

# Map of the book

Unit	Level	Focus	Interaction	Skills and language	Time
<b>1 Dot to dot</b>	Elementary+ (A2+)	/ŋ/ <u>sun</u> g, /n/ <u>sun</u> , /m/ <u>some</u>	pair work	following and giving instructions	30 min
<b>2 Birthday banter</b>	Elementary+ (A2+)	/ð/ <u>the</u> , /θ/ <u>third</u> , /nθ/ <u>seventh</u>	whole class	listening for detail, ordinal numbers, saying dates	30 min
<b>3 Sound off</b>	Pre-intermediate+ (B1+)	/p/ <u>put</u> , /b/ <u>book</u> , /k/ <u>cover</u> , /g/ <u>go</u>	group work	listening for meaning, proverbs, vocabulary by topic	30 min
<b>4 Picture this</b>	Pre-intermediate+ (B1+)	/p/ <u>picnic</u> , /b/ <u>bucket</u> , /f/ <u>fan</u> , /v/ <u>view</u>	pair work	listening for specific words, beach vocabulary, describing a scene	40 min
<b>5 Let's twist</b>	Intermediate+ (B1+)	/r/ <u>red</u> , /l/ <u>lamb</u> , /w/ <u>went</u>	whole class	listening for detail, identifying word class, dictation	30 min
<b>6 Delicious decisions</b>	Intermediate+ (B1+)	/s/ <u>salad</u> , /z/ <u>frozen</u> , /ʃ/ <u>shell</u> , /ʒ/ <u>aubergine</u> , /tʃ/ <u>cherry</u> , /dʒ/ <u>jam</u>	group work	listening for detail, UK and US English, food vocabulary	30 min
<b>7 Join the club</b>	Pre-intermediate+ (B1+)	Consonant clusters at the beginning of words: /sn/ <u>snow</u> , /kl/ <u>clean</u> , /skw/ <u>square</u>	whole class	listening for detail, driving vocabulary	30 min
<b>8 Sporting Hall of Fame</b>	Upper-intermediate+ (B2+)	Consonant clusters at the end of words: /st/ <u>most</u> , /nt/ <u>important</u> , /ns/ <u>audience</u>	group work	listening for detail, sporting vocabulary, sharing information	50 min
<b>9 Human telegraph</b>	Pre-intermediate+ (B1+)	/ɑː/ <u>part</u> , /ɒ/ <u>pot</u> , /ɜː/ <u>shirt</u> , /ʌ/ <u>shut</u>	group work	listening for context	30 min
<b>10 Hide and speak</b>	Pre-intermediate+ (B1+)	/ə/ (schwa) and /ə/ (vowel reduction)	pair work	listening for detail, talking about restaurants	40 min
<b>11 Location, location, location</b>	Pre-intermediate+ (B1+)	/e/ <u>men</u> , /æ/ <u>man</u> , /eɪ/ <u>main</u>	group work	listening for detail, accommodation vocabulary, reading adverts, sharing information	40 min
<b>12 Pronunciation round-up</b>	Pre-intermediate+ (B1+)	Vowel length before voiced and unvoiced consonants: /bæk/ <u>back</u> , /bæːg/ <u>bag</u>	whole class	listening for detail, health problems and remedies	40 min
<b>13 Two-player bingo</b>	Intermediate+ (B1+)	/iː/ <u>cheap</u> , /ɪ/ <u>chip</u>	pair work	listening for specific words, talking about holidays	40 min
<b>14 Truth or lie?</b>	Intermediate+ (B1+)	Different pronunciations of <ea>, <ow> and <u>	group work	listening for specific words, vocabulary extension	40 min
<b>15 Cat and mouse</b>	Intermediate+ (B1+)	/ɪə/ <u>fear</u> , /eə/ <u>fare</u>	group work	listening for gist	40 min
<b>16 Speaking of Cows</b>	Upper-intermediate+ (B2+)	/uː/ <u>moo</u> , /juː/ <u>few</u>	pair work	listening for detail, poetry	40 min
<b>17 Syllable Sudoku</b>	Elementary+ (A2+)	Identifying the number of syllables in words: <u>case</u> , <u>suit•case</u>	pair work	listening for detail, vocabulary for going on holiday, the home and school	50 min
<b>18 All stressed out</b>	Elementary+ (A2+)	Word stress in numbers: <u>eighty</u> , <u>eighteen</u> , <u>eighteen</u> years	group work	listening for specific words, cardinal numbers	30 min

