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DPSS
Lingua Inglese

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Business Communication

Telephoning

Telephone Etiquette

How good are your telephone manners?

Every time you make or receive a call at work you are representing yourself and the company, so the impression you create is extremely important. A good knowledge of proper telephone etiquette will help you make the right impression and maintain successful business relationships. In fact, your phone technique can make or a break deal for the company. Here are some guidelines to help you use the phone as a power tool.

After you read each of the guidelines, check your telephone etiquette by ticking on the appropriate answers

- Always answer the phone promptly. Then be sure to identify yourself and the company and department. Make sure you get the caller's name right from the start of the conversation and use it as much as possible.
- 1 You are very busy. The telephone keeps ringing and interrupting your work. You:
 - a let the phone ring; if it's important the person will phone back
 - b answer the call with an abrupt "Yes? Who is it?"
 - c respond immediately, letting the caller know who and where they have come through to.
 - If you need to leave the line to obtain information, it is courteous to give the caller the option of waiting or being called back. You might ask "Would you prefer to hold?" or "Shall I call you back?" If the caller decides to wait, give progress reports every 30 seconds or so. This lets the caller know that he/she has not been disconnected or forgotten.
- 2 You don't have all the information you need to respond to a client's enquiry. You:
 - a ask the client to phone back; it's not polite to ask someone to wait.
 - b offer the client the chance of holding the line or being called back.
 - c tell the client to hold on for about 30 seconds while you get the necessary information.
 - Do not make commitments for other people if you have to handle a call for another colleague. You should say "I'll give her your message as soon as she gets back to the office" rather than "She'll call you as soon as she returns"
- 3 You answer a call to your business colleague who is at a business meeting. You:
 - a explain where your colleague is and that you don't know when she will be back.
 - b promise to get your colleague to return the call.
 - c assure the person that you will let your colleague know about the call.

- When you are the person making the call, be sure to use proper phone etiquette from the start. A greeting such as "Good afternoon, this is Belinda Bright of Dreamakers, I'm returning a call from Richard Jones, is he available?" is a bit of etiquette well spent in the long run. It would also be wise to learn and use the names of your business contacts' assistants, their secretaries or receptionists, and make them feel noticed and important.
- 4 When you make a call, you should:
- introduce yourself before asking to speak to someone.
 - deal directly with your client's assistant, this will make her feel important.
 - always call people by their first names; they will remember how friendly you are.
- When you get through to the person you want to speak to, remind them of any previous communication between you. This helps to jog a busy person's memory and gives your call an immediate context. If your call is not expected, ask them if they have the time for you. Calling unannounced is much like "dropping in" and you shouldn't overstay unless invited. If the other person does not have time, briefly state the purpose of your call and ask for an appointment to follow up at a later time.
- 5 When you get through, you should:
- check that the person has time to speak to you.
 - make an appointment to speak to the person another time.
 - invite the person to call you back.
- Employ active listening noises such as "yes" or "I see". This lets the other person know that you care about what they have to say. Remember to smile while you're speaking. Believe it or not, people can "hear a smile" over the phone!
- 6 While you are talking you should:
- Make a lot of noise so that the person can hear you.
 - Smile so that your voice has a friendly quality.
 - Make the person laugh; everyone appreciates hearing a joke.
- Keep a pencil and pad near the phone and jot notes during phone conversations. Recap at the end of the call, using your notes and repeat any resolutions or commitments on either side to be sure that you both have the same information.
- 7 While you listen, you should:
- make notes about what you have to do in the office so that you don't waste time.
 - take notes of the conversation so that you can point out any mistakes your client makes.
 - write down the details to help you go over what you and your client have agreed.
- End the call on a positive note by thanking the other person for their time and express an interest in speaking with them again. If not, just let them know you appreciated them speaking with you and end the call. A gracious good bye leaves the door open for further communication and in this day of mergers and acquisitions you never know who you will be doing business with in the future. Remember, in this global marketplace, some of the most powerful business relationships that a company has built up have been between people who have never seen each other.

- 8 Finishing a conversation on a positive note is important because:
- a you never know if you might want to apply for a job with another company.
 - b it leaves the door open for future business relations.
 - c powerful business relationships can only be forged on the telephone.

Quiz Check

How did you get on?

- 8 correct answers: Your telephone manners are perfect. Well done!
 5/6/7 correct answers: Pretty good. Read the guidelines again before making any phone calls!
 Below 5: Your telephone manners need to be improved. They could lose a company vital business.

Getting through 1

Underline the best response

Switchboard: Good morning, Cape Installations, Glenda speaking. *How can I help you? / What do you want? / Who is that?*

Francesca Baggio: Hello, *I'm / this is / here is* Francesca Baggio speaking. *I'll speak / I'd speak / I'd like to speak* to Sharon Bennett please.

Glenda: I'm sorry, could I *have / hear / listen* your name again please?

Francesca Baggio: Yes, *it's / I'm / she's* Francesca Baggio, *I call / I am calling / I called* from Sidel, Italy. Could you *put me through / connect me through / pass me through* to Sharon Bennett, Mr Green's secretary, please?

Glenda: Oh, you need extension 524. *Hold / Stay / Wait* the line please and *I'll connect you / I'd connect you / I connect you*I'm afraid the line's *blocked / occupied / engaged*, Ms Baggio. Shall I ask her to call you back*?

Francesca Baggio: No, don't worry, I'll try again later, thank you, goodbye.

Glenda: Goodbye.

* to *call back* : to telephone again later

Note the difference in the two expressions:

Shall I ask her to call you back?

Will you call back?

Getting through 2

Here's an unsuccessful attempt at getting through to a client. Underline the best words to complete the text.

1. Your boss asks you to **telephone** / **call to** / **ring in** a new client.
2. You pick up the **cornet** / **receiver** / **transmitter**.
3. You listen for the **dialling** / **engaged** / **busy** tone.
4. You **make** / **push** / **dial** the number and the switchboard answers.
5. You ask the switchboard to **connect** / **link** / **join** you to your client's extension.
6. The switchboard asks you to **hang** / **hold** / **attend**.
7. The line goes **off** / **dead** / **silent**.
8. You ring again. The switchboard explains that you were **switched off** / **turned off** / **cut off**.
9. You can't hear the switchboard very well. It's a very **noisy** / **bad** / **weak** line.
10. You shout to the switchboard that you can't hear very well; she thinks you are shouting *at her* **and hangs up** / **throws up** / **holds up**.

Test your telephone skills 1

Read the extracts from different telephone conversations. Which set expression would you use to complete each one? Tick the best alternative.

Situation 1

Caller: Well, what we'd really like to know is whether you would be prepared to give us a 15% discount on our order. We are regular clients of yours as you know and this year's prices are well up on last year's. What do you say?

- You:
- a I'm sorry, I didn't catch your name.
 - b I'm sorry, I'll have to go. I've got someone on the other line.
 - c I'll have to get back to you on that.

Situation 2

You: Is that you Karen? Could you check last month's sales figures for me? I need to.....oh just a minute.

- a I'm sorry I'll have to go, I've got someone on the other line.
- b I'm afraid he's off sick at the moment.
- c I'm rather tied up at the moment. Could you call back?

Karen: Don't worry, ring me back when you've finished taking your call.

Situation 3

Caller: Good morning, this is Anna Sluszkiewicz of Polskie Elektro Energetyczne here, I'd like to speak to Mr Fisher please.

- You:
- a I'm afraid he's off sick at the moment.
 - b I'll have to get back to you on that.
 - c I'm sorry I didn't catch your name. Could you spell it please?

Caller: Yes, it's Anna Sluszkiewicz, that's S - L - U - S - Z - K - I - E - W - I - C - Z.

Situation 4

RF: Customer Services, good morning. Rosie French speaking.

- You: Rosie? This is Alessandro Miani.
- a Is this a convenient time to call?
 - b I'm sorry, I didn't catch your name.
 - c I'm rather tied up at the moment. Could you call back?

RF: Oh Alessandro, hello! Perfect timing! I've just finished sorting out your order. I was going to ring you, as a matter of fact.

Situation 5

RM: Good afternoon. This is Ralph Mooney speaking. I'd like to speak to Peter Sellars please.

PS: Oh hello Ralph. How are.....oh hang on just a moment.....Ralph? Are you still there?

RM: Is this a convenient time to call?

- PS:
- a I'm rather tied up at the moment. Could you call back?
 - b I'll have to get back to you on that.
 - c One of our clients has just arrived in the office.

RM: Of course! No problem I'll ring you back this afternoon.

PS: Thanks. I'll speak to you later then. Bye.

Situation 6

ET: This is Emily Tennant of Greiger & Co. I'd like to speak to your Sales Manager please.

Switchboard: Oh, that would be Mr Granger, but

- a I'm sorry, I'll have to go. I've got someone on the other line.
- b I'll have to get back to you on that.
- c I'm afraid he's off sick at the moment.

ET: Oh dear, nothing serious I hope?

Switchboard: No, he should be back next week.

Telephone Language

It is useful to learn set expressions to help you handle telephone calls efficiently.

Look at the set expressions in A. Match them to the sentences in B.

A	B
1. Is this a convenient time to call?	a) I'm not sure, I'll phone you back when I can give you an answer.
2. I'll have to get back to you on that.	b) You can't speak to him: he's away ill.
3. I'm sorry, I'll have to go. I've got someone on the other line.	c) Am I disturbing you?
4. I'm afraid he's off sick at the moment.	d) I didn't hear your name clearly.
5. I'm sorry, I didn't catch your name.	e) I'll have to stop speaking to you now; I have to answer another call.
6. I'm rather tied up at the moment. Could you call back?	f) I can't speak now; I'm too busy. Would you mind phoning me again at another time?

Complaining and Apologising

Check your comprehension. Tick the correct answers.

Transcript

RF: Robert Frost speaking

CP: Good morning Mr Frost. This is Carlo Ponte in Treviso.

RF: Oh good morning Mr Ponte. What can I do for you?

CP: I'm calling about the machines we ordered from you last month. We're not at all happy with them.

RF: Oh? What exactly is the problem?

CP: Well, according to your technician, the machines should be turning out 200 plates an hour, but we're not getting anywhere near that figure. We're lucky if we get half that number. Production has slowed right down and we're having problems in getting our orders out on time. .

1. The problem is that:
 - a the machines have broken down.
 - b the rate of production is down.
 - c the number of orders are down.

RF: I see .I'm sorry Mr Ponte. I can understand your difficulty. I'll talk to one of our technicians and get back to you this afternoon.

CP:I'm afraid that's not good enough Mr Frost. I want one of your technicians out here by Friday morning. I want those machines working to full capacity on Monday morning!

RF: I think that might be difficult because all our technicians are working off site at the moment, but I'll see what I can do. Perhaps I could arrange for someone to fly over at the beginning of next week? Would that be acceptable?

- 2 Mr Ponte wants a technician:
 - a by this afternoon
 - b by Friday morning
 - c by the middle of next week
- 3 Mr Frost's technicians are not available because:
 - a they are all busy.
 - b they are all on strike.
 - c they are all off sick.

CP: Well, I suppose that will have to do. But if we don't have the machines working to full capacity by the middle of next week I'm afraid I will have to cancel our contract.

RF: I'm sure that won't be necessary Mr Ponte. I'll deal with the problem immediately and I'll get back to you as soon as we have organized the flight.

CP: Thank you, I expect to hear from you this afternoon then.

RF:I'll do my best. Again I do apologise Mr Ponte.

CP: Thank you Mr Frost, goodbye.

RF: Goodbye Mr Ponte.

- 4 Mr Ponte threatens to:
 - a send the machines back.
 - b break off business relations.
 - c sign a new contract.
- 5 Mr Frost resolves the situation:
 - a by agreeing immediately to Ponte's demands
 - b by talking to the firm's technicians
 - c by promising action in the near future

Test your telephone skills

Complete the telephone conversation by underlining the best response.

A T: Angela Trevisan speaking.

ZK: Good morning Ms Trevisan. This is Zoe Knight of Fashion Focus.

AT: Ah yes Ms Knight. What can I do for you?

ZK: I'm calling you about the rolls of material we ordered last month.

AT: *(1) What's wrong? / What exactly is the problem? / Tell me.*

Haven't you received them yet?

ZK: Oh yes, they were delivered on time, but unfortunately ten of the rolls are very badly damaged.

Could you contact your shipping agent and find out why they were delivered in such bad condition?

AT: *(2) I'm sorry, but we've had a lot of trouble with our shippers recently /*

I'm sorry, I find that hard to believe / I'm sorry, I'll contact him straight away.

I'll get back to you after I've spoken to him.

ZK: Thank you Ms Trevisan. The problem is that we are trying to get our spring collection out on time and we will have to halt production unless you can replace the rolls immediately.

A T: *(3) I can understand your difficulty / How unfortunate for you / That's terrible.*

ZK: Do you think you could send us some replacements by the end of the week?

A T: *(4) Of course / That's a good idea / I'll see what I can do.* We might be able to send you five by the end of this week and a further five in ten days. *(5) Would that be acceptable? / Take it or leave it / What do you say?*

ZK: Yes, that would be fine. Thank you Ms Trevisan.

A T: *(6) Please accept my sincerest apologies / Again, I do apologise / I do beg your pardon.* I'll do my best to confirm everything this afternoon.

ZK: Thank you. Goodbye.

The Belbin Self-Perception Inventory - What's your team role?

Using the following Belbin Self Perception Inventory you can find out what your own preferred or natural team role is. For each of the seven sections, distribute a total of ten points among the statements which you think best describe the role you play in a specific team.

You can either:

- distribute these points among several statements
- allocate the ten points appropriately among all statements
- give them all to a single statement.

1. What I believe I can contribute to a team:

- a) I think I can quickly see and take advantage of new opportunities
- b) I can work well with a very wide range of people
- c) Producing ideas is one of my natural assets
- d) My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives
- e) My capacity to follow through has much to do with my personal effectiveness
- f) I am ready to face temporary unpopularity if it leads to worthwhile results in the end
- g) I am quick to sense what is likely to work in a situation with which I am familiar
- h) I can offer a reasoned case for alternative courses of action without introducing bias or prejudice

2. If I have a possible shortcoming in teamwork, it could be that:

- a) I am not at ease unless meetings are well structured and controlled and generally well conducted
- b) I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing
- c) I have a tendency to talk a lot once the group gets on to new ideas
- d) My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues
- e) I am sometimes seen as forceful and authoritarian if there is a need to get something done
- f) I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere
- g) I am apt to get too caught up in ideas that occur to me and so lose track of what is happening
- h) My colleagues tend to see me as worrying unnecessarily over detail and the / possibility that things may go wrong

3. When involved in a project with other people:

- a) I have an aptitude for influencing people without pressurising them
- b) My general vigilance prevents careless mistakes and omissions being made
- c) I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective
- d) I can be counted on to contribute something original
- e) I am always ready to back a good suggestion in the common interest
- f) I am keen to look for the latest in new ideas and developments
- g) I believe my capacity for cool judgment is appreciated by others
- h) I can be relied upon to see that all essential work is organised

4. My characteristic approach to group work is that:

- a) I have a quiet interest in getting to know colleagues better
- b) I am not reluctant to challenge the views of others or to hold a minority view myself
- c) I can usually find a line of argument to refute unsound propositions
- d) I think I have a talent for making things work once a plan has to be put into operation
- e) I have a tendency to avoid the obvious and to come out with the unexpected
- f) I bring a touch of perfectionism to any team job I undertake
- g) I am ready to make use of contact outside the group itself
- h) While I am interested in all views, I have no hesitation in making up my mind once a decision has to be made

5. I gain satisfaction in a job because:

- a) I enjoy analysing situations and weighing up all the possible choices
- b) I am interested in finding practical solutions to problems
- c) I like to feel I am fostering good working relationships
- d) I can have a strong influence on decisions
- e) I can meet people who may have something new to offer
- f) I can get people to agree on a necessary course of action
- g) I feel in my element where I can give a task my full attention
- h) I like to find a field that stretches my imagination

6. If I am suddenly given a difficult task with limited time and unfamiliar people:
- a) I would feel like retiring to a corner to devise a way out of the impasse before developing a line
 - b) I would be ready to work with the person who showed the most positive approach, however difficult he/she might be
 - c) I would find some way of reducing the size of the task by establishing what different individuals might best contribute
 - d) My natural sense of urgency would help ensure that we did not fall behind schedule
 - e) I believe I would keep cool and maintain my capacity to think straight
 - f) I would retain a steadiness of purpose in spite of the pressures
 - g) I would be prepared to take a positive hand if I felt the group was making no progress
 - h) I would open up discussions with a view to stimulating new thoughts and getting something moving
7. With reference to the problems to which I am subject to working in groups:
- a) I am apt to show my impatience with those who are obstructing progress
 - b) Others may criticise me for being too analytical and insufficiently intuitive
 - c) My desire to ensure that work is properly done can hold up proceedings
 - d) I tend to get bored rather easily and rely on one or two stimulating members to spark me off
 - e) I find it difficult to get started unless the goals are clear
 - f) I am sometimes poor at explaining and clarifying complex points that occur to me
 - g) I am conscious of demanding from others the things I cannot do myself
 - h) I hesitate to get my points across when I run up against real opposition

Points Table for Self-Perception Inventory

Now enter the points you allocated to each statement in each section in the table below.

