (1–7) with its area of business activity (a–g).
 - a oil and gas exploration
 - b banking and finance
 - c automotive manufacturing
 - d retail
 - e computer technology
 - f Internet search and advertising
 - g electronics manufacturing
- In your view, is it better to work for a large or a small company?

go to Useful language p. 80



2 SONY

3 Microsoft

4 TOYOTA

5 Google



6 HSBC

7 WAL★MART

Did you know ...?

Google came top of Fortune magazine's '100 Best Companies to Work For'. The company receives over 1,300 curriculum vitae (CVs) every day.

A Listening – Getting an overview

- 1 Colin Vickerstaff is a company director. He is speaking to a group of new graduate trainees. Listen and complete the company profile.

- 2 Now listen as Colin outlines the company's Mission Statement. Which slogan (a–d) best describes the values of the company?

- a Committed to continuous improvement
- b Quality, Price and Speed
- c The Customer is King
- d Investment in People

- 3 Listen as Colin describes the management organization of his company. Complete the chart.

Company profile

Name: AGM Industries _____

Established: _____

Main activity: _____

Headquarters: _____

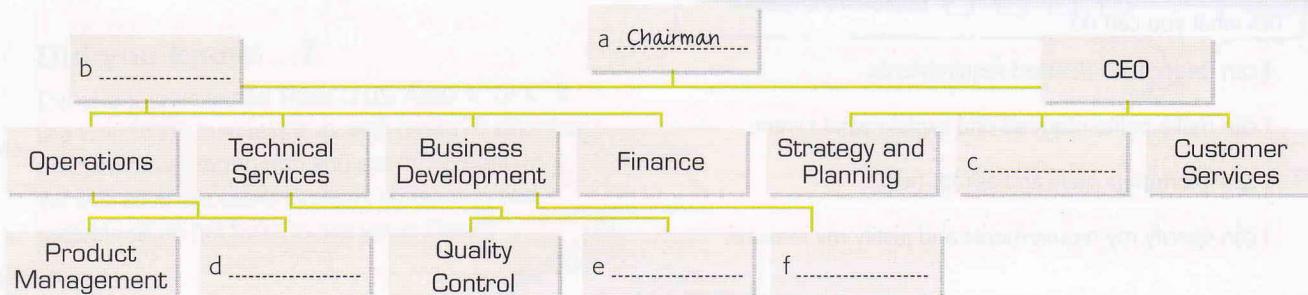
Turnover: _____

No. of employees: _____

Current market share: _____

Learning tip

When listening for the main idea, focus on the overall message rather than individual words and phrases. Take a mental 'step back' and try not to be distracted by small details.



B Speaking – Talking about organizations

Speaking strategy: Describing a company

- 1 Study the language below that you can use to describe a company and its activities. Notice the words and expressions in **bold**.

The company was **founded / established** in ... / It is **based in** ...

The **main activities** of the company are ...

It **produces / supplies / exports / manufactures** ...

It is **one of the leading** ... / **at the forefront of** ...

It has an **annual turnover** in excess of ...

It is **headed by** ...

It is **organized into** three divisions / **made up of** five departments

- 3 Prepare to describe a company you know. Make notes about its background, main activity, structure and organization, etc. Then describe the company in as much detail as you can.

Speak up!

- 2 Look at the company profile of Drucher Bahn Systems. Use the language above and any other expressions you know for describing an organization to talk about this company.

Company profile

Name: Drucher Bahn Systems

Established: 1862

Main activity: manufacture of railway vehicles

Headquarters: Berlin, Germany

Turnover: €575 million p.a.

No. of employees: 12,392

Market share: 15%

Managing Director: Hans Kilmer

Organization

Operations [Design, Maintenance]

Production

Business Development [Strategy, Project Management],

HR

Finance

Extra information

Carriages 20% lighter than competition

Rapid growth in recent years

C Listening – Introducing new staff members

- 1 Look at the sentences below. Underline the expressions you can use to introduce someone.

This is Tony Wilkinson.

Let me introduce you to our General Manager.

Can I introduce you to Sonya?

I'd like you to meet our new marketing director.

I want you to meet the rest of the team.



- 2 Listen to this new member of staff being shown around a company. Tick ✓ the expressions you hear.

- 3 Listen again. Write the correct job next to each person.

Lisa Vickers Accounts Administrator

Carol Parks

Tim Starks

Helen Green

What department do you think all these people work in?

Focus on ... job titles



Do you know what job titles these abbreviations stand for?

- | | |
|-------|-------------------|
| 1 MD | Managing Director |
| 2 CEO | |
| 3 CFO | |
| 4 VP | |
| 5 CIO | |
| 6 COO | |

D Listening – Roles and responsibilities

- 1 Listen to four people talk about their jobs. Which department do you think each person works in?

- | | | |
|--------------------|----------------------------|---------------------|
| a Finance | b Sales and Marketing | c Human Resources |
| d Public Relations | e Research and Development | f Customer Services |
| Michiko _____ | Carl _____ | Youssry _____ |
| Heidi _____ | | |



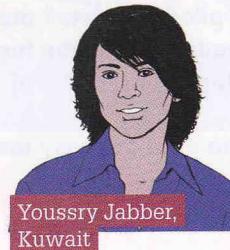
Michiko Hosaka,
Japan



Carl Jackson, US

- 2 Listen again and note any words or expressions that helped you to identify the department each person works in.

- | | |
|---------|---|
| Michiko | Promoting the company, raise our profile, image |
| Carl | |
| Youssry | |
| Heidi | |



Youssry Jabber,
Kuwait



Heidi Stoltz, Germany

E Speaking – Describing your personal qualities

Speaking strategy: Talking about your strengths

- 1 Study these words and expressions you can use to describe someone's personal qualities.

creative	flexible	determined	efficient
reliable	well-organized	analytical	
methodical	confident	sociable	

a good listener
good with computers
good at solving problems
can overcome challenges
can work under pressure
able to meet deadlines
good at communicating with people
a good decision maker

Sound smart

Word stress

- 1 13.1 Listen to the word below and answer the questions.

o o O o o
analytical

- a How many syllables does the word have?
b Where is the main stress?

- 2 Now look at these words and write each word in the correct column below.

creative	flexible	determined
efficient	reliable	well-organized
methodical	confident	sociable

oOo	Ooo	oOoo

- 3 13.2 Now listen and check. Then listen again and repeat each word. Try to copy the stress.

Speak up!

- 2 Look at Michiko, Carl, Youssry and Heidi again. For each person, say what qualities you think they need in order to fulfil their role well.

- 3 What are your personal qualities? Tick ✓ the qualities in Exercise 1 that you think you possess. Complete the personal profile opposite, then talk about your strengths.

Personal profile

Personal qualities

Abilities

F Speaking – Talking about your work

Speaking strategy: Describing your job

1 12 Look at the expressions below you can use to describe the work you do. Listen again to Michiko, Carl, Youssry and Heidi describe their jobs. Write M (Michiko), C (Carl), Y (Youssry), and H (Heidi) next to the expressions that each person uses.

I'm in charge of ... M

My job involves ...

I'm responsible for ...

My main responsibility is to ...

I'm interested in ...

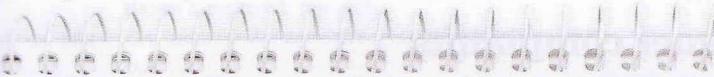
I'm (mainly) concerned with ...

Speak up!

2 Choose one of the following:

your current job a job you once had a job you'd like to have

Make notes of your role and responsibilities below. Then use your notes to talk about the job.



Company:

Department:

Job title:

Main responsibilities:

Focus on ...

prepositions with work



Complete each sentence with a preposition.

- 1 I work ... for ... a large international company.
- 2 I work the sales department.
- 3 The colleagues I work are very supportive.
- 4 I work mainly our London office.
- 5 At the moment I'm working a big project.
- 6 I have to work very tight deadlines.

Class bonus

Think of a job and make a list of personal qualities needed, and the main responsibilities. Then make a group and describe the job to your classmates. Can they guess the job you are describing?

Extra practice

Choose a company that you are interested in and find out as much as you can about it. Visit their website and listen to any interviews or watch any videos there. Then imagine you are telling a friend about the company. 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.

- I can understand and explain a company's structure and organization.
- I can understand work roles and responsibilities.
- I can talk about my work and what I do in my job.
- I can detail my personal qualities and describe my strengths.

Can do

Need more practice

Unit 9

I'll sort it out

Get ready to listen and speak

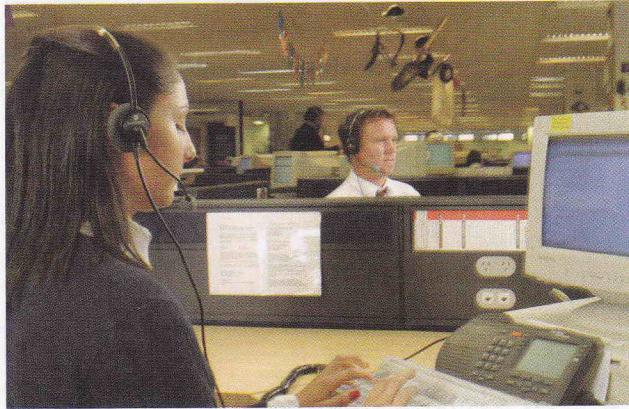
- Match each adjective (a–f) with another adjective (1–6) that has a similar meaning.

a polite	1 tactful
b flexible	2 well-informed
c sympathetic	3 dedicated
d committed	4 caring
e knowledgeable	5 accommodating
f diplomatic	6 courteous

- Tick ✓ the three most important qualities you think someone needs to work in Customer Services.
- 'The customer is always right.' Do you agree?

go to Useful language p. 80

A Listening – Handling customer complaints



Did you know ... ?

According to a survey by the Trading Standards Council, a consumer protection organization in the UK, a customer who receives bad service tells at least nine people, while a customer who gets good service tells only two!

- 1 Listen to two customer services assistants deal with dissatisfied customers on the phone. Complete the chart.

	Conversation 1	Conversation 2
What is the problem?	the customer hasn't received a book he ordered	
What action does the assistant take?		
Is the customer satisfied?		

- 2 Listen again to each conversation and complete the sentences below.

Conversation 1

- a I'm very sorry for the delay
- b I'm afraid we've been
- c Please give me a moment and
- d I'll get onto it

Conversation 2

- e I do apologize for
- f I know, but unfortunately we've been having
- g Could you bear with me , please?
- h I'll sort it out

B Speaking – Keeping the customer happy

Speaking strategy: Dealing with complaints

- 1 Look at the completed sentences in Exercise 2 of Section A. Write the letters of expressions you can use to ...

ask someone to be patient

c _____

apologize

_____ d _____

promise to take action

_____ e _____

explain the cause of a problem

_____ f _____

Speak up!