<b>19 Word stress intersect</b>	Intermediate+ (B1+)	Word stress in one-, two- and three-syllable words: <i>France, England, Australia</i>	group work	listening for specific words, countries and nationalities	50 min
<b>20 Word stress protest</b>	Upper-intermediate+ (B2+)	Word stress in words that can be both nouns and verbs: <i>protest</i>	group work	listening for specific words, words that can be nouns or verbs	30 min
<b>21 Mystery at Westlake Manor</b>	Pre-intermediate+ (B1+)	Pronunciation of <i>d/ed</i> past tense verb endings: <i>started, served, asked, enjoyed</i>	group work	listening for specific words, past simple of regular verbs	40 min
<b>22 Far-fetched fairy tales</b>	Intermediate+ (B1+)	<i>s/es/'s</i> endings: <i>takes, wishes, Aladdin's</i>	pair work	listening for specific words, present simple, plural and possessive nouns, fairy tales	60 min
<b>23 Ready to order?</b>	Elementary+ (A2+)	<i>/w/, /j/ and /r/</i> linking: <i>two /w/egg sandwiches, three /j/egg sandwiches, four /r/egg sandwiches</i>	whole class	listening for detail, ordering food and drink in a restaurant	40 min
<b>24 Link it up</b>	Pre-intermediate+ (B1+)	Consonant–vowel linking	pair work	listening for specific words, phrasal verbs	50 min
<b>25 Go to the shops</b>	Pre-intermediate+ (B1+)	Rhythm of phrases	group work	listening for specific words, container vocabulary	40 min
<b>26 Can it fly?</b>	Pre-intermediate+ (B1+)	Stressed and unstressed auxiliary verbs	pair work	listening for detail, auxiliary verbs, buying and selling	40 min
<b>27 Move on, go back</b>	Upper-intermediate+ (B2+)	Stressed and unstressed particles in phrasal verbs	group work	listening for specific words, phrasal verbs	50 min
<b>28 Are you listening?</b>	Elementary+ (A2+)	Intonation when asking for information or repetition	whole class	listening for specific phrases, asking questions, getting to know you	30 min
<b>29 Question tag dice</b>	Pre-intermediate+ (B1+)	Intonation in question tags	group work	listening for specific phrases, question tags	40 min
<b>30 Can I leave a message?</b>	Intermediate+ (B1+)	Intonation in polite requests	whole class	listening for specific phrases, polite requests, leaving a message	40 min
<b>31 Mood mingle</b>	Upper-intermediate+ (B2+)	Intonation and pitch to convey mood	whole class	listening for mood, extreme adjectives	40 min
<b>32 Get it straight</b>	Pre-intermediate+ (B1+)	Making corrections using contrastive stress	pair work	listening for detail, making corrections, at the employment agency	50 min
<b>33 Catch my meaning</b>	Intermediate+ (B1+)	Responding using contrastive stress	group work	listening for detail, making responses	50 min
<b>34 Stop the press!</b>	Upper-intermediate+ (B2+)	Pauses when reading aloud	whole class	listening for specific phrases, reading newspaper articles aloud	40 min

# Introduction

## What is *Be Understood!*?

*Be Understood!* is a photocopiable resource book containing 34 lessons designed to raise awareness and provide practice of important features of English pronunciation. Its primary aim is to enable adult and young adult students of English to learn how to be understood in three basic steps: by listening to the language, studying its form, and practising it through pair work, group work or whole class interaction. It is accompanied by an audio CD and a CD-ROM.

## What is ELF? Is *Be Understood!* an ELF book?

ELF, or English as a Lingua Franca, is the study of English for the purpose of international communication. It is assumed that an ELF student will speak English mainly to others for whom English is an additional language. It is therefore unhelpful for students of ELF to learn features of English pronunciation that are specific to native English accents and that do not affect international intelligibility.

While *Be Understood!* is not an exclusively ELF book, it can be used in conjunction with an ELF pronunciation syllabus. If you're a teacher of ELF, you can choose lessons from the **Meet your students' needs chart** on **Page 11** marked ELF.

## How do I know which lessons to use for my class?

The **Meet your students' needs chart** allows you to select lessons according to the needs of your class. It cross-refers lesson numbers with different first language backgrounds and indicates which lessons may be useful for students of ELF.

The **Map of the book** on **Page 6** lets you know the minimum level required for a unit, the type of interaction involved and how long a lesson might take. It also tells you what other areas a unit covers. So, if your class is already learning about auxiliary verbs, you may wish to use **Unit 26 Can it fly?** which covers their pronunciation.

## What's in the book?

The book is divided into three sections: Section 1, *Sounds*; Section 2, *Syllables and words*; and Section 3, *Phrases and sentences*. It is not intended for the lessons to be taught in order: one good strategy is to alternate between lessons from each of the three sections.

Each unit contains one page of Teacher's notes and one or more pages of Teaching materials. The Teacher's notes contain an information box, 'Extra' boxes and instructions for how to carry out the lesson. These are followed by the Teaching materials, which contain activities to be used with your class. The **Audioscript** can be found on **Page 102**.

