

剑桥实境英语

4

Real

听说 Listening & Speaking with answers

Miles Craven



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

CAMBRIDGE

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Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	1	How's it going?	Socializing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> ask about official procedures understand official processes be concise and to the point when answering questions
	6	What a great view!	Sightseeing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> understand detailed requirements make polite requests and explain what you want interrupt politely and ask for help specify requirements and justify your reasons
	8	This is your office	Organizations and people	<ul style="list-style-type: none"> understand and explain company structures understand roles and responsibilities talk about your role and responsibilities describe personal qualities and strengths

Work and Study	Unit number	Title	Topic	How to ...
	9	I'll sort it out	Problems at work	<ul style="list-style-type: none"> • handle customer complaints • confirm and check important information • put forward solutions
	10	Can I call you back?	On the phone	<ul style="list-style-type: none"> • make and take calls successfully • take and leave messages • overcome phone-related difficulties
	11	Shall we move on?	Meetings	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 MP3 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 MP3 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 edition.

Level	Book	Author
Elementary CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Writing 1 with answers and MP3	Graham Palmer
	Real Listening & Speaking 1 with answers and MP3	Miles Craven
Pre-intermediate CEF: B1 Cambridge ESOL: PET NQF Skills for life: Entry 3	Real Reading 2 with answers	Liz Driscoll
	Real Writing 2 with answers and MP3	Graham Palmer
	Real Listening & Speaking 2 with answers and MP3	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 Writing 3 with answers and MP3	Roger Gower
	Real Listening & Speaking 3 with answers and MP3	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Writing 4 with answers and MP3	Simon Haines
	Real Listening & Speaking 4 with answers and MP3	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

- | | Yes | Sometimes | No |
|---|--------------------------|--------------------------|--------------------------|
| Do you ... | | | |
| like going to parties? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| enjoy meeting new people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prefer to socialize only with people you know? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hate making small talk with strangers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| switch off if you are not interested in the conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prefer to listen to others than give your opinion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- What do you think your answers say about your character?

go to Useful language p. 78

A Listening – Starting a conversation

- 1 Listen and complete these expressions you can use to start a conversation.

- What did you get up to at the weekend?
- How's _____?
- Did you _____ last night?
- It's _____, hasn't it?
- So, how _____?
- Wow! I _____.

- 2 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 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? | <u>Tim</u> / 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 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 Listen and check. Then play the recording again and take the role of B. Try to speak at the same time.

- 4 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?

F Listening – Understanding irony

- 1 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.' ☐

Focus on ... question tags

- 1 Make each statement a question by adding a question tag.
- You haven't lived here long, have you ?
 - You like your job, ?
 - Michael is a nice guy, ?
 - Tina isn't coming for dinner tonight, ?
 - I've seen you somewhere before, ?
 - They come from Germany, ?
 - You won't be late, ?
 - 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.

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



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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b That's really interesting.	<input type="checkbox"/>	<input type="checkbox"/>
c How marvellous.	<input type="checkbox"/>	<input type="checkbox"/>
d How marvellous.	<input type="checkbox"/>	<input type="checkbox"/>
e That's exciting.	<input type="checkbox"/>	<input type="checkbox"/>
f That's exciting.	<input type="checkbox"/>	<input type="checkbox"/>
g What a good idea.	<input type="checkbox"/>	<input type="checkbox"/>
h What a good idea.	<input type="checkbox"/>	<input type="checkbox"/>

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.

- 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.

Can do

Need more practice

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 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 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 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

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%.

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.