Your highest score indicates the team role you play best within a team.

Your next highest score denotes the other team roles that you are able to call on if needed.

Your two lowest scores highlight areas where you are weak or gaps which must be filled by other team members.

Section	IM		CO		SH		PL		RI		ME		TW		CF	
1	g		d		f		c		a		h		b		e	
2	a		b		e		g		c		d		f		h	
3	h		a		c		d		f		g		e		b	
4	d		h		b		e		g		c		a		f	
5	b		f		d		h		e		a		c		g	
6	f		c		g		a		h		e		b		d	
7	e		g		a		f		d		b		h		c	
Total																

Team Roles - Phrases

The following are phrases and slogans that are used by the team roles

Plant

1. When a problem is baffling, think laterally
2. Where there's a problem, there's a solution
3. The greater the problem, the greater the challenge
4. Do not disturb, genius at work
5. Good ideas always sound strange at first
6. Ideas start with dreaming
7. Without continuous innovation, there is no survival

Resource Investigator

1. We could make a fortune out of that
2. Ideas should be stolen with pride
3. Never reinvent the wheel
4. Opportunities arise from other people's mistakes
5. Surely we can exploit that
6. You can always telephone to find out
7. Time spent in reconnaissance is seldom wasted

Co-ordinator

1. Let's keep the main objective in sight
2. Has anyone else got anything to add to this?
3. We like to reach a consensus before we move forward
4. Never assume that silence means approval
5. I think we should give someone else a chance
6. Good delegation is an art
7. Management is the art of getting other people to do all the work

Shaper

1. Just do it!
2. Say 'no', then negotiate
3. If you say 'yes I will do it', I expect it to be done
4. I'm not satisfied we are achieving all we can
5. I may be blunt, but at least I'm to the point
6. I'll get things moving
7. When the going gets tough, the tough get going

Monitor Evaluator

1. I'll think it over and give you a firm decision tomorrow
2. Have we exhausted all the options?
3. If it does not stand up to logic, it's not worth doing
4. Better to make the right decision slowly than the wrong one quickly
5. This looks the best option on balance
6. Let's weight up the alternatives
7. Decisions should not be based purely on enthusiasm

Team Worker

1. Courtesy costs nothing
2. I was very interested in your point of view
3. If it's all right with you, it's alright with me
4. Everybody has a good side worth appealing to
5. If people listened to themselves more, they would talk less
6. You can always sense a good atmosphere at work
7. I try to be versatile

Implementer

1. If it can be done, we will do it
2. An ounce of action is worth a pound of theory
3. Hard work never killed anybody
4. If it's difficult, we do it immediately. The impossible takes a little longer
5. To err is human, to forgive is not company policy
6. Let's get down to the task in hand
7. The company has my full support

Completer-Finisher

1. This is something which demands our individual attention
2. The small print is always worth reading
3. 'If anything can go wrong, it will', and as O'Toole said on Murphy's Law 'Murphy was an optimist
4. There is no excuse for not being perfect
5. Perfection is only just good enough
6. A stitch in time saves nine
7. Has it been checked

Specialist

1. In this job you never stop learning
2. Choose a job you love, and you'll never have to work a day in your life
3. True professionalism is its own reward
4. My subject is fascinating to me
5. The more you know, the more you find to discover
6. It is better to know a lot about something than a little about everything
7. A committee is twelve people doing to work of one

How to Avoid Confusion Between Similar Types

Plant or Resource Investigator?

These two roles tend to be confused because both are seen as 'creative'. In practice, the distinction between the two is important. Plants are more creative when left alone and kept free from disturbance, whereas Resource Investigators seek and need the stimulus of others. So they thrive under very different conditions. Plants need a sympathetic and appreciative boss, a liberal atmosphere and an unstructured or loosely structured environment. Resource Investigators operate well under pressure and in coping with the sudden or unexpected crisis.

Plant or Monitor Evaluator?

These are both 'thinking' roles, but they think in quite different ways. Plants operate through inspiration and creative intuition and like to form an intellectual overview. Monitor Evaluators are better at diagnosing problems, assessing situations, choosing best options and planning ahead. In short, Plants synthesize while Monitor Evaluators analyse.

Resource Investigator or Co-ordinator?

Both of these are good at listening, but again operate in different ways. Resource Investigators seek adventure and thrive on the discovery of new contacts. Co-ordinators prefer the process of pulling together the resources and making sure they work in harmony with the goals of the organisation.

Co-ordinator or Shaper?

These two are both strong leadership roles but they tend to adopt different styles. Coordinators are skilled at getting the best out of people and using their talents to the full. Shapers expect to be followed and drive those who work for them to the limit. Coordinators and Shapers tend to clash when they work alongside each other at the same status level.

Team Worker or Co-ordinator?

Both seek and enjoy harmony and consensus, but the Team Workers path lies through the avoidance of friction and through building one-to-one relationships. Co-ordinators are better at handling groups and projecting the sense of a common purpose. Team Workers are often skilled at working for very difficult people, Co-ordinators at managing difficult people.

Implementer or Completer?

These are regarded as 'action' roles but their approaches follow different lines. Implementers are effective at building up systems and organisations and taking the practical steps to make things happen. Completers however are more concerned with the thoroughness of any action undertaken. They see the method as less important than achieving the end result. Completers are self-motivated and don't usually need additional incentives to spur them on.

Completer or Specialist?

Both of these aim to achieve the highest quality standards in their work, but Completers see this in general terms. For Specialists the nature of the goal is all-important, and professionalism generates its own standards against which everything else is measured and assessed. Specialists become ill at ease when subject to close supervision from non professionals or 'outsiders'. Completers however are ready to accept a wider range of bosses and they carry out all their responsibilities with the same level of urgency and thoroughness.

Using the Belbin Self Perception Inventory

When using the Belbin Self Perception Inventory to develop a team you may like to consider the following questions:

- Is an important role unfilled? If, so what is the effect of this? If you have no Implementers or Completer-Finishers, for example, the group might generate plenty of ideas, but lack follow-through.
- Are there too many of one team type? If so, what effect does this have? Too many coordinators or plants could cause conflict, for example.
- What is the preferred role of the team manager? How far does this affect the way the team operates? For example, there could be problems if the team manager is one of the less dominant team types.
- Which people play (or could play) more than one role? This often happens in a small team, for example, where there are too few individuals to fulfil all the roles .

If a team is unbalanced you can improve the situation by either

- Recruiting new members with the requisite skills.
- Encouraging existing members to develop new skills and try out new roles.

Working in Groups

Facilitation is the art and science of helping groups in their thinking, planning and decision making.

What are the characteristics of effective groups?

We are all involved in group meetings and have been since we were very young:

- think about the groups you were involved in as a child: the brownies, the scouts, your 'gang' of friends or the youth club. What made you want to go back and continue being part of the group or did you leave after just a few meetings?
- now think of different group meetings at work; did you feel bored or excited about what was being discussed? Did you feel involved or left out?
- think of the people who led these groups; did you like them? Did they make you feel important? Did you feel they were 'in control'?

There has been much work into the characteristics of effective groups.

Check this list against your own experiences.

<p>In an effective group:</p> <ul style="list-style-type: none">• the task, objective or the reason for people to meet is well understood by everyone• the atmosphere of the group tends to be informal, comfortable and relaxed• there is much discussion in which everyone participates• everyone listens to each other• people are free in expressing their feelings as well as ideas• disagreement and criticism is frequent and frank but the group is comfortable with this and shows no signs of avoiding the conflict• decisions are reached by a consensus in which it is clear that everyone is in	<p>By contrast, badly run group meetings will:</p> <ul style="list-style-type: none">• be dominated by a few individuals and their perspectives• never hear the ideas and comments from the quiet members• take too long to get to the real agenda• have no follow up actions
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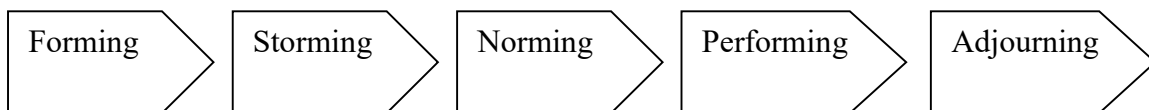
<p>general agreement</p> <ul style="list-style-type: none"> • when action is taken, clear assignments are made and accepted • the leader of the group does not dominate but is in control 	
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Task

<p>Think of two groups you have been involved in: one that you enjoyed and one that you did not. Make notes about your experiences. It does not matter if it was a work group or a social group.</p>	
A group you enjoyed	A group you did not enjoy
What made you enjoy it?	What made you not enjoy it?

Be ready for the different stages as the group develops

Stages of group development



Whatever the group and however long it is due to work together, be aware that groups usually go through a series of stages before becoming really effective. Remember this is not a simple linear process and new people may cause the group to go back to the beginning.

Forming

Effort at this stage is spent on defining goals. At this stage individuals may be confused as to why they are in the group and be trying to size up the personal benefits relative to the personal costs of being involved. They may be keeping their feelings to themselves.

Storming

This is the stage when team members test each other. They question values, behaviours, tasks and relative priorities of the goals, as well as who is to be responsible for what. There may also be questioning of the guidance and direction of the leader and some members may withdraw and isolate themselves either from the emotional tension or because they recognise that their values, beliefs and skills don't fit. If the storming is not allowed to happen, the team may never perform

well. It is a healthy process in which a team evolves with a common set of values, beliefs and goals.

Norming

This is when behaviour progressively develops into an acceptance of differences of opinion and the ground rules and the decision making processes are accepted. This is the time when individuals in the group 'value the difference' that others bring.

Performing

During this stage, the group effectively and efficiently works together and towards the goals. The group and individuals learn and develop together. You could describe it as 'less me, more we'!

Adjourning

This is the end of the working life of the group. Some groups such as improvement project teams are created to work with specific problems for a set time e.g. six months or a year. They should have a well defined and managed ending where group members know what to expect and are helped to deal with it and move on. Sometimes members feel sad, nostalgic and 'mourn' the end of the group.

Remember

The emotional experience is just as important as the intellectual experience. Encourage the members of the group to take time out of the process, to stand back and ask themselves privately: How am I feeling at the moment; angry, frightened, excited, pleased, joyful, friendly?

Task

Which of these could be seen as a good group experience:

- one in which the group reported that all the objectives had been met?
- one in which the group reported that all the objectives had been met but every individual felt railroaded and threatened?
- one in which the group reported that the objectives had not been met?
- one in which the group reported that the objectives had not been met but they had a better understanding of themselves, each other and the problem?

Where do I start?

Ask yourself the following questions. Consider the type of group meeting you have in mind and what you want to achieve.

formality:

do you need a formal group, formed to accomplish a specific task or an informal group which is more spontaneous and which evolves more naturally?

climate:

how close and friendly or casual should the group interaction be?

participation:

what should the interaction be like? How much and what type of participation do you want?

conflict:

how will you deal with conflicts and disagreements?

decision:

how will decisions be made and by whom?

division of labour:

how will tasks be assigned and subgroups formed?

leadership:

how is the group leader or facilitator elected and what is their function? Is the meeting to be facilitated or chaired?

communication:

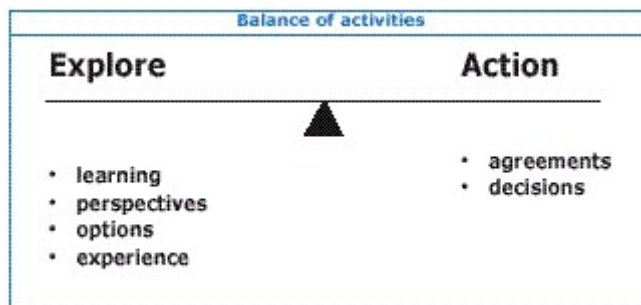
what channels are preferred and how is the group networked? Do they prefer face-to-face meetings, phone calls or email?

evaluation:

how will progress be monitored, checked, evaluated and how is feedback provided?

Be clear about

- **goals: are they the same for everyone?**
 - **roles: what do you want people to do?**
 - **procedure: how are things going to happen?**
- Is everyone expecting the same thing?**



2. Preparing for a facilitated group meeting

Facilitating meetings or workshops are an increasingly important part of bringing about improvement in health and social care. Why?

Because there is a growing awareness that we all like to influence the world around us and that groups, when well managed, can unleash a wonderful enthusiasm for doing things differently.

A successfully facilitated meeting should help a group get further, faster in a more focused way and hopefully it should be fun.

Prepare for success by working through: **Design, Dry run, Do it and Debrief.**

Task 2.1 When do I need a facilitated group meeting?

A simple rule of thumb says you need it when there is low certainty and low agreement among the key players on an important issue. If you are sure that everyone is certain and agrees on the right way forward, you probably do not need a meeting so JUST DO IT!!!

2.2 What do I want out of the group meeting?

Be very clear on the purpose of a facilitated meeting or workshop. Generally, you will want your facilitated meetings to either provoke conversations, agree actions or both. Think carefully as different facilitation skills and tools are needed in facilitation for exploration and learning, compared with facilitating for action and agreement.

Communication

People have different preferences for how they communicate and how they wish to be communicated with. When working with groups, it is important to consider the different needs and styles. You should also be aware of your own style and biases and try to understand and relate to those who may have styles that are different to yours.

