Collins

English for Life

B1+ Intermediate

Speaking

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POWERED BY COBUILD

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INTRODUCTION

Collins English for Life: Speaking will help you to improve your spoken English in a variety of everyday situations and contexts.

You can use *Speaking*

- as a self-study course
- as supplementary material on a general English course.

Speaking will help you develop your speaking skills in different areas, including:

- Starting, continuing, directing, adding to and ending informal conversations
- Dealing with interruptions in a conversation
- Asking for clarification; apologizing
- Making and responding to requests, suggestions, complaints
- Sharing opinions
- Giving and accepting advice, compliments and negative news

Speaking comprises a **book** and **CD**. The **book** has 20 units.

At the back of the book there is:

- useful extra information from the Collins COBUILD Corpus about the vocabulary in the units
- the answer key
- the script for the audio recordings.

The **CD** contains over 100 tracks of audio including conversations, and listening and speaking practice activities.

Using *Speaking*

You can either work through the units from Unit 1 to Unit 20, or you can pick and choose the units that are most useful to you. The Contents page will help you in your selection of units and your own plan for learning.

For ease of use, each of the 20 units follows the same format. It is recommended that you follow the order of exercises when working through a unit. Each unit includes:

Useful tips – gives you helpful advice about the communication focus of the unit.

Conversation – you listen to and read a conversation or conversations. Key words and phrases are presented in bold.

Understanding – you check your understanding of the conversation.

Say it accurately – you focus on using the right words and phrases.

Say it clearly – here the focus is on pronouncing the words, phrases and sentences well.

Say it appropriately – here the focus is on tone, for example, making sure you sound polite or interested.

Get speaking – these exercises give you the opportunity to practise your speaking. Often this involves interacting with a speaker on the CD in a role-play.

There are also **Language notes** and **Cultural notes** in several of the units.

Study tips

- Each unit should take about sixty minutes to work through. Take regular breaks and do not try to study for too long. Thirty minutes is a good length for one learning session.
- Revise and go over what you have learnt regularly.
- Put the audio tracks on your mobile phone or MP3 player so you can listen to the conversations and practice activities on your way to work or when you are out jogging or walking.
- Try to find someone with whom you can practise your English, either face-to-face, over the phone or online using a webcam.
- Note down the language you find most useful.

Language level

Speaking has been written to help learners at B1 level and above (Intermediate to Advanced).

Other titles

Also available in the ***Collins English for Life*** series: ***Listening, Reading***, and ***Writing***.

Using the CD

This icon indicates that there is an audio track that you should listen to. Please note that the *Speaking* CD is designed for use with a computer. If you want to play the audio on a CD player, you may have to download the tracks to your computer and then burn all of the tracks onto an audio CD.

1 STARTING AN INFORMAL CONVERSATION

USEFUL TIPS

Successful small talk isn't about saying brilliant things. It's about commenting on and asking about ordinary things with interest and enthusiasm.

- Try to find something in common with your listener.
- Try to match the mood of your listener. Don't try to be light-hearted if they seem serious.
- Don't answer in one-word sentences. Try to give more information or say something interesting about where you come from, your job, etc.
- Remember to ask questions too – don't just talk about yourself.

Conversations

1 **Listen to extracts from three conversations.**

1

A: **So, how do you and Jack know each other?** Are you colleagues?

B: No, we've known each other since we were kids, actually. We went to school together.

A: Really? **Where are you from?**

B: Oh, a little village in Suffolk. Not many people have heard of it!

A: What's it called? I'm from that part of the world, too.

2

C: **Hi, I'm** David.

D: **Nice to meet you.** I'm Harry. I work at the same company as Jack.

C: **What exactly do you do?**

D: I'm an accountant. **What about you?**

C: I'm a teacher. I teach French at a local secondary school.

D: I thought you were French! **How long have you been in this country?**

C: Oh, for about five years now. I love it here.

3

E: **Oh, that journey took me forever!**

F: **How did you get here?**

E: By bus from Piccadilly Circus.

F: It's a long way, **isn't it? How long did it take?**

E: About an hour. But it's a great route – it takes you right past the new Olympic stadium. **Have you seen it yet?**

F: No, **I've heard so much about it** though. **Tell me**, is it really as amazing as they say?

Understanding

1 **Look again at the conversation strategies outlines in *Useful Tips*. Match the conversations to the strategies they illustrate successfully.**

Conversation 1 ..... :

Conversation 2 ..... :

Conversation 3 ..... :

a Try to find something in common with your listener.

b Match the mood of the speaker.

c Try to give more information or say something interesting about where you come from, your job, etc.

d Remember to ask questions too – don't just talk about yourself.

Saying it accurately

1 **Complete the sentences with words from the box.**

1 ....., how do you and Jack know each other?
2 ..... are you from?
3 ..... to meet you.
4 What ..... do you do?
5 How ..... have you been in this country?
6 It's a long way, ... it?
7 ..... did you get here?
8 I've ..... so much about it.
9 ..... me, is it really as amazing as they say?
10 It ..... interesting.

exactly **heard** **how** **long** **isn't** **looks** **nice** **so** **tell** **where**

2 **Nick and Becky have come to a college to enrol on an evening course in Spanish. While they are waiting to enrol, they start up a conversation. Reorder their dialogue so that it makes sense.**

Becky: What exactly do you do? [ ]

Nick: That's an idea! Oh, look, you're next in the queue. Good luck! [ ]

Nick: Yes, it does. Have you done Spanish before? [ ]

Becky: The course looks popular, doesn't it? [*1*]

Becky: Well, you could always work in Spain. They need accountants too! [ ]

Nick: I've done a course before, but the trouble is, if you don't practise, you forget everything. I don't really need it for my job so I'm worried the same thing might happen again! [ ]

Nick: I'm an accountant. [ ]

Becky: No, I haven't. But I've just got a job in international sales so I thought it would be good to learn Spanish. What about you? [ ]

3 **Complete the conversation with an appropriate phrase or question from *Saying it accurately* exercise 1.**

Paula: This photo's amazing, **1** .....

Garth: Yes, Jack's a pretty talented photographer.

Paula: Oh, are you a friend of Jack's too?

Garth: Yes, we were at art school together. **2** .....

Paula: I was a student of his, when he was teaching abroad.

Garth: **3** .....

Paula: Italy. I live in Puglia, in the south.

Garth: Oh, **4** ..... Puglia. It sounds really beautiful. **5** .....

Paula: For a month. My company sent me here for work.

Garth: Oh, **6** .....

Paula: I'm in advertising. We're doing an advertising campaign here at the moment.

Garth: That sounds fascinating. **7** ..... – is it really as glamorous as they say?

Paula: Not always! It has its moments, though.

Cultural note

Be aware that different cultures have different ways of making conversation, i.e. the pauses between what one speaker says and the response of the other speaker are not always the same length. What may seem like a very long silence to you may be quite normal in another culture.

Saying it clearly

1 **Listen to these two questions. Note how the words in bold are connected to create new sounds.**

1 What exactly **do you** do?

2 How did **you get** here?

2 **Listen again to the two sentences and repeat them.**

Saying it appropriately

1 **When starting a conversation, it is important to sound friendly and enthusiastic. Listen to the speakers and decide whether they sound friendly and enthusiastic or unfriendly and unenthusiastic.**

		friendly / enthusiastic	unfriendly / unenthusiastic
1	What exactly do you do?		
2	This place is great, isn't it?		
3	That looks interesting.		
4	Where are you from?		
5	How did you get here?		

2 **Listen again to the sentences, now said in a friendly or enthusiastic tone, and repeat them.**

Get speaking

1 **You are at an informal dinner party. Play the Audio CD to start. When you hear the beep, pause and respond appropriately. Remember: don't answer in one-word sentences and try to give more information in your answers.**

Cue So, how do you know Ian and Jess?

Example *I've known Ian since we were at college together. And I met Jess through him.*

2 RESPONDING

USEFUL TIPS

- Use any information the speaker gives you. If the speaker mentions something, continue and expand on that topic further.
- Echo the speaker's words. This shows that you have been listening, and gives you a way to expand on something the speaker has said.
- Ask open-ended questions – so that you don't just get a yes or no answer. That helps to keep the conversation going.
- Ask for the speaker's opinion on something you have just said.
- Tell the speaker about a similar experience you have had.

Conversations

06

1 **Listen to Anya and Ben talk about Anya's trip to Mallorca.**

Anya: Miserable weather, isn't it? I was in Mallorca last week and the weather was fantastic – so hot and sunny! Not like here!

Ben: **Mallorca?**

Anya: Yes, I was there last weekend.

Ben: **Oh, what were you doing there?**

Anya: My best friend's just moved there and I went to visit. It was a good opportunity to practise my Spanish.

Ben: **How long have you been speaking Spanish?**

Anya: I haven't spoken it since I did it at school!

Ben: **Did you make any embarrassing mistakes? I remember my last trip to Spain.** Someone asked when I was flying back home. I wanted to say on Thursday – *Jueves* – and guess what I said. I was going home on eggs – *heuvos*! **So you were saying,** you were in Mallorca. **What's it like?**

Anya: It's amazing. I'd really recommend it.

Ben: **It's quite touristy, though, isn't it?**

Anya: Well, yes, on the coast, but in the countryside, in the mountains, it's really quiet – perfect for just walking, reading … just relaxing.

Ben: **I love reading on holidays.** There never seems to be enough time to read at home, **don't you think?**

Anya: Yes, I know what you mean. I've been reading the same book for about two months!

Understanding

1 **Look again at the *Useful Tips*. Which tips does Ben follow?**

Tips	Yes/No
Continue and expand the topic further	
Echo the speaker's words	
Ask open-ended questions	
Ask for the speaker's opinion	
Share a similar experience	

Saying it accurately

1 **Complete these sentences with words from the box.**

mean **isn't** **guess** **remember** **saying** **think**

1 I know what you ..... .
2 I ..... the last time I did that trip.
3 It's quite a long flight, ... it?
4 ..... where I had to go next?
5 You were ....., you're going to Delhi?
6 Don't you .....?

2 **Oliver is talking to his neighbours, Ann and Simon, about travel. Complete the dialogue by adding the responses in *Saying it accurately* exercise 1 in the correct places. Listen and check your answers.**

Simon: Hello, Oliver. Nice to see you! I can't believe you're home – not visiting some exotic destination as usual!

Oliver: I'm only here for a week before I go to Delhi.

Simon: I knew it – you don't stay in one place for long, do you?

Ann: **1** .....?

Oliver: Yes, I have to travel quite a lot for my job, and we've got a big project starting in India soon.

Ann: **2** .....?

Oliver: About seven hours, I think. But I just came back from Australia a couple of weeks ago so it doesn't seem too long to me!

Ann: **3** ..... It's really exhausting, 4 .....?

Oliver: **5** ..... . After that trip, I was hoping for some short trips to Europe, you know. But **6** ..... – Japan!

Language note

When you ask someone a *wh*-question, you want them to specify a particular person, thing, place, reason, method, time or amount. You do not expect them to answer yes or no. *Wh*-questions are open-ended questions.

In conversation, a *wh*-question sometimes consists of a *wh*-word on its own. For example, if you say to someone *I'm learning to type*, they might say *Why?* meaning, *Why are you learning to type?*

'He saw a snake.' – 'Where?'
'I have to go to Germany.' – 'When?'
'I knew you were landing today.' – 'How?'

A *wh*-question can also consist of a noun phrase containing a *wh*-word. For example, if you say to someone *I gave your book to that girl*, they might say *Which girl?*, meaning *Which girl did you give my book to?*

'He knew my cousin.' – 'Which cousin?'
'Who was your friend?' – 'What friend?'

Saying it clearly

1 Listen to the phrases from *Saying it accurately* exercise 1 and mark the stressed syllables in each one, following the example.

1 I know what you mean.
2 I remember the last time I did that trip.
3 It's quite a long flight, isn't it?
4 Guess where I had to go next?
5 You were saying, you're going to Delhi?
6 Don't you think?

2 Listen again to the sentences and repeat them.

Saying it appropriately

1 Listen to these sentences and say whether the intonation is rising (to ask for information) or falling (to involve someone in conversation or receive confirmation).

1 It's lovely today, isn't it? ↘
2 The film hasn't started yet, has it?
3 You're American, aren't you?
4 It's really exhausting, isn't it?
5 You live round here, don't you?
6 I can't do everything, can I?

2 Listen again and repeat, copying the intonation.

Language note

Tag questions (e.g. ..., *isn't it?* / ..., *were you?* after a statement) are used in two ways – to check information already known / assumed, and to ask for information. The intonation shows which meaning the speaker wants to convey.

Positive statements are usually followed by negative tag questions:
You did enjoy it, didn't you?
You know Jack, don't you?

Negative statements are usually followed by positive tag questions:
You haven't ever been here before, have you?
We've never been formally introduced, have we?

Cultural note

A good listener helps the speaker make points clearly and therefore helps to keep the conversation going. This type of 'active listening' can be different in different cultures. In English-speaking countries, it is important to make eye contact with the person who is speaking so that they can see that you understand and are listening. In addition to the strategies you have learnt in this unit, a simple nod, 'uh-huh' (meaning 'yes'), or 'really?' can show interest or understanding.

Get speaking

1 **Your flatmate arrives home with some heavy shopping bags. Play the Audio CD to start. When you hear the beep, pause and respond appropriately.**

Remember these tips:

1 Continue and expand on a subject the speaker has mentioned.
2 Echo the speaker's words.
3 Ask an open-ended question about the topic the speaker has just mentioned, to find out more about it.
4 Tell the speaker about a related experience you have had.

2 **Play the Audio CD to start. When you hear the beep, pause and respond with a suitable expression to keep the conversation going. Follow the example and try to use all the strategies in *Useful Tips* during the exercise.**

For example, you hear: *I've just been to my first salsa dance class!*

You say: *That sounds exciting – what made you want to start salsa dancing?*

1 I've just been to my first salsa dance class!
2 What a journey! It took me ages to get here today. I got totally stuck on the M25.
3 I've had to work till 8 pm every night this week because work is so busy at the moment. I'm a bit fed up with it, to be honest.
4 I didn't manage to get any tickets to the match. I wonder if anyone did.

3 INTERRUPTIONS

USEFUL TIPS

In English, interruptions are acceptable, especially in informal situations, but too many interruptions can seem rude. The context is also important: interruptions need to be more formal in certain situations. Here are some ways to interrupt politely:

- Wait for an appropriate time in the conversation to add something that is relevant. (This is true for all situations, formal and informal).
- Use an opening phrase (in formal situations, preferably with an apology).
- After interrupting, make it clear that you would like the speaker to continue.

If you get interrupted while you are speaking, in any situation:

- Remind listeners that you are still talking.
- Try to get back on to the subject so that you can finish what you were saying.

Conversations

12

1 **Listen to an informal conversation between Maggie and her friends, Joanna and Sam.**

Maggie: Did you hear about the woman who sent her future daughter-in-law an email, telling her exactly what she thought of her, and then …

Joanna: Oh, mothers-in-law! I get on really well with my mother-in-law now but …

Maggie: **Hang on a minute!** Apparently the young woman had made inappropriate comments that the mother-in-law to be didn't like, …

Joanna: **Actually, can I just say,** it was her fiancé's stepmother. It wasn't his mother.

Maggie: Well, yes, **Okay, then,** his stepmother. **Now, where was I?**

Sam: **Sorry, you were saying,** the woman wrote an email …

Maggie: Oh yes. **Anyway,** the girl sent it to all her friends, and the next thing, it was on the Internet, and now everyone knows about it!

2 **Listen to Maggie telling the same story to her new colleagues.**

Maggie: And the next thing, it was on the Internet, and now everyone knows about it!

Colleague 1: But not everyone looks at the Internet …

Colleague 2: **Excuse me, may I interrupt?** It was in all the newspapers, that's how it really spread.

Maggie: **Anyway, as I was saying,** everyone has read that email now and it must have been really embarrassing for the mother-in-law.

Understanding

1 **Look at the phrases the speakers use in the conversation to interrupt and to deal with interruptions. Copy the table and write the answers in your notebook.**

Interrupting politely	
Dealing with interruptions	

Saying it accurately

1 **Complete the sentences with words from the box. In some sentences, more than one word is possible.**

Apologizing before interrupting

1 …… me, may I interrupt?

2 I'm ……, but may I interrupt?

Politely correcting a speaker

3 ……, that's not quite true.

4 Can I just …… out that it isn't the first time?

Signalling that you want to continue talking

5 Excuse me, I haven't …… .

6 Just a ……, please.

7 …… on a minute.

8 I was just …… to that.

Getting the conversation back to where it was

9 So, you were ……?

10 Now, …… was I?

actually **getting** **excuse** **finished** **hang** **minute** **point** **saying** **sorry** **where**

2 **Tina and Carl have read an article about two escaped prisoners. Tina is telling her coursemates about the article. Replace her friend Carl's words with polite interruptions.**

Tina: I read this hilarious story last week. It's about a man who escaped from prison. I'm not sure if it was in this country … but it was in the countryside, anyway, because …

Carl: It wasn't in this country. It was in Argentina.

Tina: Right, it happened in Argentina. So this man was in prison for some crime or other. Somehow he managed to escape from prison …

Carl: There were two of them. And he was in prison for robbing a bank.

Tina: I see. Anyway, to get back to the story, these two criminals stole some sheep skins from the farm, and disguised themselves as sheep. And they had about 300 police officers looking for them, for more than a week, before they were found! Clever, wasn't it?

Carl: That's not the reason why they weren't found. The reason was, they looked just like all the other sheep on the farm!

Saying it clearly

1 **Listen to the sentences from *Saying it accurately* exercise 1 and repeat. Note how the speaker's intonation goes down when interrupting politely and dealing with interruptions.**

Saying it appropriately

1 **Listen to these interruptions and reactions to interruptions, and decide whether the speaker sounds polite or impolite.**

		polite	impolite
1	That's not what I was saying.		
2	Actually, that's not right at all.		
3	May I just finish?		
4	Hang on a minute.		
5	I hate to interrupt but can I just say something, please?		

2 **Listen to the speakers again, being polite this time, and repeat.**

Get speaking

1 **You are listening to a classmate telling other classmates about something that happened during a lesson where you were present. Your classmate has omitted some important details, and sometimes forgets important facts. Interrupt (politely – even though it is an informal context!) to give an accurate account of what happened.**

1 Interrupt politely and say that Kate was only five minutes late. The reason was that her car had broken down on the motorway.

2 Interrupt politely and point out that she had whispered an apology to Mr Harrison.

3 Interrupt politely and point out that this isn't quite what happened. Kate hadn't been asked to give an oral presentation of her project at all. Mr Harrison had made a mistake.

4 Remind your classmate politely what she'd been saying so that she can continue talking.

Language note

Note the use of *so, right, anyway* and *well* as signals in Tina's story on p. 14 and in the story about Kate in *Get speaking* exercise 1. When these kinds of words are used with emphasis, they help to move the conversation in the right direction.
So, as I was saying ...
Right, it happened in Argentina.
Well, she was still late ...
So, we were all sitting ...
Anyway, to get back to the story ...

Cultural note

Different cultures have different conversational customs. For example, in many English-speaking cultures, people interrupt conversations with comments of their own and even finish other people's sentences.

In other cultures, everyone speaks at once, or people take turns speaking and everyone else listens without interrupting. When the speaker has finished, other people think about what was said before they comment.

Always be sensitive to your conversation partner's feelings and the situation and think about when it is appropriate to interrupt or not. If in doubt, wait for an appropriate pause in the conversation.

4 EXCHANGING INFORMATION

USEFUL TIPS

Here are some ways of exchanging information without gossiping (spreading personal information about someone else).

- First offer information about yourself. If you want to find out about a particular area, offer information of your own first to show you can be trusted.
- Ask questions indirectly. Use statements with question tags rather than direct questions, for example, *You know John, don't you?* rather than *Do you know John?*
- Create a personal and friendly relationship with the person you are speaking to. Use the listener's name and *we, us* and *our* in conversation, for example, *I think we're going to hear a lot more from this band, Peter.*

Conversations

18

1 **Theo is making conversation with a new colleague, Katie, at his workplace.**

Theo: Hi, I'm Theo. You're doing that fashion shoot with Rick, **aren't you?**

Katie: Yes, I'm Katie.

Theo: **I hear** you used to work with Rick on some of our earlier campaigns.

Katie: Yes, that's right. We've done several shoots together.

Theo: He's a very talented guy. I think his coverage of Fashion Week for us was fantastic.

Katie: Yes, he's pretty amazing. But **between you and me**, I don't think he could have done it without his team.

Theo: That's so true, Katie. **It seems that** he's really good at picking the right people to work with. By the way, **I heard a rumour** that he's going to be moving to the New York office. **Apparently** he's already found an apartment in Manhattan. **I overheard** him talking to an estate agent there a few hours ago.

Katie: **I wonder how** his wife feels about moving to a new city. She's a journalist, and she's just started working for *the Times*.

Theo: Well, **according to** Lorna, who knows someone at *the Times*, Rick's wife is fine about the move. She's going to give up being a journalist and start writing a novel.

Katie: **I suppose** they might move in the summer, when things are a bit quieter here.

Theo: Well, I'm sure that we'll get to hear about it soon.

Understanding

1 **Look at the strategies in *Useful Tips*. Theo uses all three strategies to get information from Katie. Underline the relevant parts in the conversation and note the strategy that he uses in the margin.**

Saying it accurately

1 **Imagine that you work with Theo and Katie. They both have information they want to share with you. Listen to their statements and answer the questions.**

a Who sounds as though they are passing on information based on fact?

b Who sounds as though they are passing on information that may be unreliable?

Language note

Compare the two predictions for the future from the text. Note how the use of *I suppose they might* indicates speculation, and *will* implies certainty.

I suppose they might move in the summer, when things are a bit quieter here.

Well, *I'm sure that there'll* be an announcement about it soon.

2 **Tick the phrases that show that your information is based on what you've *heard*, rather than what you *think*.**

		What you've heard	What you think
1	According to …		
2	I'm sure that …		
3	I overheard him talking to …		
4	Apparently, …		
5	I heard a rumour that …		
6	It seems / appears that …		
7	I reckon …		
8	… so I'm told / I hear.		
9	Did you hear that …?		
10	I believe …		

3 **Complete the following sentences with words or phrases from the box. Make it clear that these are simply reports that you have heard. Try to use each phrase only once.**

According to Lorna, …	Apparently, …
I heard a rumour that …	It seems that …
… so I'm told / so I hear.	Did you hear that …
I heard / believe that …	

1 ..... Sophia's splitting up with her boyfriend.
2 They haven't been happy for a while, ...
3 ..... she wants to move back to Greece.
4 ..... she'll be gone by January.
5 ..... she's already booked her ticket.
6 ..... they're planning to advertise her job here?
7 ..... they'll probably just divide up her work amongst the rest of us.