- 2 Imagine you work in a customer services department. Listen and use the ideas below to explain the cause of the problem. Begin with an apology.

Example

You hear: a

I asked for a brochure a month ago, but I haven't received one yet.

You say: Oh dear. I do apologize. I'm afraid we've run out.

a run out of brochures

b very busy this month

c problems with our website

d an administrative error

e the manager is ill today

- 3 Now listen and use the ideas below to promise to take action and say what you will do. Begin with an apology.

Example

You hear: a

I ordered a set of six wine glasses, but when they arrived three were broken.

You say: I'm very sorry. I'll get onto it immediately. I'll send you another set.

a send another set

b book an engineer to fix it

c arrange to exchange it

d refund 15%

e get someone to call you

- 4 Listen and use the ideas below to have a conversation with a customer. Speak after the beeps.

Example

You hear: I paid for a Canon X40 printer online but you've just sent an email saying it's not in stock. a

You say: Yes, I'm very sorry for the delay. I'm afraid it's a very popular model.

a apologize / explain – (popular model)

b ask the customer to be patient – (more next Monday)

c promise action – (send one special delivery)

d end the call

C Speaking – Getting it right

Speaking strategy: Confirming information

- 1 Look at these extracts from the conversations in Section A. To confirm information, you can repeat the details and use these expressions.

You want 25 HP356 printer cartridges.

Is that correct?

So, you want six wine glasses.

Is that right?

Speak up!

- 2 Imagine you work in a call centre and are taking orders from customers by phone. Use the ideas below to confirm what each customer wants to order.

Example: a You want to order three large black 'Oxford' suitcases, and you'd like them to be delivered on Friday 15th May, is that correct?

a Fri 15th May delivery

b

c



d



e Mon 1st June delivery



Learning tip

Remember your voice should go up at the end of a question when you want to check that something is correct. This shows the listener that you are asking for confirmation.

Sound smart**Linking – /w/ and /j/**

- 1 18 Listen to these sentences. Notice that a /w/ or /j/ sound is added when a word ending in a vowel sound is followed by a word beginning with a vowel sound.
- What would you like to /w/ order?
 - We can guarantee delivery by the /j/ end of the month.
- 2 Look at these sentences. Which sounds do you think are linked with /w/ or /j/? There are more than one in some sentences.
- I asked you over a month ago for a brochure.
 - Please give me a moment to check.
 - I'll get onto it immediately.
 - We'll post the order special delivery.
 - I'll post it in the afternoon.
 - Can I ask who is speaking, please?
 - I do apologize for all the inconvenience.
 - You sent me an email to ask about delivery.
 - I'll be out of the office all next week.

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

Class bonus

Half the class are customer service assistants, the other half are customers.

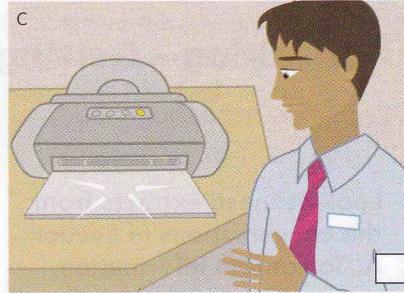
Customer service assistants: Listen to each customer's complaint and respond by apologizing, explaining the reason for the problem, and promising to take action.

You may need to ask some customers to be patient.

Customers: Think of a complaint you have about a product or service. Then speak to various customer service assistants and complain. Try to resolve your complaint.

D Listening – Problems in the office

- 1 20 Listen and write the number of each speaker (1–6) next to the correct picture (a–f).



- 2 20 Listen again and complete the expressions.

- The air-conditioning's on the blink
- This computer
- This printer won't

- I can't get this fax to
- The projector
- This camera won't

3 What would you do in each situation?

4 Now listen to these replies. Match each reply (1–6) with a problem in Exercise 2 (a–f).

- | | | |
|-----|---|---|
| 1 c | 2 | 3 |
| 4 | 5 | 6 |

5 Listen to Pilar and Martin deal with a routine problem at the office. Answer the questions.

a What's the problem?

b What do they do?

c What was the cause of the problem?

Did you know ...?

The top five complaints about offices are:

- 1 temperature – too cold
- 2 temperature – too hot
- 3 poor cleaning service
- 4 not enough meeting rooms
- 5 insufficient filing space

E Speaking – Finding solutions

Speaking strategy: Putting forward a solution

1 Look at this extract from Martin and Pilar's conversation. Underline two expressions Pilar uses to put forward a solution.

Pilar: Maybe it means there's some paper stuck inside. It might be worth opening it and having a look.

Martin: How do I do that?

Pilar: You could try pulling that lever there. That's the one.

2 Look at the sentences below and underline two more expressions you can use to propose a solution.

Have you tried switching it off for a few minutes?

What about pressing the reset button?

Speak up!

3 Imagine you are at work and colleagues are telling you about some problems. Listen to each problem and use the ideas below to suggest a solution. Say your answers aloud.

Example

You hear: a

We've got so many orders we're in danger of falling behind on deliveries.

You say: Well, it might be worth taking on more staff? That might help.

- a take on more staff
- b ask a technician to look at it
- c reduce our prices
- d have a special promotion
- e give the staff a bonus
- f change supplier

Extra practice

Listen again to some of the recordings in this unit. For each recording, listen carefully and try to identify a /w/ or /j/ sound. Then look at the Audioscript on pages 92–3 and listen once more to check.

Can-do checklist

Tick what you can do.

I can handle customer complaints effectively and in a professional way.

I can confirm and check important information.

I can put forward solutions for dealing with general work problems.

Can do

Need more practice

Unit 10

Can I call you back?

Get ready to listen and speak

- How often do you use the telephone to do these things?
Tick ✓ your answers.

	Often	Sometimes	Hardly ever
arrange a meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
deal with complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take an order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
place an order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
find out information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask someone for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote your company's services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
answer customers' queries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Write *Do* or *Don't* for each phrase below.

Good Telephone Manners

- sound relaxed
- eat while you speak
- be polite
- use slang words
- speak quickly
- speak clearly
- rush the conversation
- sound friendly
- speak naturally
- continue to work while talking

- Look at the guide above. Do you think you have good telephone manners?

go to Useful language p. 81

A Listening – Making a call

- 1 Listen to two conversations.
Answer the questions.

Conversation 1

- a What company is Norman Silvers from?
Highgate Investments
- b Why can't he speak to Mr Fredericks?
.....
- c When should Mr Fredericks be free?
.....
- d What message does he leave?
.....



Conversation 2

- e What department does Charlie call?
.....
- f Why does he ask to speak to Sharon?
.....
- g Why isn't Sharon available?
.....
- h What message does he leave?
.....

- 2 Listen again to Conversation 1, and complete each expression you hear.

- a Hello. This is Norman Silvers.
- b Is it possible to Mr Fredericks, please?
- c Will he this afternoon?
- d Could to call me?
- e much. Goodbye.

- 3 Now match each expression (a–e) with a function (1–5).

- 1 Asking to speak to someone
- 2 Ending a call
- 3 Introducing yourself
- 4 Leaving a message
- 5 Asking when someone will be available

4 24 Listen again to Conversation 2. Write a suitable expression for each function.

1 Introducing yourself

Hi, it's Charlie.

2 Asking to speak to someone

3 Asking when someone will be available

4 Leaving a message

5 Ending a call

5 Which is more formal, conversation 1 or 2? _____

Focus on ...
telephoning



Complete each sentence with a preposition.

- Please don't put me on hold.
- He's not in his desk, I'm afraid.
- I'll call you when he gets to.
- She's at a meeting.
- I'll put you through right away.
- She's having another call.
- It's lovely to hear from you.
- Can I call you back?

B Speaking – Making calls successfully

Speaking strategy: Leaving a message

1 When the person you want to speak to is not available, you can leave a message. Number the steps below (a–f) in order (1–6).

- repeat your name/company
- end the call
- introduce yourself 1
- ask when the person will be available
- ask to speak to the person you want
- leave a message

Speak up!

2 25 Imagine you work for Suntours International. You phone an important client at Richmond Travel Ltd. Use the ideas below to have a formal conversation with the receptionist and leave a message.

Example

You hear: Hello, Richmond Travel Ltd. a

You say: Hello. This is [your name] from Suntours International. Would it be possible to speak with Catherine Simmons, please?

- You are [your name] from Suntours International. You want to speak to Catherine Simmons.
- available this afternoon?
- can she call you asap?
- Repeat your name and company. Give your mobile number: 07967 324094.
- end the call

3 26 Imagine you phone the Personnel department in your company, but the person you want to speak to is not available. Use the ideas below to have an informal conversation with another colleague and leave a message.

Example

You hear: Hello, Personnel. a

You say: Hi, it's [your name]. Is Trisha there?

- Give your name. You want to speak to Trisha.
- when will be back?
- say I called?
- give your extension – 344
- end the call

Learning tip

Before you make an important call, it is a good idea to make a list of the points you want to raise. Make sure you have all the information you need. Have a pen and some paper ready in case you need to make notes.

Did you know ... ?

Using the phone effectively is a valuable skill. Some small companies even employ professional agencies to deal with all their telephone calls. Surveys show that people respond more positively to someone with good telephone manners.

C Listening – Receiving a call

1 Listen to two conversations. Which conversation (1 or 2) is more formal? _____

2 Listen again and complete each expression below.

- 1 Hello, Tim speaking
- 2 Can I take ?
- 3 Hang on. I'll his office for you.
- 4 No, sorry. The
- 5 Hello. Jane Garston.
- 6 to leave a message?
- 7 I'll just put
- 8 I'm afraid he's right now.

3 Match each expression (1–8) in Exercise 2 with a function (a–d).

- a Answering the phone 1, _____
- b Saying someone isn't available _____
- c Connecting someone _____
- d Offering to take a message _____

D Speaking – Practise receiving calls

Speaking strategy: Handling incoming calls effectively

1 When you answer a call and the person the caller asks for is not available, you can ask if they want to leave a message. Look at the steps below and number each step (a–f) in order (1–6).

- a offer to connect the caller
- b end the call
- c answer the phone [1]
- d offer to take a message
- e ask the caller (to confirm) their name
- f say the person isn't available

Speak up!

2 Imagine someone calls and asks to talk to your colleague at work. Listen and reply, using the ideas below.

Example

You hear: Oh, hello. I'd like to speak to Françoise Chirac, please. a
You say: I'll just put you through.

- | | | |
|-------------------|------------------|----------------|
| a put you through | c a message? | e end the call |
| b on another line | d caller's name? | |

3 Imagine you take a call from a colleague in another department. The person they want to speak to is not available. Listen and reply, using the ideas below. Have an informal conversation and take a message.

Example

You hear: Hi, Nigel. It's Samantha. Is George there? a
You say: Hang on. I'll try his office for you.