Aim

To help you or members of a group to:

- identify preferences in communication
- understand how this might be seen by others
- recognise and value differences

How to use

Work your way through the four stages;

Stage 1	complete the communication questionnaire
Stage 2	score your responses on the response sheet
Stage 3	consider the descriptions
Stage 4	consider the implications

Learning points

- remember to see the person not a 'name badge'
- there are no 'right or wrong' answers, no 'better or worse styles': just differences

Stage 1 Complete the questionnaire

- find a quiet space where you will not be disturbed
- work your way through the communication questionnaire
- consider each statement and answer yes or no
- answer as yourself - not as you think you ought to be or would wish to be, not as a manager, secretary, partner, mother, father, son, daughter, etc - just be yourself!
- try to give an answer to all the questions
- there is no time limit but do not dwell too long on each question

**As you do the questionnaire Remember: “all models are wrong but some are quite useful.”
Use the questionnaire as information to start a dialogue and improve understanding.**

1	Do you think it is a sign of strength not to show emotions during a crisis?	
2	Do you often interrupt people when you think they are incorrect?	
3	Does it annoy you when people try to cheer you up?	
4	If you ask someone to do something and they do it wrong, do you have a go at them?	
5	When others have little to say are you able to keep a conversation going?	
6	Are you proud of your ability to deal with people?	
7	Do tactful people annoy you because you wish people would say exactly what they mean?	
8	When you are down in the dumps, do lively people make you feel even worse?	
9	Do you try to sound confident even when you are unsure about the facts?	
10	Are you impatient with people who like to discuss their motives?	
11	Do you think that your feelings are too deep to discuss with others?	
12	Do you keep quiet when you feel you may offend someone?	
13	Are you diplomatic when you have to tell others to do something against their will?	
14	Does it bother you when others correct your mistakes?	
15	Do you find it difficult to discuss your problems with others?	
16	Are you embarrassed by people who talk about their feelings?	
17	Do you believe people when they ask you if you are all right?	
18	Do you find it hard to admit to your mistakes?	
19	Do you believe that people take advantage of those who are considerate?	
20	Do you value good manners in others?	
21	Do you feel immediately inclined to tell others when something exciting happens to you?	
22	Do you hate to be taken for a ride?	
23	Do you pride yourself on your ability to put up with setbacks?	
24	If someone asked you not to disturb them would you feel hurt?	
25	Are you often first to speak when an opinion is requested?	
26	Do you enjoy being provocative?	
27	Do you think that being blunt is harmful?	

28	Do you get bored with conversations that don't concern you?	
29	Do you feel that people don't understand you?	
30	Do you like to be the centre of attention?	
31	Do you treat conversations as a chance to test your mettle against others?	
32	If a colleague has a different opinion from yours, will you try to win them over to your point of view?	
33	Do you think that people should keep their problems to themselves?	
34	Do you find it hard to keep a secret?	
35	Do you ignore people when they make you angry?	
36	If a colleague is unhappy would you actively discuss their problems?	
37	If you have a problem would you silently worry about it, even during an evening out?	
38	Does it annoy you to hear someone else dominating a conversation?	
39	Do you worry about whether other people like you?	
40	Do you resent being asked what you are thinking or feeling?	
41	Do you think that your colleagues ought to know what makes you tick?	
42	Do you visibly show your emotions?	
43	Would you hate to show your distress in front of a colleague?	
44	When you have some time alone, do you spend much of it on the telephone?	
45	Do you find advice from others irritating?	
46	Will you say almost anything to fill a lull in a conversation?	
47	Do you see it as your responsibility to keep other people happy?	
48	Do you often find other people oversensitive?	

Stage 2 Score your responses on the response sheet

- transfer your 'Yes' and 'No' answers for each of the 48 statements to the relevant boxes
- add up the number of 'Yes' answers for each column and write the total in the blank box at the bottom of each column
- each score will represent how you conform to the particular style of communication. If you score six or more 'Yes' answers for a category then this suggests that you have a natural tendency to use this style

Response Sheet

4	2	3	5	1	6
7	9	8	21	10	12
17	14	11	24	16	13
19	18	15	28	23	20
22	25	29	30	33	27
26	32	35	34	36	39
31	38	37	44	40	41
48	45	42	46	43	47
Total number of times you answered yes					
Aggressive	Dominating	Worrying	Talkative	Quietly Confident	Hinting

Stage 3 Consider the descriptions

Style	Positives	Negatives
Aggressive	Doesn't get pushed around	Uses conversations as a duel to be won
	Clear	Can be argumentative (and likes it)
	Focused	Tries to gain dominance
	Results orientated	
Dominating	Has a view on everything	Can 'put down' less able people
	Usually 'expert' in one area	Takes over conversations
	Can step in and take charge	Not always inclusive of quieter members
	Always joins in	

Worrying	Always makes allowances	Can be negative
	Highly emotional	Appears withdrawn when thinking
	Risk analyser	Needs time to make decision
		Emotionally draining
Talkative	Easy to get on with	Talks too much about nothing
	Lots of friends	Struggles to keep a confidence
	Sociable	Uncomfortable with short silences
	Non-threatening	Talks over quieter members of the group
	Sense of humour	
Quietly confident	Seen as emotionally stable	Can be seen as aloof
	Tower of strength	Takes too much on
	Used as sounding board	Risk of burnout
	Confidential	Can be too self critical
Hinting	Influences from behind	Avoids conflict
	Quiet and thoughtful	Doesn't say what they truly mean
	Gets on with most people	Can be seen as manipulative by more direct communicators

Stage 4 Consider the implications

Consider the implications for your **own development** and facilitation style.

Consider how:

- others may see you
- your style may cause tension for others
- you can use your strengths
- to avoid the traps your style may cause

Look at the other descriptions and consider how you can:

- make others more comfortable
- observe and learn how others respond to you
- make changes to improve communications with individuals who you have the most 'difficulty' with

Consider the implications for **group development**.

Ask each member of the group to consider, as individuals, the questions and then, as a group think about:

- what are the problems and strengths of 'style alike' or 'style different' groups?
- what is our group strength?
- where are the gaps?
- what does this indicate?
- what should we do?

What is Listening Section 1?

- a conversation between two people, either face to face or on the phone
- the subject is a topic of general interest (e.g. booking a holiday or course of study)
- one or two tasks (e.g. note completion)
- an example and 10 questions

What does it test?


- understanding specific information (e.g. dates, everyday objects, places, etc.)
- spelling

Useful language: spelling

If you are asked to write the name of a street, person, company, etc., it will be spelt for you. You need to be very familiar with the names of the letters of the alphabet as you only hear them once.

 **02** 1 Listen and repeat the names of these letters.


A E I S

 **03** 2 Now listen to these letters and put them in the correct column according to how we pronounce their names.

C F G H J K L N O R T U V W X Y

Four of the letters don't fit in any of the columns. Which are they?

A	E	I	S
	C		

 **04** 3 Listen to some words being spelt out and write down what you hear. Read the word you have written. Can you say it? If not, maybe you missed a vowel!

- 1 Address: 23 Road
- 2 Name of company: Limited
- 3 Name: Anna
- 4 Meeting place: School
- 5 Name of village:
- 6 Website address: www.com

Tip! When a letter is repeated, we say 'double', e.g. EE is 'double E'.

Task information: Note completion

This task requires you to fill the gaps in the notes someone makes during a conversation. The notes are in the same order as the information you hear. There are other similar completion tasks that you will see: tables (e.g. Test 1 Section 4), sentences (e.g. Test 3 Section 4) and forms (e.g. Test 2 Section 1).

You have to:

- listen to a conversation – you hear it once only.
- write one/two/three words or a number or date in each gap in the notes.
- write the exact words you hear.
- spell everything correctly.
- transfer your answers to the answer sheet after all four listening sections.

Useful language: numbers

05 Listen to these sentences and write the number you hear in the gaps.

- 1 King Street
- 2 Family ticket costs \$
- 3 Mobile phone number:
- 4 Theatre opened in
- 5 Secretary is in Room
- 6 Cost of flight: £

Tip! The numbers you write in the exam will be a year, a price, a phone number or part of an address, etc.

Advice

3 When we say a phone number, we can pronounce 0 as 'oh', or say 'zero'.

6 When we talk about money we say, for example 'four pound(s)/dollar(s)/euro(s) fifty' (£4.50 / \$4.50 / €4.50).

Useful language: dates

06 Listen to these sentences and write the dates you hear in the gaps.

- 1 The course begins on
- 2 Date of birth:
- 3 Date of appointment:
- 4 The wedding will take place on
- 5 Date of arrival in New York:
- 6 Date of interview:

Advice

2 We say dates like 1985 or 2014 as 'nineteen eighty-five' and 'twenty fourteen'. For years between 2000 and 2010, we can say, for example, 'two thousand and one'.

Tip! You can write a date in different ways to get a mark (e.g. 3rd March, March 3 or 3 March). This fits the 'one word and/or a number' in the instruction.

Useful language: measurements

07 Listen to these sentences and write the measurement you hear in the gaps.

- 1 Mount Everest is high.
- 2 Distance from Wellington to Auckland:
- 3 John's height:
- 4 Add flour to sugar.
- 5 Weight:
- 6 Width of desk:

Tip! You can write the whole measurement or an abbreviation (e.g. 25 metres or 25m, 19 kilometres/kilometers or 19km).

Useful language: deciding what to write in the gaps

Look at the sample exam task below and complete this table.

Tip! Predicting what type of word will go into each gap helps you to be ready to hear it during the recording.

Which gaps need ...		What tells you this?
a date?	1	
a distance?		
only numbers?		
a price?		
a website address?		
nouns:		
• a meal or kind of food?		
• a place?		
• a facility?		
• clothes or a piece of equipment?		
• an event?		

Pony-trekking holiday

Example	Answer
Holiday lasts8..... days.

- Holiday starts on 1
- Children must be over 2 years.
- Group rides 3 each day on average.
- Hats provided but not 4
- Holiday costs 5 £ per person
- All food included except 6
- Camp site has a 7
- Find more information at www. 8com
- At least one day is spent riding in the 9
- A 10 will take place one evening.

Test 1 Exam practice Listening Section 1 Questions 1–10

Action plan for Note completion

- 1 Look at the instructions to find out how many words you can write.
- 2 Look at the heading and read through the notes. There is time to do this before you listen.
- 3 Look at the gaps and think about what kinds of word or number are needed (e.g. a date, a distance, an address, a noun).
- 4 Listen to the introduction, which tells you what the recording is about.
- 5 Listen carefully to the conversation and focus on each question in turn. As soon as you've written the answer to one question, listen for the answer to the next.

Tip! Write an answer in every gap even if you aren't sure about it. A guess might get a mark but an empty space can't!

Questions 1–10

Complete the notes below.

Write no more than **TWO WORDS AND/OR A NUMBER** for each answer.

Cycling holiday in Austria

Example	Answer
Most suitable holiday lasts10..... days.

- Holiday begins on **1**
- No more than **2** people in cycling group.
- Each day, group cycles **3** on average.
- Some of the hotels have a **4**
- Holiday costs **5** £ per person without flights.
- All food included except **6**
- Essential to bring a **7**
- Discount possible on equipment at www. **8**com
- Possible that the **9** may change.
- Guided tour of a **10** is arranged.

Tip! Remember you only hear the recording once.

Tip! If one of your answers is more than two words and a number, it is wrong!

Advice

The words you hear are usually different from the words in the notes, except for the word(s) you have to write.

- 1** Make sure you write the whole date.
- 2** What question does the woman ask which tells you the answer is coming? Which words in the man's answer mean 'no more than'?
- 3** Which word tells you the answer is coming? Which words do you hear that mean 'on average'?
- 6** If the word you hear is plural, don't forget to write the 's'.
- 7** Which words do you hear which tell you that you will soon hear the answer?
- 8** Write only the missing word(s). There's no need to write www. and .com on the answer sheet.
- 10** You must spell everything correctly but both American and British English spelling are acceptable here. Check your spelling when you transfer your answers.

What is Listening Section 2?

- a talk / speech / announcement / recorded message / radio excerpt given by one person, sometimes with an introduction by another person
- the subject is a topic of general interest (e.g. what's on, a place of interest)
- usually two tasks (e.g. multiple choice, matching, completing a flow-chart)
- ten questions – there is a brief pause in the recording before the start of the next task

What does it test?

- understanding specific factual information
- selecting relevant information from what you hear

Task information: Multiple choice (three options)

Multiple-choice questions usually focus on the details. They follow the order of the recording.

You have to:

- listen to the recording – you hear it ONCE only.
- choose from options A, B or C to answer a question or complete a statement so that it means the same as the recording.
- transfer your answers to the answer sheet after all four listening sections.

There is another kind of multiple-choice task – see Test 2 Listening Section 2.

Task information: Matching information

Matching information requires you to listen to detailed information and relate it to a number of places, people, etc.

You have to:

- listen to part of the recording – you hear it ONCE only.
- match one piece of information from the box to each question.
- transfer your answers to the answer sheet after all four listening sections.

There are other kinds of matching task (e.g. Test 2 Listening Section 3, Test 4 Listening Section 3).

Useful language: paraphrasing

In many IELTS tasks, you have to choose a correct answer from a number of options. The options express ideas using different words from the recording.

Match these phrases (1–10) to ones with similar meanings (a–j).

- | | |
|-------------------|-------------------------|
| 1 a wide variety | a a convenient location |
| 2 recently | b a special occasion |
| 3 easy to get to | c not long ago |
| 4 no more than | d looks out over |
| 5 a peaceful spot | e a huge range |
| 6 birthday | f has changed |
| 7 has a view of | g the maximum number |
| 8 is different | h kitchen equipment |
| 9 upmarket | i a quiet place |
| 10 saucerpans | j luxury |

Test 1 Exam practice Listening Section 2 Questions 11–20

Action plan for Multiple choice (three options)

- 1 Read the questions. They give you an idea of what the recording will be about and what information you should listen for.
- 2 Listen to the introduction. It tells you what the recording is about.
- 3 Follow the recording by listening for the answer to each question.

Tip! Listen out for key words, so that you know which question to answer.

- 4 As soon as you've chosen the answer to a question, listen for the answer to the next one.
- 5 Check your answers and then transfer them to the answer sheet at the end of the Listening test.

Questions 11–14

Choose the correct letter, **A**, **B** or **C**.

- 11 The market is now situated
 - A under a car park.
 - B beside the cathedral.
 - C near the river.
- 12 On only one day a week the market sells
 - A antique furniture.
 - B local produce.
 - C hand-made items.
- 13 The area is well known for
 - A ice cream.
 - B a cake.
 - C a fish dish.
- 14 What change has taken place in the harbour area?
 - A Fish can now be bought from the fishermen.
 - B The restaurants have moved to a different part.
 - C There are fewer restaurants than there used to be.

Advice

11 The prepositions on the recording are different from the ones here. Check that the answer you choose means the same as what you hear.

12 Think about the kinds of word you might hear before you listen (e.g. what is 'local produce'?).

13 Although the questions follow the order of the recording, each set of options (A, B, C) may not.

14 Read the question carefully. You need to listen for what has **changed**.

Action plan for Matching information

1 Read the options in the box. Think about words you might hear that have a similar meaning.

Tip! At the end of the first task there is a pause. Use this time to read the questions for the next task.

2 Listen to the instructions for the task (if this is the first task).

3 Look at the names of places, people or things that you need to match to the options.

4 Look at the options in the box while you listen to the recording. Choose one answer to each question.

Tip! If you can't choose between two answers for one question, write them both down for now. One might be the answer to a later question, then you will know you can't choose it twice.

5 Check your answers and then transfer them to the answer sheet at the end of the Listening test. Make sure you transfer the answers for both tasks!

09 Questions 15–20

Which advantage is mentioned for each of the following restaurants?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to questions 15–20.

Advantages	
A	the decoration
B	easy parking
C	entertainment
D	excellent service
E	good value
F	good views
G	quiet location
H	wide menu

- 15 Merrivales
- 16 The Lobster Pot
- 17 Elliots
- 18 The Cabin
- 19 The Olive Tree
- 20 The Old School Restaurant

Tip! You can only choose each option (Advantages A–H) once, so two of the options aren't needed.