## Teacher's notes


### Information box

**Focus:** States the aim of the lesson.

**Level:** Describes the level of English necessary. Any vocabulary higher than this level will be listed in **Challenging language**. Conventional level descriptors (e.g. *Pre-intermediate*) and Common European Framework of Reference for Languages (CEFR) descriptors (e.g. *B1*) are used. A plus sign (+) indicates that a lesson is suitable for the given level and higher.

**Time:** States the minimum time required.

### Materials:

Describes the materials and preparation needed.  shows when material needs to be cut up. A CD player is needed for every unit in the book. Sometimes you may need a dice and/or counters.

**'Extra' boxes****Challenging language**

Highlights words or phrases that are higher than the given level in the order they appear in the unit.

**Voices**

Gives details about the speakers on the audio CD.

**Spelling**

Highlights common spelling patterns for a given sound.

**Teaching extra**

Provides additional information and teaching ideas.

How can I present words from **Challenging language** to my class?

- Write the words on the board. Divide the words into syllables and mark the stress. Read them aloud for students to repeat.
- Write a sentence using each new word on the board. Ask students to guess the meaning of the words in pairs or groups.
- Give each student a new word on a card. Ask them to look up the meaning of their words in dictionaries. Put students into groups. Ask them to share the meanings of the words on their cards.
- Create an 'odd one out' activity: write a new word along with 2 or 3 other words. All of the words but one should fit into a category (e.g. *bird, dog, flower* – *flower* does not belong). Put students in pairs or groups and ask them to find the odd one out.
- Ask students to write a sentence using each word for homework.

How can I use the information in **Voices** and the **Audioscript** with my class?

- Tell the class the nationalities of the speakers. Ask students to transcribe the recordings. Ask them to work together to identify words or phrases that were difficult to understand and why.
- Ask students to listen to various speakers and match them to their countries. Ask which accents they found easiest or most difficult to understand and why. (Note: Native speaker accents may not always be the easiest to understand!)
- Use a recording of a speaker from a country whose people your students are likely to come into contact with. Ask students to listen and read along with the audioscript. Ask them to work together to identify features of the speaker's accent.

How can I present spelling patterns from **Spelling** to my class?

- Ask students to brainstorm words with a given sound or sounds, then ask them to categorize the words into groups that have similar spellings.
- Write words on the board in IPA. Ask students to write them in conventional spelling. Discuss irregular spelling (and the usefulness of IPA for knowing how to pronounce a word!).
- Ask students to write rhymes or poems using words with certain sounds. For example, you may ask students to write poems with lines ending in /aɪ/ (e.g. *try*).


What information can I find in **Teaching extra**?

- Additional ideas to extend the lesson;
- Extra information on the lesson's pronunciation focus;
- References to other useful units in the book;
- How the lesson is linked to intelligibility.


**Warmer**

Gives instructions on how to activate your students' interest and previous knowledge of the topic or pronunciation focus.

**Listen**

Gives instructions on how to conduct the listening activity.  shows when to use the audio CD. This section introduces the language of the pronunciation feature being taught.


**Focus on form**

Gives instructions on how to conduct the Focus on form activity.  shows when the Interactive phonemic chart on the CD-ROM can be used. This section teaches students how to use the pronunciation feature being focussed on.

**Pronunciation practice**

Gives instructions on how to conduct the Pronunciation practice activity. This section allows your students to use what they have learned in the previous sections.

**Teaching materials**

These are pages that you can copy and, when necessary, cut up  for your students. Instructions for preparing these materials can be found in **Materials** in the Teacher's notes.

Also in the book, there is a photocopiable key to the **Phonemic symbols**, a **Glossary** and **References and further reading**.

**What's on the audio CD?**


The audio CD contains 89 tracks that provide your students with a variety of listening skills practice and models of the target language to repeat.

The tracks in **Listen** feature people from various English-speaking backgrounds. These speakers may have learned English as another language, or else speak one of the many native English accents found in the world. It's important for your students to practise listening to different varieties of English since this is what they will have to do outside the classroom. It's also important for your students to realize that it isn't necessary to sound like a native speaker in order to be understood.

The tracks in **Focus on form** feature speakers of Southern English. This is to provide a consistent point of reference. It does not imply that this model is in any way better or easier to understand than other varieties.

**What's on the CD-ROM?**

There's an **Interactive phonemic chart** and a **Worksheet creator**. See **Page 12** for more information on how to use these.

 **Meet your students' needs by adapting this lesson on the CD-ROM** at the bottom of the Teacher's notes page shows when a lesson in the book can be found on the CD-ROM.

# Meet your students' needs chart

Use this chart to help you select the units that will be the most helpful to your students according to their first language background.