4 **Write statements creating a friendly, personal relationship with the person you are speaking to. Follow the example.**

1 Find out if Luke has worked in advertising before.
You've worked in advertising before, haven't you, Luke?
2 Check that James is going to the party.
.....
3 Find out if Steve has met Prof. Wilson before.
.....
4 Ask if Karen knows what the results of the tests are.
.....
5 Find out whether Sandeep was at the party.
.....

Saying it clearly

1 **Listen to these sentences. Note how the words that imply that you are passing on rumours rather than fact are stressed to reinforce this message.**

Apparently, she told him she didn't ever want to see him again.

He's already packed his bags, so I'm told.

2 **Listen again to the sentences and repeat them, using the correct stress.**

Saying it appropriately

1 **Listen to these questions and decide whether the speakers are being direct or personal and friendly. Note how the speakers create a friendly, personal relationship by using a light, friendly tone of voice and the strategies in *Useful Tips*.**

		Direct	Personal and friendly
1	Have you just started working here?		
2	You've met my brother, haven't you, Paul?		
3	Did you remember to turn off the photocopier?		
4	You've read the report, haven't you, Clive?		
5	You are going to Mr Dixon's leaving do, aren't you, Mrs Henderson?		

2 **Listen to the questions again, now all phrased to create a personal, friendly relationship with another person in conversation, and repeat them.**

Get speaking

1 **You've heard that your health club might have to close down because the rent is too high. Start a conversation with Max, one of the gym instructors, to try and find out more about it. Play the Audio CD and follow the cues. You start.**

1 Tell Max the rumour you've heard.
2 Ask indirectly if he knows about it.
3 Tell him that the receptionist, Janice, told you the health club was moving out of the city.
4 Ask indirectly if he knows when the meeting might happen.

2 **What sort of information is passed around your workplace or place of study? Write a short conversation based on the dialogue at the beginning of this unit. Try to use all the strategies from this unit. Then read it aloud, practising your pronunciation and stress. Record it, if possible, for review.**

Cultural note

If you are talking to people from different cultures, you will need to find out the best, most appropriate way to get information from colleagues or acquaintances. Privacy may be an important part of the culture.

5 WHAT TO SAY WHEN YOU DON'T REMEMBER A WORD

USEFUL TIPS

When you can't think of the word you want to use, use different words!

- Use a simpler word. If you can't remember the word for *currency*, use *money*.
- Use a different sentence structure. If you want to say 'I don't like *science-fiction films*' but you can't remember the word *science fiction*, change the sentence: 'I don't like films *about life in the future*.'
- Explain the word, e.g. *hosepipe*. What does it look like? (it's a long, green, plastic tube) What is it used for? (watering the garden)
- Use opposites and comparisons. (*Hideous*) *is the opposite of* beautiful. *It's a bit like* ugly, *but worse than* ugly.
- Use examples, and be as specific as you can. If you can't remember the word for a *squirrel*, say, *'It's a small animal, about the size of a rat, with a long bushy tail. It's grey, and it eats nuts and seeds from trees.'*

Conversations

1 **Listen to several conversations in which people can't remember the word they want to use.**

1

Zoe: Have you seen that invitation from Miriam? She's invited us to her party … **you know, it's** a party to celebrate her new house.

Nat: Oh, **I know what you mean!** Her *house-warming* party?

Zoe: Yes, **that's the word.** Anyway I said we'd go.

2

Vicky: You look very smart, David! Are you going for an interview or something?

David: No. Someone at work died and **it's … not** his funeral, that's just for family and close friends, but they're having a special service for him … **It's to** remember him.

Vicky: A *memorial service?*

David: Yes, **that's it**. I'm going to his memorial service.

3

Patrick: Can I help with the cooking, by the way?

Eve: Yes, you can help me slice the vegetables, if you like.

Patrick: Have you got a … **What's the word I'm looking for? The thing you use to** slice vegetables really thinly. **It's made of** metal …

Eve: Oh, **I know what you mean** – a grater!

Patrick: Yes, that's it! Have you got one?

Eve: I haven't, no!

Understanding

1 **How do the speakers try to describe what they mean? Make notes about the concepts or objects the speakers are talking about.**

house warming	a party to celebrate her new house
memorial	
grater	

Saying it accurately

1 **Complete the sentences with the words in the box.**

1 What's the word I'm .....?

2 Yes, that's the word I ..... .

3 I can't ..... of the word for it.

4 It's ..... a waterfall, but smaller and decorative.

5 It's a ..... terrace, just off the living room, but it's got a wooden floor.

6 I ..... what you mean, but I can't remember the word either.

know
like
looking for
mean
sort of
think

Cultural note

It's acceptable to use 'fillers' (er … um … you know … sort of … I mean …) when you can't think of the exact word(s) to use, but be careful not to overuse these as they can make it difficult for the listener to concentrate on what you are saying.

2 **Judith is from Poland. She's studying English in Britain. Complete her conversation with her English teacher. Use suitable words or phrases from *Saying it accurately* exercise 1. Listen and check your answers.**

Judith: We had lunch in their garden. It's really lovely.

Teacher: Did you sit on the lawn?

Judith: No, we sat on the … – what do you call it? **1** ..... .

Teacher: Oh, you mean the *deck*?

Judith: **2** ..... . And just beyond the deck, there's a little waterfall in a pot.

Teacher: A waterfall?

Judith: No, that's not what I mean **3** ..... .
4 ..... . You know, you get huge ones in parks, but in gardens, they're small.

Teacher: A *fountain*?

Judith: Yes, that's it.

3 **Read the conversations and decide in which category A's sentences belong.**

Using a simpler word: .....

Explaining the word: .....

Using examples: .....

1 **A:** It's an insect, with eight legs and two sets of wings, and it jumps. You hear it a lot in summer.

B: A *cricket*, you mean.

2 **A:** The wedding reception was in a big, open, sort of … tent in the garden … A *marquee*, that's the word.

3 **A:** I'm looking for something you can use to separate water from tea leaves in a teapot. It's small, with little holes in it, and you hold it over your cup before you pour the tea.

B: Oh, you mean a *tea strainer*.

Saying it clearly

1 **Listen to these sentences. Note the intonation.**

Oh, her house warming party?

Oh, you mean the deck?

A memorial service?

2 **Listen again to the sentences and repeat them, following the same intonation as on the audio.**

Saying it appropriately

1 **Listen to these sentences and questions and decide whether the speakers sound as if they are trying to be helpful in getting the right word, or not.**

		helpful	unhelpful
Looking for the word			
1	It's sort of .... Oh, I can't think of the word.		
2	It's sort of .... Oh, what's the word I'm looking for ... ?		
3	No, I don't mean a tent! It's much bigger than that!		
Trying to help a speaker find the right word			
4	I know what you mean!		
5	Oh, I can't think of the word either!		

2 **Listen to the speakers say the phrases more politely and repeat.**

Get speaking

1 **Play the Audio CD and follow the cues.**

1 You're having a phone conversation with a technician about your computer problem. (Your disk drive isn't working – it won't open. But you can't remember the word for *disk drive – the part where you put a CD into your computer.*)

2 You're in a department store looking for a kitchen utensil, but you can't remember what it's called. (It's a *sieve, used for sifting flour when you are baking.*)

3 You're having a conversation with a friend about a mutual friend, who has decided to travel around the world for a year before going to university. You can't remember the word to describe this lifestyle. (*gap year*)

6 CHANGING THE SUBJECT

USEFUL TIPS

We might sometimes have to change the subject for different reasons. Here are some ways to change the subject politely.

- It is usually less offensive to a speaker if you interrupt yourself to change the subject, rather than interrupting the speaker.
  'I agree, it's a really difficult situation ... – Oh, did I tell you I bumped into Marco the other day?'
- Try to change the subject to something that has a connection with what the speaker is saying. To start on a completely different topic could seem rude.
  'Speaking of growing older, can you believe Nicola's son is already starting school?'
- If you have to change the topic completely, announce it, preferably with an apology: *(Sorry) to change the subject completely, ...*

Conversations

30

1 **Listen to extracts from three informal conversations.**

1

Michael: I was reading an article just yesterday about a new law on TV adverts for junk food. The government is going to make them illegal. I mean, junk food, that's anything from a fast food restaurant or food that's high in fat or sugar.

Sophie: Hm, I've heard about that. **By the way**, a fantastic new fast food chicken restaurant has just opened on the High Street. It's brilliant, really good value, and the food is delicious, even if it is cheap, fast food.

Michael: Yes, but where does the chicken come from, that's my question. I mean, you can't sell chicken that cheaply unless it's really poor quality.

Sophie: **Speaking of** keeping chickens, I was actually thinking of getting a couple myself, but my garden is tiny ...

2

Beth: And anyway, I just don't think the government is doing enough to control the country's financial problems.

Dan: Yes, it's a serious issue, isn't it? **Sorry, this has nothing to do with what we're talking about but ...** I believe you've just bought a car from Car Supermarket.com. Would you recommend it as a dealer?

Beth: Well, you can save money there but to be honest, I'd rather pay more and go to a local dealer. The train took an hour to get there.

Dan: **I know what you mean. I had a similar experience** last week when I was trying to get the train to London.

3

Jodi: I've been to so many interviews but I still haven't got a job. I applied for another one last week. Did I tell you about it?

Ed: I think you did, yes ... oh, **while I remember**, have you finished reading my thesis yet? If you have, I want to give it to my dad to read.

Understanding

1 **Match the following strategies to the statements from the telephone conversation.**

Strategy	Sentences from the conversation
Interrupt yourself rather than the speaker.	
Change the subject to something that is loosely connected with the topic.	
Announce a change of topic.	
Make an apology for changing the conversation.	

Cultural note

You could note that when people switch from small talk to the main subject of conversation, they change their tone of voice and say something like, "*Right, then ...*" or "*Shall we ...*" In British English, they might say, "*Let's get down to business*" to move from small talk to the reason for the discussion.

Saying it accurately

1 Match the phrases on the left with those on the right that have similar meanings.

Speaking of …	While I remember, …
Before I forget, …	Changing the subject for a minute, …
That reminds me of …	Talking of …
This has got nothing to do with what we're talking about but …	Something similar happened …

2 Read these sentences and match them to a strategy.

a Interrupting yourself in order to change the conversation. .....

b Announcing a change of topic. .....

c Picking up on a connected topic. .....

1 The same thing happened to me when I locked myself out of my flat one day.

2 I know this is about something completely different, but do you know anything about a transport strike next week?

3 Have you met Patrick before? We were at school together … Oh, by the way, have you heard which college you've got into yet?

4 You were talking about yoga earlier on … Have you ever tried Pilates?

5 Sorry to change the subject completely, but is that Cathy's new partner?

6 That reminds me … did you manage to book those tickets after all?

3 Complete the dialogue with any suitable expressions from *Saying it accurately* exercises 1 and 2.

A: And crime is really on the increase there. Did you know Johannesburg is now called the crime capital of the world?

B: Is it really? **1** ..... crime, did you hear about the incident in our local park last weekend? It really makes you think twice about walking through the park on your own … Where do you live, **2** .....? Do you live in this area?

A: Actually, I've just moved into the area. I didn't realize it was a high crime area, I must say.

B: Oh, it's not that bad! I think it's the same in all big cities. **3** ..... have you been to our new open-air pool yet?

Saying it clearly

1 **Listen to these sentences, noticing how the speaker pauses after introducing a change of subject.**

1 By the way, a fantastic new fast food chicken restaurant has just opened in the High Street.

2 Speaking of crime and capitals, did you hear about the incident in our local park last weekend?

3 Sorry to change the subject completely, but is that Cathy's new partner?

4 While I remember, have you finished reading my thesis yet?

2 **Listen to the sentences in *Saying it clearly* exercise 1 and repeat them, pausing in the appropriate places.**

Saying it appropriately

1 **The way you change the subject is as important as the words you use. Listen to these sentences. How does the man sound?**

1 polite or impolite

2 sincere or insincere

3 diplomatic or rude

2 **Listen again to the sentences, said appropriately this time, and repeat them.**

Get speaking

1 **You are having a conversation with Harry at a party. Play the Audio CD and follow the cues.**

1 The topic doesn't interest you at all. Change the subject politely, to something completely different.

2 Harry has been talking for a long time about his holiday. Change the subject politely, talking about your experiences of something similar.

3 Answer Harry's question about what you're doing at the moment. Then interrupt yourself so that you can change the topic to something else you'd like to talk about instead.

7 ASKING FOR CLARIFICATION AND CHECKING UNDERSTANDING

USEFUL TIPS

Giving or following complicated instructions or directions can be difficult. Here are some ways to give clear information or check information.

- Repeat any complicated explanations to make sure the listener has understood.
- Ask for clarification to make sure you have understood everything.
- Confirm that everything has been understood.

As with most conversations, the expressions we use to check or confirm information depend on whether the situation is formal or informal.

Conversations

1 **Listen to extracts from two conversations.**

1 Ellen is talking to a computer technician on a telephone helpline.

Technician: So, the first thing you need to do, is reset the broadband connection.

Ellen: **Do you mean** turn off the computer?

Technician: No, **what I mean is,** you have to reset a button on your modem.

Ellen: **I'm not quite with you.**

Technician: If you look at the modem, you'll see three lights. One of them is called Reset. Just next to that light, there's a button. You need to press it and hold it down for a few seconds, then the light will go off. **Are you following me?**

Ellen: Oh, yes. **I've got it,** thanks.

Technician: Now, if you still can't connect, you can try unplugging the cable from the modem. **Does that make sense?**

Ellen: **Let me just check that I've got it right ...** if it doesn't work, I need to unplug the cable.

Technician: That's right.

2 Ben is talking to his friend, Luke, on his mobile phone.

Ben: I'm outside the station, but I don't know where to go next. You said I should take the first right, but there isn't a first right!

Luke: Okay. I think you've come out the wrong exit. You need to go back, walk past the ticket office and go out the other exit. **Right**?

Ben: Okay … right I've done that. And I'**m** turning right.

Luke: Good. Now this bit's a little tricky, but it's a short cut, and much quicker. Go into the block of flats on the left, and walk through the garden in front of you. On the other side of the garden, there's a narrow corridor leading off to the right. You need to walk down the corridor. **Did you get that?**

Ben: **Sorry, you've lost me**.

Luke: Okay, **here's what you do**. Go into the block of flats …

Ben: Yes, **I've got that** bit … just **go over what I do next?**

Luke: Walk through the garden, then go down the narrow corridor on the other side.

Ben: Right. **Got it**.

Luke: And at the end of the corridor, you'll come to Hanover Street. We're number 20, on the left.

Ben: Okay. See you in a minute, then.

Understanding

1 **Look at the strategies outlined in *Useful Tips*. Underline the relevant parts in the conversation and note the strategies that the speakers use.**

Saying it accurately

1 **Complete the sentences with words from the box.**

1 Are you ..... me?
2 ..... it, thanks.
3 Sorry, you've ..... me.
4 Does that make .....?
5 I didn't ..... what you just said.
6 Sorry, I've no ..... what you mean.
7 ..... did you say?
8 I'm not quite ..... you.
9 Are you OK, so ..... ?
10 OK, ... what you do.

got **what** **catch** **far** **with** **here's** **following** **lost** **idea** **sense**

2 **Andy is on the phone explaining to his mother how to burn a CD on the computer. Complete the dialogue with suitable phrases from *Saying it accurately* exercise 1 and *Conversations*. Note that in some places, more than one answer is possible. Listen and check your answers.**

Andy: Okay, so **1** ..... . Open iTunes. Then, from the iTunes menu, choose Preferences and click the Burning button.

Mother: Slow down! You've completely **2** ..... already! **3** ..... you say?

Andy: Sorry, I'll go back to the start. Open iTunes.

Mother: Yes, I've **4** ..... bit. And then?

Andy: Then look at the Preferences menu. There are a number of buttons under that menu. I want you to click on the Burning button. **5** .....?

Mother: Not really, I'm still looking for Preferences.

Andy: It's in the drop-down menu at the top of your screen. The first item on the menu, starting from the left, is iTunes. If you open that, you'll see Preferences. Does **6** .....?

Mother: Oh yes, of course. Right. **7** ..... .

Saying it clearly

1 **Listen to these questions. Note how the speaker's voice goes up for checking understanding.**

1 Are you following me?
2 Did you get that?
3 Am I making myself clear?
4 Does all this make sense?
5 What did you say?
6 Are you okay, so far?

2 **Listen again to the questions and repeat them.**

Saying it appropriately

1 **Remember to choose formal or informal expressions to ask for clarification, depending on the context of the conversation. Read the situations, then choose the answer that best suits the situation. Listen and check your answers.**

1 **Your boss is explaining a new way of filling in your expenses claim forms. You haven't quite followed what he's said.**

a What did you say?
b Sorry, I didn't quite get that.
c I'm sorry, could you just go over that last bit again?

2 **You bought a new iron in a department store recently, but you've taken it back because it doesn't work properly. You are explaining the problem to the shop assistant. You want to make sure she has understood.**

a Are you with me?

b Got it?

c Have I explained the problem clearly?

3 **Your friend is giving you directions to a party. You want to check that you have understood correctly.**

a Let me just check I've got that right.

b Sorry, you've lost me.

c Can you go over what I do next?

Get speaking

1 **You are in a lecture about language learning. You have some problems understanding everything your lecturer is explaining. Play the Audio CD and follow the cues.**

1 The lecturer is talking too fast. You've understood everything except the last point she made.

2 Your lecturer has explained the last point again, and you understand quite clearly this time.

3 Your lecturer has just said something but you didn't hear because of some noise outside the hall. You'd like to hear what she said again.

2 **Practise giving directions to a friend about how to get to a certain destination. Use several of the strategies in *Useful Tips* to clarify that your friend has understood, or to repeat what you have said to make it clearer. Write your instructions, including any of the expressions to check or confirm understanding, and record it for review, if possible. Start like this:**

So, here's what you do. …

8 SHOWING INTEREST IN A CONVERSATION

USEFUL TIPS

It's important to show interest while you are listening, and to reassure the speaker that you are listening to the conversation.

- Echo the key information to encourage further explanation:
  A: *I'm thinking of taking up kayaking.*
  B: *Kayaking?*
- Show empathy; that you understand how the speaker feels:
  Really? That's amazing! Oh, dear.
- Paraphrase. Repeat what has been said using your own words to show that you are listening:
  So what you're telling me is ... So, in other words, ...

Conversations

40

1 **Listen to the conversation. Mia is telling a friend, Ben, about something that happened to her once.**

Ben: How did you like Istanbul?

Mia: Oh, it was wonderful! It's changed so much since I was there last.

Ben: Oh, I thought it was your first visit.

Mia: No, I worked there for a year once – about ten years ago.

Ben: **You worked there? How interesting!** What were you doing there?

Mia: I was a secondary school teacher.

Ben: **Really? That's amazing.**

Mia: Yes, I had a fabulous time. But getting there was a nightmare. I decided to go by car from England, with a friend of mine. We thought it would be an experience to drive right through Europe. And it was ...

Ben: **Oh dear.** What happened?

Mia: We got as far as Amsterdam, and parked the car on the outskirts of the city, then went sightseeing on foot. But when we came back to the car, we found someone sitting inside it!

Ben: **No!**

Mia: Yes, the car window was broken. But this guy was very polite, and he explained that he'd seen someone break into the car and run off with a lot of stuff (I had all my luggage in it, to take to Istanbul) so he'd decided to sit inside the car to make sure nobody tried to rob us again.

Ben: **So you're telling me** that a total stranger sat there, in your car, till you got back?

Mia: **That's right!** And then he gave us directions to the police station, and said he'd come in and explain what had happened, in Dutch, because that would be easier for us … and when we parked outside the police station, he opened the door of the car and just disappeared!

Ben: **You're joking!**

Mia: It's true, honestly. I did get to Turkey in the end, though – but with only the clothes I was wearing!

Understanding

1 **Look at the strategies outlined in *Useful Tips*. Note the strategies that the speakers use in the conversations.**

Cultural note

It is sometimes necessary to pretend to sound interested in what someone is saying, even if you don't find it interesting at all. In many cultures it is considered rude to sound uninterested in what someone is saying.

Saying it accurately

1 **Group these expressions under the correct heading, following the example.**

To show that you have empathy about something good *1*

To show that you have empathy about something bad

To show disbelief

1 That's fantastic!
2 How terrible!
3 Fabulous!
4 I can't believe it!
5 That's terrible!
6 How interesting!
7 Great!
8 Oh dear.
9 No!
10 That's incredible!

2 **Lara uses all three strategies to show interest in what James says. Number her responses to James's statements. Each time, note the strategy that she uses.**

1 **James:** I feel terrible.

Strategy *Echoing*

2 **James:** I've got such a headache.

Strategy .....

3 **James:** I think it was brought on by sitting in the car for three hours.

Strategy .....

4 **James:** Yes, it took me three hours to travel only 3 miles.

Strategy .....

5 **James:** Yes, but I'm here at last. And I've got some exciting news! I've been promoted!

Strategy .....

6 **James:** Yes, it happened while you were away.

Strategy .....

7 **James:** That's right! And it means I get to have my own office!

Strategy .....

Lara: Really? [ ]

Lara: Terrible? [*1*]

Lara: That's unbelievable! [ ]

Lara: So what you're telling me is, I went away for a week and in that time, you got a promotion! [ ]

Lara: You mean you were stuck in traffic for three hours? [ ]

Lara: Promoted? [ ]

Lara: That's amazing! Well done! [ ]

Saying it clearly

1 **Listen to these three extracts from the conversations. Note how Ben and Lara show interest.**

1 **James:** No, I worked there for a year once – about ten years ago.

Lara: You worked there?

2 **James:** I feel terrible.

Lara: Terrible?

3 **James:** I've been promoted!

Lara: Promoted?

2 **Listen again and repeat the echoing comments, using the same intonation.**

Saying it appropriately

1 **Listen to these two extracts. Then read the summaries and choose the correct answer.**

1 **A:** I was in a circus once.
  B: Really?
2 **A:** I love football. I could just watch it day and night.
  B: Really?

In extract 1, B's tone is *interested / uninterested* and his intonation is *rising / falling*. This response encourages A to *continue / stop* talking about the topic.

In extract 2, B's tone is *interested / uninterested* and her intonation is *rising / falling*. This response encourages A to *continue* / stop talking about the topic.

2 **Listen again. Play the Audio CD to start. When you hear the beep, say *really* in a way that shows interest and enthusiasm.**

3 **When you express empathy, it's important to use an enthusiastic tone of voice. Listen to these phrases. Tick those where the speaker sounds as though they mean what they are saying.**

1 That's fantastic! ..... ☐
2 Wonderful! ..... ☐
3 How amazing! ..... ☐
4 Great! ..... ☐
5 How terrible! ..... ☐
6 That's awful! ..... ☐
7 Oh no! ..... ☐
8 That's dreadful! ..... ☐
9 I can't believe it! ..... ☐
10 Incredible! ..... ☐

4 **Listen again to the phrases, now all said with an appropriate tone, and repeat them.**

Get speaking

1 **You are listening to a friend telling you something. Play the Audio CD to start. When you hear the beep, pause and respond appropriately.**

1 Empathize with your friend.
2 Echo what he says.
3 Paraphrase what he says.
4 Agree with him.

2 **Play the Audio CD to start. When you hear the beep, pause and respond with a suitable expression. Follow the example.**

For example, **you hear:** *We've decided to emigrate to Australia.*

You say: *Australia?*

Try to use all three strategies – echoing, empathizing and paraphrasing – during your responses.