Tip! The options are in alphabetical order, not in the order you hear them.

Advice

B For some restaurants you will hear information about parking but it might not be 'easy'.

D You will hear information about service but it might not be 'excellent'. The answer is only correct if the meaning matches exactly what you hear.

Tip! The restaurants (15–20) are in the order you hear them so listen for each one in turn.

What is Listening Section 3?

- a discussion between two to four speakers (e.g. between one or more students and/or a university teacher)
- the subject is some aspect of academic life (e.g. a past or future project)
- up to three tasks (e.g. flow-chart, multiple choice, labelling a diagram)
- 10 questions – there is a brief pause in the discussion between the parts that relate to each of the tasks

What does it test?

- identifying key facts and ideas and how they relate to each other
- identifying speakers' attitudes and opinions

Task information: *Flow-chart completion*

Flow-chart completion requires you to follow the development of a discussion. The steps in the flow-chart are in the same order as what you hear.

You have to:

- listen to part of the discussion – you hear it **once** only.
- choose one option (**A, B, C**, etc.) from the box to complete each space in the flow-chart according to what you hear.
- transfer your answers to the answer sheet after all four listening sections.

There is another kind of *flow-chart completion* task – see Test 5 Listening Section 4.

Task information: *Diagram labelling*

Diagram labelling requires you to transfer the information you hear to a simple picture or plan. You need to follow language expressing where things are.

You have to:

- listen to part of the discussion – you hear it **once** only.
- choose the correct words from a list to label the diagram.
- write **A, B, C**, etc. in the spaces on the diagram. There are always more words in the box than you need.
- transfer your answers to the answer sheet after all four listening sections.

There are other kinds of *diagram-labelling* task (e.g. Test 2 Listening Section 2, Test 5 Listening Section 3).

Action plan for *Flow-chart completion*

- 1 Read the instructions and check how many gaps there are in the flow-chart.
- 2 Look at the heading of the flow-chart to find out the topic of the discussion.
- 3 Look at the flow-chart and try to predict what the discussion will be about.
- 4 Read the list of options in the box.

Tip! Look at each line of the flow-chart in turn. Think about which of the words in the box might fit each space.

- 5 Listen carefully to the conversation, using the flow-chart to help you follow it.

Tip! The words you hear before the missing word may be synonyms of the words in the flow-chart.

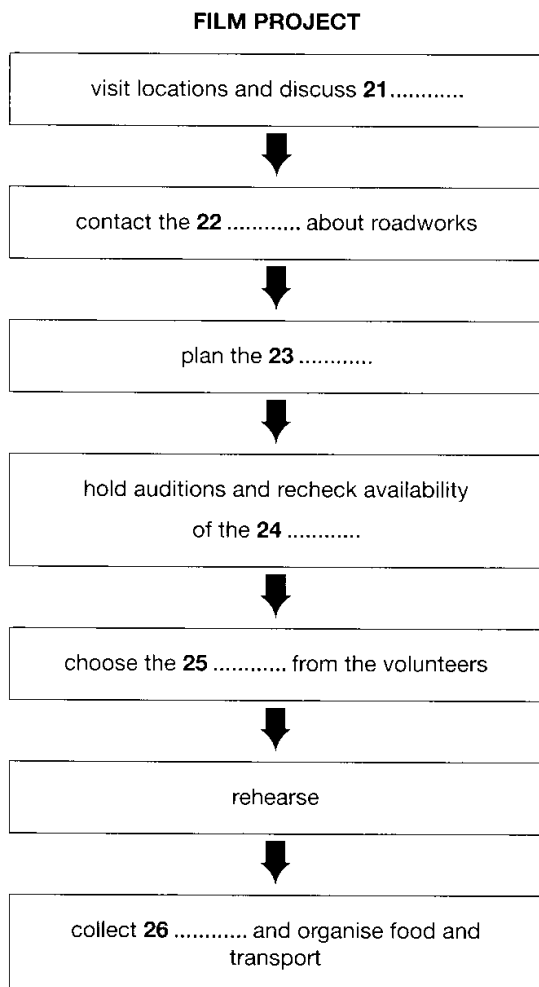
- 6 Transfer your answers to the answer sheet at the end of the Listening test. Make sure you transfer the answers for both tasks!

10 Questions 21–26

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A–I**, next to questions 21–26.

- A actors
- B furniture
- C background noise
- D costumes
- E local council
- F equipment
- G shooting schedule
- H understudies
- I shopowners



Tip! As soon as the first part ends, look at the next task.

Tip! Look at the list in the box and the flow-chart before you begin.

Advice

A–I These items may be mentioned in any order.

Three of them will not be needed.

Tip! Focus on each question in turn. As soon as you have answered one question, look at the next line.

Advice

21 The answer must be something they plan to talk about when they go somewhere.

22 Probably a person or organisation.

24 The answer comes after they have talked about auditions. Listen out for words which mean 'recheck' and 'availability'.

25 This answer is likely to be A, H or I because they are people.

26 The answer will come after they have talked about rehearsals.

Action plan for *Diagram labelling*

- 1 Look at the instructions and check how many parts of the diagram you have to label.
- 2 Look at the heading of the diagram to find out the topic of the discussion.
- 3 Look at the diagram and read the labels.

Tip! You hear the information you need in the same order as the numbering of the diagram.

- 4 Read the list in the box. Think about what you might hear.

Tip! There are always more items in the box than you need.

- 5 Transfer your answers to the answer sheet at the end of the test. Make sure you transfer the answers for both tasks!

10 Questions 27–30

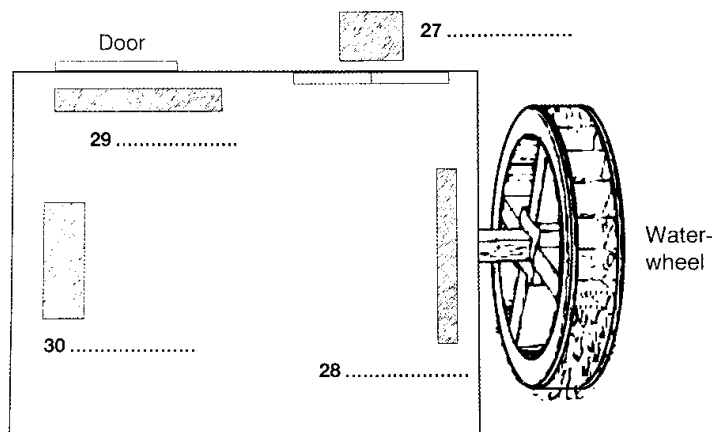
Choose four answers from the box and write the correct letter, **A–G**, next to questions 27–30.

- A lights
- B fixed camera
- C mirror
- D torches
- E wooden screen
- F bike
- G large box

Tip! The words in the list may be mentioned in any order.

Tip! Three of these items will not be needed. They may refer to things which are not in the diagram, or things which you do not have to label.

Old water-mill



Advice

27 Where is the first object you have to label – inside or outside the mill?

28 This is near a labelled object. What is the object?

What is Listening Section 4?

- a lecture, talk or presentation, usually in front of an audience
- the subject is a topic of academic interest (e.g. a scientific or historical subject)
- up to three tasks (e.g. completing notes, a table or flow-chart)
- 10 questions

What does it test?

- understanding and distinguishing between ideas: reasons, causes, effects, consequences, etc.
- following the way the ideas are organised (e.g. main ideas, specific information, attitude) and the speaker's opinion
- accurate spelling

Useful language: following the speaker

When completing a table (or notes, flow-chart, etc.), it is important to listen for verbal signals that show when the speaker is moving from one aspect of the topic to another. This helps you to be in the right place for each answer.

Here are four kinds of verbal signal you can listen for:

- A** Introducing a new aspect of the topic
- B** *Developing* the topic further
- C** Introducing an example
- D** Referring back

Read these expressions and mark each one A, B, C or D to show what kind of verbal signal it could be. For some expressions, you can use more than one letter.

- | | |
|----------------------------------------------------|---------------------------------------------|
| 1 The reason for this was ... | 11 So I want to start by ... |
| 2 Now I want to explain a little about ... | 12 Before I talk to you in detail about ... |
| 3 Among these well-established trades, one was ... | 13 I'm going to describe for you ... |
| 4 Next there's the problem of ... | 14 The first one concerns ... |
| 5 Another experiment demonstrates ... | 15 Another way of doing this was ... |
| 6 I've been asked to talk to you about ... | 16 Another interesting result ... |
| 7 It's important to recognise ... | 17 So, we've looked briefly at ... |
| 8 Now I'd like to talk about ... | 18 Lastly, but this is really important ... |
| 9 Anyway, for all these reasons ... | 19 Another variation is ... |
| 10 And another thing was ... | 20 I'll now tell you how ... |

Task information: Table completion

Table completion requires you to follow a talk, step by step, and complete a table which gives a record of the information and ideas that you hear.

You have to:

- listen to a lecture or talk – you hear it once only.
- write one, two or three words in each gap in the table.
- write the exact words you hear. Remember to write only the missing word(s).
- spell your answers correctly on the answer sheet.
- transfer your answers to the answer sheet after all four listening sections.

Test 1 Exam practice Listening Section 4 Questions 31–40

Action plan for Table completion

- 1 Look at the instructions and check how many words you must write in each gap.
- 2 Look at the heading of the table which tells you what the recording is about.
- 3 Read the column headings.
- 4 Look at each row of the table in turn and think about the kind of word(s) you need to complete it.

Tip! The question numbers run horizontally across each row.

- 5 Listen and complete each gap.
- 6 Move on to the next row each time the speaker talks about something new.

Tip! Keep up with the speaker. If you miss an answer, forget it and move on to the next. Fill any gaps at the end with a guess.

- 7 Transfer your answers to the answer sheet at the end of the test.

11 Questions 31–40

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Tip! The answers are words which are not in the table.

Tip! You will hear the exact word you need to write, but its context may be worded differently from the table.

EXOTIC PESTS			
Origin	Name	New habitat	Notes
Australia	red-backed spider	New Zealand and Japan	even on island in middle of 31
England	rabbit	Australia	800 years ago: imported into England to be used for 32
America	fire ants	33 in Brisbane	imported by chance
Australia	34	Scotland	deliberately introduced in order to improve 35 (not effective)
New Zealand	flatworm	36 Europe	accidental introduction inside imported 37
Japan	38	Australian coastal waters	some advantages
Australia	budgerigar	urban areas of south-east 39	smaller flocks because of arrival of 40 in recent years

Tip! Focus on each row in turn as you listen.

Advice

31 You know the answer is coming when you hear about New Zealand and Japan.

32 Listen for information about 800 years ago.

33 You know the answer is coming when you hear this place or these animals.

38 The extra information between answers is sometimes quite long, sometimes quite short.

Test 2 Exam practice

Listening Section 1 Questions 1–10

Review

- 1 How many speakers will you hear?
- 2 How many times will you hear the recording?
- 3 How many questions do you have to answer?
- 4 Does each task in this section have the same number of questions?
- 5 Is there an example answer?
- 6 What information do you have to listen for in Section 1?
- 7 Do you have to write the exact words you hear?
- 8 Is spelling important in Section 1?
- 9 When do you transfer your answers to the answer sheet?

Action plan reminder

Form completion

- 1 How do you know how many words to write?
- 2 Do you have time to look at the task before you hear the recording?
- 3 What can you learn from the words around the gaps?
- 4 How can you lose marks in this task?

Page 13 Test 1 Listening Section 1 Action plan

12 Questions 1–6

Complete the form below.

Write **NO MORE THAN TWO WORDS** for each answer.

PRIME RECRUITMENT

Employee record

Example	Answer
SurnameRiley.....

Email	1 @worldnet.com
Nationality	2
Reference (professional)	Name: John Keen Job: manager of 3
Reference (personal)	Name: Eileen Dorsini Job: 4
Special qualifications	current 5 certificate certificate of competence in 6

Tip! You don't have to write the same number of words in each space.

Tip! There is always an example in Listening Section 1 but not in the rest of the Listening test. As soon as you hear the answer to the example, listen for the answer to Question 1.

Advice

2 Be careful to write a nationality, not the name of a country.

3 What kind of word(s) do you need here?

4 Is this the same kind of word as for Question 3?

Action plan reminder

Table completion

- 1 How do you know how many words to write?
- 2 What should you check before the recording begins?
- 3 How will you know when an answer is coming?

Page 22 Test 1 Listening Section 4 Action plan

12 Questions 7–10

Complete the table below.

Write **NO MORE THAN ONE WORD** for each answer.

Tip! You need a different number of words in this part!

PRIME RECRUITMENT CHILDCARE VACANCIES			
Location	Name	Children	Special requirements
London	Benton	girl and boy	be keen on 7
near Oxford	Granger	8 boys	be animal-lover
9	Campbell	four girls	be willing to 10 when camping

Advice

7 What kind of word is needed here?

8 This word probably indicates how many boys.

9 Be ready for a place name.

10 What kind of word do you need here?

Test 2 Exam practice

Listening Section 2 Questions 11–20

Review

- 1 How many speakers will you hear?
- 2 How many times will you hear the recording?
- 3 How many tasks are there usually?
- 4 How many questions do you have to answer?
- 5 Does each task have the same number of questions?
- 6 Is there an example?
- 7 What does Section 2 test?

Action plan for *Multiple choice (five options)*

- 1 Read the question(s) and the list of items A–E. This will give you an idea of what you will hear and what information you should listen for.

Tip! You will probably hear all the things A–E mentioned, but only TWO of them will be the correct answer for the questions.

- 2 Listen for the answers to each question.
- 3 There will be a pause during the recording at the end of the first task. During the pause read the questions in the second task.

Page 15 Test 1 Listening Section 2 Action plan

13 Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** sources of funding helped build the facility?

- A the central government
- B local government
- C a multinational company
- D a national company
- E city residents

Tip! You'll hear the information for Questions 11 and 12 before the information for Questions 13 and 14.

Advice

11 & 12 What is a 'source of funding'?

13 Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** pre-existing features of the site are now part of the new facilities?

- A football stadium
- B playing fields
- C passenger hall
- D control tower
- E aircraft hangars

Advice

13 & 14 What does 'pre-existing' mean? In what kind of place would you find things like C–E?

Action plan for Map labelling

1 Look at the map and read the instructions.

Tip! This task is similar to, but not exactly the same as, a diagram labelling task.

2 Try to understand what the map shows and how to describe the location of each of the places marked.

Tip! The letters on the map are *not* in the same order as the places you hear mentioned, but the places in the questions are in the right order.

3 Read the instructions, so you know what to write (e.g. a word or a letter).

4 Use the places already marked on the map to help you follow the recording.

5 Write the names of the places on the map as you listen.

6 Write the letters next to the question numbers at the end.

Tip! The speaker will say exactly where you are on the map at the beginning.

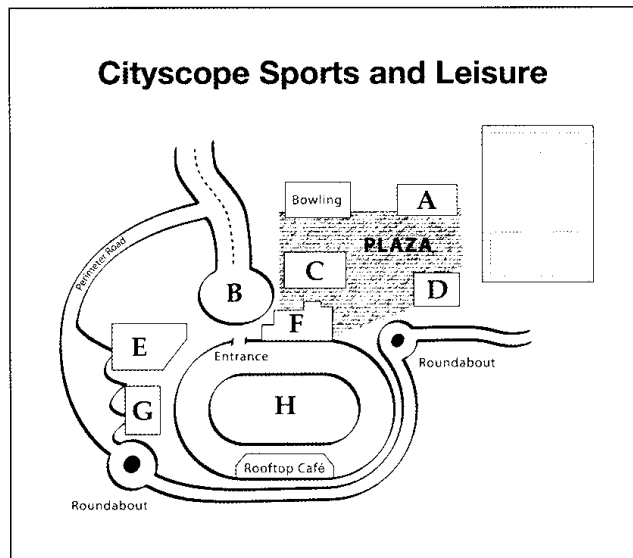
13 Questions 15–20

Label the map below.