- | | | |
|------------------|--------------------------|----------------|
| a try his office | c a message? | e end the call |
| b engaged | d confirm caller's name? | |

Sound smart Connected speech

1 When words are spoken together in English they are often pronounced differently than when said on their own. Look at these examples. Listen and notice how the sounds change:

- a Do you /djə/ know when she'll be back?
- b Would you /wudjə/ like to leave a message?
- c Could you /kudjə/ tell her I called?
- d Do you /djə/ want to /wontə/ call back later?
- e When's the meeting going to /gonə/ finish?

2 Listen again and repeat each sentence. Try to copy the same sounds and rhythm.

3 Listen to five more sentences. How many words do you hear in each sentence? Write the number of words you hear. Contractions such as *you're* count as two words.
a b c
d e
Listen again and write each sentence in full.

4 Now practise. Listen and repeat each sentence.

E Listening – Overcoming difficulties

1 Look at the picture below. Why do you think the woman is having difficulty understanding what the man is saying?

Sorry. I didn't quite catch that.



2 Listen to five people speaking on the phone. Why is it difficult to understand each speaker? Match each speaker (a–e) with a reason (1–5).

- 1 The speaker has an unfamiliar name.
- 2 There is too much background noise.
- 3 The speaker is talking too softly.
- 4 The speaker gives too much information all at once.
- 5 The line quality is poor.

3 Now listen and complete each sentence you hear.

- a Would you mind spelling that for me?
- b Sorry. Can you repeat that again?
- c Could you speak louder, please?
- d I think we have lost the signal. I'll call you back.
- e Could you speak more slowly, please?

4 Imagine you take the following five calls. Listen and use one of the expressions above to help overcome each difficulty you come up against.

Example: a Can you speak up, please?

Class bonus

In pairs, role play various telephone conversations. Sit back to back, or use your mobile phones to talk to each other. Choose formal and informal situations, e.g. answering queries from an important client, or asking a colleague for information. Decide on a situation and prepare your call first, then practise.

Extra practice

Some companies have free numbers that you can call to ask about products and services. Think of some questions to ask, then call and find out what you can. Use the language and strategies in this unit to help you. Why not ring a company after hours and listen to their recorded message? You could practise taking notes of the important information and ring back if you need to listen again.

Can-do checklist

Tick what you can do.

I can make and take calls effectively.

I can take and leave messages.

I can overcome common difficulties when speaking by phone.

Can do

Need more practice

Unit 11

Shall we move on?

Get ready to listen and speak

- Look at these factors that help to contribute towards an effective meeting. Tick ✓ the three that you think are the most important.

- There is a written agenda.
- The meeting is controlled well.
- The meeting starts on time.
- People respect each other's opinions.
- There is sufficient time to get through everything.
- Everyone gets to express their opinion.
- Everyone is there who needs to be.
- The aims of the meeting are clear.
- The meeting achieves its objectives.

- Make a note of three things you need to do to chair a meeting effectively.
-
-
-

go to Useful language p. 81

A Listening – Starting a meeting

- 1 David is Managing Director of Avocet Industries, a large international chemical company. He is chairing an important strategy meeting. Listen to him start the meeting and complete the expressions he uses below.

- a Perhaps we can get started
- b First, you all for coming
- c I'd welcome
- d The this meeting is to
- e You the agenda that



- 2 Write the letter of each expression (a–e) next to the correct function (1–5).

- 1 referring people to the agenda [e]
- 2 getting everyone's attention []
- 3 welcoming people []
- 4 thanking people []
- 5 explaining the aims of the meeting []

- 3 What other expressions can you think of that you could use for the above functions? Make a list.
-
-
-

- 4 Now write T (true) or F (false) for each statement. Then listen again and check.

- a The meeting will last two days. T
- b Javier is the only representative from Spain.
- c Inessa interrupted her holiday to attend the meeting.
- d The meeting has been called because of recent poor performance.
- e There are only two issues to discuss at the meeting.

B Listening – Identifying opinions

- 1 Listen to this extract from later in the meeting. The item being discussed is a proposal to close the company's operations in France and Germany. What does each person think of the suggestion? Tick ✓ your answers.

	Agrees	Disagrees	Partly agrees
David			
Inessa	✓		
Javier			
Ian			

- 2 Unscramble the expressions each person uses to give their opinion.

- a to / I / extent / some / agree
I agree to some extent.
- b not / it / completely / I'm / to / opposed
- c way / see / I / pros / can / cons / each / and
- d favour / it / I'm / of / in
- e all / I'm / the / keen / very / idea / not / on / at

Learning tip

When you are in a meeting, you need to be sure you understand the opinions of those around you. Listen out for key expressions like those in B above that can help you understand what people are thinking. If you can follow the discussion more closely, you'll be able to participate more.

Focus on ...

the language of meetings

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

- | | |
|-----------------|--|
| 1 agenda | a to put forward a plan for consideration |
| 2 to second | b to express your choice or opinion (by raising your hand, etc.) |
| 3 minutes | c a list of matters to be discussed |
| 4 vote | d a formal suggestion |
| 5 to propose | e a list of things that need to be done after the meeting |
| 6 motion | f the person who leads the meeting |
| 7 action points | g to formally give your support to a suggestion |
| 8 chair | h a written record of what was said or decided |

- 3 Look at the functions below, then listen again and write a suitable expression you hear for each function.

- 1 Interrupting
Sorry, can I come in here?
- 2 Expressing reservations
- 3 Making a suggestion
- 4 Accepting a suggestion
- 5 Rejecting a suggestion

- 4 Now look at these expressions. Match each one (a–e) with a function (1–5) above.

- a I know what you mean, but ...
- b I'd like to say something if I may.
- c I'll go along with that.
- d We might want to ...
- e I think that would be a mistake.

Did you know ... ?

A survey by the *Wall Street Journal* found that most managers spend an average of 15 hours a week in meetings, but only 56% said the meetings were productive!



C Speaking – Acting as chair

Speaking strategy: Controlling a meeting

- 1 Look at this list of things a chair has to do. Match each responsibility (1–5) with two expressions (a–j).

- 1 Deal with interruptions a
- 2 Keep to the point b
- 3 Speed things up c
- 4 Slow things down d
- 5 Summarize the main decisions e

- a I don't think [name] has finished yet.
- b I'm not sure that's relevant here.
- c We need to look at this in more detail.
- d Let's go over what we've agreed.
- e Could you let [name] finish, please?
- f Perhaps we should discuss this a bit more.
- g I think we're drifting off the point a bit.
- h Shall we move on?
- i OK, to sum up then ...
- j Does anyone have anything else to add?

- 2 Listen again to the extract from the meeting between David, Inessa, Javier and Ian. Tick ✓ the expressions in Exercise 1 that you hear David use.

Speak up!

- 3 Imagine you are the chair of a meeting. Look at the situations below. Use the expressions above to control the meeting.

Example: a

You say: I don't think Carol has finished yet.

- a Carol is speaking but Jeremy tries to interrupt.
- b An important decision needs to be made and people seem unclear about the options.
- c The aim of the meeting is to decide overtime pay but holiday entitlement is dominating the discussion.
- d You feel the discussion has focused on one point for too much time.
- e You want to draw the meeting to a close.



Sound smart

Using stress to emphasize a contrast

- 1 Listen to this extract from the meeting. Underline the words that Ian stresses.
 - a We need to expand our European operations, not close them down!
- 2 Now listen again and circle the correct answer to complete the rules below.

When you want to emphasize a contrast you should ...
... say the relevant words *louder / softer* than the other words.

 - 3 Underline the words you want to contrast in these sentences, then practise saying the sentences stressing these words.
 - a Sales should be increasing, not falling.
 - b We need our staff to work longer hours, not shorter.
 - c We should be hiring staff, not firing them.
 - d We need more skilled labour, not unskilled labour.
 - e We need to be more competitive, not more expensive.

- Now listen and repeat each sentence. Try to copy the stress and intonation as closely as you can.

D Speaking – Avoiding conflict

Speaking strategy: Being diplomatic

1 Study these ways you can express your opinion in a softer way to avoid offending other people. Then match each example (a–d) with a strategy (1–4) you can use.

- a Your opinion: The sales campaign was disappointing.
You say: *Would it be fair to say the sales campaign wasn't as good as we'd hoped?*
- b Your opinion: It was a terrible decision.
You say: *I'm not sure it was a very good decision.*
- c Your opinion: The sales figures were extremely disappointing.
You say: *The sales figures seemed rather disappointing.*
- d Your opinion: The project was a waste of money.
You say: *On the whole, the project didn't deliver good value for money.*

- 1 Avoid negative adjectives by using a negative verb with a positive adjective. b
- 2 Reduce the strength of what you say, e.g. *extremely* → *rather*.
- 3 Turn a statement into a question.
- 4 Use general and cautious language, e.g. *on the whole*, *in general*, *tend to*, *might*, etc.

2 You can combine two or more strategies to help avoid causing offence. Look at the examples below. How many strategies can you find?

- Your opinion: These meetings are a waste of time.
You say: *These meetings don't tend to be particularly useful.*
- Your opinion: Our performance was poor.
You say: *Would you agree that on the whole, our performance wasn't very good?*

Class bonus

Make a group. You are going to hold a meeting. Decide together on the topic of the meeting. Then choose who will be the chair, and decide what roles everyone else will have. Now role play the meeting. Use the language and strategies in this unit to help you.

Extra practice

Watch a current affairs programme in English on satellite or cable TV, or listen to a debate on a radio programme in English. Notice the language the people use during their discussion.

Can-do checklist

Tick what you can do.

- I can identify other people's opinions.
- I can contribute to a meeting as a participant.
- I can lead a meeting effectively as chair.
- I can express my own opinions diplomatically.

Can do

Need more practice

Unit 12

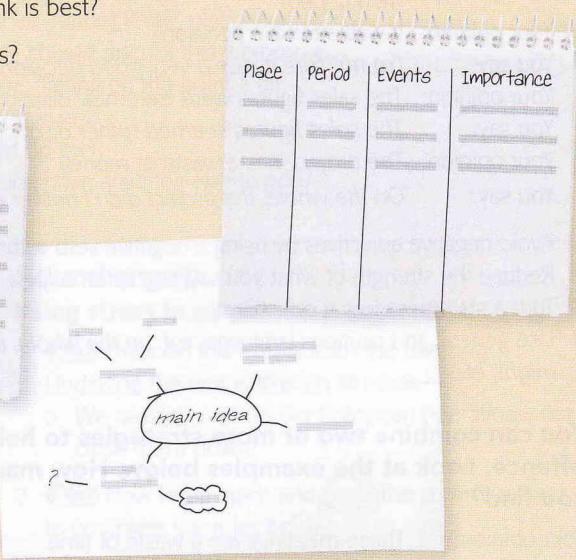
I'd like to begin by ...