9 HOW TO END THE CONVERSATION POLITELY

USEFUL TIPS

It's important to know when to end a conversation, and how to do it politely.

- Watch out for signals that your listener wants to end the conversation. Sometimes these signs can be read in the listener's body language, or lack of interest in your conversation.
- Take control of the conversation when you want it to end.

  A: *Have you ever been windsurfing?*

  B: *Yes, but I wasn't very good at it. I prefer sports where I can stay standing for at least ten minutes! Anyway, I must be off. Nice talking to you!*
- Let the other speaker know that you have enjoyed the conversation, as in the example exchange above.
- If you have to / want to end the conversation, explain why you have to go.

Conversations

48

1 **Listen to the conversations.**

1

Anya: It's a very inspirational story. It really makes you think about how you'd deal with a situation like that. I mean, there's no way I could ever do what he did – I'd never be brave enough.

Joel: I agree, but then again, you never know how you'll react in a situation, until you are actually in it, if you see what I mean. **Anyway, look, I really must go.** I'm going to be late for my class. **Let's catch up soon!**

2

Cath: Honestly, it's great fun and you get a really good workout too. It's a bit like aerobics, only with better music. And don't worry about not being fit – nobody is! I'm going along to a class on Wednesday night, if you want to join me.

Lily: Thanks! Look, **I'd better let you go. I've been keeping you talking for ages. But it sounds really interesting.**

3

Paula: And then I said, 'Well, if you hadn't phoned me about it at the last minute, I would have been able to come!' I mean, how can I get there in half an hour? It's ridiculous. Don't you think so?

Max: **I've got to go.** Hope you make it somehow!

4

Steve: I hate the city in the summer. Either the weather is disappointing and miserable, or it's humid and too hot to do anything. There are thousands of tourists and everywhere is so busy!

Tess: Mmm.

Steve: I mean, all I want is a bit of space, you know? But every inch of park is taken up with someone having a picnic or playing Frisbee!

Tess: Yes, well …

Steve: No, give me winter in the city any day! I think that's what cities are for – being indoors. If you want to be outdoors, you should be in the countryside or by the sea!

Tess: **I've just remembered** I'm meeting my cousin this evening. He's arriving any minute, from Canada. Sorry, I must dash.

Understanding

1. **Look at the strategies outlined in *Useful Tips*. Find an example of each one in the conversations.**
2. **Which mistake does Max make? What about Steve and Tess?**

Saying it accurately

1. **Use the words below to make sentences that you could use when ending a conversation.**

1 I've / got / go / Sorry, / to.
2 let / now / I'd / you / better / go.
3 you / been / to / It's / talking / good.
4 meet / you / to / Nice.
5 catch / soon / up / Let's.
6 off / Sorry, / be / must / I.
7 have / rush / I / to / now / off.
8 up / Let's / again / soon / meet.

2 **Look again at the sentences from *Saying it accurately* exercise 1 and decide in which category they belong.**

Letting the other speaker know that you have enjoyed the conversation.

Letting the speaker know that you want to talk to them again.

Explain that you have to leave the conversation.

Saying it clearly

1 **Listen to the phrases from *Saying it accurately* exercise 1 and mark the stressed syllables in each one, following the example.**

1 Sorry, I've got to go.
2 I'd better let you go now.
3 It's been good talking to you.
4 Nice to meet you.
5 Let's catch up soon.
6 Sorry, I must be off.
7 I have to rush off now.
8 Let's meet up again soon.

2 **Listen again to the sentences and repeat them.**

Saying it appropriately

1 **Read the conversations below. Choose the most polite response to each statement.**

1 I don't want to boast about my own baby but he's so bright! Do you know he can already say the alphabet, and he's only 18 months old!
   a Nice talking to you. I'm off.
   b That's great! Look, I'm really sorry but I've got an appointment now. I'll have to say goodbye.

2 And that's just a list of my favourite places to visit in Morocco. I could tell you loads more about the country, if you're interested.
   a I'd love to hear more, but I'd better let you go. Thanks for the information!
   b I've got a dentist's appointment. I must dash.

3 I haven't seen you for ages, do you have to rush off quite so soon?
   a Yes, I'm sorry.
   b I'm afraid I do, but let's catch up again soon.

2 **When saying no politely, it's important not to sound insincere or abrupt. Listen to the following speakers and decide if they sound sincere or insincere. Tick the appropriate box.**

		sincere	insincere
1	I'd love to carry on talking to you but I'm in huge rush …		
2	I've got to go, sorry.		
3	Sorry, I really must dash off.		
4	Erm, I have to go, sorry, nice talking to you.		
5	I'd better let you go …		

3 **Listen to the same sentences, said in an appropriate tone this time, and repeat them.**

Get speaking

1 **You are talking to several people at a party. In each case, you have to end the conversation. Play the Audio CD to start. When you hear the beep, respond appropriately.**

1 Take control of the conversation and end it politely.

2 Make a believable excuse to leave the conversation.

3 End the conversation, but remind the speaker that you have enjoyed talking to them.

4 End the conversation, but tell the speaker that you hope to continue the conversation in the future.

2 **Play the Audio CD to start. When you hear the beep, end the conversation with a suitable expression. Try to use all four strategies listed in *Get speaking* exercise 1 during your responses.**

Cultural note

People may use their body language to indicate that they want to end a conversation. Body language is a form of non-verbal communication. It consists of facial expressions, body movements and posture, eye movements and tone of voice. The way that people use and interpret body language can be very different depending on where they are from. Most people, when they are trying to end a conversation, are trying not to offend the person they are talking to so they change their body language to give clues without appearing too abrupt.

People may indicate that they want to end a conversation by changing their body position. For example, they may move slightly further away from you or gather their belongings together as if they are going to leave. They may look into the distance rather than directly at you. The tone of their voice may change. If you know someone well, they might touch you on the arm to indicate they are about to leave you. Research has shown that body language can sometimes be as important as the words that people say in communication.

10 MAKING SUGGESTIONS OR PROPOSALS

USEFUL TIPS

We don't always feel like doing what our friends suggest. Here are some ways to respond to suggestions without being impolite or seeming ungrateful.

- Apologize for a negative response, and, where appropriate, give a reason for your negative response.
  - **A:** *Why don't you / we go to the cinema tonight?*
  - **B:** *I'm sorry, I'm busy tonight. I've arranged to meet a friend.*
- Make an alternative suggestion:
  - **A:** *Why don't we get a taxi?*
  - **B:** *It's a bit expensive. But we could get a bus.*
- If you don't like something, state a preference for something else:
  - **A:** *We could get a takeaway curry for dinner.*
  - **B:** *I'm not that keen on spicy food. But we could get fish and chips?*
- Remember to sound positive when you reply to a suggestion with a positive response.

Conversations

54

1 **Listen to extracts from casual conversations.**

1

Ann: **Let's** go out for a pizza or something tonight. I really don't feel like cooking.

Pete: **I don't mind going out** but I really don't fancy pizza. **What about** Italian food? Or Chinese?

Ann: I had Chinese food last night. **How about** that new Japanese place down the road?

Pete: Sounds good. Let's go there.

2

Connor: What shall we get Marco for his birthday?

Erin: **How about** a CD? He's always interested in listening to new music.

Connor: The trouble is, he downloads all his music straight from the computer. He says he's got too many CDs lying around – he doesn't want any more.

Erin: **Here's an idea!** A voucher – then he can download a couple of albums.

Connor: Mmm … **I'd rather** get him something for his new flat.

Erin: We could get him a toaster or something, I suppose.

Connor: Mmm.

3

Joe: **Do you feel like** seeing that new Spielberg film?

Cath: What's it about? I'm afraid I'm not keen on horror films.

Joe: No, it's nothing like that. It's a drama. It's based on a true story about the war.

Cath: **I'd prefer** something a bit less heavy. **Why don't we** go and see a comedy?

Joe: Sorry, but I'm not mad about them. I tell you what – let's see what's on TV!

Understanding

1 **Look again at the *Useful Tips*. Find and write examples of each response strategy mentioned in the conversations.**

Apologize for a negative response, and / or give a reason	
Make an alternative suggestion	
State a preference	
Respond positively	

Language note

Note that we use the *-ing* form after prepositions:
What about play*ing* tennis?
I'm not keen on rid*ing*.

We also use the *-ing* form after verbs expressing likes and dislikes:
I don't really like swimm*ing*.
I prefer listen*ing* to classical music.
I don't mind stay*ing* in tonight.

Note that the infinitive without *to* follows *I'd rather*:
I'd rather *watch* a romantic film.
The infinitive with *to* follows *I'd prefer*:
I'd prefer *to watch* a DVD.

Saying it accurately

1 Complete the sentences with the correct verbs in the box.

Suggestions

1 How about ..... to the theatre?
2 Let's ..... for a drink.
3 I suggest we ..... somewhere in the centre.
4 What about ..... after work?
5 ..... you fancy watching a film?
6 Why ..... we go away this weekend?

Responses

7 I'd prefer ..... in tonight, actually.
8 I'd rather ..... at home.

do
don't
go
going
meet
meeting
stay
to stay

2 Reorder the words to make suggestions and responses.

1 **B:** not / on / sorry / I'm / bowling / keen.
something else / prefer / do / I'd / to ..... . [ ]
2 **B:** we / see / at / what classical music's on / shall / City Hall? ..... . [ ]
3 **A:** bowling / you / do / going / fancy? ..... . [ ]
4 **A:** we / good / could / sounds / online / look. ..... . [ ]
5 **B:** idea / let's / good / Jazz / some / to / listen. ..... . [ ]
6 **A:** rather / classical / something / I'd / hear. ..... . [ ]
7 **A:** about / concert / how / a? ..... . [ ]

3 Now put the sentences in the right order (a-g) to make a dialogue between A and B.

Saying it clearly

1 Listen to these phrases.

Note how the sounds run into each other. This is called relaxed pronunciation, or elision.

1 Do you fancy going bowling? (do + you = dju)

Note that the 't' of 'don't' and the 'a' of 'about' almost disappears in these two sentences.

2 I don't mind going out.
3 How about a CD?

2 **Listen again to the sentences and repeat them.**

Saying it appropriately

1 **Listen to these responses to suggestions, and decide whether the speaker sounds polite or abrupt and impolite. What makes the speaker sound more abrupt – a rising or falling intonation?**

		polite	impolite
1	I really don't fancy spicy food tonight.		
2	I'd rather get a DVD.		
3	I'm sorry but I'm really tired. I'd prefer to have an early night.		
4	I'm not keen on that idea. How about something else?		
5	I don't mind doing that.		

2 **Listen to the speakers again, being polite this time, and repeat.**

Get speaking

1 **You are entertaining a visitor from another country in your city. Use the prompts and make suitable suggestions for things to do. Make sure you use the correct (rising) intonation to sound polite. Play the Audio CD to start. When you hear the beep, make your suggestion.**

let / watch a match

shall / take a bus tour?

how /go to the cinema?

fancy / have a pizza?

why / go to a night club?

suggest / visit a museum

2 **Listen to the suggestions. Respond to them, using suitable expressions. Play the Audio CD to start. When you hear the beep, pause and respond appropriately.**

1 You don't like fish. Suggest you eat at a steak restaurant instead.

2 You don't want to go out tonight. You have to stay at home and study.

3 You don't mind going to the theatre by bus, but the idea of driving there is preferable.

4 You like the speaker's suggestion.

11 MAKING POLITE REQUESTS

USEFUL TIPS

When talking to people they do not know, or to people they need to be polite to (such as their employers or teachers) native English speakers use indirect requests, suggestions or very polite requests.

- *Could* is more polite that *can*. Compare:
  Can I Could you open the window, please?
- Depending on the situation and to whom you are speaking, it is more polite to use longer, more indirect requests. Compare:
  Can I sit here? / Would you mind if I sat here? / Could I possibly sit here?
- We sometimes start a request with an apology, to show that we understand how difficult it might be for the listener to respond positively:
  I'm sorry to bother you but ...

Conversations

60

1 **Listen to three conversations.**

1

Kate: Fran, **is there any chance I could** borrow your camp bed this weekend? My parents are coming to stay.

Fran: Sure. When do you want to pick it up?

Kate: Um ... **I couldn't ask you to** drop it at my place, **could I**? It's just that I haven't got the car today, and I really need it first thing tomorrow.

Fran: Fine, I can drop it round this evening.

Kate: Thanks, Fran.

2

Jan: John, **I'm really sorry to bother you, but** my car's broken down. **Would it be at all possible for you to** give me a lift home this evening?

John: I'm really sorry. Jan, I'd love to help you but I promised to meet someone at the airport straight after work. Harry goes your way, though, why don't you ask him?

Jan: Good idea, I will!

John: Oh, before you go, Jan, could I ask you a favour? I'm going to Istanbul next weekend, and I seem to remember you've got a guidebook about it. **Would you mind if I borrowed it?**

Jan: Not at all! I'll bring it in tomorrow.

3

Passenger A: Excuse me. My friend and I would like to sit together, but we've been given seats in separate rows. **Would you be able to** swap with one of us? We've both got window seats.

Passenger B: I'm really sorry. I wish I could help you but I really need an aisle seat, so I'll have to stay here. The cabin crew might be able to arrange a swap, though.

Passenger A: Yes, I'll ask them. Thanks anyway.

Understanding

1 **Look at the strategies outlined in *Useful Tips*. Underline the relevant parts in the conversation and note the strategies that all speakers use in the margin.**

Saying it accurately

1 **Complete the requests with the words in the box.**

1 Could you ..... show me what to do?

2 ..... you show me what to do, please?

3 I ..... if you could show me what to do, please?

4 I'm sorry to ..... you, but I don't ..... you could show me what to do?

5 Show me what to do, ... you?

6 Excuse me, would you ..... showing me what to do, please?

bother **can** **mind** **possibly** **suppose** **will** **wonder**

Cultural note

In English, it is unusual for people to give orders to strangers. Sometimes a person will make a request instead of giving an order because it is more polite. Sometimes even a request is too strong, and we use a suggestion, or an indirect request.

2 **Complete the conversation with suitable phrases from *Saying it accurately* exercise 1. In some cases, more than one answer is possible.**

Alex and his friend Rob are travelling with other students from Britain in the USA. Rob has been here before, but this is Alex's first time. He is confused about a procedure at the automatic ticket machine at the train station.

Alex: Mmm, it says you've got to validate the ticket before you get on the train. Rob, **1** .....?

Rob: I'm not sure, either. It's changed since I was last here. Perhaps the tour leader could help us. Marie, **2** .....?

Marie: Sure. This is what you do – oh, dear. The machine's not working. We'll have to ask someone else. Let's ask that lady over there.

Alex: **3** .....?

Woman: Of course. I'd be glad to help.

Alex: Thank you very much.

Saying it clearly

1 **Listen to these sentences and notice how the speaker's voice goes up, to make the request sound more tentative, and therefore more polite.**

1 Would it be at all possible for you to give me a lift home this evening?
2 Would you mind if I borrowed it?
3 Would you be able to swap with one of us?
4 Is there any chance I could borrow your camp bed this weekend?
5 Show me what to do, will you?
6 Could you possibly show me what to do?

2 **Listen again and repeat, copying the intonation.**

Saying it appropriately

1 **Three people are making requests. Match the requests 1 – 3 and the situations a – c.**

1 Take off your shoes before you come in, please, Chris.
2 Would you mind if I closed the window?
3 Could I ask you to wait here for a moment, please? Thank you.

a a receptionist speaking to a client at an office reception area
b someone speaking to a close family member or friend
c someone speaking to a stranger in a public place

2 When you respond to a request, it's important to use the right phrase and to sound apologetic, if necessary. Listen to these responses and write in the missing words.

1 **A:** I know it's a non-flexible ticket, but it's an emergency. Is there any chance you could change the ticket for me?

B: I'm ..... sorry but I can't make any changes to non-flexible tickets.

2 **A:** Excuse me, I wondered if you could tell me where the nearest cashpoint is?

B: I'm ..... I can't - I'm not from around here either.

3 Listen again. When you hear the responses on the Audio CD, pause and repeat them. Make sure you sound apologetic.

Get speaking

1 Read the situations and make appropriate requests and responses. Play the Audio CD to start. When you hear the beep, pause and respond.

1 You are sitting in a crowded café waiting for a friend. There is one empty seat beside you which you are saving for a friend.

2 You have an exam on Monday and are planning to study on Sunday.

3 Your English teacher is helping you with your work. You can't remember how to do the exercise.

4 You promised to help a friend move home tomorrow, but something urgent has come up and you would prefer to help with the move this evening instead.

5 You have an important meeting at work this morning and won't have any spare time to do any extra work.

Language note

Do you mind if... is followed by the verb in the present tense, but *would you mind if...* is followed by the verb in the past tense.

The modal verbs *could* and *can* are followed by the verb without *to*. *Would you mind* is followed by the verb and *-ing*.

12 ASKING FOR AND GIVING ADVICE

USEFUL TIPS

- Listen carefully to the person who wants advice, and learn as much as possible about this situation. If you need clarification, ask questions.
- Show empathy.
  Oh dear. That is a difficult situation.
- Try to imagine yourself in the other person's situation.
  If I were you, I'd ...
- Think about the consequences of taking your advice and not taking your advice.
  If you don't apologize to him, he'll never trust you again.
- Sometimes there is no right answer to a problem. In this case, try to help the person think about all the alternatives.
  You could try ... / Perhaps it would be an idea to ... / Another thing you could consider is ...

Conversations

64

1 **Listen to these conversations in which people ask for and give advice.**

1

Tom: What's the matter, Dulcie? You look very down in the dumps.

Dulcie: I am. My grades weren't good enough to get into my first choice of university.

Tom: Oh, no, you must be really disappointed. **Have you thought about** getting any of the papers remarked?

Dulcie: I'd consider that if I was just a few marks away from a good grade, but I'm afraid I've done too badly.

Tom: **It might be an idea to** retake the exams, then.

Dulcie: Yes, I think that's my only option.

Tom: Or, **you could try to** get into a different university? **Is that an option?**

Dulcie: It might be. I think I'll look into that first. Thanks for the suggestion.

Tom: Good luck.

2

Kelly: Mark, **can you give me some advice?**

Mark: Of course. What is it?

Kelly: Well, you know the guy Nadia's started seeing – Jake? She's crazy about him. But I saw him at a party last night – with someone else. I don't know whether to tell Nadia or not. **What do you think I should do?**

Mark: Well, are you sure the girl he was with wasn't just a friend?

Kelly: Definitely. They certainly weren't behaving like two friends, if you know what I mean. **What would you do in my situation?**

Mark: It's tricky. If you tell her, she might think you're trying to cause problems for her and Jake. She knows you don't really approve of him. But I must say, if it were me, I'd want my friends to tell me the truth.

Kelly: **The thing is,** I don't want her to think I'm just interfering.

Mark: I know what you mean. You could talk to him, I suppose.

Kelly: I don't really know him, though.

Mark: **If I were you, I'd** say to Nadia, 'I saw Jake last night.' I wouldn't mention the fact he was with someone. She might work things out for herself.

Kelly: Yes, that's a good idea.

Understanding

1 **Find examples of each of the following strategies for giving and responding to advice, in the conversations.**

Giving advice

Show empathy	
Try to imagine yourself in the other person's situation	
Think about the consequences of taking your advice and not taking your advice.	
Try to help the person think about all the alternatives.	

Responding to advice

Positive response	
Negative response	

Saying it accurately

1 Join the sentence halves in each group.

1	If I were you,	**a**	getting any of the papers remarked?
2	If it was me, I'd	**b**	to retake the exams.
3	You could try	**c**	want my friends to tell me.
4	It might be an idea	**d**	I'd say to her, 'I saw Jake last night.'
5	I wouldn't mention	**e**	to get into a different university.
6	You could	**f**	the fact he was with someone.
7	Have you thought about	**g**	talk to him.

2 Complete the sentences with words from the box.

1 It might be an ..... to have a chat with her about it first.
2 Can you ..... me some advice?
3 Yes. If I ..... you, that's what I'd do.
4 Perhaps you ..... tell someone about it.
5 What do you think I ..... do?

give **could** **should** **idea** **were**

3 Complete the conversation with one of the phrases in *Saying it accurately* exercise 2.

Dave: Tony , I've got a bit of a problem here. **1** .....

Tony: Of course. What's the matter?

Dave: I saw Sharon cheating in the exam this morning.

Tony: You're joking!

Dave: No, I'm not. She had the answers on a piece of paper she kept looking at under the desk. **2** .....?

Tony: **3** ..... . I mean, it's really dishonest.

Dave: I know, I can't just ignore it. I think that makes me very dishonest as well. But **4** ..... .

Tony: **5** ..... .

Cultural note

Before you give advice, make sure that the person who is talking to you is actually asking for advice. He or she may just want a good listener to be understanding and show empathy. It is also very likely that the person may not want to follow your advice, so don't take offence if your ideas and suggestions are rejected.

Saying it clearly

1 **Listen to these sentences, noting the different pronunciations of the 's', 'sh' or 'th' sounds.**

1 Can I ask you for **s**ome advice?
2 I **s**aw **Sh**aron cheating in **th**e exam **th**is morning
3 Perhaps you **sh**ould tell **s**omeone about it.

2 **Listen again and repeat.**

Saying it appropriately

1 **Listen to these sentences giving advice, and decide whether the speaker sounds forceful or hesitant.**

		forceful	hesitant
1	I wouldn't do that.		
2	You ought to do something about it.		
3	You shouldn't really say that.		
4	If I were in your situation, I'd leave immediately.		
5	Have you thought about moving?		

2 **Listen to the speakers again, all being hesitant this time, and repeat.**

Get speaking

1 **Give advice in these different situations. Play the Audio CD and follow the cues. Use the strategy given.**

1 Show the speaker some empathy and make sure you've understood the situation correctly.
2 Put yourself in the speaker's shoes.
3 Say what you think would happen if the speaker took / didn't take your advice.
4 Help the speaker think about all the alternatives.

2 **What sort of advice have you given recently? Write a short conversation based on the dialogue at the beginning of this unit. Try to use all the strategies from this unit. Then read it aloud, practising your pronunciation and stress. Record it, if possible, for review.**

13 ASKING FOR AND GIVING OPINIONS

USEFUL TIPS

Discussions are more interesting when people have different opinions on a subject. Here are some ways to encourage a good discussion.