Write the correct letter, **A–H**, next to questions 15–20.

Tip! There are some letters on the map which you don't need to use.

- 15 hotel
- 16 transport hub
- 17 cinema
- 18 fitness centre
- 19 shops
- 20 restaurant



Test 2 Exam practice Listening Section 3 Questions 21–30

Review

- 1 Is the topic about academic situations or is it more general?
- 2 How many speakers are there?
- 3 How many times do you hear the recording?
- 4 How many questions do you have to answer?
- 5 Does each task have the same number of questions?
- 6 When are you given time to read the questions?

Action plan reminder

Multiple choice

- 1 Are the questions (21, 22, etc.) in the same order as the recording?
- 2 Are the options (A, B, C, etc.) in the same order as the recording?
- 3 How do you know the answer to the next question is coming?
- 4 What should you do before you listen?

Page 15 Test 1 Listening Section 2 Action plan

14 Questions 21–25

Choose the correct letter, **A**, **B** or **C**.

- 21 What is Chloe concerned about?
- A her knowledge of maths
 - B her ability to write essays
 - C her lack of business experience
- 22 Which of the following does Ivan feel he has improved?
- A his computer skills
 - B his presentation skills
 - C his time management
- 23 What does Chloe especially like about the course?
- A She won't have to do a final examination.
 - B She can spend time working in a business.
 - C She can study a foreign language.
- 24 Ivan is pleased that the university is going to have
- A more lecture rooms.
 - B a larger library.
 - C more courses.
- 25 What does Ivan advise Chloe to do?
- A contact his tutor
 - B read about some other universities
 - C visit the university

Tip! Read the questions to give you an idea of what the conversation is about.

Advice

Which speaker is thinking of doing the course? What kind of course is it?

21 *What does Ivan say which tells you that you need to listen for the answer?*

22 *Ivan mentions all of the options but he only feels one has improved.*

23 *What words does Chloe use to say she especially likes something?*

Action plan for Matching A, B and C

- 1 Read the options (A, B, C) you have to choose from.
- 2 Listen carefully to hear the words in the numbered questions, and decide which option from A, B and C is closest in meaning to what the speaker says.
- 3 Choose an answer to each of the questions. The questions are in the order you hear them.

Tip! There may sometimes be more than three options (A, B, C) to choose from.

14 Questions 26–30

What does Chloe decide about the following subjects?

Write the correct letter, **A**, **B** or **C**, next to questions 26–30.

- | | |
|----------|---------------------|
| A | She will study it. |
| B | She won't study it. |
| C | She might study it. |

Subjects

- | | | |
|----|---------------------|-------|
| 26 | Public relations | |
| 27 | Marketing | |
| 28 | Taxation | |
| 29 | Human resources | |
| 30 | Information systems | |

Tip! You have time to read the questions before you listen.

Advice

Only put **A** or **B** as your answer if Chloe is definite in what she says.

26 Listen for Chloe's final opinion.

27 Chloe sometimes disagrees with Ivan about whether a course is useful or not.

29 What expression does Chloe use which matches **A**, **B** or **C**?

30 When a speaker makes a statement followed by 'but ...', listen carefully to what comes after 'but' as that will probably give you the answer.

Test 2 Exam practice

Listening Section 4 Questions 31–40

Review

- 1 How many speakers are there?
- 2 What kind of topic might you hear?
- 3 How many times do you hear the recording?
- 4 How many questions do you have to answer?
- 5 Does each task always have the same number of questions?
- 6 When are you given time to read the questions?

Action plan reminder

Note completion

- 1 Do you write the same number of words in each gap?
- 2 Are the gaps in the same order as the information you hear?

Tip! Use the information and the headings in the notes to find your place in the recording.

- 3 What should you think about when you look at the gaps?
- 4 Are the words you need all on the recording?
- 5 Do you have to spell the words correctly?

Page 13 Test 1 Listening Section 1 Action plan

Questions 31–35

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

History of weather forecasting

Early methods

- Almanacs connected the weather with the positions of different
31 at particular times.

Invention of weather instruments

- A hygrometer showed levels of 32 (Nicholas Cusa 1450)
- Temperature variations first measured by a thermometer containing
33 (Galileo Galilei 1593)
- A barometer indicated air pressure (Evangelista Torricelli 1643)

Transmitting weather information

- The use of the 34 allowed information to be passed
around the world.
- Daily 35 were produced by the French from 1863.

Advice

The lecture begins with an introduction. Which word tells you to listen for the first answer?

32 Check the words you write make sense. (The names and the dates will help you hear the answer.)

33 Be careful! The answer may not be what you expect from general knowledge.

Action plan reminder

Sentence completion

- 1 Do you write the same number of words in each gap?
- 2 Are the questions in the same order as the information you hear?
- 3 Are the words you need all on the recording?

Page 13 Test 1 Listening Section 1 Action plan

15 Questions 36–40

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

Producing a weather forecast

- 36 Weather observation stations are found mostly at around the country.
- 37 Satellite images use the colour orange to show
- 38 The satellites give so much detail that meteorologists can distinguish a particular
- 39 Information about the upper atmosphere is sent from instruments attached to a
- 40 Radar is particularly useful for following the movement of

Tip! The second task will be on a different aspect of the first topic. The title will help you.

Advice

36 The word 'mostly' is important.

37 Listen for 'orange' which tells you the answer is coming.

39 Listen for a word which means 'instruments'.

Test 3

Listening Section 1 Questions 1–10

Questions 1–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Midbury Drama Club

Background

- | Example | Answer |
|-----------------|----------------|
| club started in |1957..... |
- prize recently won by **1** section
 - usually performs **2** plays

Meetings

- next auditions will be on Tuesday, **3**
- help is needed with **4** and
- rehearsals take place in the **5** hall
- nearest car park for rehearsals is in Ashburton Road opposite the **6**

Costs

- annual membership fee is **7** £.....
- extra payment for **8**

Contact

- secretary's name is Sarah **9**
- secretary's phone number is **10**

Test 3

Listening Section 2 Questions 11–20

03 Questions 11–15

Choose the correct letter, **A**, **B** or **C**.

- 11 What does the charity *Forward thinking* do?
- A It funds art exhibitions in hospitals.
 - B It produces affordable materials for art therapy.
 - C It encourages the use of arts projects in healthcare.
- 12 What benefit of *Forward thinking's* work does Jasmine mention?
- A People avoid going to hospital.
 - B Patients require fewer drugs.
 - C Medical students do better in tests.
- 13 When did the organisation become known as *Forward thinking*?
- A 1986
 - B in the 1990s
 - C 2005
- 14 Where does *Forward thinking* operate?
- A within Clifton city
 - B in all parts of London
 - C in several towns and villages near Clifton
- 15 Jasmine explains that the Colville Centre is
- A a school for people with health problems.
 - B a venue for a range of different activities.
 - C a building which needs repairing.

17 03 **Questions 16–20**

Who can take part in each of the classes?

Write the correct letter **A**, **B** or **C** next to questions 16–20.

Class participants

- A** children and teenagers
- B** adults
- C** all ages

- 16 Learn Salsa!
- 17 Smooth Movers
- 18 Art of the Forest
- 19 The Money Maze
- 20 Make a Play

Test 3

Listening Section 3 Questions 21–30

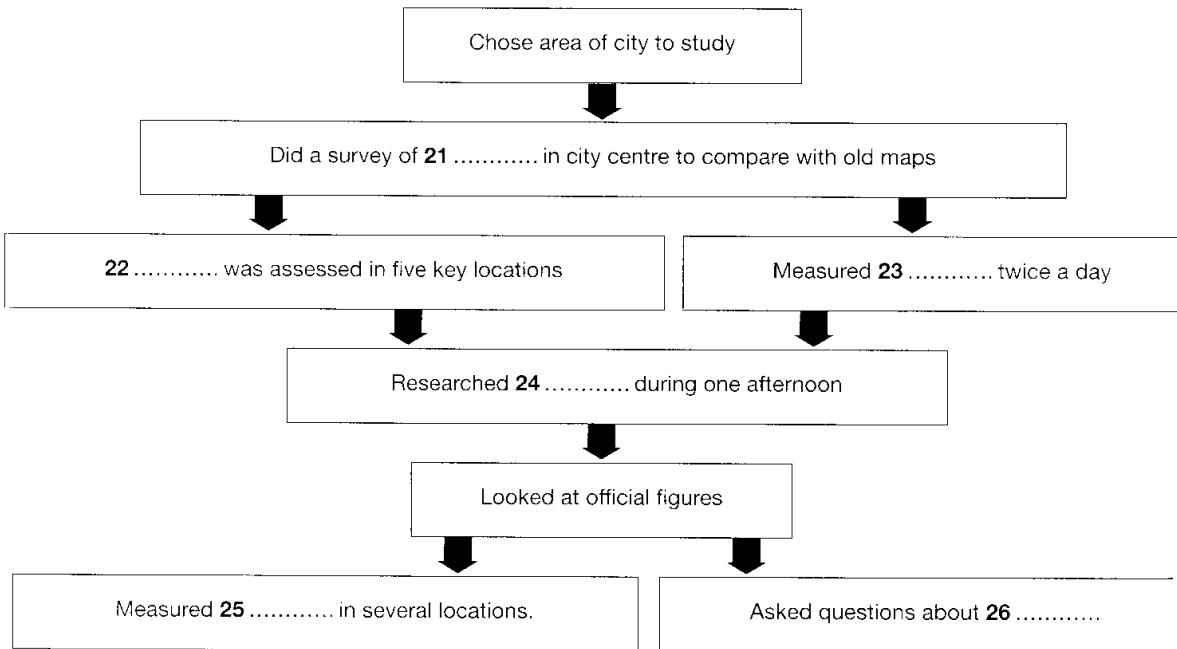
 04 Questions 21–26

Complete the flow-chart below.


Choose **SIX** answers from the box and write the correct letter, **A–I**, next to questions 21–26.

- A air quality
- B journey times
- C land use
- D leisure facilities
- E means of transport
- F parking facilities
- G number of pedestrians
- H places of employment
- I traffic flow

CITY CENTRE FIELD TRIP



7
V
[
W
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22
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25
26
27
28
29
30

 **04 Questions 27–30**

Who will be responsible for each task?

- | | |
|---|------------------------|
| A | Stefan |
| B | Lauren |
| C | both Stefan and Lauren |

Write the correct letter next to questions 27–30.

- 27 draw graphs and maps
- 28 choose photographs
- 29 write report
- 30 do presentation

Test 3

Listening Section 4 Questions 31–40

05 Questions 31–35

Complete the sentences below.

Write **ONLY ONE WORD** for each answer.

Manufacturing in the English Midlands

- 31 In the eighteenth century, the still determined how most people made a living.
- 32 In the ground were minerals which supported the many of the region.
- 33 Since the late sixteenth century the French settlers had made
- 34 In Cheshire was mined and transported on the river Mersey.
- 35 Potters worked in a few situated on the small hills of North Staffordshire.

05 Questions 36–40

Complete the notes below.

Write **ONE WORD** for each answer.



Pottery notes

Earthenware

advantages:

- potters used **36** clay
- saved money on **37**

disadvantages:

- needed two firings in the kiln to be **38**
- fragility led to high **39** during manufacturing

Stoneware

- more expensive but better
- made from a **40** of clay and flint

GRAMMAR introduction

a Read about Beata. Then correct the **bold** phrases 1–18.

My name's Beata and I'm from Poznań in Poland. I was born there and ¹**I have lived there** until I was 14. Then my family ²**decided move** to Warsaw, and that's where I live now.

I'm divorced and I have a son called Filip, who ³**is five years**. He spends weekdays with me and weekends with his father. I have two brothers, ⁴**which are** both studying at university. I am ⁵**the older child** in the family. My mother works in a bank and my father is retired. ⁶**He use to be** a business consultant.

I work for a big clothing company. I am ⁷**on charge of** foreign suppliers, which means that I have to use English when I talk to them on the phone, and sometimes I travel to other countries such as Morocco and Turkey ⁸**for to meet** suppliers.

⁹**I am learning** English for about nine years. I studied it at school, and then after I left school I spent eight weeks in Ireland. During the day I ¹⁰**was going to** English classes, and in the evening I worked ¹¹**like a waitress** in a restaurant. It was ¹²**a very hard work**. When I came home my English ¹³**has improved** a lot, but that was a few years ago and I've forgotten a lot since then. My main aim this year is ¹⁴**to be able speak** more fluently and to improve my writing. I think I am quite ¹⁵**good at read** in English. As soon as my level of English ¹⁶**will be good enough**, I'll take the IELTS exam.

I ¹⁷**have very few** free time, but when I can, I go horse riding. If I had more time, ¹⁸**I'll learn** another language, maybe French or German.



1 *I lived there*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

activation

b Write a similar text about yourself, in five paragraphs. Include the following information:

- where you live
- your family
- what you do
- how long you've been learning English and why
- what you do in your free time

1A GRAMMAR question formation

a Complete the questions.



- 1 A I don't like her dress.
 B What *don't you like* about it?
 A The style. I think it's awful.
 B It must have cost a fortune though.
 A Yes. Who _____ it?
 B Her grandparents paid. It was a wedding present.
- 2 A Do you know _____
 _____ over there?
 B That woman there? I think she's Claire's cousin.
 A Her hairstyle is very old-fashioned!
- 3 A Where _____ on
 their honeymoon?
 B On an African safari, I think.
 A How _____ going
 _____?
 B Three weeks!
- 4 A Who _____ Tony _____
 _____?
 B Nobody. He came on his own. His
 girlfriend left him last month.
 A Why _____ him?
 B I think she met someone else.
- 5 A _____ long _____ Matt and Claire
 _____ each other?
 B For about a year, I think.
 A Where _____?
 B Someone told me they met on an online
 dating site.
 A Online dating? Who _____
 that?
 B I think Alex told me. He's Matt's best
 friend.

b Change the direct questions to indirect questions.

- 1 'Where are the toilets?' 'Could you tell me *where the toilets are?*'
 2 'Why didn't Sarah come to the wedding?' 'Do you know _____?'
 3 'Is that tall woman over there Claire's mother?' 'Do you know _____?'
 4 'What does Molly's husband do?' 'Do you remember _____?'
 5 'Can I get a taxi after midnight?' 'Do you have any idea _____?'
 6 'Did Claire's sister get married here?' 'Do you remember _____?'
 7 'Will they be happy?' 'Do you think _____?'
 8 'Where did they put our coats?' 'Do you know _____?'

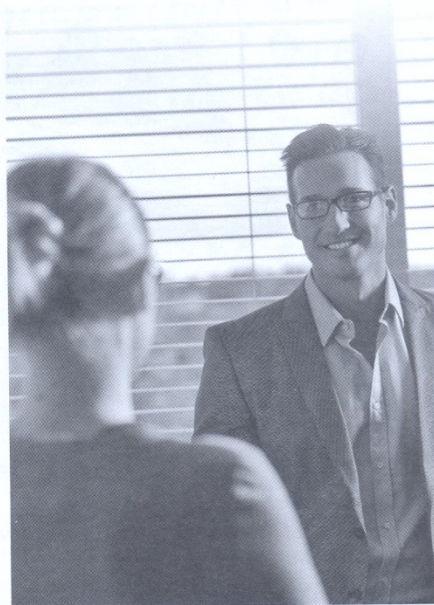
activation

c Work with a partner. Write two direct and two indirect questions to find out something you didn't know about your partner. Ask for more information.