	Suitable for ELF syllabus	Arabic	Chinese <sup>1</sup>	Farsi	French	German	Greek	Italian	Japanese	Korean	Malay	Polish	Portuguese	Russian	Scandinavian languages <sup>2</sup>	Spanish	Thai	Turkish	Vietnamese
<b>Section 1: Sounds</b>																			
1 Dot to dot	ELF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	
2 Birthday banter		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Sound off	ELF	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	
4 Picture this	ELF	✓	✓			✓	✓	✓	✓	✓	✓		✓			✓		✓	
5 Let's twist	ELF		✓	✓		✓		✓	✓	✓			✓	✓	✓		✓		
6 Delicious decisions	ELF	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓
7 Join the club	ELF	✓	✓	✓					✓	✓	✓					✓	✓	✓	✓
8 Sporting Hall of Fame	ELF	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
9 Human telegraph	ELF		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
10 Hide and speak			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	
11 Location, location, location	ELF	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12 Pronunciation round-up	ELF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13 Two-player bingo	ELF		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
14 Truth or lie?	ELF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15 Cat and mouse		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	
16 Speaking of Cows			✓				✓	✓	✓						✓	✓		✓	✓

Students from all first language backgrounds should be introduced to the features in Sections 2 and 3, although these units will be a greater priority for some.


- ✓ beneficial to most students from this first language background
- ✓✓ a priority for most students from this first language background

	Suitable for ELF syllabus	Arabic	Chinese	Farsi	French	German	Greek	Italian	Japanese	Korean	Malay	Polish	Portuguese	Russian	Scandinavian languages	Spanish	Thai	Turkish	Vietnamese
<b>Section 2: Syllables and words</b>																			
17–22 Syllables and words	ELF	✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓✓
<b>Section 3: Phrases and sentences</b>																			
23–24 Linking		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25–27 Rhythm		✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ <sup>3</sup>	✓	✓	✓	✓✓	✓	✓✓
28–31 Intonation	ELF	✓	✓✓	✓	✓	✓ <sup>4</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓✓
32–34 Tonic stress and pausing	ELF	✓	✓✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓✓	✓	✓✓

1 Refers generally to all Chinese languages (e.g. Mandarin, Cantonese)  
 2 Refers generally to Danish, Norwegian and Swedish only  
 3 Especially speakers of Brazilian Portuguese  
 4 Especially speakers of Swiss German

# The CD-ROM

## How do I use the Interactive phonemic chart?

You can refer to the chart whenever you see the icon  in the Teacher's notes. You can use it for your own benefit while preparing the lesson, or present it to the class using an interactive whiteboard or projector.

- The chart can be found on the CD-ROM by clicking on **Interactive phonemic chart** on the home screen.
- Click a button to hear each sound in isolation and within words.
- By clicking an arrow, you'll be able to view animations of how each sound is made and hear both male and female versions of it.
- Click 'Show more' to get detailed instructions on how to produce each sound.



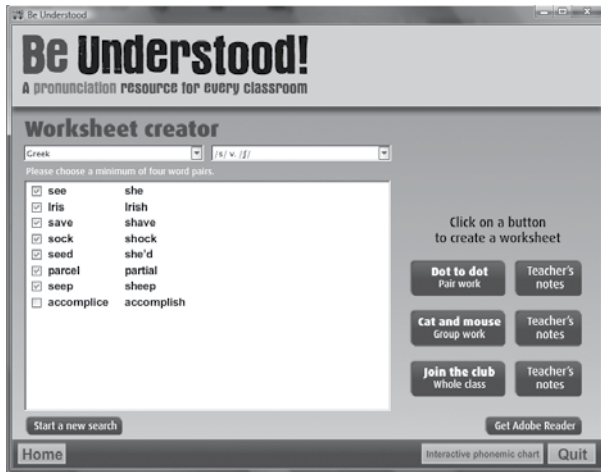
## How do I use the Worksheet creator?

The creator allows you to identify and meet your students' needs by providing extra practice of specific sounds.