- Ask for people's opinions. Ask questions that encourage a response:
  What do you think about cosmetic surgery?
  Where do you stand on giving money to beggars?
- When you give your own opinions, use neutral statements to make your opinions sound less forceful:
  In my view, everyone has the right to change their appearance.
  I think / feel / reckon/ guess it's acceptable.
- Sometimes, giving a strong opinion makes an impact:
  I really believe that it doesn't help anyone at all.

Conversations

69

1 **Listen to these conversations between friends.**

1

Neil: Do you know, I spent about two hours yesterday just opening and answering my emails? There were about 50 in my inbox, since 6 pm! I **think** emails have made life more difficult, and not easier at all. **What do you reckon?**

Sophie: **I guess you're right**. Emailing does seem to have taken over our lives.

Neil: Some people say they only check email once or twice a day.

Sophie: **If you ask me**, it's a crazy idea. I mean, what if it's something really urgent?

Neil: **The way I see it**, that's exactly why you should phone someone – to get their attention immediately. If you knew your email wouldn't be read for several hours, you wouldn't send it – you'd phone, surely.

Sophie: Yes, and **in my view**, that's exactly what we should start doing – using the phone again!

Alex: But then we'd all be complaining about endless phone calls during our working day!

2

Lucy: **What do you think about** this new suggestion that criminals should meet and apologize to their victims?

Ralph: **I strongly believe** it could be helpful to both people, in some cases. But not when the crimes are serious. **Personally**, I wouldn't want to meet someone who really hurt me in some way.

Lucy: **What's your attitude to** people working in the community then, instead of going to prison? Are you in favour of having criminals clean the streets outside your house, where children are playing? Because **as far as I'm concerned**, criminals should be kept away from society, not allowed into it.

Ralph: **I really think** it depends on the crime. I know driving while drunk is a crime, but **to my mind**, someone who was guilty of that crime wouldn't be a danger working as a street cleaner.

Understanding

1 **Look again at the approaches outlined in *Useful Tips*. Write the example phrases in the correct place in the table, and note whether responses are neutrally or strongly expressed.**

Asking for opinions	
Neutrally expressed opinions	
Strongly expressed opinions	

Saying it accurately

1 **Complete the sentences with the words in the box.**

ask **attitude** **believe** **concerned** **honest** **see** **stand** **think**

1 I strongly ..... that wealthier people should pay higher taxes.

2 If you ..... me, we've got the best national health service in the world.

3 As far as I'm ....., university education should be for everyone.

4 Where do you ..... on the issue of global warming?

5 What's your ..... to filming serious court cases? Are you in favour of it?

6 The way I ..... it, it's completely hypocritical of the government.

7 What do you ..... about private schools?

8 To be ....., I haven't really got a strong opinion about that at all.

2 **Write these phrases in the correct place in the table, according to how forceful they make an opinion sound.**

I'm completely sure
I'm absolutely sure
I feel fairly sure
I'm totally convinced
I'm quite worried
I'm 100% sure
I'm utterly convinced
I feel rather strongly
I'm not altogether convinced

very strong	not very strong

3 **Using the prompts, write opinions about these things. Follow the example and use phrases from *Saying it accurately* exercises 1 and 2.**

What do you think about animal testing on cosmetics? (very forceful)

I strongly believe it's wrong.

1 not allowing junk food advertising on TV (not very forceful)
2 making parenting classes a must for all new parents (very forceful)
3 being able to get a driver's license at 16 (not very forceful)
4 making public transport free for the unemployed (very forceful)

Saying it clearly

1 **Listen to these opinion phrases, noting the syllable stress.**

1 Personally …
2 To my mind, …
3 I'm absolutely sure …
4 I'm utterly convinced …
5 I strongly believe …
6 As far as I'm concerned …
7 If you ask me, …
8 In my view, …

2 **Listen again to the phrases and repeat them.**

Saying it appropriately

1 **Listen to the speakers. Choose one option for each recording.**

1	polite ..... ☐		impolite ..... ☐
2	interested ..... ☐		uninterested ..... ☐
3	neutral ..... ☐		expressing a strong opinion ..... ☐
4	sensitive ..... ☐		direct, insensitive ..... ☐

2 **Listen to the sentences from *Saying it appropriately* exercise 1 again; this time, the speakers sound polite, interested, neutral or diplomatic. Repeat the sentences as you hear them.**

Get speaking

1 **Ask for and give opinions in these situations. Play the Audio CD to start. When you hear the beep, pause and respond. Use the strategy given.**

1 Express your strong opinion on the subject. Ask for someone else's opinion.

2 Express a neutral opinion on the subject.

3 Express your opinion on the subject. Make particular reference to your individual point of view.

2 **What subjects have you been asked to give your opinion on recently? Was it at work or at your place of study – or during an informal discussion with friends? Think about what you said, and write a short conversation based on the dialogue at the beginning of this unit. Try to use all the strategies from this unit. Then read it aloud, practising your pronunciation and stress. Record it, if possible, for review.**

Cultural note

A very polite way of disagreeing might be to refer to a situation which calls into question something that has been said.

A: *That was the worst summer weather we've ever had!*

B: *People say it was pretty wet in 2005.*

English speakers sometimes make a neutral statement, which shows that they accept someone's opinion, without agreeing or disagreeing:

A: *I think we'll definitely win the match.*

B: *Why do you think so?*

Sometimes it is necessary to accept that there are disagreements. In this case, it is better to settle an argument:

I don't think we're going to agree on this ...

I think we're going to have to agree to disagree!

14 AGREEING AND DISAGREEING

USEFUL TIPS

Here are some ways to agree, disagree, and show you how you can say something without agreeing or disagreeing. As always, your tone of voice is important – if you disagree with someone, try not to do it in an aggressive way.

- Agreements can be expressed indirectly:
  I guess so. / I suppose you're right.
- You can agree in part with what the speaker has said:
  Up to a point, but ...
- If you want to disagree, an apology first might make you sound less forceful and therefore more polite:
  I'm sorry, but I don't agree.
- When you want to disagree strongly, give your opinion of what the other person has just said. The expression you use will depend on your relationship with the speaker. *That's completely untrue.* (formal) *Rubbish!* (informal)

Conversations

74

1 **Listen to these two conversations.**

1 Paul and Emma are classmates discussing university fees.

Paul: You know, in some countries, university education is paid for by the state. I think that's the way it should be, don't you?

Emma: **Up to a point,** but many students drop out of university half way through their course and that's a complete waste of taxpayers' money.

Paul: **That may be the case** with some, but not the majority of students.

Emma: Anyway, it isn't anyone's right to go to university, you know.

Paul: **I disagree!** Everyone has a right to further education. Our whole society benefits from well-educated people. If nobody went to university, who would do all the hard work?

Emma: **You can't actually mean that!** Most of the hard-working people in our society didn't go to university.

Paul: **I'm sorry, I can't agree with you there.** Of course we need people with different skills, but we need doctors, lawyers, teachers, scientists, too.

Emma: **I couldn't agree more.** But graduates earn more than non-graduates, so they should pay for their studies.

Paul: **I'm sorry, I don't think that's right.** Not all graduates earn more and there aren't even enough jobs.

Emma: **Tell me about it** … All the more reason for my argument. I mean, where's the money going to come from?

2 Ingrid and Khalil are friends talking about boxing.

Ingrid: Boxing is such a dangerous sport. I think it should be banned.

Khalil: **No way!** It's exciting, the competitors are very well-trained and skilful.

Ingrid: But there have been so many injuries and accidents, even deaths from boxing.

Khalil: **That's true, but** accidents happen in all sports.

Ingrid: **I'd go along with that.** But boxing is the only sport where the actual aim is to hurt your opponent.

Khalil: **Exactly.** That's why there are strict rules. As long as there are these controls, I think it's as safe as any other sport.

Ingrid: Mmm. Well, **we'll have to agree to disagree** there, I'm afraid.

Understanding

1. **Look again at the approaches outlined in *Useful Tips*. Find and underline examples of the following strategies:**

a total agreement

b agreement in part

c polite disagreement

d strong disagreement

2. **Which conversation is between people with a casual relationship? What expression indicates this?**

Saying it accurately

1. **Read the phrase and write the correct strategy (a–d) next to the phrases. Refer to *Understanding* exercise 1. Follow the example.**

I'm sorry, I don't think that's right. ....c...

I'd go along with that. .....

I disagree! .....

I'm totally with you on that. .....

You've got a point there. .....

Perhaps, but … .....

Well, it depends. .....

It's not true that … .....

2 **Complete the conversation with words and phrases from *Saying it accurately* exercise 1.**

A: I've been reading about animal testing on cosmetics. Personally, I wouldn't like to use a face cream that hadn't been tested.

B: **1** ....., (agree totally) but there are alternatives to animal testing, you know, that are just as reliable.

A: But surely it **2** ..... on the product. (agree in part) Okay, maybe you've got **3** ..... about face cream, but cancer treatments? (agree in part) You have to test them on chimpanzees – after all, they share 99% of our DNA.

B: **4** ..... (disagree strongly) that most experiments are done on chimpanzees. Most are done on rats and mice, which have completely different reactions to humans. So there's no basis for that argument at all.

Saying it clearly

1 **Listen to the sentences from *Saying it accurately* exercise 2. Repeat them, copying the rhythm of the speaker.**

2 **Listen and compare these similar sounds from the unit.**

'ch' sound	'j' sound
actually	injuries
teachers	dangerous
chimpanzees	apology

's' sound	'z' sound
discuss	alternatives
society	depends
mice	chimpanzees
	exactly

3 **Listen again to the words from *Saying it accurately* exercise 2 and repeat them.**

Cultural note

People have different opinions on lots of topics. If you don't agree with something, but don't want to cause offence or start an argument, it is polite to acknowledge the speaker's opinion. For example:

A: They are the worst football team in the world.

B: Well, that's your opinion. / Oh, do you think so? / Maybe, maybe not. / Mmm.

At some point in a discussion, it may be necessary to settle the argument:

I think we're going to have to agree to disagree. / We're going to have to leave it there.

Saying it appropriately

1 **When you have to disagree, it's important to use the right tone, and also an appropriate register, depending on the situation.**

Choose the most appropriate response in each case.

1 **Two colleagues are discussing work over a coffee.**

It seems to me, the harder you work, the more work people seem to pile on you!

a Well, it depends

b I'm sorry, I can't go along with that.

2 **A dentist is talking to a patient.**

It appears to me that you're not brushing your teeth as carefully as you should be.

a No way!

b I'm sorry, I don't think that's right.

3 **Two strangers are making small talk at a party.**

I believe everyone should be allowed to work at home, at least once a week. Don't you agree?

a I really think it depends on the nature of the work someone does, don't you?

b That doesn't make any sense!

2 **Listen. Which of the following speakers are using an appropriate tone and / or register? Why, or why not?**

Speaker	Tone	Reason
1		
2		
3		

Get speaking

1 **Agree or disagree in these situations. Play the Audio CD to start. When you hear the beep, pause and respond. Use the strategy given.**

1 Express your total agreement on the subject.

2 Agree in part on the subject.

3 Express polite disagreement (with someone you don't know well) on the subject.

4 Express your strong disagreement (with a close friend) on the subject.

15 EMPHASIZING WHAT YOU SAY

USEFUL TIPS

Here are some ways to emphasize your statements when you are expressing your opinions, disagreeing, making strong suggestions, expressing annoyance, etc.

- Use short answers:
  A: *Did you like the film?*
  B: *I did.*
- Use auxiliaries *do / did* to express contradictions to what someone else says:
  A: *You said you would phone me, but you didn't!*
  B: *I did phone, but you weren't home.*
- Use adverbs to emphasize:
  I really don't believe you.
- Introduce sentences by *It / What* to emphasize the subject or object:
  What you believe isn't always true.
  It's the constant rain that I can't stand.
- Use the continuous form with 'always', 'forever', etc. to describe someone's (often annoying) habit:
  You're always saying you haven't got anything new to wear!
- Use *whatever / whoever / wherever / however:*
  Well, I like it, whatever you think.

Conversations

1 **Listen to two friends' conversations.**

1 Victoria and Laura are discussing a holiday.

Laura: You're off on holiday next week, aren't you?

Victoria: **I am!** I'm going to Greece.

Laura: I bet you can't wait!

Victoria: **I can't**! I **just** love the Mediterranean.

Laura: Me too. The colour of the water … It's so clear.

Victoria: Mmm. I haven't been to Greece for ages. **It's the** smell of the pine forests that I remember.

Laura: Oh, yes, that's wonderful!

Victoria: **What I really** love as well is the food.

Laura: Definitely. Greek food is **so** delicious.

Victoria: Fresh fish, eaten at a seaside taverna …

Laura: Oh yes, the seafood is wonderful, **wherever** you eat it! Lucky you, going to sunny Greece!

2 Laura is trying to persuade Victoria to come to a party.

Laura: Come on, it'll be fun. You **never** go out these days!

Victoria: What do you mean? I **do** go out! I went to that street market thing with you last weekend, remember? Not that that was much fun.

Laura: Well, **I thought it was fun, whatever you say**. Anyway, **what I'm talking** about is something completely different. I **really** think you should come. **You're always** complaining that you don't meet people.

Victoria: I **do** want to meet new people. **What I don't** want to do is end up standing by myself in a corner with nobody to talk to!

Laura: Look, I promise I won't leave you on your own.

Victoria: Well, if you promise …. Okay, I'll come.

Laura: Oh, good!

Understanding

1 **Find and underline all the ways of adding emphasis in *Conversations*. Write them in the correct category below.**

Using short answers: ……

Introducing sentences by *It / What:* ……

Using auxiliaries *do / did:* ……

Using adverbs: ……

Describing (often annoying) habits: ……

Using *whatever / whoever / wherever / however:* ……

Saying it accurately

1 **Complete the sentences to make statements with emphasis.**

1 **A:** It …… the cold and mist that I find a problem.

B: …… I really don't like about Scottish weather is the constant rain!

2 **A:** Are you really going to run a marathon?

B: I .....! I've been training for the last few months.

A: You didn't tell me!

B: I ..... tell you – you must have forgotten.

3 He's ..... losing his travel card! This is the third time in a month!

4 I'm going to paint my room bright yellow. It's a lovely, cheerful colour – ..... anyone says!

2 Complete the dialogues with phrases from *Saying it accurately* exercise 1. In some cases, more than one answer may be possible.

1 **A:** I hear you're getting married!

B: ..... – next summer!

2 **A:** Oh, I don't believe it. My wallet isn't in my bag! I'm ..... it. I ..... must be more careful.

3 **A:** Oh no, I've just noticed I've been wearing my sweater inside out all day! You should have told me!

B: I ..... you! You couldn't have heard me. It looks fine, though. You ..... can't notice at all.

3 Rewrite the first sentence, using emphasis and the words given, so that the sentence has the same meaning as the first. Follow the example.

1 I often go for a swim in the local pool, but my favourite kind of swimming is in the sea. (what)

What I really love is swimming in the sea.

2 Your boss has an annoying habit of interrupting you when you speak. (always)

..... when I speak.

3 Your friend advised you to phone to get tickets for a concert. You followed the advice. (did)

....., but there weren't any tickets left.

4 Your host has cooked a vegetarian meal for you, because she assumes you don't eat meat. She is wrong, however. (do)

..... but I love vegetable stir-fry, too.

5 In a clothes shop, the assistant shows you two shirts to try on – one is white and one is blue. You want to try on the blue one. (it)

..... I really want to try on.

Saying it clearly

1 **Listen to these sentences. Note how the words that carry emphasis are stressed.**

1 What I really love is swimming in the sea.
2 He's always interupting me.
3 I did phone.
4 I do eat meat.
5 It's the blue one I really want to try on.

2 **Listen again to the sentences and repeat them, using the correct stress.**

Saying it appropriately

1 **Listen to these speakers and decide whether they sound enthusiastic or not. What makes a speaker sound more enthusiastic?**

	enthusiastic	unenthusiastic
Speaker 1		
Speaker 2		
Speaker 3		
Speaker 4		
Speaker 5		

2 **Listen to the speakers again, now all sounding enthusiastic, and repeat the sentences, copying the intonation and stress.**

Get speaking

1 **Look at *Useful Tips* again. Respond to these sentences, using emphasis. Play the Audio CD and follow the cues. Try to use all the strategies presented in this unit.**

1 You and your friend are talking about a mutual friend. You have noticed that your mutual friend has a habit of singing to herself in the street!
2 You have just got a promotion at work, which you are very pleased about. A colleague asks you if the rumour about the promotion is true. Respond with enthusiasm.
3 Your flatmate wants to get a cat, but thinks you don't like cats. Contradict your flatmate.
4 You and a friend are discussing two mutual friends who are getting married. Your friend thinks John chose the wedding venue (a Caribbean island) but you actually know the truth: Miranda, his fiancée, chose it. Contradict your friend.

16 GIVING AND RECEIVING COMPLIMENTS

USEFUL TIPS

Complimenting someone can be an easy way to start a conversation as a *conversation opener* and can help to establish a good relationship between speakers. Here are some ways to give and respond to compliments appropriately.

- Make your compliment specific, and follow it up with a reason, if appropriate:
  That shirt looks really good on you. It matches your eyes exactly!
- You can show surprise at a compliment by questioning or 'downgrading', i.e. explaining why it is unexpected:
  Oh, do you really think so? I found it in a second-hand shop just the other day.
- You might want to compliment someone else indirectly, if appropriate, as you accept the compliment:
  Thanks. A friend of mine bought it for me.
- You can also try returning the compliment:
  Thanks! I like yours too.
- Denying the compliment may seem like false modesty.
- Be careful not to use too many compliments – this may seem insincere.

Conversations

84

1 **Listen to extracts from four conversations.**

1

Rory: **I love** your new flat, Georgia! **You really did a good job** on it.
Georgia: Oh, **do you think so?** I wasn't sure about the purple sofa, to be honest.
Rory: No, I love it! The cushions go really well with it.
Georgia: Yes, the cushions **are great, aren't they?** A friend of mine brought them back from India.

2

Steve: **That was a lovely** meal, Evan.
Evan: **I'm glad you enjoyed it.** But Alison did most of the work, I must admit.
Steve: You're obviously a very good cook, too, Alison!
Alison: That's a bit of an exaggeration! It was very simple.
Steve: Yes, but it was delicious …
Alison: Oh, come on! Anyone can make tuna pasta!

3

Gina: **That's a very nice** bag.
Kate: What, this? I've had it for ages. In fact, I'm going to throw it out after tonight. I really hate it. I like yours, though.
Gina: Thank you.
Kate: Was it expensive?
Gina: Well, I got it in the sale, but it's true that I've never spent this much on a bag! I just really liked the size. I've always got so much stuff to carry!
Kate: Oh, I know what you mean. That's why I've still got this old thing. I can't believe you actually like it.
Gina: Well, I do …

4

Will: **What a** sweet baby!
Bella: Thanks! It's the first time I've dressed him in these clothes.
Will: **I love** the jacket.
Bella: Oh, **do you?** My mother knitted it, actually.
Will: Well, she really chose the right colour. It matches his blue eyes.
Bella: Yes, it does – although to be honest, she made it before he was born.
Will: So, it's just luck then?
Bella: Yes, it is!

Understanding

1 **Look at the strategies outlined in *Useful Tips*. Underline the relevant parts in the conversation and note the strategies that all speakers use in the margin. What mistakes do people make in conversations 3 and 4?**

Saying it accurately

1 **Complete each sentence with a different word from the box.**

Compliments

1 You have ..... a beautiful home.
2 ..... lovely children you have!
3 ..... his wife lovely!
4 You ..... did a good job!
5 You handled that situation ..... .
6 ..... game! I didn't realize you were that good at tennis!
7 I ..... your dress.
8 ..... a great-looking car!

glad **hear** **isn't** **like** **nice** **really** **say**

Responses

9 I'm ..... you like it.

10 It's kind of you to ..... that, thanks.

11 That's really nice to ..... .

12 Oh, do you think .....?

13 It's all ..... to them, actually. We really worked well together.

14 Thank you. I like ....., too.

so
such
thanks
that's
well
what
yours

2 Complete the conversation with the responses in *Saying it accurately* exercise 1.

Conversation 1

A: You played really well today, Scott.

B: 1 ..... .

A: Your team deserves the trophy.

B: 2 ..... .

Conversation 2

A: I love your coat, Maggie. It's beautifully cut, and it really suits you.

B: 3 ..... . Is it cashmere?

A: No, sadly!

B: Well, it feels like it! So soft ...

A: 4 ..... .

Saying it clearly

1 Listen to the different ways of making compliments. Note how the speaker stresses certain words to convey the main message.

1 What a beautiful painting!

2 It's beautifully cut.

3 That's a stunning outfit.

4 Your children are charming!

5 I really like your new flat.

2 Listen again and repeat, copying the stress.

Language note

Note the sentence structure of these complimentary phrases:

1 noun phrase	+	is/look +		(really) + adjective:
Your blouse		*is*		*really beautiful.*
Your hair		*looks*		*great!*
2 I + (really)	+	like/love	+	noun phrase
I really		*like*		*your dress.*
3 pronoun + is	+	(really) + adjective		+ noun phrase
That's		*a really nice*		*car.*

Saying it appropriately

1 **Listen to these sentences and decide whether the speakers sound sincere or insincere.**

		sincere	insincere
1	I love your new glasses.		
2	Your glasses are great! They suit you perfectly!		
3	What a sweet little girl you've got.		
4	That was … very good indeed. How long have you been taking piano lessons?		
5	Oh, that's a gorgeous jumper – is it mohair?		

2 **Listen to the sentences again, now all sounding sincere, and repeat them.**

3 **Listen to these two conversations. Do the speakers sound sincere? What mistakes are the speakers making?**

Get speaking

1 **Give and respond to compliments in these situations using the strategy given. Play the Audio CD to start. When you hear the beep, pause and respond. Use the strategy given.**

1 Compliment your friend on the way the living room has been decorated. Follow up your compliment with a reason.

2 Accept the compliment, and return it.

3 Accept the compliment but include someone else in the compliment.

4 Accept the compliment, whilst showing your surprise.

Cultural note

Consider the setting and your relationship with the person to make sure that the compliment is appropriate. Very personal compliments should be reserved for close friends in private surroundings. In most English-speaking cultures it is normal to compliment someone on their appearance, i.e. *You look great!*, but as in most cultures, it's generally considered impolite to compliment someone on a specific body part, i.e. ~~*You've got great legs!*~~

Remember that in some cultures, receiving compliments may be embarrassing, and people may feel a need to deny them because it's culturally unacceptable to receive them graciously.

17 ENCOURAGING AND REASSURING

USEFUL TIPS

Giving encouragement needs to be more than just a few phrases repeated over and over. Here are some situations in which encouragement or reassurance could be helpful:

- Encourage someone who is doing well, to continue:
  You're coming along really well.
- Encourage someone to try something new or difficult:
  Come on, give it a go.
- Reassure someone:
  You'll be fine.