1B GRAMMAR auxiliary verbs

a Circle the correct answer.

- A Hello.
B Good morning. Are you here for an interview too?
A Yes. They say it's a good company to work for, **don't** / **doesn't** / **do** they?
B Yes, they **do** / **are** / **don't** say that.
A By the way, I'm Andreas Kourkoulos.
B That's a Greek name, **is** / **does** / **isn't** it?
A Yes. I'm from Athens, but I've been living in New York for the past two years.
B **Do** / **Are** / **Have** you? I've got a friend who lives there. Anyway, I'm Beatriz Flores, from Buenos Aires, in Argentina.
A Nice to meet you.
B You're a bit nervous, **are** / **don't** / **aren't** you?
A A little. Don't you get nervous before interviews?
B Not really. I **am** / **will** / **do** get nervous before exams, but not interviews. What's the time now?
A 2.30. My interview's at 2.45.
B **Is** / **Has** / **Does** it? Mine's at 3 o'clock. We won't have to wait much longer, **have** / **will** / **do** we?



b Complete the next part of the dialogue with auxiliary verbs.

- A Are you hungry?
B No, I'm not.
A Neither **am** I, but I wouldn't mind a coffee.
B Me too. Where are you staying, by the way?
A At the Hotel Europe.
B Ah, so **are** you? The rooms aren't very nice, **are** they?
A No, they aren't. But I **do** like the restaurant. I had a good meal there last night.
B **Are** you? Are you working at the moment?
A No, I resigned last week.
B Why? Didn't you like your job?
A Oh, I **don't** like the job, but, to be honest, I couldn't stand my boss!
B **Do** you? I get on with my boss, but I think I need a new challenge.
A So **is** it your turn now. Good luck, Beatriz.
B Thanks. I'll go to the coffee bar on the corner when I finish.
A OK. And we can compare notes, **can** we?

activation

c Practise the dialogues in a and b with a partner. Try to use the correct rhythm and intonation.

2A GRAMMAR present perfect simple and continuous

- a Complete the dialogue with the verbs in brackets in the present perfect simple or continuous. Sometimes both tenses are possible.



- DOCTOR So, what seems to be the problem?
- PATIENT Well, for about a week now I ¹ *ve been feeling* quite dizzy. I even thought I was going to faint once or twice. (**feel**)
- DOCTOR I see. ² _____ normally? (**you / eat**)
- PATIENT Well, to tell you the truth I ³ _____ much of an appetite recently. I'm just not hungry. (**not have**)
- DOCTOR You need to eat regularly, you know, even if you're not hungry.
- PATIENT I know, but I ⁴ _____ to eat anything recently. (**not want**).
- DOCTOR Hmm. Any other symptoms? ⁵ _____ headaches or any other aches or pains? (**you / have**)
- PATIENT Well, I ⁶ _____ my blood pressure three times this week, and it's a little bit high. (**take**)
- DOCTOR I'll check that in a minute. ⁷ _____ harder than usual? (**you / work**)
- PATIENT Yes, I suppose I have. This is a very important time of the year for us and things ⁸ _____ incredibly busy recently. I ⁹ _____ home very late, and to be honest I ¹⁰ _____ very well for the last few days. (**be, get, not sleep**)
- DOCTOR I think you ¹¹ _____. I want you to take a week off work and have a complete rest. (**overwork**)
- PATIENT I can't possibly have a week off at the moment. I ¹² _____ to head of department. (**just / be promote**).
- DOCTOR Well, I'm afraid they'll just have to manage without you. You can't take risks with your health.

- b Write questions with either the present perfect simple or continuous.

- 1 How long *have* you *had* your phone? (**have**)
- 2 _____ you ever _____ in an accident? (**be injure**)
- 3 How long _____ you _____ to this school? (**come**)
- 4 How many classes _____ you _____ this year? (**miss**)
- 5 How long _____ you _____ in your current home? (**live**)
- 6 _____ you ever _____ abroad? (**study**)

activation

- c Work with a partner. Ask and answer the questions in b. Ask your partner for more information.

2B GRAMMAR adjectives

- a Circle the correct form. Tick (✓) if both phrases are correct.
- 1 The unemployed | Unemployed people can apply to do these training courses free of charge. ✓
 - 2 The French | The Frenchs are very proud of their language and culture.
 - 3 There are a lot of homeless | homeless people sleeping on the streets at night.
 - 4 I met a very nice Japanese | Japanese girl in Bath. She was really friendly.
 - 5 The rich | Rich people always live in the best part of a city.
 - 6 The Spanish | Spanish are now famous for their world-class restaurants.
 - 7 'Prime Minister, a lot of people say that your government just doesn't care about poor | the poor.'
 - 8 Don't talk like that - you should show more respect for elderly people | the elderly.
 - 9 The Chinese | The Chineses invented paper.
 - 10 The young | Young are finding it very difficult to buy their first flat or house.
- b Complete the sentences with the adjectives in brackets in the correct order. Use your instinct if you are not sure.
- 1 A Can I help you?
B Yes, I'm looking for some smart high-heeled sandals. (high-heeled / smart)
 - 2 A Did you see either of the robbers?
B It all happened so fast. I saw a young man wearing a _____ jacket running out of the restaurant. (denim / blue)
 - 3 A Your granddaughter's boyfriend is a rock musician, isn't he, Mrs Jones?
B Yes, he is, but I can't stand the _____ music he plays! (modern / awful)
 - 4 A Your son looks really like you - he has your _____ eyes. (dark / big)
B Do you think so? I think he looks more like my husband.
 - 5 A Are you looking for something?
B Yes. I've lost a _____ scarf. Have you seen it? (silk / long / black)
 - 6 A We used to live in a _____ house near the river. (wooden / beautiful / old)
B How lovely. It must have been really peaceful.
 - 7 A I've just arrived on the flight from Athens, but my suitcase hasn't arrived.
B Can you describe it?
A It's a _____ case. (black / leather / small)
 - 8 A Ever since Simon came back from Bangkok he's been cooking me _____
curries. (delicious / Thai)
B Lucky you! I love curries.
 - 9 A What does Adam's wife look like?
B She's quite slim and she has _____ hair. (brown / curly / short)
 - 10 A I'm going to wear my _____ shirt to the party. (new / striped)
B Good idea. It really suits you.

activation

- c Describe three items that you own, e.g. clothes, a car, a guitar, etc., using two or three adjectives in the correct order. Use the frame to help you.

item	adjectives	description
bag	lovely, leather, brown	I have a lovely brown leather bag that I bought in Italy last summer.

3A GRAMMAR narrative tenses

a Read the first part of the story and find examples of each tense below.

- 1 the past perfect *had finished* _____
- 2 the past perfect continuous _____
- 3 the past continuous _____

The most embarrassing moment of my life (Richard, Sussex)

Part 1

When I was about nine years old I used to go to the cinema every Saturday morning – in those days it was very popular. After the film had finished, I would go to a toy shop and look at model planes and trains, and sometimes I bought them with the pocket money that I had been carefully saving. One day after the film, I went to a big department store to have a look at the model planes they had. I didn't buy anything, but as I was leaving a very large man grabbed my arm quite violently and accused me of shoplifting.

The man said that he was a store detective. As I had been concentrating on the toys, I hadn't noticed that he had been watching me. He made me empty my pockets and he went through my coat, searching for stolen goods, even though I told him very clearly that I had only been looking. Of course he didn't find anything, but by this time several people had stopped to see what was happening. I felt very embarrassed and humiliated that so many people were looking at me, and I was very glad to leave the shop when it was all over.



b Complete the second part of the story with the correct form of the verbs in brackets: past simple, past continuous, past perfect, or past perfect continuous.

Part 2

An hour or so later, when I ¹ was having (have) lunch with my family at home, my father ² _____ (ask) me about the film. I then ³ _____ (mention) that I ⁴ _____ (look) at toys in a department store when a store detective ⁵ _____ (accuse) me of shoplifting and ⁶ _____ (search) me in the middle of the shop. My father ⁷ _____ (make) me repeat what I ⁸ _____ (say), and then immediately ⁹ _____ (jump up) from the table. Without either of us having finished our lunch, he ¹⁰ _____ (make) me get into the car. I ¹¹ _____ (never see) my father so angry! He ¹² _____ (drive) quickly to the store, ¹³ _____ (park) outside, and took me to where the incident ¹⁴ _____ (take place). He then demanded to see the manager and the



store detective. When the manager ¹⁵ _____ (come), my father ¹⁶ _____ (start) shouting at him and he told him that I ¹⁷ _____ (never steal) anything in my life. He ¹⁸ _____ (make) the manager and store detective apologize to me for having accused me of shoplifting and for embarrassing me. But the thing is, I ¹⁹ _____ (find) this scene even more embarrassing than the first one, especially as I could see that a lot of customers ²⁰ _____ (stop) and ²¹ _____ (watch) us!

activation

c Work with a partner.

Student A: Cover the text. Try to remember what happened to Richard in Part 1.

Student B: Cover the text. Try to remember what happened to Richard in Part 2.

3B GRAMMAR adverbs and adverbial phrases

a Put the adverbs in the best place in the dialogue.

GARY So, what did you think of the match? *brilliantly tonight*

CRAIG ¹Even though they lost, I think Scotland played ~~again~~.
(*brilliantly / tonight*)

JOHN ²Craig, do you mean that? (*really*) I thought they were awful.
(*absolutely*)

CRAIG ³I suppose you think England played. (*well*)

JOHN ⁴No, I don't. England play these days. (*unfortunately / never / well*) But they deserved to win.

CRAIG ⁵But you must admit that England were lucky. (*incredibly*)

GARY ⁶Craig, do you have anything good to say about England? (*ever*)

JOHN ⁷England were lucky with their second goal. (*quite / to be honest*)

CRAIG ⁸Come on, John, England were lucky with both the first and second goals! (*extremely*)

GARY ⁹I thought both teams played (*personally / badly*), but at the end of the day, Craig, I'd say England were better in the second half. (*a bit / especially*)

JOHN ¹⁰Well, England are playing Germany in Munich, so let's see how they do. (*next / there*)



b Complete the dialogue with the correct adverbs from the list.

absolutely actually always angrily a little badly earlier that day here
in quarter of an hour incredibly naturally obviously quickly slowly well

DIRECTOR Jason, that was ¹*absolutely* marvelous, but you've got to get to the centre of the stage.

JASON But I have to wait for Tanya to finish her line and she's doing it too ²_____.

TANYA Well, I could try saying it more ³_____ if you want me to.

DIRECTOR Yes, could you? Now, Jason, remember when Tanya tells you she's going to marry Henry, you know about it, because you heard them talking in the garden ⁴_____, so you aren't at all surprised.

JASON Well, ⁵_____ I know about it, but I thought maybe I should pretend at first that I didn't know.

DIRECTOR No, we want to see your emotion! You reacted very calmly, but ⁶_____ you're not a calm person at all. I want you to react ⁷_____, OK? Now the next scene. Sally, you were great. But, when you've finished reading Tanya's letter, when you're on the last couple of lines, pause ⁸_____ and look up at the audience. Let them feel how ⁹_____ you've been treated by her.

SALLY Do you want me to cry? I am ¹⁰_____ good at crying.

DIRECTOR Not ¹¹_____, not in this scene. Look out at the audience.

TANYA Can I just ask why you ¹²_____ ask me to play horrible characters?

DIRECTOR Because you do it so ¹³_____, darling. It just comes ¹⁴_____ to you. Right everyone, take a break and come back ¹⁵_____.



activation

c Write five sentences using the adverbs. Then compare your ideas with a partner.

- 1 gradually _____
- 2 incredibly _____
- 3 fortunately _____
- 4 sadly _____
- 5 brilliantly _____

4A GRAMMAR future perfect and continuous

- a Complete the dialogues with the verbs in brackets in the future perfect or future continuous.
- A I'm really looking forward to our trip to Paris on Friday.
B Me, too! This time tomorrow we ll be getting on (get on) the plane, and we _____ (not think) about work!
 - A Do you think you _____ still _____ (work) here in ten years' time?
B Probably. But I hope I _____ (be promoted) to head of department by then.
 - A Why are you walking so fast?
B If we don't hurry, by the time we get to the station, the train _____ (leave).
 - A Oh no! My car won't start and I need to pick up a friend at the airport.
B You can borrow mine. I _____ (not use) it today.
 - A Do you think it's too late to phone Hilary?
B No, it's only 11 o'clock. Knowing her, she _____ (not go) to bed yet. She _____ still _____ (watch) TV.
 - A Is this your son's final year at university?
B Yes, by this time next year he _____ (graduate), and he _____ (look for) for a job.
 - A Shall I make some soup or something for your parents when they arrive?
B Good idea! They'll be starving as they _____ (not have) time for lunch.
 - A _____ you _____ (come) with us to see the new Bond film tonight?
B Sorry, I'd love to, but I still have lots of work to do.
 - A What time does your plane land?
B At seven in the morning. _____ you _____ (pick me up) from the airport?
A Of course. I always do!
 - A Mark and Paul are travelling around Asia. They've already been to China and Thailand.
B Wow! How many countries _____ they _____ (visit) by the time they get back home?
 - A I'm fed up with all these exams.
B Yes, but just think - we _____ (finish) them all by Friday, we _____ (celebrate)!
 - A Tim's going to South Africa next month, isn't he?
B No, he's decided to wait until July. He _____ (not save) enough money until then.

activation

- b Write **one** thing that you will...
- be doing at midday tomorrow.
 - have done by the end of next week.
 - have done a year from now.
- c Work with a partner. Compare your sentences. Ask for more information.

4B GRAMMAR conditionals and future time clauses

a Circle the correct answer. Sometimes two answers are possible.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 I'll have my mobile phone with me _____.
 a in case you need to call me
 b in case you'll need to call me
 c in case you've needed to call me</p> <p>2 Phone him as soon as _____ that report.
 a you finish
 b you've finished
 c you'll finish</p> <p>3 I'll play football with you when _____.
 a I've had my dinner
 b I'll have my dinner
 c I have my dinner</p> <p>4 I'm not going to go to the party unless _____.
 a you'll go too
 b you go too
 c you've gone too</p> <p>5 Could you get me some milk if _____?
 a you'll go to the shop
 b you go to the shop
 c you're going to the shop</p> <p>6 If the weather _____, we'll go for a walk.
 a will have improved
 b will improve
 c improves</p> <p>7 I won't tell my boss I'm leaving _____.
 a until I find a new job
 b until I'm finding a new job
 c until I've found a new job</p> <p>8 If I don't have breakfast, _____.
 a I'll be hungry all morning
 b I'm hungry all morning
 c I'll be being hungry all morning</p> | <p>9 Please come in quietly because _____.
 a we'll be sleeping when you arrive
 b we'll sleep when you arrive
 c we're sleeping when you arrive</p> <p>10 Take a jacket in case _____ later.
 a it'll have got cold
 b it's getting cold
 c it gets cold</p> <p>11 Their flight was delayed, so they _____ back until after midnight.
 a 'll be
 b won't be
 c 'll have been</p> <p>12 We're going to have a picnic tomorrow unless _____.
 a it rains
 b it will be raining
 c it's raining</p> <p>13 I _____ book our flights until we've found a hotel.
 a don't
 b am not going to
 c won't</p> <p>14 If you want to improve your spoken English, _____.
 a you'll have to practise
 b you have to practise
 c you've had to practise</p> <p>15 Come and say goodbye tomorrow _____.
 a before you'll leave
 b before you've left
 c before you leave</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

15

11–15 Excellent. You can use conditionals and future time clauses very well.