Get ready to listen and speak

- Look at these different ways of taking notes. Which do you think is best?
- Do you use a system like the ones below when you take notes?



Main points/ ideas	Notes
•	•
•	•
•	•
heading 2 •	•
•	•
•	•
heading 3 •	•
•	•
•	•
heading 4 •	•
•	•
•	•



go to Useful language p. 81

A Listening – Do's and don'ts

- 1 Listen to this lecturer give some advice to her students on taking notes in class. Make a note of the advice she gives in the chart below.

Do's	Don'ts
decide what is important	note everything

Did you know ... ?

The best time to review your notes is within 24 hours of a lecture. Studies show that after this time it is more difficult to remember important details.

- 2 Look at the questions below. Answer as many as you can from memory, then listen again and check.

- What does she say a lecture is *not*?
- What should you do to be an active listener ...? before the lecture
- In what two ways do lecturers often repeat themselves?
- What four things should you do when you review your notes?
- What two advantages does she mention of reviewing notes?

Focus on ...**arrows, symbols and abbreviations**

You can use arrows, symbols and abbreviations to help reduce the amount you need to write. This will save time and allow you to keep up with the lecturer.

- 1 Look at the arrows, symbols and abbreviations below. Match each one with a meaning (1–16).

e.g. imp. temp. msg ✓ = ↑ yr. vs. etc. ✗ ↓ poss + C info

- | | |
|--------------------------|--------------------------------|
| 1 in addition to | 9 go down/fall |
| 2 for example | 10 a positive/good point |
| 3 important | 11 possible |
| 4 and so on | 12 temperature |
| 5 message | 13 versus/against |
| 6 go up/rise | 14 the same as |
| 7 a negative point | 15 information |
| 8 Century | 16 year |

- 2 You can also make up your own symbols and abbreviations to help you take notes more quickly. For example, @ (about/around), tk (take), lrn (learn). Make a list of non-standard abbreviations you like to use. Try to think of some more to add to the list.
- 3 Look at your notes in the Do's/Don'ts chart. Can you make them more concise?

**Learning tip**

Active listening is a useful skill when taking notes. Decide what is important and what is not and listen for any guidance the lecturer gives you. For example, notice when a lecturer repeats something, and make sure you note the point down.

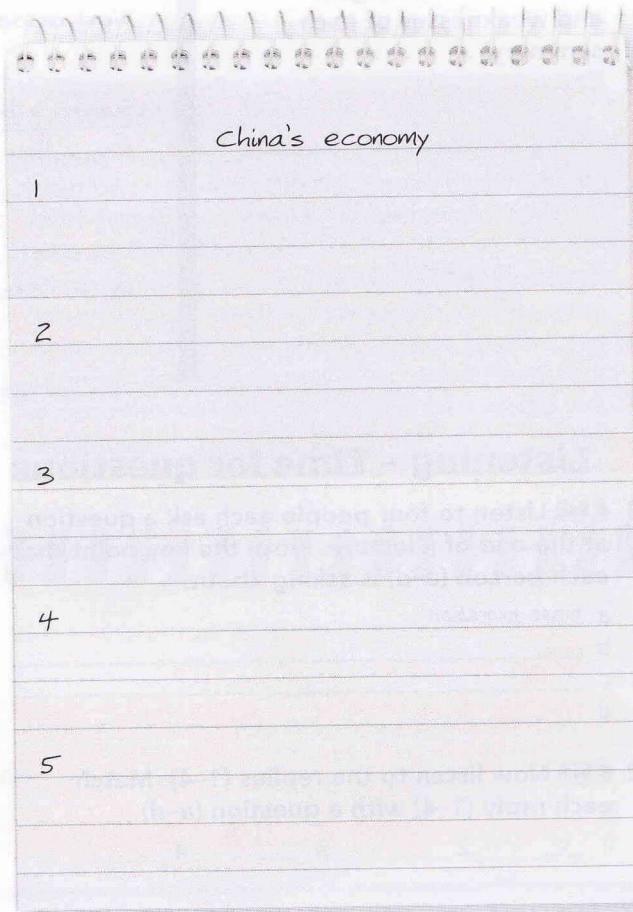
B Listening - Note taking

- 1 Listen to an extract from a lecture on the Chinese economy. After each section, pause the recording and choose the most suitable heading.

- 1 a China 40 years ago
- (b) Background to economic success
- 2 a Influence of the US
- b Growth statistics
- 3 a A growing population
- b A population on the move
- 4 a Economic deficiencies
- b Labour costs
- 5 a More growth ahead
- b Future challenges

- 2 Write each heading in place in the notepad. Then listen again and make notes under each heading. Be concise, numbering points, and using arrows, symbols or abbreviations where you can.

- 3 Review your notes. How concise are they? Do they contain all the key information? Can you improve them?



C Speaking – Passing information on

Speaking strategy: Talking about a lecture

- 1 Here are some expressions you can use to talk about a lecture and pass on information:

The talk was about ... / The speaker began by ...ing / Then she argued that ... / After that she reviewed/mentioned ... / Then she went on to say that... / Finally she ... / I think the most important/interesting/relevant point was ...

Speak up!

- 2 Give an oral summary of the extract from the lecture on China you heard. Use your notes to help you.

Learning tip

A good summary should not try to repeat everything, but simply cover the most important points, together with some details of particular interest to the person giving the summary. It should be well-organized, easy to understand and accurate.

D Listening – Summarizing

- 1 Listen to two summaries of the talk you heard. Which one (a or b) do you think is better? _____

- 2 Listen again and make a note of the strengths and weaknesses of each summary.

Summary a
Strengths:

Weaknesses:

Summary b
Strengths:

Weaknesses:

E Listening – Time for questions

- 1 Listen to four people each ask a question at the end of a lecture. Note the key point that each person (a–d) is asking about.

- a mass migration
- b
- c
- d

- 2 Now listen to the replies (1–4). Match each reply (1–4) with a question (a–d).

1 ____ 2 ____ 3 ____ 4 ____

- 3 Listen again to the replies and complete the expressions that the lecturer uses to clarify what she means.

- a Basically, what I want _____ to say _____ is ...
- b I suppose what I'm _____ is ...
- c The point I'm _____ is ...
- d In other words, what I'm _____ is ...

F Speaking – Asking questions

Speaking strategy: Asking for clarification

1 Look at the questions below and underline each expression you can use to ask for clarification.

- a Could you explain what you mean by the biggest mass migration in history?
- b Can you go into a bit more detail on the cost of labour in China?
- c What exactly are you getting at when you refer to the middle class as the 'backbone of China's success'?
- d Would you expand a little on the impact of China's economic growth?

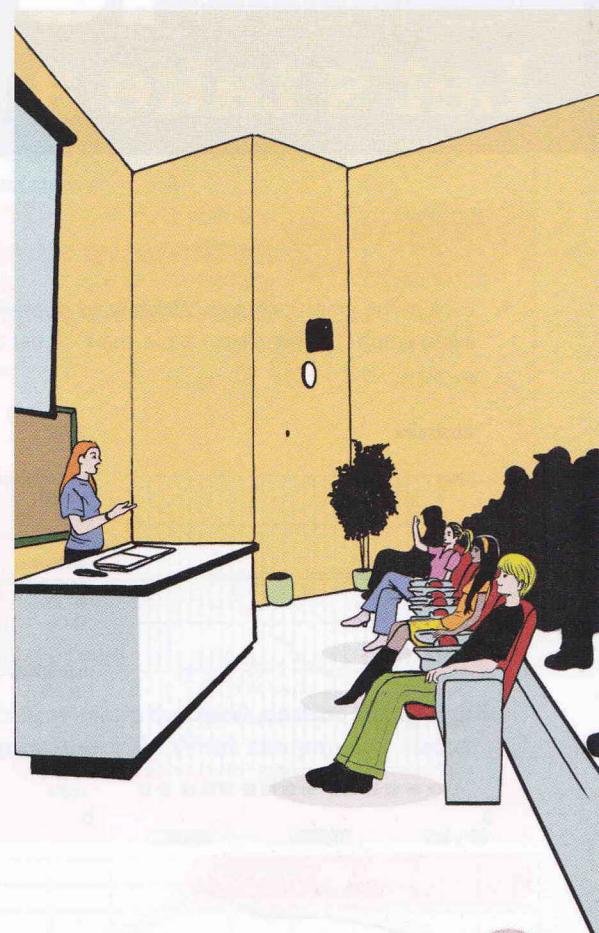
Speak up!

2 Imagine you want to ask a lecturer for clarification. Use the ideas below, and say your answers aloud.

Example: a, current economic position – more detail

You say: Can you go into a bit more detail on the current economic position?

- a current economic position – more detail
- b economic superpower – explain?
- c 'draining effect' of migration from countryside to cities – getting at?
- d environmental cost of economic success – expand
- e skill shortage – explain?
- f causes of rising inflation – more detail



Learning tip

It may be possible to take a tape recorder into the lecture and record everything the lecturer says. This is useful to refer to afterwards when you review your notes. Always ask the lecturer's permission first.

Extra practice

Go to the website below and listen to a lecture that interests you. Note the main ideas and then review your notes afterwards by reading the text of the lecture.
<http://www.thersa.org/audio/>

Class bonus

Choose two volunteers from the class to each give a short talk on any topic they like. The talk should last no more than two minutes. Each speaker should tell the class the topic of their talk.

Decide which talk you want to listen to. Then divide into two groups and listen to the talk you chose, taking notes of the main points. When the talk finishes, compare your notes with the other students in your group. Finally, find a classmate who listened to the other talk and each give a summary.



Can-do checklist

Tick what you can do.

I can take effective notes in a talk or lecture.

I can give an accurate and concise summary of the main points.

I can ask detailed questions for further information.

Can do

Need more practice

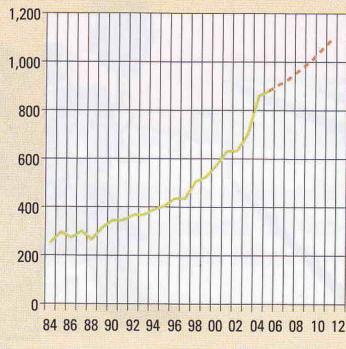
Unit 13

Let's take a closer look

Get ready to listen and speak

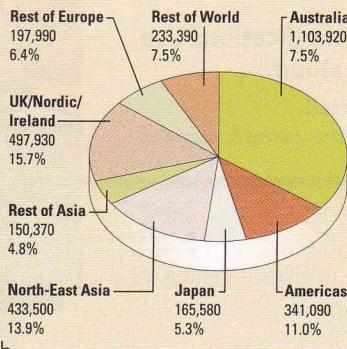
- Look at the graphics below. Which ways of presenting visual information can you see? Choose from the list.
a line graph a flow chart a pie chart a bar chart a diagram a table a plan

Australia

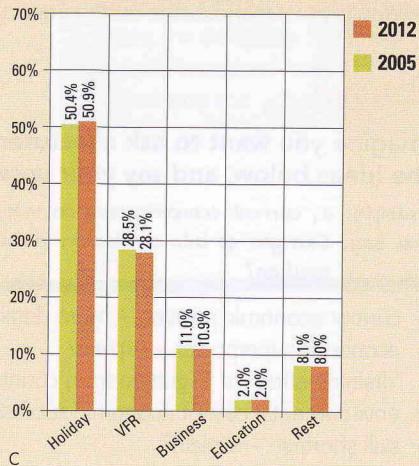


a

2012



b



c

go to Useful language p. 82

A Listening – Charts and statistics

- 1 Kirsty McLellan works for the Ministry of Tourism in New Zealand. She is giving a talk to her colleagues on some recent research.