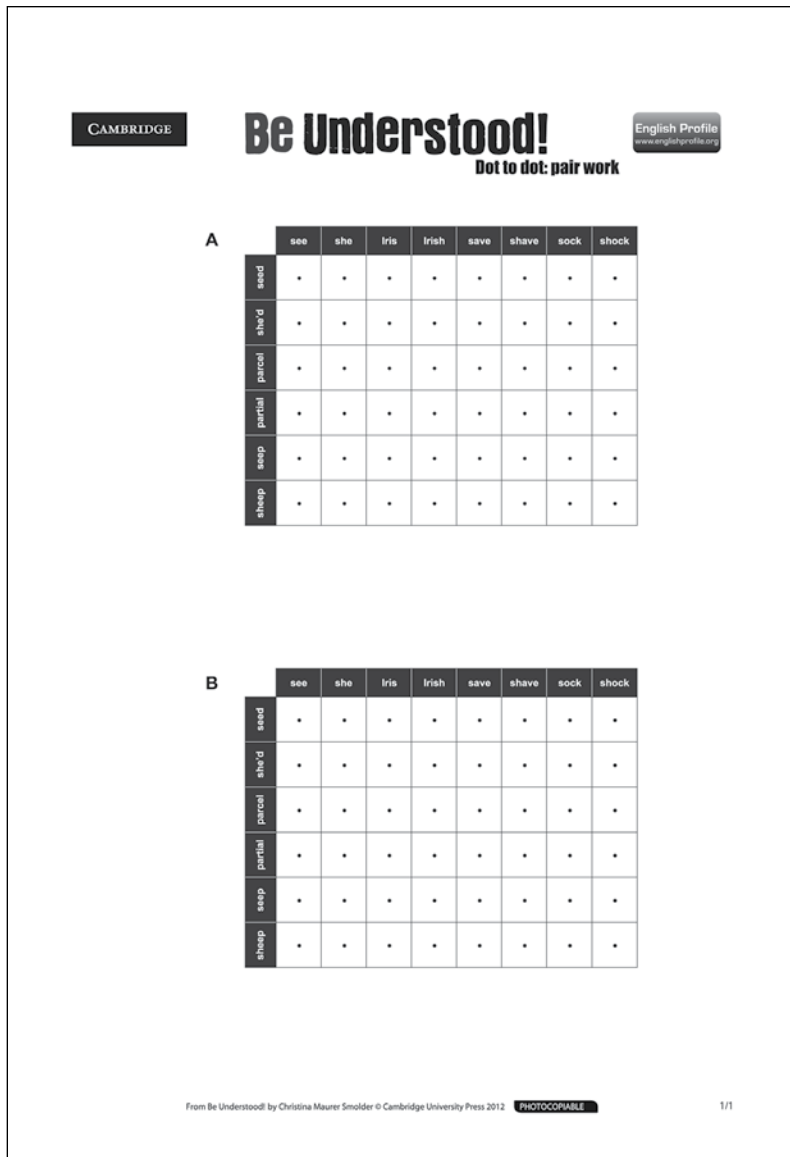
- The creator can be found on the CD-ROM by clicking on **Worksheet creator** on the home screen.
- If you're teaching a multilingual class, select 'All languages' from the first dropdown menu; if you're teaching a monolingual class, select their first language from this menu. You can scroll down to see more.
- Select a sound focus from the second dropdown menu. You can scroll down to see more.



- You are now presented with a wordlist.



- The wordlist has been informed by English Profile. The words at the beginning of the list are for lower level students, and they get progressively more difficult. You can uncheck some of the tick boxes next to the word pairs so that the worksheet will contain the right level of vocabulary for your students.
- Click on a game button to create a worksheet; you can choose from a pair-work, group-work or whole-class activity.



- Print out the worksheet for use in class, referring to the Teacher's notes for each.



# 4 Picture this

**Focus:** /p/ *picnic*, /b/ *bucket*, /f/ *fan*,  
 /v/ *view*

**Level:** Pre-intermediate+ (B1+)

**Time:** 40 minutes

## Materials

 **Part 1:** one copy for each student

**Part 2:** one copy for each pair of students, cut in half

 **Tracks 10–11**

### Challenging language

*sandcastle, spade, berry, binoculars, fishing rod, vest, octopus, dolphin, crab*

### Voices

The speakers, Julia and Laurence, come from Northern England. Notice how Julia says *net* and Laurence says *hot*: the /t/ isn't pronounced clearly at the end of the word. This is a common feature of many varieties of English and an awareness of it can help with students' listening. However, students should be encouraged to pronounce consonants at the end of words to help them be understood.

### Teaching extra

Instead of step 4, copy and cut up **Focus on form A** so that each student has one card. Ask students to move around the class and say the word on their card to each classmate, without using their voice. Students should say the number of the word they 'hear' on their worksheets.

### Teaching extra

Encourage students to use the present continuous (*The boy is standing*) and *there is/are* to describe their pictures.

### Spelling

/p/ *picnic, apple*  
 /b/ *bucket, rubber*  
 /f/ *fan, offer, laugh, photo*  
 /v/ *view, of*

## Warmer

- 1 Ask students to work in pairs and write a list of things they would bring to the beach.
- 2 After two minutes, ask the pair with the most words to read out their answers. If any other pair has the same word, they put their hand up. At the end, any pair who has any other words calls them out.

## Listen

- 1 Give each student a copy of **Part 1**. Ask them to look at **Listen**.
- 2 Tell students they are going to hear two people talking about what they do at the beach. Ask them to listen and circle the words they hear. Play **Track 10**.