Conversations

1 **Listen to extracts from three casual conversations.**

1 Lenke, from Croatia, is preparing for her first trip to London.

Lenke: I'm terrified! What if I get lost?

Thomas: **Oh, come on!** You've travelled all over Croatia!

Lenke: But I've never been to London. And they say it's really difficult to find your way around.

Thomas: Oh, it **won't be as bad as all that**, you'll see. You've got a map, and you can speak English.

Lenke: Well, I've been working on it.

Thomas: And **you're doing really well!** Honestly, **there's no need to worry.**

Lenke: I just hope I have the courage to ask for help – in English.

Thomas: **What have you got to lose?** If they don't help you, you can just ask someone else!

2 Viv and Karen are discussing their plans for climbing Mount Snowdon with a group of other people.

Karen: **It'll be fine,** I promise you. **It isn't as difficult as you think.**

Viv: I'm just not sure I'm fit enough for Mount Snowdon.

Karen: But **still,** you've been training for a while now.

Viv: I don't know. What if I just can't make it to the top?

Karen: Well ... **what's the worst that could happen?** You'll have to wait at the camp while the rest of the team climbs to the top. **Come on, just give it your best shot.**

3 Leon is asking his teacher, Mr Preston, about his draft essay.

Leon: I've written a draft of my essay. Do you mind having a look? I just want to know if I've covered all the main points.

Mr Preston: Mmm ... **You're on the right lines,** that's for sure. You might just need to expand on some of the points. But **it's looking good. Keep going!**

Leon: Thanks. That's really encouraging. It's a difficult topic to write about.

Understanding

1 Tick the statements that are true.

Conversation 1

1 Lenke thinks there's a difference between travelling at home and abroad. ..... ☐

2 Thomas agrees in part that London is a difficult city to find your way around in. ..... ☐

3 Thomas thinks Lenke has made progress in her English studies. ..... ☐

4 Thomas is sure that Lenke won't lose anything in London. ..... ☐

Conversation 2

5 Karen is sure Viv is fit enough to climb Mount Snowdon. ..... ☐

6 Karen is sure that Viv will make it to the top. ..... ☐

7 Karen thinks it will be a disaster if Viv doesn't make it to the top. ..... ☐

Conversation 3

8 Leon's essay isn't exactly as it should be. ..... ☐

Saying it accurately

1 Match the phrases on the left with those on the right that have similar meanings.

1	Go for it!	**a**	Everything will be fine.
2	You're on the right track.	**b**	It doesn't matter if you don't succeed.
3	It'll turn out alright in the end.	**c**	Don't give up.
4	Keep going!	**d**	Give it your best shot.
5	What have you got to lose?	**e**	You're not far off the mark.

2 Read these sentences and decide in which category they belong.

Reassuring someone 5, ...

Encouraging someone to try something new or difficult .....

Encouraging someone to continue doing something .....

1	Come on, give it a go!	**4**	You've got nothing to lose.
2	Keep it up!	**5**	It's looking good.
3	You're coming along fine.	**6**	It'll all work out, you'll see.

3 Complete the dialogues with any suitable expressions from *Saying it accurately* exercise 2.

1

A: Gavin wants me to go bungee jumping with him in New Zealand. I don't want to disappoint him but I'm absolutely terrified of heights.

B: 1 ..... . You might enjoy it!

2

A: I must say, I don't know whether I'm making a very good job of repainting this wall.

B: ..... . It's looking good.

3

A: I don't know whether to apply for a promotion or a new job.

B: ..... . I'd apply for them both if I were you.

Saying it clearly

1 Listen and notice how the speaker's intonation goes up to show encouragement and reassurance.

1	You'll be fine!	**4**	There's no need to worry.
2	Come on, you can do it!	**5**	Keep it up!
3	It isn't as bad as all that!	**6**	It's looking good!

2 Listen again and repeat, copying the intonation.

Saying it appropriately

1 **When you give encouragement or reassurance, it's important to use the right phrase and to sound as though you mean what you say. Listen to these dialogues and write in the missing words.**

1

A: It's the opening night of our show. I'm so nervous! I'm terrified of forgetting my lines, or falling over on stage during the dance routine.

B: You'll **1** ..... . I've heard you practise your lines and you're word perfect!

A: And the dance routine is scary too. What if I fall flat on my face?

B: What's **2** .....? If you fall, you just get up again! It won't be the end of the world.

2

A: I've got my driving test tomorrow. What if I fail?

B: Just give **1** ..... . That's all you can do. If you fail, you can always take it again.

2 **Listen again. When you hear the responses on the Audio CD, pause and repeat them. Make sure you really do sound genuine.**

Get speaking

1 **Read the situations. Play the Audio CD to start. When you hear the beep, pause and respond.**

1 Your friend is very worried about the 16-hour flight to Australia. You've flown this route before, and you know that although it can be difficult at times, it's not as bad as people say. Reassure your friend.

2 Your friend is almost finished doing a PhD. It's taken a few years and a lot of hard work, and your friend is exhausted, and at the point of giving up. Give your friend encouragement and reassurance that the end of the process is in sight.

3 Your friend wants to enter a photographic competition. He is about to email his entry to the competition website, and has just seen some of the other entries, which are of a very high standard. Your friend suddenly loses his nerve. Encourage and reassure him.

Cultural note

Be careful not to give reassurances without thinking carefully about whether they are appropriate for the situation. Unless they are appropriate, you might offend someone by seeming insensitive.

18 GIVING NEGATIVE FEEDBACK OR BAD NEWS

USEFUL TIPS

Sometimes we have to give people bad news. Here are some ways to do it sensitively.

- Introduce the subject gently instead of rushing in with bad news:
  I've got some bad news for you, I'm afraid.

When someone tells you about their bad news:

- show empathy:
  That's awful!
- imagine how that person feels:
  You must be really upset.
- offer to help:
  If it's any help ...

Conversations

1 **Listen to three conversations in which one speaker is breaking bad news to another.**

1

Jon: Lily, **I've got something to tell you. I'm afraid** you're not going to be pleased.

Lily: Spit it out then!

Jon: Well, you know we were looking for someone to move into our flat while we were in Australia for three months.

Lily: Yes, we spoke about it! It would be perfect for me. My new college is just down the road from your flat!

Jon: Well, **it's just that** we can't offer it to you after all. **I know this is really disappointing for you** but apparently Tim's sister is moving here to look for a job and she needs a place to stay. So Tim felt he had to offer it to her.

Lily: Oh no!

Jon: **I'm really sorry. I feel awful having to tell you the bad news.**

Lily: I'll have to look for something else.

Jon: Listen, **if it's any help**, I know of someone who's looking for a flatmate, not far from where we live. I can speak to her, put in a good word for you, if you like.

Lily: Yes, that would be great, thanks.

2

Sam: Henry, **I'm afraid I've got some bad news for you.** You've been dropped from the first team.

Henry: You can't be serious!

Sam: I'm sorry. The coach told me this morning.

Henry: I can't believe it.

Sam: **You must be really disappointed.**

Henry: Yeah, I am.

3

James: Good morning, Professor! I'm looking forward to your class next term.

Professor: Oh, James, **we've got to talk about that. The thing is,** your grades weren't good enough this term and you haven't been allowed to move up to the next class.

James: Oh, no, that's terrible.

Professor: Yes, **I can imagine how you must feel. If it's any consolation,** about a third of the class didn't get the right grades. You're not the only one, by any means. **I'm sorry I had to give you the bad news.**

Understanding

1 **How do the speakers break the bad news? How do they follow up? Make notes in the table.**

	Breaking the bad news	Follow up
1		
2		
3		

Saying it accurately

1 **Reorder the words to make sentences. Start with the underlined word.**

1 sorry / bad / to give / I'm / to / you / have / news.

2 consolation, / any / it's / If / not / the / you're / one / only.

3 how / you / must / I / feel / know.

4 thing / is, / pass / you / The / didn't.

5 I'm / something / tell / I've / you, / got / to / afraid

6 thing / Look, / is / this / the.

2 **Complete the conversation with the sentences in *Saying it accurately* exercise 1.**

Mr Parker: 1 ..... .

Claudia: Have you? Is it about the audition?

Mr Parker: Yes, I'm afraid so, Claudia. The thing is, you didn't get a part in the play.

Claudia: Oh, no! I really wasn't expecting that. I thought my audition went well, actually.

Mr Parker: 2 ..... . I thought you were perfect for the role of Ophelia, I must say.

Claudia: Well, I guess there was a lot of competition. So many of us auditioned. Someone has to be rejected.

Mr Parker: 3 ..... Nobody else in your drama group got a role. And they were all pretty good.

3 **Read the conversations and decide which strategy the underlined sentences demonstrate.**

a introducing the subject gently

b offering to help

c imagining how the person feels

d showing empathy

1 Sandra is talking to her boss, Jackie, about an opportunity for a promotion.

Sandra: Jackie, I was wondering whether you had made a decision about my promotion yet.

Manager: Actually, we have. I was going to talk to you about it today. I'm terribly sorry but we have decided not to promote you just yet.

Sandra: Oh, dear. I was really hoping to get it.

Manager: I know how disappointed you must be.

Sandra: Yes, I'm afraid I am. Perhaps you could give me some feedback?

2 Sandra tells her friend, Kate, her bad news.

Sandra: I heard today I'm not going to be promoted after all.

Kate: Oh, poor you! That's really disappointing news.

Sandra: Mmm. Apparently I didn't come across very well during the interview.

Kate: Look, if you want, I can go through your interview feedback with you. We can see where you might have gone wrong.

Sandra: Thanks Kate. I'd really appreciate that.

Saying it clearly

1 **Listen to these sentences.**

Note how the intonation goes down when the speaker breaks bad news or commiserates.

I've got something to tell you.

I'm afraid I've got some bad news.

I know how disappointed you must be.

2 **Listen again to the sentences and repeat them, using the correct intonation.**

Saying it appropriately

1 **Listen to these sentences and decide whether the speakers sound as if they are genuinely sympathetic or not.**

		genuinely sympathetic	not genuinely sympathetic
1	You must be really disappointed.		
2	If you ever need someone to talk to, I'm here.		
3	Oh, poor you. How awful.		
4	I'm afraid I've got some bad news for you.		
5	A car crash? That's terrible.		

2 **Listen to the speakers again, now all sounding genuinely sympathetic, and repeat.**

Get speaking

1 **Listen to four situations involving bad news. Play the Audio CD to start. When you hear the beep, follow the instructions and respond suitably. Use all four strategies from *Useful Tips*.**

1 Tell your friend and neighbour that you have decided to move away from your neighbourhood, to a different part of town. Introduce the subject gently.

2 Show sympathy.

3 Offer to help.

4 Make it clear that you know how your friend feels.

2 **Play the Audio CD to start. When you hear the beep, react to the bad news you are getting, using a suitable expression.**

19 SAYING NO POLITELY

USEFUL TIPS

Sometimes you need to say no when someone makes a suggestion, offers something or asks you to do something. Here are some ways to say 'no' without causing offence:

- Include an apology, and if possible, a brief explanation.
- Use emphasizers (*really, so* and *very*) with *sorry*.
- If appropriate, say *thank you* before or after refusing an offer.

Conversations

1 **Listen to three informal conversations.**

1 Tom is asking his colleague, Mia, out for a drink.

Tom: **Do you fancy** having a drink after work today?
Mia: Oh, **I'm sorry, I can't. I've got something else on.**
Tom: Oh, come on.
Mia: **I'm really sorry, but I can't. But thanks for asking.**
Tom: How about after work tomorrow?
Mia: **Tomorrow isn't good for me either, I'm afraid.**
Tom: Well, is there any day you can make?
Mia: **I'm sorry, but I'm really busy at the moment, Tom.**

2 Mike is asking a friend, Rob, to go to a football match with him.

Mike: My boss was given two tickets to Barcelona v Inter Milan – next weekend! He can't go, so he's offered them to me! Do you want to come?
Rob: **I'm very sorry. It's really nice of you to offer but** I have to say, football's **not really my kind of thing.**

Mike: They're two of the world's best teams, you know.

Rob: I know, and I'm very sorry, but **I'm really not keen on** football.

Mike: It's a once in a lifetime opportunity, though.

Rob: I know, but **it's just not for me, sorry. Thanks anyway.**

3 Sara is asking a fellow student, Paul, to help her with an assignment.

Sara: Paul, you couldn't spare a couple of hours to help me with this assignment, could you? I'm just really stuck, and the deadline is tomorrow.

Paul: **I'm really sorry,** Sara, **it's not a good time.** I've got a deadline tomorrow too.

Sara: Well, can you just read the pages I've written so far?

Paul: **I'm so sorry, but it's just not going to work.** I've got to finish my own assignment tonight.

Understanding

1 **Look again at the strategies outlined in *Useful tips*. Which strategies are Mia, Rob and Paul using when saying no politely? Underline the relevant parts in the conversations and note the strategies used in the margin.**

Saying it accurately

1 **Unscramble these words to make sentences that you could use when saying no politely.**

1 wrestling / kind of thing / isn't / my / have / say, / I / to

.....

2 keen / I'm / baseball / not / on

.....

3 me / for / not / just / it's / but / sorry,

.....

4 I'm / going / work / not / sorry, / it's / to

.....

5 time / a / it's / not / I'm / good / afraid

.....

6 say / sorry, / to / have / I'm / but / I / no

.....

7 anyway, / but / thanks / I / can't / really

.....

2 **Match the requests 1 – 5 and the answers (a – e).**

1 Do you fancy going somewhere with me this weekend? [ ]
2 Why don't we try that new Indian restaurant this evening? [ ]
3 Would you like to come back to my place for a bite to eat? [ ]
4 Are you busy? It's just that I need some help with this task … [ ]
5 I'm going to a theology talk this afternoon. Why don't you join me? [ ]

a That's very kind of you, but I really have to get back home.
b Sorry, I'm really not too keen on spicy food.
c Thanks for asking, but it's not really my kind of thing at all.
d I'm afraid I can't. I've got an exam on Monday so I need to spend the whole weekend studying.
e I'm sorry, it's not a good time, I've got loads to do. Can it wait till tomorrow?

Saying it clearly

1 **Listen to different ways of saying no politely from *Saying it accurately* exercise 2. Note how the speakers use a firm tone and how their voices go down to indicate their rejection of the proposal.**

2 **Listen again and repeat the sentences.**

3 **Listen to these sentences, noting how the sounds between words are connected. When one word ends with a consonant and the next word starts with a vowel, the sounds are linked.**

I'm sorry, but that's out of the question.

Thanks, but I have to say no.

I'm afraid I really can't.

4 **Listen again and repeat.**

Cultural note

Saying no comes more easily to some cultures than others, where people tend to be direct. To some people, this directness can sound rude.

In contrast, in some countries people rarely say no, so a 'maybe' often signals a strong possibility of 'yes'. This can lead to misunderstandings between people. So, always be clear about your intentions, but remain polite at all times.

Saying it appropriately

1 **Jane is trying to say no to Dan politely. Choose the most appropriate response in each case.**

1 Would you like to see that new horror film at the Odeon tonight?
   a No, definitely not.
   b Thanks, but I'm not keen on that kind of film.

2 I'd love to show you my new flat. I'd appreciate some design suggestions!
   a Thanks but I haven't got time.
   b I'm really sorry - I'd love to see it but I haven't got time at the moment.

3 How about a drink after work, or at lunchtime, if you prefer?
   a I'm sorry, I really don't think it's going to work.
   b As I've said before, I'm really not interested.

2 **When saying no politely, it's important not to sound insincere. Listen to the following speakers and decide if they sound sincere or insincere. Tick the appropriate box.**

		sincere	insincere
1	I really can't, sorry. But thanks for asking.		
2	It's just not for me, sorry.		
3	I'm sorry, but I really have to say no.		
4	I'm really sorry but it's just not possible.		
5	That's very kind of you, but I don't think it's going to work.		

3 **Listen to the same sentences, said in an appropriate tone this time, and repeat them.**

Get speaking

1 **You are speaking to a colleague at your place of work or study. Play the Audio CD to start. When you hear the beep, pause and respond appropriately.**

1 Say no politely and explain that you have a previous arrangement.
2 Say no politely and express your (negative) feelings towards the subject.
3 Say no strongly, but politely and firmly, because you hope to discourage any more offers.

2 **You are speaking to a coursemate. Play the Audio CD to start. When you hear the beep, pause and respond, saying no politely to all her suggestions. Try to use all the strategies outlined in *Useful tips*.**

20 COMPLAINING ABOUT SOMETHING

USEFUL TIPS

A direct complaint in English can sound impolite, so it's best to use an indirect manner. Here are some ways to complain without seeming rude.

- Apologize for having cause to complain:
  I'm sorry to have to say this but ...
- Assume that the problem wasn't intentional on the part of the person you are complaining to:
  There may have been a misunderstanding about ...
- Explain the problem as objectively as you can, without blaming anyone:
  I've got a bit of a problem here, you see ...
  Would it be a good idea to ...?
- Suggest a way of solving the problem, if appropriate:
  I'd be happy to offer you a refund.

When someone complains to you about something, summarize the situation, apologize and suggest a solution.

Conversations

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1 **Listen to these two conversations.**

1 A tenant has to call his landlord about some problems in his flat.

Tenant: Good morning. I'm one of the tenants in your flat. It's number 55 Park Road.

Landlord: Oh, yes, you're one of the students! Everything alright?

Tenant: Not exactly, no. **I'm afraid there are a couple of problems with the flat.**

Landlord: Oh, **I'm sorry to hear that.** What kind of problems?

Tenant: Well, we haven't had any hot water for a couple of days now. We thought it was just a temporary problem with the system but something's obviously more seriously wrong, and **I wonder if you could please send someone round to have a look at it.**

Landlord: Of course. I'll get my plumber to come around at the weekend.

Tenant: Well, **it might be an idea for him to come round a bit sooner** than that because **as I say**, we haven't had any hot water for three days now and I don't think we can manage until the weekend.

Landlord: I see, okay, yes, **I'll get on to that immediately,** then.

Tenant: **There's also the matter of** the fridge.

Landlord: The fridge?

Tenant: Yes, I think **there may have been a misunderstanding** but we all assumed there would be a fridge in the flat when we moved in, because it was advertised as inclusive of appliances.

Landlord: Ah, yes, **sorry about that.** The students who moved out took it with them and I didn't get round to ordering a new one before the start of the term. **I'm really sorry, I can only apologize.** I'll order one today.

Tenant: We bought one, actually, on eBay. But if you could refund us ...?

Landlord: Of course! That's absolutely fine. Just tell me how much you paid for it and I'll pay you back.

2 Jane is talking to her flatmate Elena about a misunderstanding.

Jane: Excuse me if I'm out of line, Elena, but **I think there's been a bit of a misunderstanding** about my bike.

Elena: Your bike? What do you mean?

Jane: Well, I said you could borrow it any time, but I assumed you'd ask me first. I needed it to get to work yesterday but when I got up, I found you'd taken it to work already.

Elena: Oh, Jane, **I'm so sorry!** I just assumed you had the day off yesterday ...

Jane: Well, in future, **would you mind just checking with me** before you take it? **I'm sorry if I didn't make it clear to you.**

Elena: No, of course, **it's completely understandable, I'm so sorry. It won't happen again, I promise.**

Understanding

1 The landlord took some notes during the phone call with the tenant. Complete his notes.

Students – 55 Park Road

Complaints	Proposed action:
1.	1.
2.	2.

2 **Read Conversation 2 again and find examples of any of the strategies outlined in *Useful Tips*.**

Cultural note

In Britain, many people are generally reluctant to complain. They will often accept bad service because they want to avoid conflict. For this reason, it may be advisable to criticize something or express your dissatisfaction in a more indirect way.

Saying it accurately

1 **Match the two halves of the sentences.**

1	I've got a bit of a problem with …	a	a complaint about the service.
2	Don't get me wrong, …	b	about the order.
3	I'm sorry to have to say this, but …	c	allow customers to try clothes on, before buying them?
4	Wouldn't it be a good idea to …	d	apologize enough.
5	I'm afraid I have to make …	e	but I think you should make it clearer on your booking form.
6	I think there's been a misunderstanding …	f	some sort of compensation for the inconvenience.
7	I'd like to offer you …	g	something I bought here.
8	I can't …	h	the standard of this hotel isn't 3 star at all.

2 **Number the sentences from *Saying it accurately* exercise 1 according to the category they belong to.**

Complaining *1*, ...

Apologizing for a complaint .....

Suggesting a way to solve the problem .....

3 **Read *Conversations* again and find more sentences to add to each of the categories in *Saying it accurately* exercise 2.**

Saying it clearly

1 **Look at these sentences, noting how the key words are stressed to make the speaker's meaning and intention clear.**

1 In future, would you mind just checking with me before you take it?
2 I'm really sorry, you have every right to complain.
3 We'd be very happy to offer you a discount as compensation for the problems you had.
4 Don't get me wrong, but I think you should make it clearer on your booking form.
5 I've got a bit of a problem with something I bought here.

2 **Listen again to the sentences and repeat them.**

Saying it appropriately

1 **Listen to two versions of this extract from a telephone call and answer the questions.**

1 Which version is more effective, the first or second version? .....
2 Which words describe the more effective version? .....

a concerned
b annoyed
c blaming
d polite
e determined

2 **Listen to the sentences and repeat them, copying the appropriate tone.**

Get speaking

1 **You have just been to a restaurant and you have several reasons to complain to the manager. Play the Audio CD to start. When you hear the beep, pause and respond.**

1 Apologize for having to complain, and tell the manager that you are going to complain about several things.
2 Make it clear that your food was delicious, however, the waiter took a very long time to bring it.
3 Suggest that the menu should state clearly which dishes might take longer than usual to prepare.

Extended learning through COBUILD

This section provides you with information from the COBUILD corpus on key vocabulary items in the conversations. It gives information on meaning, usage and collocations.

Unit 1 Starting an informal conversation

journey

- How was the journey here?
- What sort of journey did you have?
- We had a pleasant journey home even though we didn't get a seat.
- My bus journey can take twice as long during rush hour.
- I've just had a nightmare seven-hour train journey from Manchester.

COLLOCATIONS: a **short/comfortable/pleasant/easy** journey
a **long/three-hour/nightmare/awful** journey

[In American English, you usually say **trip** instead of *journey*.]

Unit 2 Responding

don't you think?

- It was a sad film, didn't you think?
- She doesn't have a university degree. They're overrated, anyway, don't you think?
- Nice weather we're having lately, don't you think?
- It seems terrifically good value, don't you think?
- Pretty strange, don't you think?
- It's really quite stylish. Don't you think?

Unit 3 Interruptions

anyway

You use **anyway** to change the topic or return to a previous topic.

- 'I've got a terrible cold.' – 'Have you? Oh dear. Anyway, so you're not going away this weekend?'
- Anyway, where was I?
- Anyway, like I said, I didn't believe him.
- Anyway, what were you saying about your friend?
- So anyway, as I was saying, September is a far better time for a holiday.
- But anyway, the real question is, was it right?