Listen and number each presentation slide (a–c) above in the order (1–3) Kirsty mentions them.

a b c

- 2 Listen again. Tick ✓ the main topic of each slide.

- a The importance of tourism to New Zealand
International visitor arrivals
Market strengths and weaknesses
- b The history of the Australian market
Reasons for growth of the Australian market
The importance of the Australian market
- c New Zealand's secret of success
Reasons for travel to New Zealand
The best place for a holiday

- 3 Answer these questions from memory, then listen again and check.

- a Which four countries do most tourists come from?
.....
- b What two factors have helped the Australian market?
.....
- c What is the predicted rate of growth?
.....
- d What activities are most tourists on holiday interested in?
.....
- e What does VFR mean in the bar chart?
.....

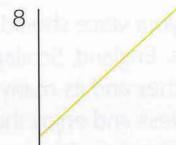
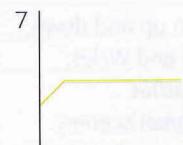
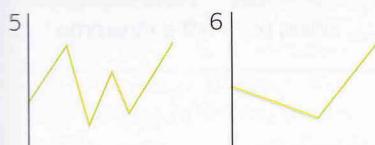
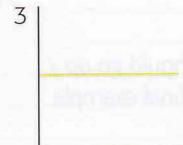
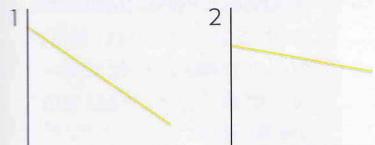
Focus on ...

describing statistics



1 Match each word or expression (a–h) with a graph (1–8).

- a increase sharply 8
- b go up slightly 2
- c fluctuate 5
- d fall steadily 3
- e recover well 6
- f drop dramatically 7
- g level out 4
- h remain steady 1



2 Match a verb in A with a verb in B which has a similar meaning.

- | A | B |
|---------------|-------------|
| 1 climb | a even out |
| 2 decrease | b reach |
| 3 pick up | c get worse |
| 4 stabilize | d rise |
| 5 deteriorate | e decline |
| 6 get up to | f improve |

B Speaking – Presenting detailed information

Speaking strategy: Describing charts and graphs

1 Complete these expressions you can use to introduce information on a chart by adding the correct words.

shows As you notice
this chart draw can see

- a You'll notice that ...
- b You can see from that ...
- c This graph
- d What we here is ...
- e can see from ...
- f I'd like to your attention to ...

Speak up!

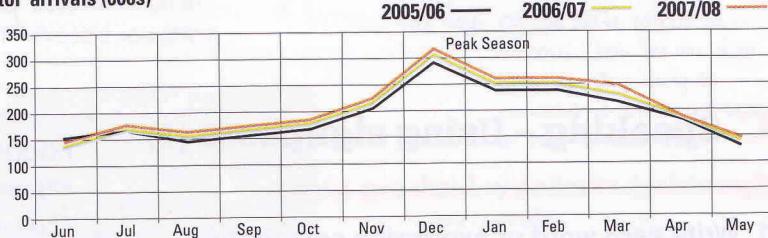
2 Repeat Kirsty's talk on tourism in New Zealand in your own words. Refer to the presentation slides on page 60, and use the language above to help you.

Did you know ...?

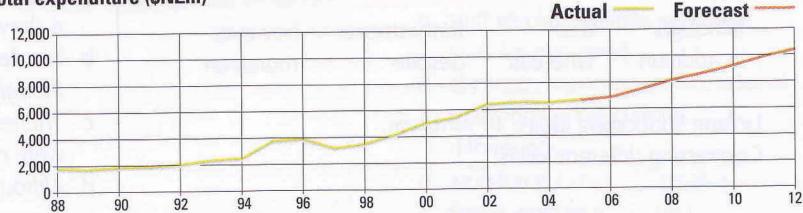
Experts say around 80% of what we learn is learned visually. Using visual aids such as graphs and charts is an extremely effective way of getting your point across.

3 Look at the slides below from the next part of Kirsty's talk. Imagine you are giving the talk. What can you say about each slide?

Visitor arrivals (000s)

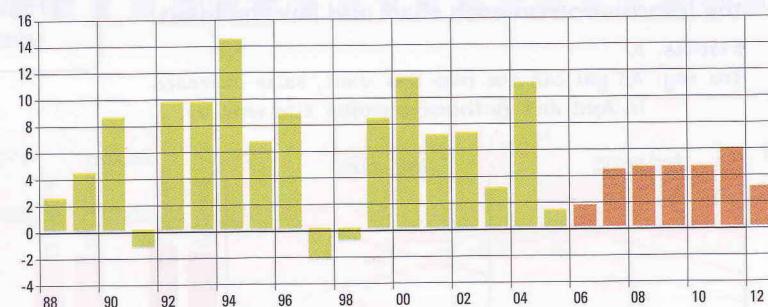


Total expenditure (\$NZm)



Growth in visitor arrivals (%)

Annual Change



Sound smart

Mentioning several points

- 1 Listen and notice the intonation in this sentence.

People come to New Zealand to go sightseeing, do outdoor activities and go shopping.

- 2 Now circle the correct words to complete the rule.

If you want to list several points one after the other, your voice should go *up / down* on the first two examples, and then *go up / down* on the final example.

- 3 Listen again and practise.

- 4 Look at these statements and predict where your voice should go up and down.

- a Great Britain is made up of three countries: England, Scotland and Wales.
- b Wales is popular for walking, its great beaches and its many castles.
- c In Scotland tourists visit Edinburgh, Loch Ness and enjoy the great scenery.
- d Popular tourist destinations in England are the Lake District, Cornwall and of course London.
- e London's top attractions include the London Eye, the Tower of London and Buckingham Palace.
- f Three popular museums are the National Gallery, the British Museum and the Tate Modern.

- 5 Listen and check. Then listen and repeat each sentence. Try to use the same rise-rise-fall intonation.

Learning tip

When you give a talk using detailed statistics and charts, try to explain the information in each chart in a clear and methodical way. Introduce each chart, and use plenty of signposts to help the audience follow what you are saying.

C Speaking – Using signposts (1)

Speaking strategy: Linking ideas

- 1 Write each word or expression next to the correct function.

although	also	furthermore	however
in addition	whereas	despite	moreover

Linking supporting ideas: in addition,

Contrasting different ideas: whereas,

Speak up!

- 2 Imagine you are giving a presentation. Introduce the information on each chart and link the ideas.

Example: a

You say: As you can see from this chart, sales increased in April and furthermore profits also went up.



Focus on ...

expressing contrast



Choose the correct answer to complete each sentence.

- a The company's profits were good *although / despite* a slow start.
- b We decided to expand our European operations even *though / in spite* of advice to the contrary.
- c The results were poor. *However, / Even though* there were no redundancies.
- d *Although / In spite* of performance was rather disappointing, the board remained optimistic.
- e The management had a pay rise, *whereas / in spite* of the workers' salaries were cut.
- f *However / Even though* we have reduced our prices, sales have not gone up.

D Listening – Using signposts (2)

1 You are going to listen to a presentation on ice cream sales. Before you listen, look at the functions below and make a list of expressions you might hear.

- a Explaining causes and consequences
- b Giving an example
- c Repeating the same idea
- d Summarizing the main points

2 Now listen to four extracts from the presentation and tick ✓ any expressions in your list you hear.

3 Listen again and write any expressions you have not already noted. Write each expression below the correct function.

E Speaking – Making your point

Speaking strategy: Giving verbal cues

1 Match each expression (a–f) with a function (1–3).

- 1 Finishing one point ... b
- 2 Starting another point
- 3 Emphasizing an important point

- a The crucial point here is ...
- b We've looked at ...
- c Let me turn to ...
- d The thing to remember is ...
- e Let's move on to ...
- f I've told you about ...

Class bonus

- 1 Prepare a short talk on a topic you know a lot about using graphics.
- 2 Give your presentation to the class. Use the language and strategies in this unit to help you.

Extra practice

Listen to a talk in English on the radio or on TV. Notice the language the speaker uses and make a list of any signposts you hear.

Speak up!

2 Imagine you are giving a presentation. Use the ideas below to finish one point, start another and emphasize important points.

Example: a

You say: OK, so we've looked at turnover. Now let me turn to sales. The thing to remember is the sales team is much smaller now.

- a turnover / sales – sales team much smaller
- b productivity / profit – corporation tax up 2%
- c staff levels / salaries – no pay rises for two years
- d domestic marketing / international marketing – big cultural differences
- e workforce / management – fewer women than men

Can-do checklist

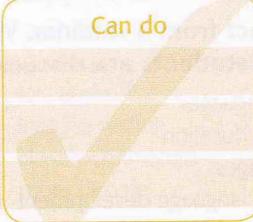
Tick what you can do.

I can understand detailed information and statistics.

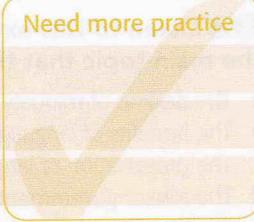
I can describe information in charts and graphs clearly and concisely.

I can use signpost words to link ideas effectively.

Can do



Need more practice



Unit 14

Can you expand on that?

Get ready to listen and speak

- Write T (true) or F (false) for each statement.
- a A seminar is an opportunity for a group of students to explore various topics with a teacher.
- b Students often take turns to give short talks.
- c There is a lot of discussion. Students should express their opinions openly.
- d The teacher can take a 'back seat', leaving students in control.

- Have you ever been to a seminar? If so, what do you think of seminars? Tick ✓ your answers.
- a I like seminars. I enjoy debating issues with other students.
- b I think seminars are a waste of time. I want to learn from a teacher, not other students.
- c I find it hard to express my opinion in a group.
- d Seminars are frustrating because one or two people always do all the talking.
- e Seminars are fun but I don't know if they help me learn anything.
- f I don't like to argue with people. I think it's rude.

go to Useful language p. 82

A Listening – Following a discussion



- 1 Listen to this extract from a seminar. What do you think is the main topic that the students are discussing?