**Answer key** 1 bucket 2 picnic 3 fan 5 volleyball 6 spade 7 phone

## Focus on form

- 1 Write the following on the board: /p/ *picnic*, /b/ *bucket*, /f/ *fan*, /v/ *view*. Model the sounds and words.
- 2 Tell the class to look at **Focus on form A**. Play **Track 11** for students to listen and repeat.
- 3 Say one of the words in **A** without using your voice. Ask the class to guess the number of the word you are 'saying'.
- 4 Ask students to work in pairs and take turns reading words *silently* and out of order from **A**. Their partners should say the number of the words they hear.
- 5 Get feedback.

## Pronunciation practice

- 1 Divide the class into two groups, **A** and **B**. Give each student in Group A a copy of **Student A** in **Part 2** and each student in Group B a copy of **Student B**. Model the words.
- 2 Ask students to write the words in the correct place in their pictures. Encourage them to work together and use dictionaries, if necessary.
- 3 Pair each student from Group A with a student from Group B and then ask pairs to take turns describing their pictures. They should not let their partner see their picture. Ask students to circle things on their picture that are different from their partners'.
- 4 Allow students to show each other their pictures to check, and then give feedback on pronunciation.

**Part 1**

**Listen**

1 Listen and circle the words you hear.

1 bucket	3 fan	5 volleyball	7 phone
2 picnic	4 view	6 spade	8 waves

**Focus on form**

A 1 Listen and repeat.

1 berry	3 ball	5 bear	7 pan
2 very	4 fall	6 fair	8 van

B Take turns reading the words *silently* to a partner.



**Part 2 Pronunciation practice**

**Student A**

A Write these words next to the items in the picture.

spade	binoculars	fishing rod	vest	octopus	crab
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B Describe your picture to your partner. How is your partner's picture different?



**Student B**

A Write these words next to the items in the picture.

spade	binoculars	fishing rod	vest	dolphin	crab
-------	------------	-------------	------	---------	------



B Describe your picture to your partner. How is your partner's picture different?



# 19 Word stress intersect

**Focus:** Word stress in one-, two- and three-syllable words: *France, England, Australia*

**Level:** Intermediate+ (B1+)

**Time:** 50 minutes

**Materials:**

-  **Part 1:** one copy for each student
- Part 2:** one copy for each pair of students, cut in half
- Page 58:** one copy for each group of 4 students
- Dice:** one for each group of 4 students
-  **Tracks 50–51**


## Challenging language

word stress

## Teaching extra

Write the following on the board:  
**1** glares, **2** sunnies, **3** shades. Ask the class what these are (slang words for sunglasses). Ask the class to match the countries to the words: Australia (sunnies), USA (shades), India (glares).

## Teaching extra

 Cut up the tables in **Parts 1** and **2**, divide the class into groups and give each a set of cards. Ask them to match two word pair cards to each stress pattern card.

## Teaching extra

An awareness of word stress is an important basis for understanding more complex pronunciation features such as tonic stress.

## Teaching extra

In the *Cambridge English Pronouncing Dictionary*, a ' mark comes before syllables with the most stress: /'ɪŋ.glənd/ (England). However, not all dictionaries show stress in the same way. Students should find out how stress is marked in their own dictionaries.

## Warmer

Give each student a copy of **Part 1**. Ask them to look at **Listen** and work in pairs to discuss where they've been and where they'd like to go.

## Listen

- Tell students they are going to hear two people talking about their travel experiences. Ask them to listen and circle the six words they hear.
- Play **Track 50**.

**Answer key** Croatia, Croatian, Austria, France, Greece, Greek

## Focus on form

- Write the following on the board: *France, England, Australia*. Ask the class how many syllables each word has (1, 2, 3). Explain that word stress can be represented with symbols such as ●, ●● and ●●●.
- Ask students to work in pairs and match the words in **Listen** to their stress patterns. They should write two numbers on each line.

**Answer key** a 3,13 b 5,8 c 1,11 d 7,12 e 6,14 f 2,9 g 4,10

- Play **Track 51** for students to listen and repeat.

## Pronunciation practice

- Put students in pairs, Student A and B. Give each Student A a copy of **Student A** from **Part 2** and each Student B a copy of **Student B**. They should not let their partners see their papers.
- Ask students to take turns reading words out of order from their tables, making sure they use the correct stress patterns. Their partners should write the words in the correct column in their table.
- Allow students to show each other their tables to check.
- Ask students to work in their pairs and think of more words to write in the correct column in their tables. They don't have to be countries or nationalities.
- Get feedback from the class.
- Pair each pair with another to make groups of four consisting of two teams. Give each group a copy of **Page 58** and a **dice** and tell them they're going to play a game called 'Word stress intersect'.
- Demonstrate how to play the game:
  - First, a player from one team rolls the dice and finds the stress pattern on the **Stress patterns chart** that matches the number. The team must choose a word with this stress pattern, pronounce it correctly and write it on the grid, making sure one of its letters is on the centre square.
  - Words must go down or left-to-right. They mustn't go diagonally, right-to-left or up.
  - Next, a player from the other team rolls the dice and finds the stress pattern on the chart that matches. This time, the word the team chooses must share a letter with the word already on the grid. The team pronounces the word and writes it on the grid.
  - If a team rolls a six (wild!), they can choose any word that fits into the grid.
  - Teams score one point for every letter they put on the board. The game ends at the teacher's discretion. The team with the most points is the winner.
- Ask students to play the game and monitor pronunciation.