8–10 Good. But check the rules in the Grammar Bank (Student's Book p.139) for any questions that you got wrong.

0–7 This is difficult for you. Read the rules in the Grammar Bank again (Student's Book p.139). Then ask your teacher for another photocopy and do the exercise again at home.

activation

b Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 As soon as I get home, I _____.
- 2 If I don't have time for breakfast _____.
- 3 I'm not going to buy a new phone until _____.
- 4 When my English is better _____.
- 5 I'll stay in tonight unless _____.
- 6 I always _____ in case _____.

5A GRAMMAR unreal conditionals

a Complete the sentences with the correct form of the verbs in brackets, using second or third conditionals.

1 They met in Paris at a conference.

If they *hadn't gone* to the conference in Paris, they *wouldn't have met*. (**not go / not meet**)

2 The curry is a little tasteless. I should have put more spices in it.

If I _____ more spices in the curry, it _____ better. (**put / taste**)

3 I'm not very happy in my present job. Maybe I should quit and look for another.

If I _____ another job, I might _____ happier. (**find / be**)

4 We got wet because you wouldn't take the bus. You wanted to walk.

We _____ wet if we _____ the bus. (**not get / take**)

5 Don't swim in that river; there might be crocodiles.

If I _____ you, I _____ in that river as there might be crocodiles. (**be / not swim**)

6 Laura fell in love with Tom. She left Liam.

Laura _____ Liam if she _____ in love with Tom. (**not leave / not fall**)

7 He used the stolen credit card at a hotel, so the police found him.

If he _____ the stolen credit card at a hotel, the police _____ him. (**not use / not find**)

8 They don't have enough money to buy a new car.

They _____ a new car if they _____ afford one. (**buy / can**)

9 We didn't go on the London Eye because the queue was too long.

We _____ on the London Eye, if the queue _____ so long. (**go / not be**)

10 My husband and I both work, so we can pay all the bills.

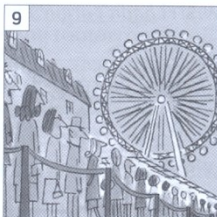
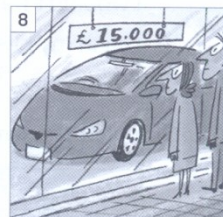
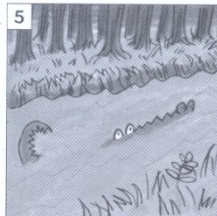
If we _____, we _____ to pay all the bills. (**not work / not be able**)

11 I didn't know you wanted to go to the concert. I didn't buy you a ticket.

I _____ you a ticket if I _____ that you wanted to go to the concert. (**buy / know**)

12 Nicola is overweight because she doesn't do any exercise.

Nicola _____ so overweight if she _____ some exercise. (**not be / do**)



activation

b Cover the sentences. Look at the pictures and try to remember the sentences.

5B GRAMMAR structures after *wish*

a Complete the sentences with *would* / *wouldn't* and a verb from the list.

leave let tidy stop raining do not borrow not make not wear

Rachel

- 1 I wish my mum would leave me alone! She's always interfering in what I do.
- 2 I wish my brother _____ my things. He never puts them back.



Rachel

Frankie

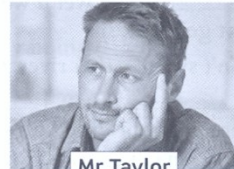
- 3 I wish it _____! Then we could go out and play football.
- 4 I wish Mum and Dad _____ me have a dog. Then I could take him for walks.



Frankie

Mr Taylor

- 5 I wish the kids _____ their homework without me having to help them.
- 6 I wish my wife _____ me eat salad every day. I'd rather have chips and a burger!



Mr Taylor

Mrs Taylor

- 7 I wish the children _____ their bedrooms. Then I wouldn't have to do it!
- 8 I wish my husband _____ that old jacket! He looks awful in it.



Mrs Taylor

b Complete the sentences with a verb from the list in the past simple or past perfect.

be earn have not argue not be not shout not tell try on

- 1 **Rachel:** I wish I hadn't argued with Lilly and Sophie. Now I've got no one to go out with.
- 2 **Rachel:** I wish I _____ Mum and Dad about my school results. Now they're worried I won't get into university.
- 3 **Frankie:** I wish I _____ taller. Then I could be in the basketball team.
- 4 **Frankie:** I wish I _____ the latest version of this game. The one I've got is two years old!
- 5 **Mr Taylor:** I wish we _____ more money. Then we could have a bigger house.
- 6 **Mr Taylor:** I wish I _____ these trousers before buying them. They're too tight.
- 7 **Mrs Taylor:** I wish I _____ at my boss yesterday. Now he won't promote me.
- 8 **Mrs Taylor:** I wish everything _____ so expensive. Then we could save for a holiday.

activation

c Write three sentences beginning *I wish*: one with the past simple, one with the past perfect, and one with person + *would*.

6A GRAMMAR gerunds and infinitives

a Complete the sentences with the verbs in brackets in the infinitive (with or without *to*) or the gerund (-ing).

- 1 I learnt *to speak* French when I was at school. (**speak**)
- 2 Do you fancy _____ a film tonight? (**go see**)
- 3 Laura's mother lets her _____ when she wants. (**go out**)
- 4 I can't afford _____ a holiday this year. (**have**)
- 5 It's getting late. We'd better _____ much longer. (**not stay**)
- 6 I'm going to carry on _____ until 8.00 tonight. (**work**)
- 7 What are you planning _____ to the party? (**wear**)
- 8 Would you rather _____ in the country or in a town? (**live**)
- 9 I couldn't help _____ when my brother fell off his bicycle. (**laugh**)
- 10 Did you manage _____ the report before the meeting? (**finish**)
- 11 We're really looking forward to _____ you again. (**see**)
- 12 If I tell you a secret, do you promise _____ anybody? (**not tell**)
- 13 My boss made me _____ late last night. (**work**)
- 14 Since I've moved abroad I really miss _____ my friends. (**see**)
- 15 Would you like me _____ you with the dinner? (**help**)
- 16 I don't mind _____. I'm not in a hurry. (**wait**)
- 17 Sorry, you aren't allowed _____ here. (**park**)
- 18 We need to practise _____ before the oral exam. (**speak**)
- 19 I like _____ early in the morning in the summer. (**get up**)
- 20 Monica might _____ tomorrow. She's ill. (**not come**)
- 21 I love _____ time with my grandparents. (**spend**)
- 22 Will you be able _____ me a lift to work tomorrow? (**give**)

b Complete the sentences with the verbs in brackets in the gerund or the infinitive with *to*.

- 1 You forgot *to buy* the milk. (**buy**)
- 2 Could you try _____ late tomorrow? (**not be**)
- 3 The sheets on this bed are dirty. They need _____. (**change**)
- 4 Don't you remember _____ his wife at that party at Christmas? (**meet**)
- 5 I'll never forget _____ in New York for the first time. (**arrive**)
- 6 I think you need _____ the irregular verbs. (**revise**)
- 7 Did you remember _____ James about the meeting tomorrow? (**tell**)
- 8 If the computer doesn't work, try _____ it off and on again. (**turn**)

25–30 Excellent. You can use gerunds and infinitives very well.

16–24 Quite good. But check the rules in the Grammar Bank (Student's Book p.142) for any questions that you got wrong.

0–15 This is difficult for you. Read the rules in the Grammar Bank again (Student's Book p.142). Then ask your teacher for another photocopy and do the exercise again at home.

activation

c Write sentences that are true for you, using the prompts. Compare your ideas with a partner. Ask him / her for more details.

- 1 something you learnt to do when you were a child
- 2 something your parents didn't let you do when you were younger
- 3 a place you remember visiting
- 4 a person you enjoy spending time with
- 5 something you often forget to do
- 6 something that you try not to do

6B GRAMMAR *used to, be used to, get used to*

a Circle the correct form.



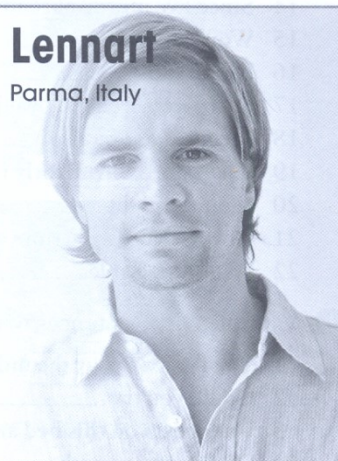
Inge
Madrid, Spain

I come from Germany, and I used to live / **am used to living** in the north, in Hamburg, but then I moved to Madrid about five years ago. I had to **be used to** / **get used to** having lunch quite late, at about 2.00 p.m., and dinner as late as 9.00 or 10.00 p.m. I love the weather in Spain – there are more sunny days and it's a lot warmer. In Germany, things **usually** / **use to** happen exactly on time, but here things are much more relaxed. I like that, too. The only thing I really miss is the bread! I **was used to being able** / **was used to be able** to choose from between 20 or 30 different kinds of bread, but here it's more like two or three, and white, not wholemeal. And sometimes I have problems with noisy neighbours, especially at night. That never **used to be** / **was used to being** a problem in Hamburg. People there **usually go** / **are used to going** to bed earlier.

b Complete the text with *used to, am used to, get used to, or usually*.

I ¹ *used to* live in Sweden, but I married an Italian woman and now I live in Parma, Italy. I've been here for six years now, so I ² _____ the lifestyle. Life is more hectic here than in Sweden. Italian people socialize more than Swedish people, and I really enjoy that. I had to ³ _____ eating lots of pasta, particularly tortellini, which are Parma's local speciality. In Sweden I ⁴ _____ eat pasta once or twice a month, and now I ⁵ _____ have it once or twice a week! I also had to ⁶ _____ the different mentality. For example, people here are very family-orientated. This was new to me and hard to understand at first. But now I ⁷ _____ having lunch every Sunday with my in-laws! It was also quite hard for me to ⁸ _____ the dialect they speak in Parma. I still sometimes have to ask people to repeat things. The only thing I can't ⁹ _____ is the coffee. I know, espresso is supposed to be the best coffee in the world, but it's just too strong for me. In Sweden I ¹⁰ _____ drink a lot of coffee, but it was much weaker. Still, I do love the smell of espresso!

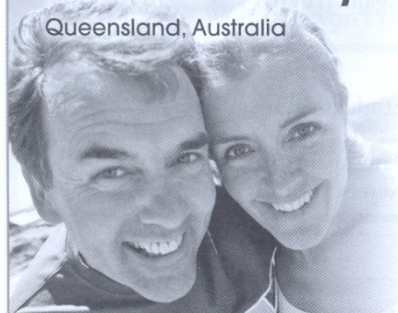
Lennart
Parma, Italy



c Complete the text with a verb from the list in the correct form.

Neil and Shirley

Queensland, Australia



be eat get up live see

We used to ¹ *live* in England, but we've been living in Queensland, Australia, since 2010. We're used to ² _____ here now, but at first it was quite hard. We live in the country, and when we first moved into the house I just couldn't get used to ³ _____ snakes in the garden, but now it's not a problem. We just leave them alone. Although we speak the same language, there are still some things here that are strange. People here usually ⁴ _____ really early, at about 5.00 a.m., which we still haven't got used to. Christmas doesn't feel right either – I haven't got used to ⁵ _____ roast turkey when the temperature is 40 degrees!

activation

d Complete the sentences with information about your life. Compare your answers with a partner.

- | | |
|----------------------|----------------------------------------|
| 1 I usually _____. | 4 I'm not used to _____. |
| 2 I used to _____. | 5 It's difficult to get used to _____. |
| 3 I'm used to _____. | 6 I didn't use to _____. |

7A GRAMMAR past modals

a Complete the dialogues. Rewrite the phrases in brackets using *might (not) have, must have, or can't have + past participle*.

- 1 A Why is there so much traffic today?
B I don't know. There *might have been* an accident. (**Maybe there was**)
- 2 A Can you move your leg?
B No, it hurts too much. I think I _____ it. (**Perhaps I have broken it**)
- 3 A Look! The gate's open and the dog has gone.
B Oh no! We _____ it open when we went out. (**I'm sure we left it open**)
- 4 A Oh no, the cake's burning!
B You _____ too high. (**You definitely put the oven on**)
- 5 A I can't find the milk. We _____ it all. (**I'm sure we didn't drink it**)
B Yes, you're right. It must be in there somewhere.
- 6 A Where's Jeremy? He should be here.
B He _____ the email about the meeting. (**Perhaps he didn't see**)
- 7 A Ellen passed all her exams with top marks!
B Wow! She _____ really hard. (**I'm sure she worked**)
- 8 A Mum, I'm going to play football now.
B What? You _____ all of your homework. (**It's impossible you've finished**)
- 9 A We didn't see Dan and Sarah at the concert.
B They _____ tickets. I think the concert was sold out. (**Perhaps they weren't able to get**)
- 10 A I called you earlier, but I got your voicemail.
B Sorry. I _____ my phone by mistake. (**I'm sure I switched off**)



b Complete the sentences with *should / shouldn't have* and the past participle of a verb from the list.

break up come keep take tell use wait wear

- 1 We're lost. I knew we *should have taken* the second exit at the roundabout!
- 2 This tastes really spicy. You _____ so much chilli.
- 3 You _____ with James. He was such a nice guy.
- 4 The concert was amazing. You _____ with us.
- 5 Jim's already gone? I don't believe it – he _____ for us.
- 6 I'm afraid we can't exchange the jacket now. You _____ the receipt.
- 7 You _____ us that you were in hospital. We would have visited you.
- 8 I _____ these jeans. They really don't suit me.

activation

c Write **four** dialogues of two lines using *must have, might have, can't have, and should(n't)*.

7B GRAMMAR verbs of the senses

a Complete the dialogue with *smells*, *smells like*, or *smells as if*.

Customer I'm looking for a perfume for my wife that ¹ *smells* nice and fresh.
Assistant What about this one? It ² _____ very flowery.
Customer No, I don't like it. It ³ _____ it's for an older woman.
Assistant Try this one then – it's called 'Paris'.
Customer That's very nice. It ⁴ _____ roses.



Complete the dialogue with *feels*, *feels like*, or *feels as if*.

Assistant It's very good quality and it ⁵ _____ very smooth. Touch it and see.
Tourist Hmm, yes. It ⁶ _____ silk. Is it silk?
Assistant No, it's cotton, but it ⁷ _____ it's made of silk.
Tourist The material ⁸ _____ very soft. I like it.



Complete the dialogue with *tastes*, *tastes like*, or *tastes as if*.

Woman 1 Try a piece of this. It ⁹ _____ delicious.
Woman 2 Mmm. This one ¹⁰ _____ the cakes my grandma used to make.
Woman 1 It's very nice. It ¹¹ _____ there's a little bit of orange in there.
Woman 2 That's right! And it ¹² _____ much better than the shop-bought cakes.



Complete the dialogue with *look*, *look like*, or *look as if*.

Woman You shouldn't have said you wanted to come if you didn't.
Man Why do you say that?
Woman You ¹³ _____ you are totally bored.
Man I did want to come. It's just that they all ¹⁴ _____ fine to me.
Woman Even the ones that make me ¹⁵ _____ I'm 60 years old?
Man OK, those ones do ¹⁶ _____ a bit old fashioned.
Woman And these ones that ¹⁷ _____ something a 13-year-old would wear?
Man They ¹⁸ _____ OK to me.
Woman Oh, you're so helpful.