- a The decline of minority languages
- b The benefits of language education
- c The preservation of languages
- d The role of government in language development
- e The problem of poverty throughout the world

2 Now answer these questions.

- a Is the discussion well-balanced or one-sided?

- b Is the tone of the discussion friendly, heated, or a bit of both?

- c Does everyone get an equal chance to express their opinion?

Learning tip

When you are trying to follow a discussion between several people, try not to focus on individuals or specific details too much. Try to 'step back' mentally, and notice how the discussion develops as a whole. Listen to the general flow of the discussion rather than specific details.

3 **48** How does the discussion develop? Look at these areas (a–e) then listen again and number each in order (1–5).

- a conflict between saving people and saving languages
- b examples of dying languages
- c reasons to protect languages
- d reasons *not* to protect languages
- e languages that are reviving

4 **48** Answer these questions. Then listen again and check.

- a According to the UNESCO report
 - how many languages are there in the world today?
 - how many are in danger of dying out by 2100?
- b Where do speakers of the Ainu and Maori languages live?
- c How many Welsh speakers were there in 1991? How many are there today?
- d What are the arguments in favour of 'language revitalization'?
- e What are the arguments against language revitalization?

B Speaking – Expressing your ideas

Speaking strategy: Disagreeing politely

1 Look at these extracts from the seminar discussion. Which expressions (1–4) can you use to ...

- a disagree about facts?
 - b disagree about opinions?
- 1 I don't quite see it like that.
 - 2 I think you might be mistaken on that point.
 - 3 I'm not sure I agree.
 - 4 I don't think you've got that right.

Sound smart Sounding polite

As well as being careful with the language you use, you can also try to make sure the way you say something sounds polite.

1 **51** Listen to this sentence spoken twice. Which way (A or B) sounds more polite? Why?

I think you might be mistaken on that point.

2 **52** Listen to each of these sentences repeated twice. Circle which is more polite, A or B.

- | | | |
|--|---|---|
| I'm not sure you've got that right. | A | B |
| That's not quite how I see it. | A | B |
| I'm not sure I agree. | A | B |
| Sorry, can I finish what I was saying? | A | B |

3 **52** Now listen and practise saying each sentence politely.

Speak up!

2 **49** Imagine you are in a seminar. Listen and use the ideas below to disagree politely about the facts you hear.

Example

You hear: a

English is the most widely-spoken language in the world.

You say: I don't think you've got that right. I think it's Chinese.

- a Chinese
- b 3,500 years ago
- c one third
- d top to bottom, and right to left
- e Basque
- f Portuguese

3 **50** Now listen and use the ideas below to disagree politely about the opinions you hear.

Example

You hear: a

English is a really difficult language to learn.

You say: I'm not sure I agree. I think it's quite easy.

- a quite easy
- b depends on the individual
- c too expensive
- d less interesting
- e closely connected
- f more people

C Speaking – Making sure you understand

Speaking strategy: Asking for more detail

1 Underline the expressions you can use to ask someone to explain a point in more detail.

Do you think you could say a bit more about that, please?
I'd like to hear more about the impact of English on world languages, if possible.

Do you have any specific details about the decline in minority languages?

Can you give an example of a language that is enjoying a revival?

Speak up!

2 Look at the situations below and ask politely for more detail.

Example: a

You say: Do you think you could say a bit more about the impact of English on other languages?

- a impact of English on other languages?
- b endangered languages?
- c language revitalization?
- d rate of decline of minority languages?
- e threats to African languages?
- f future of language development?

D Listening – Asking effective questions

1 You can repeat a question in a different way to make sure others understand what you are asking, or to focus your question more precisely. Use these words to complete the expressions you can use below.

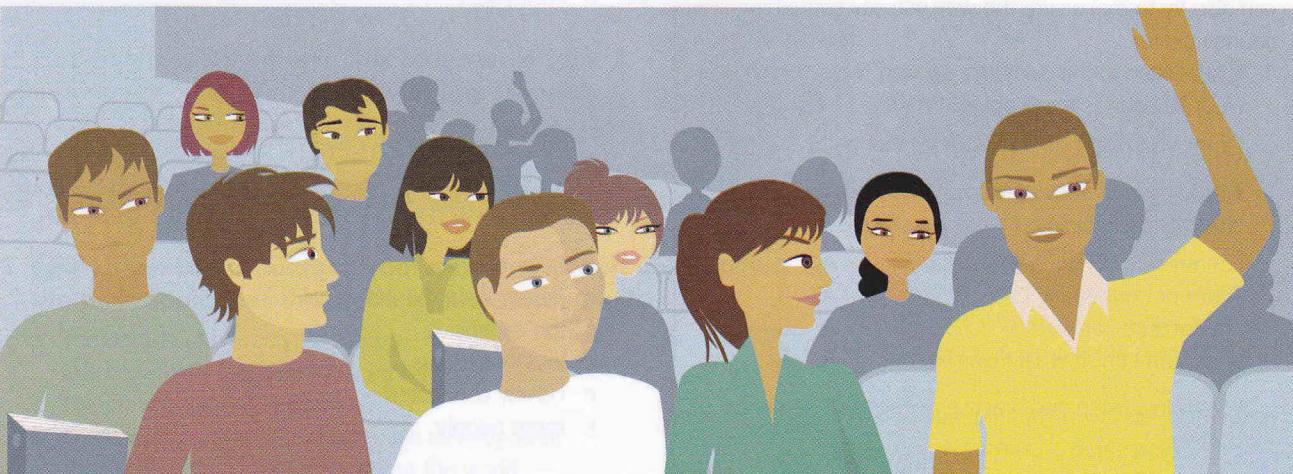
words asking Basically another suppose

- 1 In other words, I'd like to know ...
- 2 , what I want to know is ...
- 3 I guess what I'm (really) is ...
- 4 To put it way ...
- 5 I what I'm driving at is ...

2 Now listen to questions 1–5 and check.

3 Look at the questions (a–e) below. Then listen and match each question you hear (1–5) with an original question (a–e).

- a Will English always be the dominant world language?
- b What are the main reasons for the success of the English language? 1
- c Is it unavoidable that certain languages die out?
- d Do you think all languages have equal significance?
- e Why do you think the issue of language revitalization is not more in the public eye?



E Listening – Participating effectively

1 Listen and complete each expression. Then listen and repeat.

- a Sorry, what do you mean exactly?
- b I agree with some said.
- c No, sorry. I don't really that.
- d I that it's important.
- e That's too.
- f Can we get here, please?
- g My mistake. I Sorry.
- h That's not really
- i OK. So what is ...
- j What do , Peter?
- k Sorry, can I just was saying?
- l Can I here?

Class bonus

Make a group and have your own seminar. Choose a topic, consider your opinion and then begin a discussion. Participate as fully as you can, asking questions, giving opinions and using the language and strategies covered in this unit. Remember to be polite when disagreeing with someone!

2 Now match each expression (a–l) with a function (1–12).

- 1 Ask someone for their opinion
- 2 Ask someone to explain what they mean
- 3 Ask to interrupt
- 4 Stop someone from interrupting you
- 5 Apologize for misunderstanding someone
- 6 Try to get the discussion back on target
- 7 Agree with someone
- 8 Disagree with someone
- 9 Partly agree with someone
- 10 Check you've understood
- 11 Say someone has misunderstood you
- 12 Give your opinion strongly

3 Add any other expressions you can think of for these functions.

Extra practice

Turn to page 95 and find recording script 48. Listen again and read at the same time. Underline any expressions people use for the functions above. Listen again and notice how speakers A and D emphasize the important words and expressions.



Can-do checklist

Tick what you can do.

- I can follow the development of a lively discussion.
- I can express my opinion and disagree politely.
- I can ask for more detail if necessary.
- I can use a range of techniques to participate effectively.

Can do



Need more practice



Unit 15

It'll help me get a good job

Get ready to listen and speak

- Would you like to study abroad?
- What country would you go to?
- What would you study?

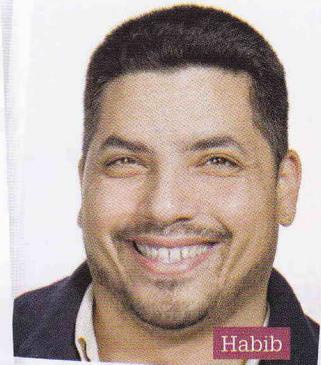
go to Useful language p. 82

A Listening – Making plans

 Listen to Stefania from Italy and Habib from Saudi Arabia each talk about their study plans for the future. Make notes, and find three goals they share.



Stefania



Habib

B Speaking – Talking about your study plans

Speaking strategy: Describing plans in detail

1 Look at these expressions you can use to describe what you are going to do and hope to achieve in the future.

I plan/intend to ...

My/The (main) focus/goal/purpose is to ...

I hope/expect it'll help me to ...

What I hope to achieve/accomplish/get from this is ...

2  Listen again to Stefania and Habib. Tick ✓ the expressions they use.

Speak up!

3 Look at the advertisement for San Francisco Language Center. Imagine you are going to study on this programme. Talk about what you are going to do and what you hope to achieve.

SAN FRANCISCO LANGUAGE CENTER

American Language and Culture Program

Dates: July/August

Accommodation: live with a host family

- **improve your English**

26 hrs per week, practise communication skills, become more confident

- **discover the real US**

learn about US culture, history, people, lifestyles

- **make new friends with people from all around the world!**

Class bonus

Make a group and talk about your study plans. What do you plan to do? What do you hope to achieve?

C Speaking – Seeking advice

Speaking strategy:

Asking for opinions and recommendations

- 1 Look at the expressions below you can use to ask for opinions and recommendations.

Would you recommend ...ing?
Do you think it's worth ...ing?
Is it a good idea to ...?
Do you think I should ...?
What do you think of ...?

Speak up!

- 2 56 Imagine you are thinking of going on a study trip to Britain. Listen and use the ideas below to have a conversation with your English teacher. Ask for your teacher's opinions and recommendations.

Example

You hear: Yes, do you want to ask me something? a

You say: Yes. Do you think it's worth going to the UK next summer to study English?

a UK next summer – study English?

b 1 month or 2 months?

c London or Cambridge?

d host family or hotel?

e 15 or 28 hrs per week?

f General English or an exam (IELTS/TOEFL)?

g US or Australia instead?

D Listening – Understanding course requirements

- 1 57 Imagine you are starting a business course at college in the United States. Listen to the college professor and write T (true) or F (false) for each statement.

- a There are five written assignments. F
- b Some assignments can be handed in late.
- c There are two exams.
- d Students have to do a 20-minute oral report.
- e There are 25 classes.
- f It is possible for all students to get an A.

- 2 57 Listen again and complete the form.