**Part 1**

**Listen**

Listen and circle the six words you hear.

<b>1</b> Poland Polish	<b>2</b> Austria Austrian	<b>3</b> Japan Japanese	<b>4</b> Oman Omani	<b>5</b> Croatia Croatian	<b>6</b> France French	<b>7</b> China Chinese
<b>8</b> Australia Australian	<b>9</b> India Indian	<b>10</b> Iraq Iraqi	<b>11</b> England English	<b>12</b> Malta Maltese	<b>13</b> Sudan Sudanese	<b>14</b> Greece Greek

**Focus on form**

**A** Match the words in **Listen** to their stress patterns below. Write two numbers on each line.

<b>a</b> ●● ●● _____	<b>b</b> ●●● ●● _____	<b>c</b> ●● ●● _____	<b>d</b> ●● ●● _____	<b>e</b> ●● ● _____	<b>f</b> ●●● ●● _____	<b>g</b> ●● ●●● _____
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**B** Listen and repeat.



**Part 2 Pronunciation practice**

**A** Take turns reading these words out of order to a partner. Write your partner's words in the correct column.

1●	2●●	3●●	4●●●	5●●●	6●●●
Thai	Cuba	Iran	Mexican	Zimbabwe	Nepalese

**B** Write more words in the correct columns.



**Student B**

**A** Take turns reading these words out of order to a partner. Write your partner's words in the correct column.

1●	2●●	3●●	4●●●	5●●●	6●●●
Spain	Turkish	Peru	Canada	Qatari	Lebanese

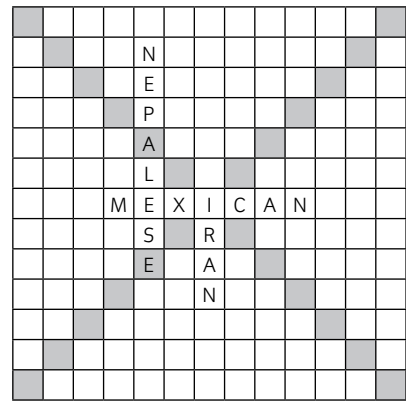
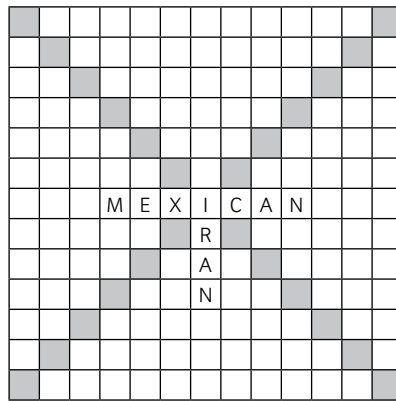
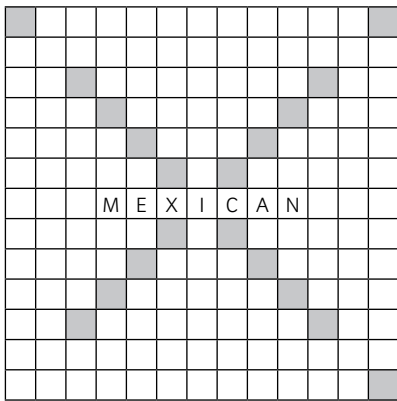
**B** Write more words in the correct columns.