Complete the dialogue with *sound(s)*, *sound(s) like*, or *sound(s) as if*.

Engineer Wait! You're coming in too soon. It ¹⁹ _____ wrong.
Guitarist It ²⁰ _____ fine to me.
Engineer No, it ²¹ _____ you're rushing in.
Guitarist Well, how should it sound?
Engineer It should ²² _____ an early 80s rock band, remember?



activation

b Practise the dialogues with a partner. Then cover the dialogues and try to act them out from memory.

8A GRAMMAR the passive

- a Complete the sentences by putting the verbs in brackets into the correct form of the passive.
- 1 Three men were arrested this evening and *will be questioned* by police tomorrow morning. (**question**)
 - 2 Oh no. My bike isn't here! It must _____. (**steal**)
 - 3 At the moment three suspects _____ by the police. (**interrogate**)
 - 4 The accident happened because the car _____ at 180 kph. (**drive**)
 - 5 The drugs _____ when the lorry _____ at the border. (**discover, stop**)
 - 6 Strong measures must _____ to reduce the amount of crime in the city. (**take**)
 - 7 People who _____ shoplifting often turn out to have some kind of psychological problem. (**catch**)
 - 8 The town hall _____ again – someone has painted graffiti over the walls. It's the third time this year. (**vandalize**)
 - 9 As soon as we got home we could see that the kitchen window _____ and that there were two men in the living room. (**break**)
 - 10 Police are worried that a lot of tourists _____ this weekend during the carnival. (**rob**)
 - 11 In the past people used _____ to prison for speaking out against the government. (**send**)

- b Complete the newspaper report with the verbs in brackets in the passive. Add any other necessary words, e.g. *to* or *that*.

Investigation after seaside incident

Police have begun an enquiry after a fight broke out between several people in Lindhurst Road, Poole.

The fight ¹ *is believed to* (**believe**) have started in the early hours of Friday morning at an address near the corner of Lindhurst Road. It ² _____ (**think**) the fight started after a car was damaged by one of the men.

At least one of the men involved ³ _____ (**say**) have been armed. Three men remain in hospital and are being treated for injuries, which ⁴ _____ (**understand**) be the result of the fight. It ⁵ _____ (**expect**) one man will be released from hospital later today.

Five men, who ⁶ _____ (**think**) be from the Brighton area, and are aged between 21 and 32, have been arrested. The police are asking anyone who witnessed the incident to contact them urgently. All information will be treated confidentially.



activation

- c Choose one of the headlines below and write a short news article in about 100 words.
- Vandals attack cars in supermarket car park
 - Two men escape from prison van
 - Armed men steal £50,000 from post office
 - Robbery at town centre jeweller's
 - Woman attacked by mugger in local park

8B GRAMMAR reporting verbs

a Complete each sentence with the correct form of the verb in brackets.

- 1 A Remind me *to book* a taxi to the airport. (**book**)
B We don't need one, Andy's offered _____ us a lift. (**give**)
- 2 A Hi, Tom. I'm surprised to see you here. I didn't think you liked opera.
B I don't, but Delia persuaded me _____ tonight. (**come**)
- 3 A Have the police found the men that robbed the supermarket?
B Apparently, they've arrested one man, but he denies _____ anything to do with it. (**have**)
- 4 A I've always regretted _____ to university when I was younger. (**not go**)
B Well it's never too late. Why don't you apply?
- 5 A Have the kids been arguing again? Oliver's really upset, but he refuses _____ me why. (**tell**)
B Oh, Harry's accused Oliver of _____ one of his toys, and now they aren't speaking to each other. (**break**)
- 6 A Where are you going on holiday this year?
B We haven't decided yet. Molly suggested _____ on a cruise, but I always get seasick. (**go**)
- 7 A Someone broke into the car and stole my laptop while I was in the supermarket.
B I warned you _____ it in the car. Have you reported it to the police? (**not leave**)
- 8 A There's a funny smell in the kitchen.
B That's because your dad insisted on _____ curry for dinner and he burnt it. (**make**)

b Complete the sentences using the reporting verb in brackets and a verb from the list.

come cook eat forget keep lose tidy try

- 1 Adam *offered to cook* dinner for everyone. (**offer**)
- 2 Andy _____ his room at the weekend. (**promise**)
- 3 Roger _____ to call. (**apologize**)
- 4 Bill _____ his father _____ all of his money in the bank. (**advise**)
- 5 Kathy _____ the new pizza place. (**suggest**)
- 6 Ruby _____ all of the chocolates. (**admit**)
- 7 Mike _____ me _____ to the theatre with him. (**invite**)
- 8 Jamie _____ us _____ the match. (**blame**)

activation

c Think of a time when you...

- received some good advice. *My sister advised me to do a course to improve my computer skills.*
- apologized to someone.
- offered to help someone.
- made a suggestion.
- were blamed for something you didn't do.
- regretted something you did / didn't do.

Make sentences using reported speech. Then compare your sentences with your partner.

9A GRAMMAR clauses of contrast and purpose

a Match 1–10 with a–j to make complete sentences.

- | | |
|-----------------------------------------------------------------------|-----------------------------------------|
| 1 <input checked="" type="checkbox"/> They went to London for... | a be late. |
| 2 <input type="checkbox"/> She flew to São Paulo to... | b the rough sea. |
| 3 <input type="checkbox"/> Although Josh played really well,... | c the fact that it was raining. |
| 4 <input type="checkbox"/> We downloaded a travel app so that... | d avoid the traffic. |
| 5 <input type="checkbox"/> Despite losing the first set,... | e I still went to work. |
| 6 <input type="checkbox"/> Even though I wasn't feeling very well,... | f she won the match. |
| 7 <input type="checkbox"/> I took a taxi so as not to... | g a weekend break. |
| 8 <input type="checkbox"/> He went for a walk in spite of... | h he lost in the end. |
| 9 <input type="checkbox"/> We left early in order to... | i we would know the best things to see. |
| 10 <input type="checkbox"/> The men went out fishing in spite of... | j visit her brother. |

b Rewrite the sentences using the words in brackets so that both sentences mean the same.

- In spite of the cold weather, the barbecue was a success. (although)
Although the weather was cold, the barbecue was a success.
- A lot of companies have reduced staff numbers so that they can save money. (in order to)

- Even though the flight was long, she felt great when she arrived in New York. (despite)

- Nick didn't tell Louisa the truth because he didn't want to hurt her feelings. (so as)

- I bought the shoes in spite of the fact they were ridiculously expensive. (even though)

- The company has a big market share even though they do very little advertising. (in spite of)

- They had to leave the hotel early. If not, they would have missed their train. (so that)

- She didn't get the job in spite of being a strong candidate. (though)

activation

c Complete the sentences with your own ideas. Then compare your ideas with a partner.

- Sara is learning English so that she can get a job in the USA.
- My husband isn't making very good progress in English even though _____.
- Nicola watches films in English to _____.
- Jan passed his English exam despite _____.
- Our English teacher took us to London for the weekend so that _____.

d Write two true sentences about yourself and learning English. Use expressions of contrast and purpose. Then compare your ideas with a partner.

9B GRAMMAR uncountable and plural nouns

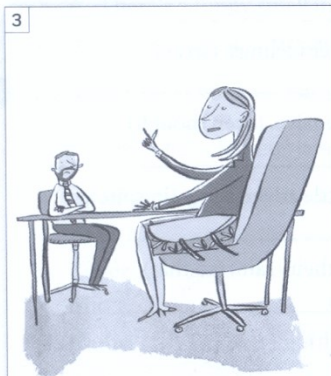
a Circle the correct option.



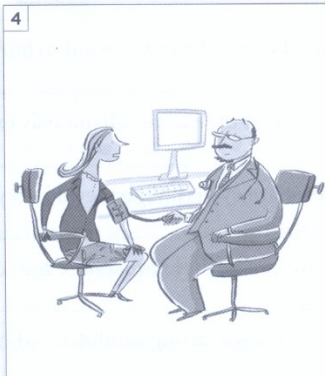
Daniel! Bertha! I want to see you out of your ¹pyjama / **pyjamas** and in ²a jeans / **some jeans** and a T-shirt in two minutes – OK? Your breakfast is on the table. The news ³says / **say** there's been an accident and the police ⁴has / **have** closed the motorway. The traffic ⁵is / **are** sure to be bad, so hurry up!



OK everybody, listen, I've got ⁶a / **a piece of** very good news. You'll remember that we did ⁷a / **some** research about new sports ⁸equipment / **equipments** for Central Arenas. Well, we're going to be doing ⁹a business / **business** with them! We'll be organizing a party for the ¹⁰staff / **staffs** to celebrate.



So, Kevin, Economics ¹¹is / **are** what you did at university, and athletics ¹²is / **are** what you spend your time doing at the weekend. But tell me about the work ¹³experience / **experiences** you did this summer? What practical skills did you learn which you could you bring to this company?



I know what you're going to say, doctor. You're going to give me some ¹⁴advices / **advice** about reducing stress, and tell me to take ¹⁵a / **some** homeopathic medicine when I need to. But I read ¹⁶an / **some** information on the internet which said it didn't really help.



Bertha put ¹⁷that / **those** scissors down – you could hurt yourself with ¹⁸it / **them**, or scratch ¹⁹a / **the** furniture. Have you finished your ²⁰homework / **homeworks**? Good, then come and help me. Daniel, stop writing and take the ²¹rubbish / **rubbishes** out.

activation

b Choose four nouns from the list and write a sentence using each one. Compare your sentences with a partner.

advice cabin crew furniture information police politics rubbish staff

10A GRAMMAR quantifiers

a Circle the correct form.

- 1 A How did the trip to the science museum go?
B It was fine. **Most** / **Most of** the students enjoyed it.
- 2 A What subject do you like best – physics or chemistry?
B I don't like **either of them** / **both of them**. They're **either** / **both** boring!
- 3 A How often do you use the library?
B Hardly ever. I can find **everything** / **all** on the internet.
- 4 A When can I see you to discuss my science project?
B I'll be in my office **all day** / **every day** today. Come **any** / **all** time.
- 5 A How did your students do in the biology exam?
B Not too badly. **They passed all.** / **They all passed.**
- 6 A We don't do **any** / **no** experiments in our chemistry class.
B Don't you? We do something practical in **every** / **all** class.
- 7 A Did you do **all research** / **all of the research** yourself?
B Yes, I did **all** / **all of it** myself.
- 8 A Neither my mother **or** / **nor** father went to university.
B Really? **Both** / **Either** my parents studied law, but **either of them** / **neither of them** worked as lawyers.

b Complete the sentences with words from the list.

all all all anyone both every every
most most of neither no none of



quantifiers
all

- 1 Not _____ birds can fly.
- 2 _____ kiwis nor penguins can fly.
- 3 _____ country in South America, except Bolivia and Paraguay, has a coastline.
- 4 _____ cars nowadays are fitted with seatbelts at the front and the back.
- 5 _____ the students in my class, about 80%, live very near the school.
- 6 There are _____ wild tigers in Africa. Some can still be found in parts of Asia.
- 7 In Ireland, _____ who is aged 18 or over can vote in an election.
- 8 _____ Canadians speak English as their first language (77%), but some speak French.
- 9 Nocturnal animals are animals that sleep _____ day and hunt for food at night.
- 10 Alexander Graham Bell and Elisha Gray _____ invented the telephone at the same time.
- 11 Trains in France run _____ day of the year, including Christmas Day.
- 12 _____ the people who survived the sinking of the Titanic are still alive today. The last survivor, Millvina Dean, died in 2009.

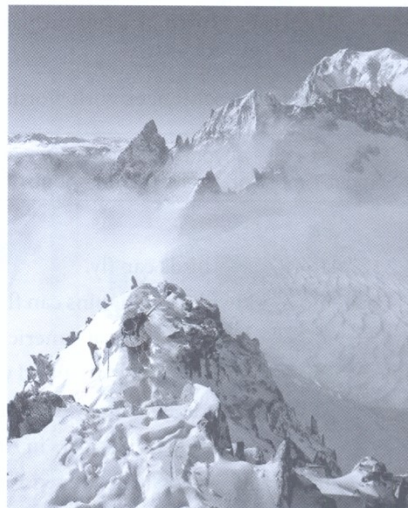
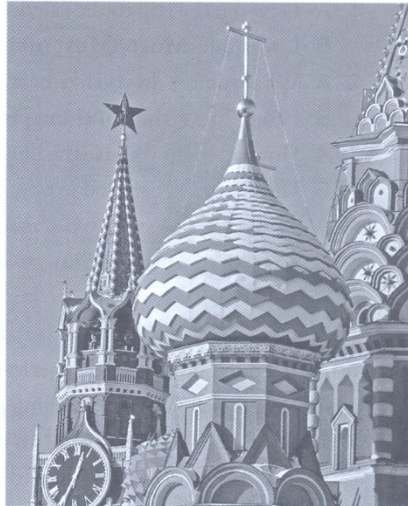
activation

c Cover the **quantifiers** column in b. Work with a partner and try to remember the missing words in each sentence.

10B GRAMMAR articles

a Complete the sentences with *a, an, the*, or – (no article).

- 1 ¹The Kremlin is probably ²_____ most famous building in ³_____ Moscow.
- 2 James had ⁴_____ accident while he was skiing in Austria and now he's in ⁵_____ hospital.
- 3 ⁶_____ first state in ⁷_____ USA where ⁸_____ women could vote was Wyoming.
- 4 ⁹_____ population of ¹⁰_____ South Africa is approximately 52 million.
- 5 I went to ¹¹_____ university the year after I finished school. First I worked as ¹²_____ au-pair in Italy for six months.
- 6 ¹³_____ River Ebro in Spain flows into ¹⁴_____ Mediterranean Sea.
- 7 We couldn't visit ¹⁵_____ village church yesterday because there was ¹⁶_____ wedding taking place.
- 8 ¹⁷_____ quickest way to get from London to Oxford by ¹⁸_____ car is to take ¹⁹_____ M40 motorway.
- 9 ²⁰_____ Lake Superior, in ²¹_____ Canada, is ²²_____ biggest lake in ²³_____ world.
- 10 I'm not usually frightened of ²⁴_____ spiders, but ²⁵_____ spiders in ²⁶_____ zoo were enormous!
- 11 The man was sent to ²⁷_____ prison for eight years for robbing ²⁸_____ bank in Zürich.
- 12 I love eating at ²⁹_____ Mario's. I think it's the best pizza restaurant in the city.
- 13 Whenever I'm in London, I take ³⁰_____ bus to ³¹_____ Science Museum and spend the morning looking around.
- 14 We spent our honeymoon in Morocco and camped in ³²_____ Sahara desert for two nights.
- 15 My sister doesn't normally like ³³_____ heights, but she managed to climb to the top of ³⁴_____ Eiffel Tower.
- 16 ³⁵_____ Mont Blanc is ³⁶_____ highest mountain in ³⁷_____ Alps.



28–37 Excellent. You can use articles very well.

10–27 Good. But check the rules in the Grammar Bank (Student's Book p.151) for any questions that you got wrong.

0–9 This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.151). Then ask your teacher for another photocopy and do the exercise again at home.

activation

b Write two paragraphs about your country and city or town. Include the following information:

Your country:

- Where is it?
- What are the most important geographical features, e.g. mountains, lakes, rivers, etc.?

Your city or town:

- Where is it?
- What are the most important buildings, tourist sites, shops, etc.?