SYNONYM: anyhow

Unit 4 Exchanging information

apparently

You use **apparently** to indicate that the information you are giving is something that you have heard, but you are not certain that it is true.

- The fire apparently began on the ground floor.
- Apparently that's what he'd told her.
- And then one day apparently she just left him.
- Apparently my grandfather said on the day I was born, 'He will become a doctor'.

SYNONYMS: seemingly, supposedly

Unit 5 What to say when you don't remember a word

you know

You use **you know** when you are trying to explain more clearly what you mean, by referring to something that the person you are talking to knows about.

- Wear the white dress, you know, the one with all the black embroidery.
- We saw more of each other, you know, spoke on the phone and such.
- I met my sister in that cafe, you know, just off St Anne's Square.
- They all wear bandanas tied over their eyes, you know, like Zorro?
- So what is your dream job? You know, the one you fantasized about when you were young.

Unit 6 Changing the subject

by the way

You say **by the way** when you add something to what you are saying, especially something that you have just thought of.

- The name Latifah, by the way, means 'delicate'.
- By the way, how did your seminar go?
- By the way, congratulations on the promotion.
- By the way, there's a rumour going round that you're going to retire.
- Did she tell you about her mother, by the way?
- Oh, and by the way, what I said to Lesley applies to everyone.

Unit 7 Asking for clarification and checking understanding

with somebody

If someone says that they are **with** you, they mean that they understand what you are saying.

- 'Are you with me so far?' – 'So far, so good.'
- Yes, I know what you mean. Yes, now I'm with you.
- 'I mean I'm talking about the office as a whole.' – 'Ah. I'm with you now. Yeah, right.'
- I'm not with you. Tell me what you mean.
- I'm sorry, I'm not quite with you.
- I'm not with you, John, I don't understand.

Unit 8 Showing interest in a conversation

really

You can use **really** to express surprise or disbelief at what someone has said.

- 'We discovered it was totally the wrong decision.' – 'Really?'
- 'She leaves for Madrid on Thursday.' – 'Really?'
- 'She's only just twenty.' – 'Oh, really?'

dear

You can use **dear** in expressions such as **'oh dear'**, **'dear me'**, and **'dear dear'** when you are sad, disappointed, or surprised about something.

- 'My father's not well.' – 'Oh dear.'
- 'The doctor thinks he's developing pneumonia.' – 'Oh dear me.'
- It's been delayed another week? Oh dear!

[**Dear** is used particularly in British English.]

Unit 9 How to end the conversation politely

anyway

You use **anyway** to indicate that you want to end the conversation.

- Anyway, I'd better let you have your dinner. Give our love to Francis. Bye.
- Anyway, I'd better get going, I've got loads to do.
- Anyway, I'll let you go now. I just wanted to say hello and to welcome you back.
- Anyway, best of luck, Mark. See you soon.
- Anyway, we have to go. Nice to see you.
- Anyway, I must be going. Goodbye, Mr Turner.

SYNONYM: anyhow

Unit 10 Making suggestions or proposals

how

You use **how** in expressions such as **'how about ...'** or **'how would you like ...'** when you are making an offer or a suggestion.

- When you're over in London, how about coming to dinner?
- How about something more local?
- How would you like to go to a party tonight?

what about

You use **what about** at the beginning of a question when you make a suggestion, offer, or request.

- What about going out with me tomorrow?
- What about doing something practical like flower arranging?
- What about a trip to the rainforests of South America?

Unit 11 Making polite requests

could

You use **could** in questions when you are making a polite request or asking for permission to do something. Speakers sometimes use **couldn't** instead of 'could' to show that they realize that their request may be refused.

- Could I speak to you in private a moment, Jack?
- Could I possibly take a telephone number that we can contact you on?
- I wonder if I could ask for your help?
- Could you please post the card for me?
- Maybe you could offer Mr Malone some coffee, Gina?
- Is there any chance I could speak to Joe?
- I couldn't come and stay the night, could I?

Unit 12 Asking for and giving advice

advice

- I wanted to ask your advice before I spoke to anyone else.
- I thought you might be able to give me some advice.
- I need some advice on how best to approach my boss for a pay rise.
- Take my advice and stay away from him!
- Let me give you some advice. Don't think about the past.
- The best advice I can offer is to say that, if you can afford it, go ahead and try it.

COLLOCATIONS: **give/offer** *(someone)* advice
ask (for)/need/take/follow/ignore *(someone's)* advice
advice **on** *something*

Unit 13 Asking for and giving opinions

in my view

You use **in my view** when you want to indicate that you are stating a personal opinion, which other people might not agree with.

- In my view, things have to be done a lot sooner.
- In my view, he is simply the best coach in the world.
- In my view, the only way to do any job speedily and successfully is to have a small team.
- This is, in my view, a waste of time and money.
- It's a bit simplistic in my view to say you can only use force in self defence.
- That's the problem, in my view.

Unit 14 Agreeing and disagreeing

agree

- I totally agree that public services do not need any more targets.
- Absolutely. I totally agree with that assessment.
- I would generally agree with that.
- While I strongly agree with his comments, the problems go much deeper than that.
- 'This really is a positive move.' – 'I couldn't agree more.'
- You and I are going to have to agree to disagree then.

COLLOCATIONS: agree **on/about/with** *something*
agree with a **statement/assessment/suggestion/viewpoint**
agree **with** *someone* **generally/broadly/strongly/totally**

PHRASES: agree to disagree, agree to differ, couldn't agree more

Unit 15 Emphasizing what you say

really

You can use **really** to emphasize a statement.

- I'm very sorry. I really am.
- It really is best to manage without any medication if you possibly can.
- I really feel that we should get it done.
- I really think we should celebrate.
- It really is an incredibly beautiful place.
- Thanks again, Hannah. I really appreciate your help.

COLLOCATIONS: really **want/need** *something*
really **appreciate/enjoy/like/love** *something*
really **think/believe/feel** *something*

Unit 16 Giving and receiving compliments

nice

If you say that something is **nice**, you mean that you find it attractive, pleasant, or enjoyable.

- That's a very nice dress. Where did you get it?
- 'Nice perfume. What is it?' – 'Lavender Water. I got it at Anderson's.'
- 'You look really nice in that dress.' – 'Thanks.'

COLLOCATIONS: *something* **is/looks/sounds/smells/tastes/feels/seems** nice
very/really/extremely/awfully/quite/rather nice
a nice **thing/place/house/meal**

SYNONYMS: lovely, beautiful, sweet

ANTONYM: nasty

Unit 17 Encouraging and reassuring

give something your best shot

If you **give** something your **best shot**, you do it as well as you possibly can.

- I don't expect to win. But I am going to give it my best shot.
- We know it's a difficult task but we'll give it our best shot.
- You might as well just give it your best shot.
- Don't think what might happen if you don't do well. Just give it your best shot.
- You just have to give it your best shot and muster up as much courage as you can.
- It's a real shame that things haven't worked out but at least you gave it your best shot.

Unit 18 Giving negative feedback or bad news

disappointed

- Oh, Jessica, you must be so disappointed.
- I'm extremely disappointed to hear the bad news.
- I know you must be very disappointed by this.

COLLOCATIONS: **be/feel/seem/sound/look** disappointed
very/extremely/really/deeply/terribly disappointed

SYNONYMS: upset, distressed

ANTONYM: pleased

disappointing

- This news is disappointing, but could have been worse.
- It's really disappointing for everyone.
- It's a bit disappointing. I have to admit I was expecting better.

COLLOCATIONS: **be/prove/seem** disappointing
very/extremely/really/terribly/hugely disappointing

SYNONYMS: upsetting, distressing

ANTONYM: pleasing

Unit 19 Saying no politely

on

You use **on** in expressions such as **'have a lot on'** and **'not have very much on'** to indicate how busy someone is.

- 'Perhaps we could go for lunch?' – 'Sorry, I've got something else on.'
- I have a lot on in the next week.

[In American English you would say *have a lot* ***going*** *on* or *not have very much* **going** *on*.]

time

- Look, can we talk another time? Now's not a good time.
- It's not a good time right now. Let's meet up next week.

not for you

If you say that something is **not for** you, you mean that you do not enjoy it or that is not suitable for you.

- No, thanks, it's just not for me.
- Five-course dinners are simply not for me.

Unit 20 Complaining about something

misunderstanding

A **misunderstanding** is a failure to understand something properly, for example, a situation or a person's remarks.

- I believe there may have been a slight misunderstanding.
- I'm sure that it's just a misunderstanding.
- It was just a misunderstanding, that was all.
- We're sorry for any misunderstanding.
- To avoid misunderstandings, always insist on a written contract.
- What began as a simple misunderstanding was quickly sorted out.

COLLOCATIONS: **sort out/overcome/resolve/avoid/prevent** a misunderstanding
a **slight/silly/minor/unfortunate** misunderstanding

GLOSSARY

This Glossary will help you understand some of the difficult words used in the book. Make sure you understand them so you can follow the instructions and the language and cultural notes in the units.

A

acceptable ADJ **Acceptable** activities and situations are those that most people approve of or consider to be normal.

accurately ADV Something that is done or said **accurately** is said or done correctly or exactly, without error.

acquaintance (acquaintances) N-COUNT An **acquaintance** is someone who you have met and know slightly, but not well.

announce (announces, announcing, announced) VERB If you **announce** a piece of news or an intention, especially something that people may not like, you say it loudly and clearly, so that everyone you are with can hear it. • *Peter announced that he had no intention of wasting his time at any university.*

apologetic ADJ If you are **apologetic**, you show or say that you are sorry for causing trouble for someone, for hurting them, or for disappointing them.

appropriately ADV Something that is done **appropriately** is done in a way that is suitable or acceptable for a particular situation. • *Dress appropriately and ask intelligent questions.*

B

body language N-UNCOUNT Your **body language** is the way in which you show your feelings or thoughts to other people by means of the position or movements of your body, rather than with words.

C

casual ADJ A **casual** event or situation happens by chance or without planning. • *What you mean as a casual remark could be misinterpreted.*

clarify (clarifies, clarifying, clarified) VERB To **clarify** something means to make it easier to understand, usually by explaining it in more detail. • *Thank you for writing and allowing me to clarify the present position.*

clarification (clarifications) N-VAR **Clarification** is the act or an instance of explaining something more clearly. • *The union has written to Zurich asking for clarification of the situation.*

conversation opener (conversation openers) N-COUNT A **conversation opener** is a remark or question that you use in order to start a conversation with someone.

consonant (consonants) N-COUNT A **consonant** is a sound such as 'p', 'f', 'n', or 't', which you pronounce by stopping the air flowing freely through your mouth. • *Two or more consonants can be next to each other without a vowel in between — for example in 'spoon', 'spring' or 'strength'.*

cue (cues) N-COUNT In the theatre or in a musical performance, a performer's **cue** is something another performer says or does that is a signal for them to begin speaking, playing, or doing something.

D

deny (denies, denying, denied) VERB When you **deny** something, you state that it is not true. • *She denied both accusations.*

diplomatic ADJ Someone who is **diplomatic** is able to be careful to say or do things without offending people. • *She is very direct. I tend to be more diplomatic, I suppose.*

E

echo (echoes, echoing, echoed) VERB If you **echo** someone's words, you repeat them or express agreement with their attitude or opinion.

elision (elisions) N-VAR **Elision** is the act or an instance of not pronouncing a word fully.

empathy N-UNCOUNT **Empathy** is the ability to share another person's feelings and emotions as if they were your own.

emphasis (emphases) N-VAR **Emphasis** is extra force that you put on a syllable, word, or phrase when you are speaking in order to make it seem more important. • *'I might have known it!' Miss Burnett said with emphasis.*

encouragement (encouragements) N-VAR **Encouragement** is the activity of encouraging someone, or something that is said or done in order to encourage them. • *I also had friends who gave me a great deal of encouragement.*

enthusiastic ADJ If you are **enthusiastic about** something, you show how much you like or enjoy it by the way that you behave and talk. • *Tom was very enthusiastic about the place.*

expression (expressions) N-COUNT An **expression** is a word or phrase.

F

forceful ADJ Something that is **forceful** has a very powerful effect and causes you to think or feel something very strongly. • *It made a very forceful impression on me.*

formal ADJ **Formal** speech or behaviour is very correct and serious rather than relaxed and friendly, and is used especially in official situations. • *He wrote a very formal letter of apology to Douglas.*

friendly (friendlier, friendliest) ADJ If someone is **friendly**, they behave in a pleasant, kind way, and like to be with other people. • *Godfrey had been friendly to me.*

I

impolite ADJ If you say that someone is **impolite**, you mean that they are rather rude and do not have good manners. • *It is impolite to ask too many questions.*

indicate (indicates, indicating, indicated) VERB If you **indicate** an opinion, an intention, or a fact, you mention it in an indirect way.

• *Mr Rivers has indicated that he may resign.*

informal **1.** ADJ **Informal** speech or behaviour is relaxed and friendly rather than serious, very correct, or official. **2.** ADJ An **informal** situation is one which is relaxed and friendly and not very serious or official.

insincere ADJ If you say that someone is **insincere**, you are being critical of them because they say things they do not really mean, usually pleasant, admiring, or encouraging things. • *Some people are so terribly insincere you can never tell if they are telling the truth.*

interrupt (interrupts, interrupting, interrupted) VERB If you **interrupt** someone who is speaking, you say or do something that causes them to stop.

intonation (intonations) N-VAR Your **intonation** is the way that your voice rises and falls as you speak. • *His voice had a very slight German intonation.*

O

open-ended question (open-ended questions) N-COUNT An **open-ended question** is a question that you answer with an opinion or a piece of information, rather than 'yes' or 'no'.

P

paraphrase (paraphrases, paraphrasing, paraphrased) **1.** VERB If you **paraphrase** someone or **paraphrase** something that they have said or written, you express what they have said or written in a different way. **2.** N-COUNT A **paraphrase** of something written or spoken is the same thing expressed in a different way.

polite (politer, politest) ADJ Someone who is **polite** has good manners and behaves in a way that is socially correct and not rude to other people.

pronunciation (pronunciations) N-VAR The **pronunciation** of a word or language is the way in which it is pronounced.

R

reassurance (reassurances) N-COUNT **Reassurances** are things that you say to help people stop worrying about something. • *...reassurances that pesticides are not harmful.*

reassure (reassures, reassuring, reassured) VERB If you **reassure** someone, you say or do things to make them stop worrying about something. • *I tried to reassure her, 'Don't worry about it. We won't let it happen again.'.*

refuse (refuses, refusing, refused) **1.** VERB If you **refuse to** do something, you deliberately do not do it, or you say firmly that you will not do it. • *He refused to comment after the trial.* **2.** VERB If you **refuse** something that is offered to you, you do not accept it. • *He offered me a second drink which I refused.*

register (registers) N-VAR In linguistics, the **register** of a piece of speech or writing is its level and style of language, which is usually appropriate to the situation or circumstances in which it is used.

relaxed pronunciation (relaxed pronunciations) N-VAR **Relaxed pronunciation** is the way in which the sounds of a word are joined together to make a shortened form that is only used in speech.

request (requests, requesting, requested) VERB If you **request** something, you ask for it politely or formally. [FORMAL] • *Mr Dennis said he had requested access to a telephone.*

respond (responds, responding, responded) VERB When you **respond** to something that is done or said, you react to it by doing or saying something yourself.

response (responses) N-COUNT Your **response** to an event or to something that is said is your reply or reaction to it.

rude (ruder, rudest) ADJ When people are **rude**, they act in an impolite way towards other people or say impolite things about them.

S

sensitively ADV Something that is done **sensitively** is done with understanding and awareness of people's feelings, needs and problems. • *The abuse of women needs to be treated seriously and sensitively.*

sentence structure (sentence structures) N-VAR **Sentence structure** is the way in which words and phrases are organized within a sentence. • *...very basic kinds of sentence structures, like subject-verb-object.*

signal (signals, signalling, signalled) **1.** N-COUNT A **signal** is a gesture, sound, or action which is intended to give a particular message to the person who sees or hears it. • *You mustn't fire without my signal.* **2.** VERB If you **signal to** someone, you make a gesture or sound in order to send them a particular message. • *Dr Hope rose from her seat, signalling that their interview was at an end.*

sincere ADJ If you say that someone is **sincere**, you approve of them because they really mean the things they say. You can also describe someone's behaviour and beliefs as **sincere**. • *He's sincere in his views.*

stress (stresses, stressing, stressed) **1.** N-COUNT You put **stress on** a word or part of a word when you emphasize it so that it sounds slightly louder. • *...the misplaced stress on the first syllable of this last word.* **2.** VERB If you **stress** a word or part of a word when you say it, you put emphasis on it so that it sounds slightly louder.

stressed ADJ If a word or part of a word is **stressed**, it is pronounced with emphasis.

syllable (syllables) N-COUNT A **syllable** is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one **syllable**, and 'reading' has two **syllables**.

T

tag questions (tag questions) N-COUNT A **tag question** is a short clause such as 'isn't it?' which is formed at the end of a statement, and which changes the statement into a question.

tone (tones) N-COUNT Someone's **tone** is a quality in their voice which shows what they are feeling or thinking. • *I still didn't like his tone of voice.*

U

unenthusiastic ADJ If you sound **unenthusiastic about** something, you do not sound very interested in it.

unfriendly ADJ If you describe a person, organization, or their behaviour as **unfriendly**, you mean that they behave towards you in an unkind or rather hostile way.

V

vowel (vowels) N-COUNT A **vowel** is a sound such as the ones represented in writing by the letters 'a', 'e', 'i', 'o' and 'u', which you pronounce with your mouth open, allowing the air to flow through it. • *The vowel in words like 'my' and 'thigh' is not very difficult.*

ANSWER KEY

Unit 1 Starting an informal conversation

Understanding

1

Conversation 1 B
Conversation 2 D
Conversation 3 C

Saying it accurately

1

1 So 2 Where 3 Nice 4 exactly 5 long 6 isn't
7 How 8 heard 9 Tell 10 looks

2

[1] Becky: The course looks popular, doesn't it?
[2] Nick: Yes, it does. Have you done Spanish before?
[3] Becky: No, I haven't. But I've just got a job in international sales so I thought it would be good to learn Spanish. What about you?
[4] Nick: I've done a course before, but the trouble is, if you don't practise, you forget everything. I don't really need it for my job so I'm worried the same thing might happen again!
[5] Becky: What exactly do you do?
[6] Nick: I'm an accountant.
[7] Becky: Well, you could always work in Spain. They need accountants too!
[8] Nick: That's an idea! Oh, look, you're next in the queue. Good luck!

3

1 isn't it?
2 How do you and Jack know each other?
3 Where are you from?
4 I've heard so much about
5 How long have you been in this country?
6 what exactly do you do?
7 Tell me

Saying it appropriately

1

		friendly / enthusiastic	unfriendly / unenthusiastic
1	What exactly do you do?		✓
2	This place is great, isn't it?	✓	
3	That looks interesting.		✓
4	Where are you from?	✓	
5	How did you get here?	✓	

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I've known Ian since we were at college together. And I met Jess through him.
2 I'm from Paris originally but I've lived here for a few years.
3 I'm a sports journalist. I work for a magazine called *Point*.
4 I came by train. There were lots of delays – a nightmare!
5 About an hour – but I do live on the other side of the city.

Unit 2 Responding

Understanding

1

Echoing:
Mallorca?
Open-ended question:
Oh, what were you doing there?
What's it like?
Picking up on information:
How long have you been speaking Spanish?
I love reading on holidays.
Asking for opinion:
It's quite touristy, though, isn't it?
don't you think?

Saying it accurately

1

1 mean 2 remember 3 isn't 4 Guess 5 saying
6 think

2

1 You were saying, you're going to Delhi?
2 It's quite a long flight, isn't it?
3 I remember the last time I did that trip.
4 don't you think?
5 I know what you mean.
6 guess where I had to go next?

Saying it clearly

1

1 I know what you mean.
2 I remember the last time I did that trip.
3 It's quite a long flight, isn't it.
4 Guess where I had to go next?
5 You were saying, you're going to Delhi?
6 Don't you think?

Saying it appropriately

1

1 It's lovely today, isn't it? (falling)[↘]
2 The film hasn't started yet, has it? (rising) [↗]
3 You're American, aren't you? (falling)[↘]
4 It's really exhausting, isn't it? (falling) [↘]
5 You live round here, don't you? (rising) [↗]
6 I can't do everything, can I? (falling) [↘]

Get speaking

1

(Answers will vary. Suggested answers only.)
1 Oh - where did you go?
2 IKEA?
3 Really? What's it like?
4 Oh, that sounds nice. I remember my last trip to IKEA - I got completely lost ...

2

(Answers will vary. Suggested answers only.)
1 That sounds exciting – what made you want to start salsa dancing?
2 Oh, I remember getting, stuck on that road.
3 I know what you mean. It's a really long day, isn't it?
4 I queued up for an hour, and guess what happened when I got to the box office? They'd sold out!

Unit 3 Interruptions

Understanding

1

Interrupting politely	I'm sorry, but ... Excuse me, may I interrupt? Actually, can I just say ...
Dealing with interruptions	Hang on a minute. Anyway ... As I was saying ... Sorry, you were saying ... Now, where was I?

Saying it accurately

1

1 Excuse
2 sorry
3 Actually
4 point
5 finished
6 minute
7 Hang
8 getting
9 saying
10 where

2

(Answers may vary. Suggested answers only.)
1 Excuse me. Can I just say, it was in Argentina.
2 Actually, there were two of them.
3 Excuse me. May I interrupt?

Saying it appropriately

1

		polite	impolite
1	That's not what I was saying.		✓
2	Actually, that's not right at all.		✓
3	May I just finish?	✓	
4	Hang on a minute.		✓
5	I hate to interrupt but can I just say something, please?	✓	

Get speaking

1

(Answers will vary. Suggested answers only.)
1 Actually, can I just point out, Kate was only five minutes late, because her car had broken down on the motorway.
2 Excuse me, can I just say, she did whisper an apology to Mr Harrison.
3 I'm sorry, but this isn't quite what happened. Kate wasn't meant to be doing her presentation. Mr Harrison had made a mistake.
4 You were saying ...

Unit 4 Exchanging information

Understanding

1

Offering appropriate information first:
He's a very talented guy. I think his coverage of Fashion Week for us was fantastic.
Asking questions indirectly:
You're doing that fashion shoot with Rick, aren't you?
Creating a personal and friendly relationship:
That's so true, Katie.
I hear you used to work with Rick on some of our earlier campaigns.
I think his coverage of Fashion Week for us was fantastic.
But between you and me, I don't think he could have done it without his team.