Module 3.2 The development of the EU

Grading system

- | | |
|---------------|------------------------------|
| <u>30</u> | % Mid-term exam |
| <u> </u> | % Final exam |
| <u> </u> | % Written assignments |
| <u> </u> | % Oral report |
| <u> </u> | % Preparedness/participation |

Grades

- | | |
|---|---------------|
| A | <u> </u> |
| B | <u> </u> |
| C | <u> </u> |
| D | <u> </u> |
| F | <u> </u> |

- 3 57 Now answer these questions. Then listen once more and check.

- a How many per cent of the final grade does each written report represent?

b How are the exams organized? -----

c What is the format of the oral report? -----

d What is the attendance requirement? -----

E Listening – A tour of the library

- 1 **58** Robert Armstrong is a librarian at a university library. Listen as he shows a group of new students around the library. Find three mistakes in the information below.

Library opening times:

(during term)	Mon – Fri	9 am – 7 pm
	Sat	9 am – 5.30 pm
	Sun	Closed
(at other times)	Mon – Fri	10 am – 1 pm
	Sat	10 am – 1 pm
	Sun	Closed

No admittance 50 mins before closing

- 2 **59** Now listen and note what you can find in each of these sections of the library.

- a Reading Room articles and journals
- b North Wing
- c Green Room
- d South Wing

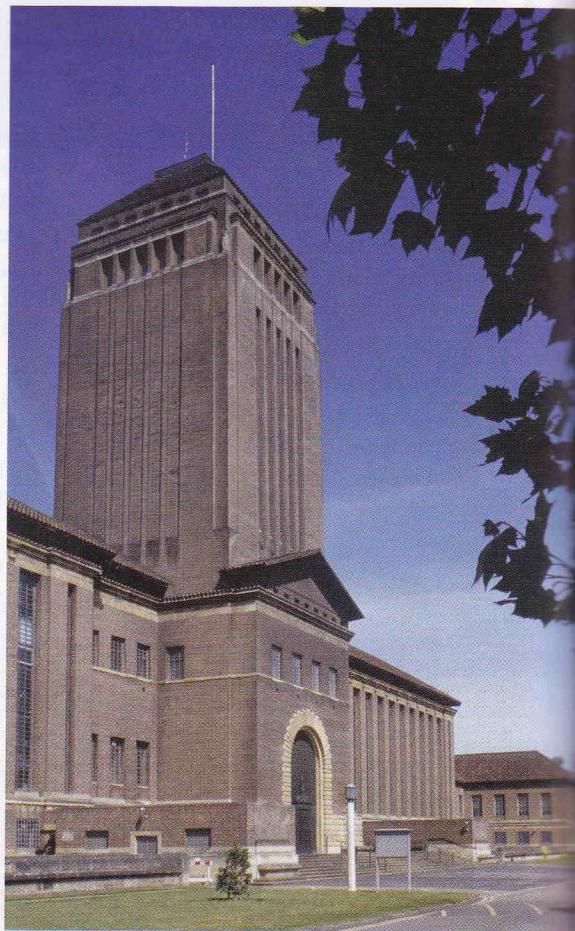
- 3 **59** Answer these questions. Then listen again and check.

- a Which locations contain material for reference only?
- b What must you have to use the online catalogue?
- c What can't you find using the online catalogue?

- 4 **60** Listen to the final extract of Robert's introductory tour, and complete the chart.

Borrowing rights

1 st year students N/A
2 nd year students
3 rd year students
Academics
Research students



Did you know ...?

Cambridge University Library is one of the biggest in the world. It contains over eight million books, and every year a further 120,000 books and 150,000 periodicals are added to the collection. There are over 100 miles (160 km) of shelves!

Learning tip

Some people naturally speak more quickly than others. When someone speaks quickly, don't panic, listen closely for key words, and check your understanding by asking for clarification.

F Listening – Asking about services

1 Think of some questions you might like to ask when joining a library.

2 Listen and complete each question. Tick ✓ the questions you thought of.

- a How exactly do I go about searching for a book?
- b How do I know once I have its location?
- c Can I on my laptop?
- d Can I?
- e What if the library doesn't?
- f What's the charge for?
- g Do staff every evening?
- h Can I get any help on?

3 Listen to Robert answer each question. Match each question (a–h) to an answer (1–8).

- | | | | | | | | |
|---|-------|---|-------|---|-------|---|-------|
| 1 | | 2 | | 3 | | 4 | |
| 5 | | 6 | | 7 | | 8 | |

4 Now look at the statements below. Write T (true) or F (false) for each statement, then listen again and check your answers.

- a You can access the Internet at various locations. T
- b InterLibrary loans vary in cost depending on your status.
- c You don't need to pay for the Research Skills programme.
- d You have to complete a Request form if you want to make copies.
- e You will need lots of time to get used to the system.
- f The place to ask for help is called Library Enquiries.
- g The system of fines for overdue books is quite flexible.
- h Books should never be left on the desks.

Sound smart Intonation in questions

1 Listen to these questions. Does the speaker's voice go up or down at the end of each one?

- a Is it OK to borrow these five books?
- b How long can I have them for?
- c Do you know how I can get to North Wing 4?
- d What time does the library close?

2 Complete the rules using the phrases below.

begin Wh- have a Yes/No answer

Questions that usually have rising intonation.

Questions that usually have falling intonation.

3 Look again at the questions (a–h) in Section F, Exercise 2. Predict the intonation, then listen and check.

4 Listen and repeat each question. Try to copy the same intonation.

Extra practice

Go to the website of a library you know, or try one of the links below. Take a Library Tour! Listen to the audio guide and watch any videos of the services each library offers.

<http://www.ncl.ac.uk/library/podcasts/>

<http://www.library.sunderland.ac.uk/podcasts>

<http://www.library.jhu.edu/podcasts/index.html>

<http://www.wku.edu/library/libtour/>



Can-do checklist

Tick what you can do.

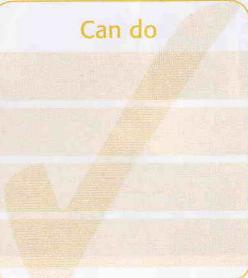
I can talk about my study plans in detail.

I can ask for opinions and recommendations.

I can understand detailed course requirements.

I can ask about and understand a library's services and procedures.

Can do



Need more practice

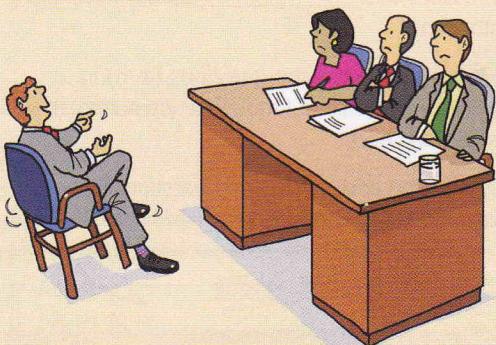


Unit 16

I work well under pressure

Get ready to Listen and speak

- Look at the interview tips. Write *Do* or *Don't* next to each one.
- Now tick ✓ the three *Do's* and two *Don'ts* that you think are the most important.



go to Useful language p. 82

Top interview tips

- appear interested only in the salary and benefits.
- appear over-confident or superior.
- arrive punctually.
- criticize your current employer or colleagues.
- dress smartly.
- look at the wall or floor when you talk.
- mumble or fail to finish sentences.
- research the company beforehand.
- show enthusiasm.
- tailor your CV to fit the job

Did you know ...?

The first 30 seconds can make or break an interview. Make a good impression by dressing professionally and giving a firm handshake. Look the interviewer straight in the eye, and smile!

A Listening – Getting off to a good start



- 1 Maria Kelsey is a careers counsellor and expert interview coach. Listen as she gives some advice on giving an effective interview. How many points in the *Top interview tips* does she refer to? _____

- 2 Now listen as she discusses what to say in an interview. Complete the notes.

- Do not talk about your personal life.
- Talk about any relevant _____.
- Mention any _____ that relate to the job.
- Mention any skills or _____ you have.
- Explain what you _____ to the organization.

- 3 Listen to three candidates in an interview answer the question *Can you tell me a little about yourself?* Look at the notes above and tick ✓ who you think gives the best response.

Juan Mark Amelia

- 4 Listen again and note the good and bad points to each person's response.

Juan good: talks about qualifications and experience
bad: _____

Mark good: _____
bad: _____

Amelia good: _____
bad: _____

B Speaking – Beginning an interview

Speaking strategy: Talking about yourself

- 1 Look at these expressions you can use to talk about yourself and your experience in a job interview.

- a As you can see from my CV ...
- b I graduated in [subject] from [institution]
- c I've got a lot of experience in ...
- d I think I'm good at ...
- e I'd really like the opportunity to ...

- 2 Listen again to Juan, Mark and Amelia. Match each person with the expressions they use.

Juan b
Mark c
Amelia a

Learning tip

If the interviewer asks *Can you tell me about yourself?* or *Could you talk me through your C.V.?*, then talk about your qualifications, skills and abilities and use the opportunity to explain any gaps in your CV. Play to your strengths and try to direct the interview by mentioning the things you want the interviewer to ask about in more detail.

Speak up!

- 3 Prepare a one-minute answer to the question *Can you tell me a little about yourself?* Make notes.

- 4 Now imagine you are at an interview and give your answer to the question. If possible, record what you say and listen to yourself afterwards. Can you identify any areas you could improve on, e.g. grammar, pronunciation, etc.?

Focus on ...

personal qualities and skills

- 1 Match an expression in A with a similar expression in B.

A

- 1 I work well under pressure.
- 2 I always meet deadlines.
- 3 I am a good people person.
- 4 I am an excellent communicator.
- 5 I am an effective troubleshooter.

B

- a I get along well with everyone.
- b I like to think of ways round problems.
- c I keep a clear head and never get irritable.
- d I make sure I finish reports on time.
- e I am very good at putting opinions across.



- 2 Write P (positive) or N (negative) next to each personality adjective.

independent	<input checked="" type="checkbox"/>	well-organized	<input type="checkbox"/>
opinionated	<input type="checkbox"/>	boastful	<input type="checkbox"/>
strong-minded	<input type="checkbox"/>	domineering	<input type="checkbox"/>
tactful	<input type="checkbox"/>	creative	<input type="checkbox"/>
vain	<input type="checkbox"/>	determined	<input type="checkbox"/>

- 3 Choose expressions from Exercise 1 and adjectives from Exercise 2 that best describe your personality. Now make a list of your strengths and practise talking about them.

C Listening – Knowing what employers want

- 1 Listen to Maria Kelsey talk about the skills employers look for. Number each skill area (a–e) in the order she talks about it (1–5).

- a Research skills
- b Interpersonal skills
- c Problem solving skills
- d Leadership skills
- e Organizational skills

- 2 Listen to five questions that employers sometimes ask and match each question (1–5) with a skill (a–e) that it aims to uncover.