Saying it accurately

1

a Katie b Theo

2

		What you've heard	What you think
1	According to …	✓	
2	I'm sure that …		✓
3	I overheard him talking to …	✓	
4	Apparently, …	✓	
5	I heard a rumour that …	✓	
6	It seems / appears that …	✓	
7	I reckon …		✓
8	… so I'm told / I hear.	✓	
9	Did you hear that …?	✓	
10	I believe …		✓

3

(Answers will vary. Suggested answers only.)
1 *I heard / believe that* Sophia's splitting up with her boyfriend.
2 They haven't been happy for a while, so *I'm told / so I hear*.
3 *Apparently,* she wants to move back to Greece.
4 *It seems that* she'll be gone by January.
5 *According to Lorna*, she's already booked her ticket.
6 *Did you hear that* they're planning to advertise her job here?
7 *I heard a rumour that* they'll probably just divide up her work amongst the rest of us.

4

1 You've worked in advertising before, haven't you, Luke?
2 You are going to the party, aren't you, James?
3 You've met Prof. Wilson before, haven't you, Steve?
4 You don't know what the results of the test are, do you, Karen?
5 You were at the party, weren't you, Sandeep?

Saying it appropriately

1

		Direct	Personal and friendly
1	Have you just started working here?	✓	
2	You've met my brother, haven't you, Paul?		✓
3	Did you remember to turn off the photocopier?	✓	
4	You've read the report, haven't you, Clive?		✓
5	You are going to Mr Dixon's leaving do, aren't you, Mrs Henderson?		✓

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I heard a rumour that the club might be closing down.
2 You haven't heard anything about it, have you, Max?
3 According to Janice, the club is going to move out of the city.
4 You don't know when the meeting might happen, do you, Max?

Unit 5 What to say when you don't remember a word

Understanding

1

house warming	a party to celebrate her new house
memorial	a special service for him, to remember him
grater	the thing you use to slice vegetables really thinly, it's made of metal

Saying it accurately

1

1 looking for
2 mean
3 think
4 like
5 sort of
6 know

2

1 It's a sort of terrace, just off the living room, but it's got a wooden floor.
2 Yes, that's the word I'm looking for.
3 It's like a waterfall, but smaller and decorative.
4 What's the word I'm looking for?

3

Using a simpler word: 2
Explaining the word: 3
Using examples: 1

Saying it appropriately

1

		helpful	unhelpful
	Looking for the word		
1	It's sort of .... Oh, I can't think of the word.		✓
2	It's sort of .... Oh, what's the word I'm looking for ....?	✓	
3	No, I don't mean a tent! It's much bigger than that!		✓
	Trying to help a speaker find the right word		
4	I know what you mean!		✓
5	Oh, I can't think of the word either!	✓	

Get speaking

1

(Answers will vary. Suggested answers only.)
1 Hello. The thing that you put CDs into won't open.
2 Thanks, I'm looking for something you use in the kitchen. I can't think of the word ... It's metal, with holes in it and you use it for baking to sift flour.
3 He's going to ... what's the word I'm looking for? He's decided to travel around the world for a year before he goes to university.

Unit 6 Changing the subject

Understanding

1

Strategy	Sentences from the conversation
Interrupt yourself rather than the speaker.	Oh, while I remember ...
Change the subject to something that is loosely connected with the topic.	By the way, a fantastic new fast food chicken restaurant has just opened on the High Street. Speaking of keeping chickens, I was actually thinking of getting a couple myself. I know what you mean. I had a similar experience last week.
Announce a change of topic.	This has nothing to do with what we're talking about but ...
Make an apology for changing the conversation.	'Sorry, this has nothing to do with what we're talking about but ...'

Saying it accurately

1

1 Speaking of … = Talking of …
2 Before I forget … = While I remember …
3 That reminds me of … = Something similar happened …
4 This has got nothing to do with what we're talking about but … = Changing the subject for a minute …

2

Interrupting yourself in order to change the conversation. 3
Announcing a change of topic. 2, 5
Picking up on a connected topic. 1, 4, 6

3

1 Speaking of
2 by the way
3 This has got nothing to do with what we're talking about but

Saying it appropriately

1

1 polite
2 insincere
3 rude

Get speaking

1

(Answers may vary. Suggested answers only.)
1 I know this has got nothing to do with what we're talking about, but did you hear that we're getting a new lecturer next term?
2 That reminds me of my last holiday.
3 I'm still studying – the course is really interesting but it can be hard work sometimes. Oh, before I forget, I wanted to talk to you about motorbikes. I'm thinking of getting one.

Unit 7 Asking for clarification and checking understanding

Understanding

1

Repeat any complicated explanations to make sure you have made yourself clear:
No, what I mean is, you have to reset a button on your modem.
Okay, here's what you do.

Ask for clarification to make sure you have understood everything:
Do you mean, turn off the computer?
I'm not quite with you.
Let me just check that I've got it right.
Sorry you've lost me.
… just go over what I do next?

Confirm that everything has been understood:
Are you following me?
Oh, yes. I've got it, thanks.
Does that make sense?
Right?
Did you get that?
Yes, I've got that bit …
Got it.

Saying it accurately

1

1 following
2 Got
3 lost
4 sense
5 catch
6 idea
7 What
8 with
9 far
10 here's

2

1 Here's what you do.
2 lost me
3 What did
4 got that
5 Did you get that? / Are you following me? / Does that make sense?
6 that make sense?
7 I've got it. / I'm with you. / Got it, thanks.

Saying it appropriately

1

1 c
2 c
3 a

Get speaking

1

(Answers may vary. Suggested answers only.)
1 I'm sorry, could you just go over that last part again?
2 Thank you. I've got it.
3 I'm sorry, I didn't quite catch the last part. Would you mind repeating it?

Unit 8 Showing interest in a conversation

Understanding

1

Echo the key information to encourage further explanation:
You worked there? How interesting!

Show empathy that you understand how the speaker feels:
Really? That's amazing.
Oh dear. What happened?
No!
You're joking!

Paraphrase. Reformulate in your own words what has been said to show that you are listening:
So you're telling me that a total stranger sat there, in your car, till you got back?

Saying it accurately

1

To show that you have empathy about something good
1, 3, 6, 7
To show that you have empathy about something bad
2, 5, 8
To show disbelief 4, 9, 10

2

[2] Lara: Really? Strategy *Empathizing*
[1] Lara: Terrible? Strategy *Echoing*
[4] Lara: That's unbelievable! Strategy *Empathizing*
[6] Lara: So what you're telling me is, I went away for a week and in that time, you got a promotion! Strategy *Echoing*
[3] Lara: You mean you were stuck in traffic for three hours? Strategy *Paraphrasing*
[5] Lara: Promoted? Strategy *Echoing*
[7] Lara: That's amazing! Well done! Strategy *Empathizing*

Saying it appropriately

1

In extract 1, B's tone is *interested* and his intonation is *rising*. This response encourages A to *continue* talking about the topic.

In extract 2, B's tone is *uninterested* and her intonation is *falling*. This response encourages A to *stop* talking about the topic.

3

1 That's fantastic! [✓]
2 Wonderful! [✓]
3 How amazing! [✗]
4 Great! [✓]
5 How terrible! [✓]
6 That's awful! [✗]
7 Oh no! [✓]
8 That's dreadful! [✓]
9 I can't believe it! [✗]
10 Incredible! [✓]

Get speaking

1

(Answers may vary. Suggested answers only.)
1 Oh dear.
2 At a wedding?
3 So you're telling me that she didn't seem to like him, and now she's going out with him?
4 That's terrible.

2

(Answers may vary. Suggested answers only.)
1 Australia?
2 Really? That's wonderful!
3 Oh, how awful!
4 So you're telling me that he won the first marathon he ever ran?
5 That's incredible!

Unit 9 How to end the conversation politely

Understanding

1

Watching out for signals that your listener wants to end the conversation:
Tess: Mmm. / Yes, well …

Taking control of the conversation when you want it to end:
Joel: I agree, but then again, you never know how you'll react in a situation, until you are actually in it, if you see what I mean. Anyway, look, I really must go.

Letting the other speaker know that you have enjoyed the conversation:
Lily: Thanks! Look, I'd better let you go. I've been keeping you talking for ages. But it sounds really interesting.

Explaining why you have to go:
Joel: I'm going to be late for my class.

2

In conversation 3, Max fails to take control of the conversation before making his excuse to leave:
Max: I've got to go.
In conversation 4, Steve isn't taking any notice of the signals to show that Tess isn't interested in the conversation, such as monosyllabic answers:
Tess: Mmm. / Yes, well ...
Tess makes an excuse which doesn't sound believable. She also fails to take control of the conversation before making her excuse to leave:
Tess: I've just remembered I'm meeting my cousin this evening. He's arriving any minute, from Canada.

Saying it accurately

1

1 Sorry, I've got to go.
2 I'd better let you go now.
3 It's been good talking to you.
4 Nice to meet you.
5 Let's catch up soon.
6 Sorry, I must be off.
7 I have to rush off now.
8 Let's meet up again soon.

2

Letting the other speaker know that you have enjoyed the conversation: 3, 4

Letting the speaker know that you want to talk to them again: 5, 8
Explain that you have to leave the conversation: 1, 2, 6, 7

Saying it clearly

1

1 Sorry, I've got to go.
2 I'd better let you go now.
3 It's been good talking to you.
4 Nice to meet you.
5 Let's catch up soon.
6 Sorry, I must be off.
7 I have to rush off now.
8 Let's meet up again soon.

Saying it appropriately

1

1 b 2 a 3 b

2

		sincere	insincere
1	I'd love to carry on talking to you but I'm in huge rush ...	✓	
2	I've got to go, sorry.		✓
3	Sorry, I really must dash off.	✓	
4	Erm, I have to go, sorry, nice talking to you.		✓
5	I'd better let you go ...	✓	

Get speaking

1

(Answers will vary. Suggested answers only.)
1 She's very confident, isn't she? Look, I'd better let you go, but it's been nice talking to you.
2 Sure! I can't stay because I've got an assignment to finish but let's catch up again another time.
3 There is certainly some truth in that ... Look, I must be off, sorry, I've got to drop off some books at the library before it closes. Nice talking to you!
4 I know what you mean! Let's catch up again when you get back.

2

(Answers will vary. Suggested answers only.)
1 Sorry, I really must dash - I've got to be in a class in 10 minutes. Nice talking to you.
2 Sorry, I'd love to carry on talking to you but I've really got to go. Let's catch up again later.
3 I know what you mean. Let's catch up again soon.
4 I definitely agree – there's lots to discuss. I really must dash off now but it was nice talking to you.

Unit 10 Making suggestions or proposals

Understanding

1

Apologize for a negative response and / or give a reason	Sorry, but I'm not mad about them. I tell you what – let's see what's on TV! I'm afraid I'm not keen on horror films.
Make an alternative suggestion	What about Italian food? Or Chinese ... How about that new Japanese place down the road? Why don't we go and see a comedy? I tell you what – let's see what's on TV!
State a preference	I'd rather get him something for his new flat. I'd prefer something a bit less heavy.
Respond positively	Sounds good.

Saying it accurately

1

1 going
2 go
3 meet
4 meeting
5 Do
6 don't
7 to stay
8 stay

2

1 B: Sorry, I'm not keen on bowling. I'd prefer to do something else.
2 B: Shall we see what classical music's on at City Hall?
3 A: Do you fancy going bowling?
4 A: Sounds good, we could look online.
5 B: Good idea, let's listen to some jazz.
6 A: I'd rather hear something classical.
7 A: How about a concert?

3

1 [b]
2 [f]
3 [a]
4 [g]
5 [d]
6 [e]
7 [c]

Saying it appropriately

1

A falling intonation makes a speaker sound more abrupt.

		polite	impolite
1	I really don't fancy spicy food tonight.		✓
2	I'd rather get a DVD.	✓	
3	I'm sorry but I'm really tired. I'd prefer to have an early night.	✓	
4	I'm not keen on that idea. How about something else?		✓
5	I don't mind doing that.	✓	

Get speaking

1

Let's watch a match.
Shall we take a bus tour?
How about going to the cinema?
Do you fancy having a pizza?
Why don't we go to a night club?
I suggest we visit a museum.

2

(Answers will vary. Suggested answers only.)
1 I'm not very keen on fish, I'm afraid. How about going to a steak restaurant?
2 I'd prefer to stay at home tonight - I have to study.
3 I don't mind going by bus but I'd rather drive there.
4 Sounds good!

Unit 11 Making polite requests

Understanding

1

Using *Could* rather than *can*:
Is there any chance I could borrow your camp bed?
I couldn't ask you to drop it at my place, could I?
Jan, could I ask you something?

Using longer, more indirect requests:
Is there any chance I could borrow your camp bed?
I couldn't ask you to drop it at my place, could I?
Would it be at all possible for you to give me a lift home this evening?
Would you mind if I borrowed it?
Would you be able to swap with one of us?

Starting a request with an apology:
I'm really sorry to bother you, but my car's broken down.

Saying it accurately

1

1 possibly
2 Can
3 wonder
4 bother, suppose
5 will
6 mind

2

(Answers will vary. Suggested answers only.)
1 show me what to do, will you? / can you show me what to do, please?
2 could you possibly show me what to do?
3 Excuse me, would you mind showing me what to do, please?

Saying it appropriately

1

1 b 2 c 3 a

2

1 terribly 2 afraid

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I'm terribly sorry but I'm waiting for a friend.
2 That's fine. Would you mind giving them back to me on Sunday morning? I've got some revision to do too.
3 I'm sorry. Could you possibly show me what to do again?
4 I'm really sorry, but something urgent has come up for tomorrow. Would it be possible for me to help you this evening instead?
5 I'm sorry, but I've got an important meeting this morning and won't have any spare time to do any extra work today.

Unit 12 Asking for and giving advice

Understanding

1

Giving advice

Show empathy	Oh, no, you must be really disappointed
Try to imagine yourself in the other person's situation	If it was me, I'd want my friends to tell me the truth If I were you, I'd say to Nadia, 'I saw Jake last night.'
Think about the consequences of taking your advice and not taking your advice.	If you tell her, she might think you're trying to cause problems for her and Jake.
Try to help the person think about all the alternatives.	You could talk to him, I suppose. Have you thought about getting any of the papers remarked? Or, you could try to get into a different university? It might be an idea to retake the exams.

Responding to advice

Positive response	Yes, I think that's my only option. I think I'll look into that first. Yes, that's a good idea.
Negative response	I'd consider that if I was just a few marks away from a good grade, but I'm afraid I've done too badly. The thing is, I don't want her to think I'm just interfering.

Saying it accurately

1

1 d 2 c 3 e 4 b 5 f 6 g 7 a

2

1 idea
2 give
3 were
4 could
5 should

3

(Answers may vary. Suggested answers only.)
1 Can you give me some advice?
2 What do you think I should do?
3 Perhaps you could tell someone about it.
4 It might be an idea to have a chat with her about it first.
5 Yes. If I were you, that's what I'd do.

Saying it appropriately

1

		forceful	hesitant
1	I wouldn't do that.	✓	
2	You ought to do something about it.	✓	
3	You shouldn't really say that.		✓
4	If I were in your situation, I'd leave immediately.	✓	
5	Have you thought about moving?		✓

Get speaking

1

(Answers will vary. Suggested answers only.)
1 Oh, dear. Are you sure you have to drop it?
2 If I were you, I'd definitely speak to her about it.
3 If you don't apply for it, you'll never know!
4 Have you thought about becoming a physiotherapist? Or perhaps you could do sports science? Perhaps you should try to talk to your parents about it.

2

Answers will vary. See Conversations for model answers.

Unit 13 Asking for and giving opinions

Understanding

1

Asking for opinions What do you reckon? What do you think about ...? What's your attitude to ...?		
Giving opinions	**Neutrally expressed**	**Strongly expressed**
I think ...	✓	
As for me	✓	
If you ask me ...	✓	
The way I see it ...	✓	
In my view ...	✓	
I strongly believe ...		✓
Personally ...	✓	
As far as I'm concerned ...	✓	
I really think ...		✓
To my mind ...	✓	

Saying it accurately

1

1 believe
2 ask
3 concerned
4 stand
5 attitude
6 see
7 think
8 honest

2

very strong	not very strong
I'm completely sure I'm absolutely sure I'm totally convinced I'm utterly convinced I'm 100% sure	I feel fairly sure I'm quite worried I feel rather strongly I'm not altogether convinced

3

(Answers will vary. Suggested answers only.)
1 As far as I'm concerned, it's wrong.
2 I'm absolutely convinced it's a good idea.
3 I'm somewhat worried about the accident rate if that law is passed.
4 I strongly believe that it should be the case.

Saying it appropriately

1

1 impolite 2 interested 3 neutral 4 direct, insensitive

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I'm absolutely sure that that won't solve the problem. What do you think about it?
2 As far as I'm concerned, I don't really mind, as long as there aren't too many people on the pavement.
3 Personally, I really think we have a responsibility towards the elderly, so I'm in favour of that, yes.

2

Answers will vary. See Conversation for model answers.

Unit 14 Agreeing and disagreeing

Understanding

1

total agreement
I couldn't agree more. Tell me about it. That's true. I'd go along with that. Exactly.

agreement in part:
Up to a point ... That may be the case ...
polite disagreement:
I'm sorry, I can't agree with you there. I'm sorry, I don't think that's right.
strong disagreement:
I disagree! You can't actually mean that! No way!

2

Conversation 2: The expression *No way!* indicates that the two people have a casual relationship.

Saying it accurately

1

I'm sorry, I don't think that's right *c*
I'd go along with that. *a*
I disagree! *d*
I'm totally with you on that. *a*
You've got a point there. *b*
Perhaps, but ... *b*
Well, it depends. *b*
It's not true that ... *d*

2

(Answers may vary. Suggested answers only.)
1 I'm totally with you on that
2 depends
3 a point there
4 It's not true / I disagree

Saying it appropriately

1

1 a 2 b 3 a

2

Speaker	1 [✗]	2 [✗]	3 [✓]
	The register is too casual for a formal conversation, and the tone is aggressive.	The register is too formal for a conversation between two friends.	The register is appropriate: neutral agreement in part is an appropriate response in a formal or casual conversation

Get speaking

1

(Answers may vary. Suggested answers only.)
1 I couldn't agree with you more on that. / I'm absolutely with you there.
2 It depends on the kind of offence it causes.
3 I'm afraid I don't agree with you.
4 No way! / That's nonsense!

Unit 15 Emphasizing what you say

Understanding

1

Using short answers:
I am! I can't!
Introducing sentences by *It* / *What*:
It's the smell of the pine forests that I remember. What I really love as well is the food. What I'm talking about is something completely different. What I don't want to do is end up standing by myself ...
Using auxiliaries *do* / *did*:
I do go out! I do want to meet new people.
Using adverbs:
I just love the Mediterranean. Greek food is so delicious. I really think you should come.
Describing (often annoying) habits:
You're always complaining that you don't meet people.
Using *whatever* / *whoever* / *wherever* / *however*
The seafood is wonderful, wherever you eat it! I thought it was fun, whatever you say.

Saying it accurately

1

1 isn't, What
2 am, did
3 always
4 whatever

2

1 I am
2 always losing, really / simply
3 did tell, really

3

1 What I really love is
2 He's always interrupting me
3 I did phone
4 I do eat meat
5 It's the blue one

Saying it appropriately

1

	enthusiastic	unenthusiastic
Speaker 1		✓
Speaker 2	✓	
Speaker 3	✓	
Speaker 4		✓
Speaker 5	✓	

To sound more enthusiastic, it's best to use a rising intonation and put more stress on the emphatic words.

Get speaking

1

(Answers will vary. Suggested answers only.)
1 She's always singing to herself in the street!
2 I am!
3 I do like cats!
4 It wasn't John who chose it – it was Miranda.

Unit 16 Giving and receiving compliments

Understanding

1

Make your compliment specific, and follow it up with a reason, if appropriate:
I love your new flat, Georgia! You really did a good job on it. The cushions go really well with it.
What a sweet baby! I love the jacket.
She really chose the right colour. It matches his blue eyes.
That's a very nice bag.
That was a lovely meal, Evan.
You're obviously a very good cook, too, Alison!
You can show surprise at a compliment by questioning or 'downgrading', i.e. explaining why it is unexpected:
Oh, do you?

You might want to shift the credit, if appropriate, as you accept the compliment:
A friend of mine brought them back from India.
My mother knitted it, actually.
Alison did most of the work, I must admit.
You can also try returning the compliment:
I like yours.

2

In conversation 3, Kate denies the compliment, and in conversation 4, Alison denies it. In both cases this kind of response might make the person who gave the compliment feel uncomfortable.

Saying it accurately

1

1 such 2 What 3 Isn't 4 really 5 well 6 Nice 7 like 8 That's 9 glad 10 say 11 hear 12 so 13 thanks 14 yours

2

(Answers will vary. Suggested answers only.)
1 It's kind of you to say that.
2 It's all thanks to them actually. We really worked well together.
3 Thank you. I like yours, too.
4 I'm glad you like it.

Saying it appropriately

1

	sincere	insincere
Speaker 1		✓
Speaker 2	✓	
Speaker 3		✓
Speaker 4		✓
Speaker 5	✓	

3

In Conversation 1, Vanya is overdoing the compliments and making Martha feel embarrassed, especially when Vanya invites James to compliment Martha as well.

In Conversation 2, Sandra is denying the compliments and downgrading them so much that Carl feels embarrassed.

Get speaking

1

(Answers may vary. Suggested answers only.)
1 You've done a great job! I love the colour.
2 Thank you. You look smart, too.
3 Thanks. The whole band worked really hard on the new songs.
4 Do you really? It's my mum's actually!

Unit 17 Encouraging and reassuring

Understanding

1

1	true	5	false
2	true	6	false
3	true	7	false
4	false	8	true

Saying it accurately

1

1 d 2 e 3a 4 c 5 b

2

Reassuring someone. 5, 6
Encouraging someone to try something new or difficult. 1, 4
Encouraging someone to continue doing something. 2, 3

3

1 Come on, give it a go!
2 You're coming along fine. / Keep it up!
3 You've got nothing to lose.

Saying it appropriately

1

1 be fine
2 the worst that could happen

2

1 it your best shot

Get speaking

1

(Answers will vary. Suggested answers only.)
1 There's no need to worry. It can be difficult at times but it not as bad as people say.
2 Come on, you can do it! You're nearly there and you've been doing so well. It's not long to go now – and it'll turn out alright in the end.
3 What have you got to lose? What's the worst that can happen, anyway? Go for it!

Unit 18 Giving negative feedback or bad news

Understanding

1

	Breaking the bad news	Follow up
1	I've got something to tell you. I'm afraid you're not going to be pleased. I'm really sorry. I feel awful having to tell you the bad news.	I know this is really disappointing for you. If it's any help, I know of someone who's looking for a flatmate.
2	I'm afraid I've got some bad news for you.	You must be really disappointed.
3	We've got to talk about that. The thing is … I'm sorry I had to give you the bad news.	I can imagine how you must feel. If it's any consolation ….

Saying it accurately

1

1 I'm sorry to have to give you bad news.
2 If it's any consolation, you're not the only one.
3 I know how you must feel.
4 The thing is, you didn't pass.
5 I've got something to tell you, I'm afraid.
6 Look, this is the thing.

2

1 I've got something to tell you, I'm afraid.
2 I know how you must feel.
3 If it's any consolation, you're not the only one.

3

a: I'm terribly sorry but …
b: Look, if you want, I can go through your interview feedback with you.
c: I know how disappointed you must be.
d: Oh, poor you! That's really disappointing news.

Saying it appropriately

1

		genuinely sympathetic	not genuinely sympathetic
1	You must be really disappointed.		✓
2	If you ever need someone to talk to, I'm here.	✓	
3	Oh, poor you. How awful.		✓
4	I'm afraid I've got some bad news for you.		✓
5	A car crash? That's terrible.	✓	

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I'm afraid I have something to tell you. It's bad news .... I've decided to move to a different area.
2 Oh, that's terrible news. I'm so sorry.
3 If it's any help, I could look after them for a few hours.
4 I know how you must feel.

2

(Answers will vary. Suggested answers only.)
1 Oh, that's terrible news!
2 Oh no! I worked so hard.
3 No, it's okay. Thank you anyway.
4 Yes, I'm really disappointed.

Unit 19 Saying no politely

Understanding

1

Include an apology, and if possible, a brief explanation:
I'm sorry, I can't. I've got something else on.
Tomorrow isn't good for me either, I'm afraid.
It's just not for me, sorry.
I'm sorry, but it's just not going to work.
Use emphasizers (*really*, *so* and *very*) with *sorry*:
I'm really sorry, but I can't.
I'm very sorry. It's really nice of you to offer but I have to say, football's not really my kind of thing.
I know, and I'm very sorry, but I'm really not keen on football.
I'm really sorry, it's not a good time.
I'm so sorry, but it's just not going to work.
If appropriate, say *thank you* before or after refusing an offer:
But thanks for asking.
Thanks anyway.

Saying it accurately

1

1 I have to say, wrestling isn't my kind of thing.
2 I'm not keen on baseball.
3 Sorry, but it's just not for me.
4 I'm sorry, it's not going to work.
5 I'm afraid it's not a good time.
6 I'm sorry, but I have to say no.
7 Thanks anyway, but I really can't.

2

1 d 2 b 3 a 4 e 5 c

Saying it appropriately

1

1 b 2 b 3 a

2

		sincere	insincere
1	I really can't, sorry. But thanks for asking.		✓
2	It's just not for me, sorry.	✓	
3	I'm sorry, but I really have to say no.	✓	
4	I'm really sorry but it's just not possible.		✓
5	That's very kind of you, but I don't think it's going to work.		✓

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I'm sorry, I've got something else on.
2 I'm afraid I'm really not keen on fancy dress.
3 I'm sorry but I really have to say no, thanks anyway.

2

(Answers will vary. Suggested answers only.)
1 I'm sorry, I wish I could help but it's really not a good time now.
2 I'm really sorry, it's not going to work.
3 Tomorrow isn't good for me either, I'm afraid.

Unit 20 Complaining about something

Understanding

1

Students – 55 Park Road
Complaints:
1. hot water not working
2. no fridge in flat

Proposed action:
1. send plumber ~~at the weekend~~ as soon as possible
2. reimburse for cost of own fridge

2

Apologize for having cause to complain:
Excuse me if I'm out of line, Elena ...

Assume that the problem wasn't intentional on the part of the person you are complaining to:
I think there's been a bit of a misunderstanding about my bike.

Explain the problem as objectively as you can, without blaming anyone:
I'm sorry if I didn't make it clear to you.

Suggest a way of solving the problem, if appropriate:
In future, would you mind just checking with me before you take it?

Saying it accurately

1

1 g 2 e 3 h 4 c 5 a 6 b 7 f 8 d

2

Complaining 1, 2, 3, 5, 6
Apologizing for a complaint 8
Suggesting a way to solve the problem 4, 7

3

Complaining: I'm afraid there are a couple of problems with the flat. Excuse me if I'm out of line, but I think there's been a bit of a misunderstanding about my bike. There's also the matter of ...
Apologizing I'm sorry to hear that. Sorry about that. I'm really sorry. I can only apologize I'm so sorry! It won't happen again, I promise.
Suggesting a way to solve the problem: It might be an idea for him to come round a bit sooner. I'll get on to that immediately. In future, would you mind just checking with me before you take it?

Saying it appropriately

1

1 the second one
2 a, d

Get speaking

1

(Answers will vary. Suggested answers only.)
1 I'm sorry, but I'm afraid there are several things about my meal here tonight that I have to complain about.
2 Don't get me wrong – the food was excellent, but we had to wait a very long time for it.
3 Would it be an idea to state clearly on the menu which dishes might take longer than others to prepare?

AUDIO SCRIPT

Unit 1 Starting an informal conversation

Track 01

(See page 4 & 5 for audio script.)

Track 02

(See page 7 for audio script.)

Track 03 & 04

(See page 7 for audio script.)

Track 05

So, how do you know Ian and Jess?
[beep]
Where are you from?
[beep]
What exactly do you do?
[beep]
How did you get here tonight?
[beep]
How long did that take?
[beep]

Unit 2 Responding

Track 06

(See page 8 for audio script.)

Track 07

(See page 9 for audio script.)

Track 08

(See page 10 for audio script.)

Track 09

(See page 10 for audio script.)

Track 10

I'm exhausted. That's the last time I go late night shopping – it's just so busy!

[beep]

I've just come back from IKEA …

[beep]

Yes, I had to get a present for a friend. She's getting married and I know she loves their new garden furniture range.

[beep]

Oh, you know, very Swedish! Stylish, wooden, and lovely brightly striped cushion covers … really nice, actually.

[beep]

Track 11

(See page 11 for audio script.)

Unit 3 Interruptions

Track 12

(See page 12 for audio script.)

Track 13

(See page 13 for audio script.)

Track 14

1 Excuse me, may I interrupt?
2 I'm sorry, but may I interrupt?
3 Actually, that's not quite true.
4 Can I just point out that it isn't the first time?
5 Excuse me, I haven't finished.
6 Just a minute, please.
7 Hang on a minute.
8 I was just getting to that.
9 So, you were saying?
10 Now, where was I?

Track 15 & 16

(See page 14 for audio script.)

Track 17

So we were all sitting around the table, and Mr Harrison wanted to start the class but Kate wasn't there. So we waited for ages, and then eventually she turned up.

[beep]

Well, she was still late, and she didn't even apologize.

[beep]

So, to get back to what I was saying, Kate was supposed to be doing her oral presentation, and half way through the class, Mr Harrison said, Kate, are you ready to present your project? And Kate looked up, totally shocked, she'd forgotten she was supposed to be presenting it! She hadn't even prepared it!

[beep]

Is that right? Oh, I've got it completely wrong then! Oh dear … Now I've completely forgotten where I was …

[beep]

Unit 4 Exchanging information

Track 18

(See page 16 for audio script.)

Track 19

Katie: Tom's going to be fired. The boss caught him stealing.

Theo: I hear Tom's going to be fired. Apparently the boss caught him stealing.

Track 20

(See page 18 for audio script.)

Track 21 & 22

(See page 19 for audio script.)

Track 23

[beep]

Uh-huh.

[beep]

Yes, I've heard the same thing.

[beep]

Well, the rents are certainly really high. Maybe that's what we're going to discuss at the meeting we've all been called to.

[beep]

Apparently it's on Friday evening.

Unit 5 What to say when you don't remember a word

Track 24

(See page 20 & 21 for audio script.)

Track 25

(See page 22 for audio script.)

Track 26

(See page 22 for audio script.)

Track 27 & 28

(See page 23 for audio script.)

Track 29

1 John from IT speaking, I believe you've got a problem with your computer? What seems to be the problem?

[beep]

2 Hello, are you looking for something in particular?

[beep]

3 What's John going to do when he finishes school? I hear he hasn't started looking for a job or applied to university yet!

[beep]

Unit 6 Changing the subject

Track 30

(See page 24 & 25 for audio script.)

Track 31

(See page 27 for audio script.)

Track 32 & 33

1

Woman: And then they wanted to charge me for coming out to look at the computer, before they'd even found out what was wrong!

Man: I know what you mean. A similar thing happened to me when I got up one morning and found I had no hot water in the flat … it was the middle of winter and I was freezing!

2

Woman: And then I'm going to China for three months, and after that, I'm going to work in Australia for a month, my uncle's got a farm there …

Man: Sounds great! By the way, have you seen Janet recently? She must be back from holiday by now …

3

Woman: And anyway, to cut a long story short, that's how I started my business!

Man: Impressive. I'm changing the subject here but there's something I want to …

Track 34

1 And the trouble with a coalition is, nobody agrees on anything! I think we need another election as soon as possible and we need to change the system so that there is only one party in power.

[beep]

2 And the hotel was awful. It was only half-built! When I booked it, it looked amazing in the photo but they'd only shown the half that was finished! But I must say, the beaches were wonderful. We had such a lovely time there …

[beep]

3 Anyway enough about my job! What are you doing at the moment?

[beep]

Unit 7 Asking for clarification and checking understanding

Track 35

(See page 28 & 29 for audio script.)

Track 36

(See page 30 for audio script.)

Track 37

(See page 30 for audio script.)

Track 38

1

Man: We're splitting the costs between ourselves and the Training Dept. So what you have to do is add up all the costs for one day's accommodation, then divide it by the number of nights, and code half of those nights to the Sales Dept and the other half to the Training Dept.

Woman: I'm sorry, could you just go over that last bit again?

2

Man: So when you turn the temperature up to really hot, steam begins to come out of the iron even though you haven't turned it on to the 'steam' setting. Have I explained the problem clearly?

3

Woman: Right, so when you get to Highbury, cross the road, go past the bank, and walk up along the side of the park. Take the first right – it leads you through the park, and there's a row of houses on the left. The party is in the garden behind the last house in that row, just round the back of it, so you need to walk round the side entrance.

Man: Let me just check that I've got it right.

Track 39

Lecturer: The linguist Noam Chomsky suggests that we are born with a set of rules about language in our heads. This is what we call the 'Universal Grammar'. What Chomsky meant was, we are all born with the ability to form rules about grammar.

Children don't just copy the language they are exposed to: they make rules about words, tenses, etc … and begin to produce 'new' sentences all the time, sentences they have never heard before. Chomsky believes we are all born with the ability to do this.

[beep]

Sorry. Let me explain. Children instinctively 'know' the correct word order of their language – where to put the verb or noun in a sentence, for example.

[beep]

Good. Of course this is different for different languages.

However, many linguists disagree with Chomsky. They argue, for example, that we don't always speak grammatically – there is a difference between what we know and how we use language …

[beep]

What I said was, we don't always speak grammatically – there is a difference between what we know and how we use language, and this is what Chomsky's opponents have a problem with.

Unit 8 Showing interest in a conversation

Track 40

(See page 32 & 33 for audio script.)

Track 41

(See page 34 for audio script.)

Track 42 & 43

(See page 35 for audio script.)

Track 44 & 45

(See page 35 for audio script.)

Track 46

You know Michelle and I have split up …

[beep]

I know, she told me she'd met someone else. They met at a wedding we went to a few months ago.

[beep]

Yes. I can't believe it. I introduced them, because my friend Pete was on his own and I felt sorry for him. I put Michelle next to him at our table. Then I felt bad about making her sit next to him because it seemed to me she didn't like him at all!

[beep]

What upsets me is that she was actually pretending she didn't like him! I find that a bit dishonest.

[beep]

Track 47

1 We've decided to emigrate to Australia.
[beep]
2 Guess what? I've won first prize in a photographic competition!
[beep]
3 Tim's not coming in today. His grandfather died last night.
[beep]
4 I can't believe Steve came first in the marathon. He's never ever run a marathon before, you know.
[beep]
5 Honestly, that's what happened – a great white shark jumped out of the ocean and landed on a boat.
[beep]

Unit 9 How to end the conversation politely

Track 48

(See page 36 & 37 for audio script.)

Track 49

(See page 38 for audio script.)

Track 50 & 51

(See page 39 for audio script.)

Track 52

1 Look at Tina. I can't stand the way she always dominates every conversation. She's always doing that …
[beep]
2 I'll give you the link to my website. Let me find a pen and paper. You've got a moment, haven't you?
[beep]
3 It's so nice talking to someone else who likes opera! You've no idea how rare we are these days!
[beep]
4 I know I'm in the minority but I really do think we need to form a committee or something to try and discuss some of the issues in the college.
[beep]

Track 53

1 It's not that I'm against having a street party but I'm just a bit worried about how to make sure we don't get people from all over the city coming to it, do you know what I mean?
[beep]
2 I'd love to hear about your experiences of working abroad.
[beep]
3 I can't decide whether to go to university at all. There aren't many jobs around for graduates anyway, these days, so I'm not sure there's any point in going.
[beep]
4 I can't wait to go on holiday! It's been a really long term and I'm exhausted.
[beep]

Unit 10 Making suggestions or proposals

Track 54

(See page 40 & 41 for audio script.)

Track 55

(See page 42 for audio script.)

Track 56 & 57

(See page 43 for audio script.)

Track 58

Oh, is this the famous stadium?
[beep]

I'd prefer to see the city sights.

[beep]

Sounds good. What about tonight?

[beep]

Good idea. What about dinner?

[beep]

Yes, good idea! And then?

[beep]

That sounds great! But let's do something cultural on Sunday.

[beep]

Perfect.

Track 59

1 Why don't we try that new fish restaurant at the weekend?
   [beep]
2 Let's go out tonight.
   [beep]
3 Why don't we go to the theatre? We could take the bus.
   [beep]
4 I suggest we have a barbeque.
   [beep]

Unit 11 Making polite requests

Track 60

(See page 44 & 45 for audio script.)

Track 61

(See page 46 for audio script.)

Track 62

(See page 47 for audio script.)

Track 63

1 Excuse me, would you mind if I took this seat?
   [beep]
2 Oh, I've been meaning to ask you … do you think you could possibly lend me your notes this weekend? I've got so much work to catch up on.
   [beep]

3 You haven't quite done this exercise correctly.
[beep]
4 Are you still on for tomorrow? You promised you'd help me with the move, remember?
[beep]
5 Could you possibly read this report for me and give me feedback by the end of the day?
[beep]

Unit 12 Asking for and giving advice

Track 64

(See page 48 & 49 for audio script.)

Track 65

(See page 51 for audio script.)

Track 66 & 67

(See page 51 for audio script.)

Track 68

1 I don't think I'm going to be allowed to continue with Physics. My lecturer has told me I just haven't got the grades this year to carry on with the course.
[beep]
2 I really don't know what to do … should I speak to her about it? I mean, what would you do in my situation?
[beep]
3 I don't know whether or not to apply for the job. I don't think I have enough experience.
[beep]
4 My parents are really keen for me to do Medicine, but my heart's just not in it. Yes, I'm good at Science and I like it, but I love sport, too, as you know.
[beep]

Unit 13 Asking for and giving opinions

Track 69

(See page 52 & 53 for audio script.)

Track 70

(See page 54 for audio script.)

Track 71 & 72

1 Anyway, I think it's a lot of rubbish. What about you – have you got an opinion?
2 What's your view on the subject, Barry?
3 I suppose I think it's a bit dishonest, really.
4 If you ask me, we don't have time for that.

Track 73

1 I read something interesting in the paper recently. Some people are suggesting that the best way to stop children from skipping school is to send the parents to prison for a week or so.

   [beep]

2 I really hate it when joggers use the pavement as a running track! What do you reckon?

   [beep]

3 Where do you stand on the subject of young, working people having to pay for the care of the elderly?

   [beep]

Unit 14 Agreeing and disagreeing

Track 74

(See page 56 & 57 for audio script.)

Track 75

1 I'm totally with you on that.
2 But surely it depends on the product.
3 Maybe you've got a point there.
4 It's not true that most experiments are done on chimpanzees.

Track 76

(See page 58 for audio script.)

Track 77

1

Male: Good morning. I spoke to you earlier today about a refund, and you said you'd call me back after you'd spoken to your manager.

Female: Oh, yes. I'm sorry, sir, but I've spoken to the manager and he doesn't feel that you are entitled to a refund.

Male: Rubbish!

2

Female: Hiya, Linda! Hey, did you see Jenny's dad yesterday? What do you think of his long hair? Doesn't it look weird? I really think people in their 60s should keep their hair short.

Female: I'm afraid I just can't agree with you on that.

3

Male: I think anyone should be encouraged to stay in work, even when they're in their 70s. There's no need for anyone to retire if they don't want to. Don't you agree?

Female: Up to a point. But it depends on the job. They may not be able to continue doing heavy manual work, for example.

Track 78

1 I think it's grossly unfair that women get paid less than men doing the same job.

[beep]

2 Surely if we have freedom of speech, we can say what we like – even if it offends someone?

[beep]

3 It's always better for children to have two parents, instead of just one.

[beep]

4 I completely agree with the proposal to make people pay to use local parks. That way, we'd end up with much safer, cleaner parks.

[beep]

Unit 15 Emphasizing what you say

Track 79

(See page 60 & 61 for audio script.)

Track 80

(See page 63 for audio script.)

Track 81 & 82

1

A: Please send me a postcard from Greece!

B: I will.

2

A: Did you see any famous people at the film premiere?

B: I did! Loads!

3

A: I hope you enjoyed your meal.
B: I really enjoyed it, thank you.

4

It's the weather that's so great.

5

A: You're going away next week, aren't you?
B: I am! I can't wait.

Track 83

1 Holly's a very cheerful person, isn't she? I love the way she's always smiling.
[beep]
2 I've heard a very interesting rumour about you! Are you really going to be our new team leader?
[beep]
3 This flat is really great now. The only thing I'd still love to get is a cat! … but you don't like cats ….
[beep]
4 Apparently John wanted something exotic, so he chose the venue – an island in the Caribbean! Can you believe John is such a romantic?
[beep]

Unit 16 Giving and receiving compliments

Track 84

(See page 64 & 65 for audio script.)

Track 85

(See page 66 for audio script.)

Track 86 & 87

(See page 67 for audio script.)

Track 88

1

Vanya: That's a beautiful blouse, Martha.
Martha: Thank you. I'm glad you like it.
Vanya: It really suits you. And the colour matches your eyes perfectly.
Martha: Thanks.
Vanya: No, really … it was made for you! James, don't you think Martha looks fantastic in that blouse?

2

Carl: Your hair looks nice, Sandra.
Sandra: You must be joking! It needs a cut, desperately.
Carl: I really think that length suits you. It's got a lovely swing, and it's so shiny!
Sandra: It's not natural shine. It's from a bottle.
Carl: Right.

Track 89

1

Come in! I've literally just finished redecorating the living room. Come and have a look, tell me what you think. Ta da!

[beep]

2

You look really smart today. That's a beautiful shirt.

[beep]

3

I enjoyed listening to you singing with your band last night! Your new songs are great – and you sang really well.

[beep]

4

I love your scarf.

[beep]

Unit 17 Encouraging and reassuring

Track 90

(See page 68 & 69 for audio script.)

Track 91

(See page 70 for audio script.)

Track 92

1

A: It's the opening night of our show. I'm so nervous! I'm terrified of forgetting my lines, or falling over on stage during the dance routine.
B: You'll be fine. I've heard you practise your lines and you're word perfect!

A: And the dance routine is scary too. What if I fall flat on my face?

B: What's the worst that could happen? If you fall, you just get up again! It won't be the end of the world.

2

A: I've got my driving test tomorrow. What if I fail?

B: Just give it your best shot. That's all you can do. If you fail, you can always take it again.

Track 93

1 I can't wait to be in Australia but I'm really dreading the flight!

[beep]

2 Oh, I just don't think I can carry on a minute longer with this. I'm exhausted and don't feel like I'm progressing at all!

[beep]

3 I really wanted to enter the photo I took at the beach. Now that I've seen some of the other entries, I don't know if I should enter after all.

[beep]

Unit 18 Giving negative feedback or bad news

Track 94

(See page 72 & 73 for audio script.)

Track 95

(See page 75 for audio script.)

Track 96 & 97

(See page 75 for audio script.)

Track 98

1 Hi there, neighbour! We must get together and talk about next year's street party.

[beep]

2 Did I tell you about my grandfather? He's been rushed to hospital. They don't think he's going to make it.

[beep]

3 I'm afraid I can't see you on Saturday after all. My mother's taken ill, and I've got to go and see her. I don't know what I'm going to do with the children …

[beep]

4 Then he said, 'I've decided we should stop seeing each other.' I really thought he was the one for me, you know.

[beep]

Track 99

1 I'm really sorry to give you bad news, but I'm afraid all flights to the USA have been suspended for the next few days.

[beep]

2 I've got something to tell you. It's about your grades. I'm sorry, but you didn't do very well at all.

[beep]

3 I know how disappointed you must be about not getting the job. If you want someone to talk to about it, you know where I am.

[beep]

4 I'm sorry, I know you worked really hard but I'm afraid you didn't make it to the finals.

[beep]

Unit 19 Saying no politely

Track 100

(See page 76 & 77 for audio script.)

Track 101

1 That's very kind of you, but I really have to get back home.
2 Sorry, I'm really not too keen on spicy food.
3 Thanks for asking, but it's not really my kind of thing at all.
4 I'm afraid I can't. I've got an exam on Monday so I need to spend the whole weekend studying.
5 I'm sorry, it's not a good time, I've got loads to do. Can it wait till tomorrow?

Track 102

(See page 78 for audio script.)

Track 103 & 104

(See page 79 for audio script.)

Track 105

Do you fancy going to a party on Saturday?

[beep]

It's going to be good, though! It's a fancy dress party, with the theme Hollywood stars.

[beep]

Oh, come on! I've got loads of ideas for costumes. We could meet after work and have a think.

[beep]

Track 106

I know you're busy, but do you think you could have a look at my essay? It's just an outline at the moment but I'd really appreciate your input.

[beep]

Oh, I don't think it will take long. I mean, you did this module last term right? I'm sure you'll have loads of useful advice for me.

[beep]

I understand ... perhaps there's another time we could meet? How about tomorrow? Let me buy you a coffee.

[beep]

Right. Okay then, don't worry about it.

Unit 20 Complaining about something

Track 107

(See page 80 & 81 for audio script.)

Track 108

(See page 83 for audio script.)

Track 109

I'm sorry to bother you but there's a problem with my booking. I think you forgot to send me the email confirmation and it now seems my booking hasn't been confirmed.

Track 110

Hello, I'm the manager. You wanted to see me?

[beep]

Oh, I'm very sorry to hear that. Can you tell me what was wrong, exactly?

[beep]

Oh dear. I'm glad you enjoyed your meal but it's regrettable that you had to wait a long time for it.

[beep]

That's a very good idea. I'll have a word with the chef about that and see what we can do. But I can give you a voucher for a free meal next time you come and dine with us.

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