1 2 3 4 5

- 3 Raj is having a job interview. Listen to him answer each question. Tick ✓ your impression of each answer he gives.

	Good	OK	Poor
1	✓		
2			
3			
4			
5			

- 4 Listen again to each of Raj's answers and note the reasons for your impression.

- 1
- 2
- 3
- 4
- 5

Sound smart Sounding confident

A confident speaker ...

- speaks clearly.
- doesn't speak too fast.
- pauses where appropriate.
- has good pronunciation.
- has a natural stress and rhythm.
- doesn't mumble.
- doesn't hesitate.

- 1 Listen to three people each answer a different question. Tick ✓ who you think sounds the most confident.

Speaker 1 Speaker 2 Speaker 3

- 2 Look at the recording script on page 97. Listen again to the most confident speaker. Repeat as closely as you can.

- 3 Read the three questions the interviewer asks and practise answering each question. Prepare your answer first, then try to sound as confident as you can. If possible, record yourself and then listen to yourself.

Learning tip

If a question is confusing, ask for clarification by saying *I'm sorry I don't quite get your drift* or *What do you mean exactly?* Don't be afraid to pause for a short while if you need time to think.

Did you know ...?

It is polite to maintain good eye contact with the interviewer. It shows you are confident and helps to make a good impression.

D Listening – Dealing with difficult questions

- 1 Listen and match each speaker with the question they are answering.

- | | |
|-----------|---|
| Speaker 1 | What do you think is your greatest weakness? |
| Speaker 2 | Tell me about a time you failed badly at something. |
| Speaker 3 | If you like your current job, why do you want to leave? |

- 2 Look at these three strategies for dealing with difficult questions. Then listen again and match each speaker (1–3) with the strategy (a–c) that they are using.

- a Show a desire to keep learning and developing.
- b Talk about a weakness that is actually a strength.
- c Show that you have strategies to deal with the weakness.

- 3 Each speaker answers their question well. How would you answer each question?

Class bonus

- 1 Prepare to role play a job interview. Decide with your partner what the job is and who will be the interviewer/candidate.
Interviewer: Make a list of questions to ask. You can use the questions in this unit to help you.
Candidate: 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

Role play an interview with a friend and record your interview. Then replay the interview and see how well you did. What are your interview strengths and weaknesses? How can you improve your performance?

Learning tip

If an interviewer asks about a weakness or failure, be positive and focus on what you learned from the experience. Say how you would do things differently next time and don't be intimidated. Don't try to cover up mistakes. Always tell the truth!



Can-do checklist

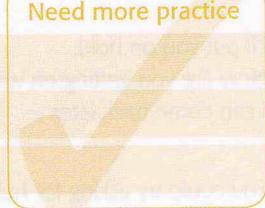
Tick what you can do.

- I can talk about myself and my strengths.
- I can sound confident and make a good impression.
- I can deal with difficult questions.

Can do



Need more practice



Review 2

Units 7–16

Section 1

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

1 a I'll show you what I mean.

b I do apologize for the mix up.

c You could try replacing the cartridge.

2 a I don't quite see it like that.

b I'm very sorry for the delay.

c I think we have a bad connection.

3 a Is that correct?

b I completely agree.

c Yes, that's right.

4 a Can I leave a message?

b Do you know when she'll be back?

c I'm sorry, she's out of the office right now.

5 a No, I'm not. That's fine.

b Yes, that's fine.

c That's not really what I meant.

6 a Yes, let's.

b I'll get onto it immediately.

c What exactly are you getting at?

7 a I have no problem with that.

b I'm not sure you've got that right.

c Yes, to show you what I mean...

8 a Yes, of course.

b Right, let's finish there then.

c I'll see what I can do.

9 a I'll put you on hold.

b How are you getting on with that?

c I can come back later.

10 a You could try asking for help.

b I'm not sure I agree.

c That's the way I feel, too.

Section 2

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

1 A client complains their order hasn't arrived yet. What do you say?

a b c

2 A colleague's computer doesn't work and you want to suggest a solution. What do you say?

a b c

3 A client asks to speak to your colleague. What do you say?

a b c

4 Sales figures are falling badly. What do you say to your boss?

a b c

5 You are staying in a hotel and phone reception to ask for a late check out. What do you say?

a b c

6 You are listening to a lecture and want the speaker to say more about a certain point. What do you say?

a b c

7 You want to disagree with someone without causing offence. What do you say?

a b c

8 You ask a customer to be patient. What do you say?

a b c

9 You can't hear the person on the phone because a train is passing. What do you say?

a b c

10 You are speaking when someone tries to interrupt. What do you say?

a b c

Section 3

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

- 1 Which of the following is *not* a good way to ask for help from a colleague?
 - a I could really do with some help to finish this report.
 - b Help me finish this report.
 - c It would help a lot if you could give me a hand.
- 2 You want to ask for someone's recommendation. Which expression should you use?
 - a Do you think it's worth ...ing?
 - b I'll get onto it immediately.
 - c Could you tell me about that?
- 3 Which of these expressions should you use to tell a caller someone is unavailable?
 - a I'll put you on hold for a moment.
 - b I'm sorry she's on another call right now.
 - c Who can I say is calling?
- 4 When listening for the main idea, you should ...
 - a focus on individual words and phrases.
 - b try to take notes of everything.
 - c ignore small details and think about the big picture.
- 5 You want to promise a customer you will take action. What do you say?
 - a I'll ask someone to call you.
 - b I'll sort it out right away.
 - c Please give me a moment.
- 6 When listening to someone, you should ...
 - a ask the speaker to repeat if you don't understand.
 - b aim to understand almost everything.
 - c pretend if you haven't understood.
- 7 Which is the most polite way to express a disagreement?
 - a I think you're wrong.
 - b That's not right at all.
 - c I'm not sure I agree.
- 8 When taking notes, you should ...
 - a only use standard abbreviations.
 - b use any abbreviations you wish, including your own.
 - c only use abbreviations where necessary.
- 9 Which of these is *not* a good way to prepare for a telephone conversation?
 - a Make a list of points to cover.
 - b Have a pen and paper handy.
 - c Start eating a sandwich.
- 10 If the person you want to speak to is not available, what can you say?
 - a Do you want her to call back later?
 - b Can I take a message?
 - c Can you tell her I called?

Section 4

Read each statement and write your reply.

- 1 Tell me a little about the company you work for, please.

- 2 Your hotel room has a shower but you want a room with a bath. You call reception.

- 3 What do you think of that suggestion?

- 4 You want to remove a stain from your jacket and go into a shop. What do you say to the assistant?

- 5 What are your strengths?

- 6 You think the latest sales campaign was a complete disaster. Be diplomatic.

- 7 You want to introduce the new marketing manager, Mr. Stevens, to your colleagues John and Lizzie.

- 8 You need some help to move a large filing cabinet.

- 9 Imagine you work in the Accounts department of a large company. Describe your job.

- 10 Your boss is on the phone but you need to interrupt to ask an urgent question.

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* depending on how they are practised in the unit. All the expressions are recorded on the audio CD.

You can use this Appendix in the following ways.

Before you begin each unit:

- 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. 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

I'm a friend of Tim's.
Great party, isn't it?
Did you see the news last night?
I'm going away on business next week.
I'm free tonight.
What's your new place like?
How long have you worked there?
They say London is a really fun city.
That's marvellous!

Things you might hear

What did you get up to at the weekend?
How's work going?
So, how are the family?
It's been hot today, hasn't it?
How long will you be away for?
They aren't from here, are they?
We work together in the same department.
What a pity!
How awful!

Unit 2

Things you can say

I'm interested in the ...
Can I have a closer look, please?
Can you explain what ... is?
Sorry, what does hotspot mean?
What's the battery life like?
I can check email as well, can't I?
What is this keypad for?
What does that button do?
If you give me a discount, then I'll buy two.
No thanks. I think I'll leave it.
I'll take the extended warranty option.
I'll pay in full now.
I'm not sure it's working properly.
The thing is, it keeps crashing all the time.

Things you might hear

It's got all the latest software.
The picture quality is amazing.
You can download video games, too.
There's 10% off everything.
All our computers are on sale this week.
It's for people who want to spread the payments.
This one is pretty popular.
We have a special offer on at the moment.
I think we can work something out.
The manufacturer's warranty is a year.

Unit 3**Things you can say**

I'd like to book a check-up, please.
 I'm not registered at your practice.
 I'm here to have a blood test.
 I've had a splitting headache all morning.
 It's killing me.
 I've had a high temperature for a while now.
 I feel dizzy and nauseous.
 I have stomach cramps and diarrhoea.
 I can't seem to switch off.
 I'm very lethargic.
 I feel weak and dizzy.
 So I need to take two spoonfuls, twice a day?
 So you mean I should finish the course?

Things you might hear

We try to see everyone within two days.
 We can fit you in at 4 pm.
 You need to fill in this form.
 Just drop in anytime.
 We do vaccinations as well.
 We have special clinics for diabetes sufferers.
 It's all in this leaflet.
 You have a mild case of the flu.
 I think you're suffering from depression.
 Take a couple of tablets every four hours or so.
 That should get rid of it.
 See me in a month.

Unit 4**Things you can say**

There's something wrong with this printer.
 The air conditioning keeps making a funny noise.
 Do you know what's wrong with it?
 The battery may be dead.
 You ought to call a plumber.
 It won't take five minutes.
 The batteries might have run out.
 It cost a fortune.
 You really should get this fixed.

Things you might hear

The car won't start. The battery might be flat.
 It's not running properly.
 What a drag!
 You'd better call the garage quick.
 It could be the cable.
 It may be the fuse.
 It might be the monitor, I suppose.
 It looks like the pump might need replacing.
 I claimed on my household insurance.

Unit 5**Things you can say**

Can I extend my stay if I decide to study longer?
 Sorry, what exactly does 'entry clearance' mean?
 Can you explain what 'Schengen area' means?
 I need a job to support myself while I'm here.

Things you might hear

You need to fill out form VAF1.
 Have you got all the supporting documents?
 You should check you are eligible before you apply.
 You need to send the documents by registered mail.
 EAA stands for European Economic Area.
 You need to supply your birth certificate.

Unit 6**Things you can say**

That statue's very impressive.
 That's a fantastic view.
 Is this place famous for anything?
 I'm starving.
 Is it easy to get around?
 Where's the best place to go for a night out?
 I like wandering around street markets.
 It's well worth buying a weekly tourist ticket.

Things you might hear

I'm not really into clubbing.
 That park is handy for joggers.
 It's popular for walking dogs, too.
 You should definitely go to Fisherman's Wharf.
 You mustn't miss Chinatown.
 You really ought to visit the museum here.
 It's hardly ever hot enough to sunbathe.
 The accommodation is quite reasonable.