**Pronunciation practice**

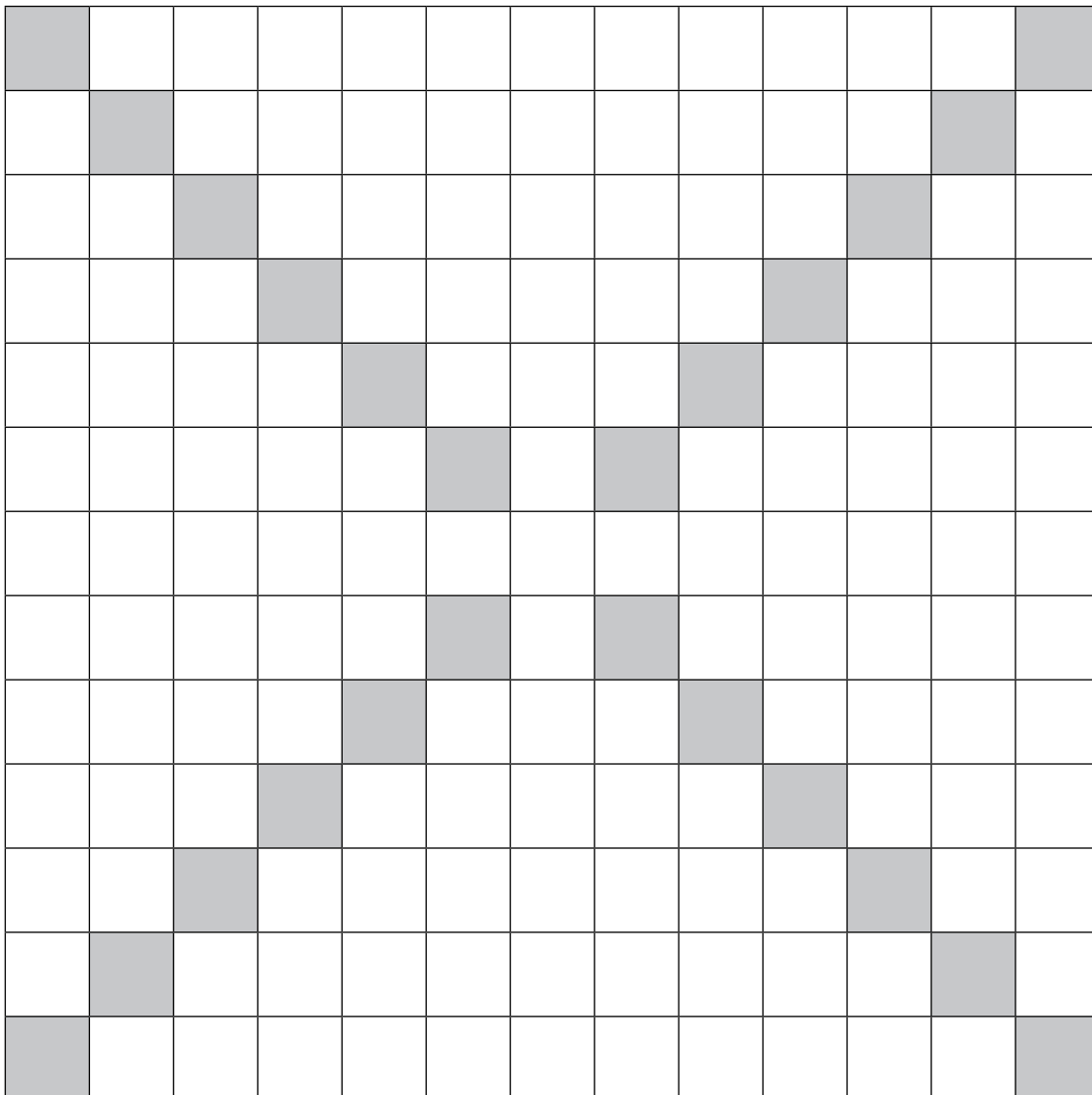
**Stress patterns chart**

- 1 ●
- 2 ●●
- 3 ●●●
- 4 ●●●●
- 5 ●●●●●
- 6 wild!

**Examples**



**Grid**



# 31 Mood mingle


**Focus:** Intonation and pitch to convey mood


**Level:** Upper-intermediate+ (B2+)

**Time:** 40 minutes

**Materials:**

**Page 91:** one copy for each student

 **Page 92:** one copy for up to 16 students, cut up

 **Tracks 81–82**

**Challenging language**

*intonation, sarcastic, neutral, pitch*

**Voices**

Class activity: write the following nationalities on the board: *Australian, French, Polish, South African, US*. Ask students to work in pairs, listen to **Track 83** again and match a nationality to the first speaker in each exchange. (1: French; 2: US; 3: Australian; 4: Polish; 5: South African)

**Teaching extra**

Teachers can adapt this activity by making their own strips with current hot topics on them (e.g. *What do you think about ...?*).

## Warmer

- Write the words *exciting, astonishing* and *impressive* on the board. Ask the class for similar (positive) adjectives and write them on the board.
- Ask students to work in pairs and choose three adjectives. They should talk about three things they have seen that can be described by the adjectives.

## Listen

- Give each student a copy of **Page 91**. Ask them to look at **Listen**.
- Tell students they are going to hear six conversations. Ask them to listen and circle an adjective to describe the mood of the words in bold. Play **Track 81**.

**Answer key** 1 b 2 c 3 c 4 b 5 a

## Focus on form

- Tell the class to look at **Focus on form A**. Ask students to listen and match the intonation patterns to the diagrams in **A**. Play **Track 82**.

**Answer key** 1 c 2 a 3 b

- Explain that enthusiastic statements usually start at a higher pitch than neutral ones and have a wider intonation range, and that sarcastic statements usually start at a lower pitch and have a narrower intonation range. Play **Track 82** again for students to listen and repeat.
- Ask students to look at **C** and write adjectives from the box next to the photos. There may be more than one answer for each situation.

**Answer key** 1 delightful (superb, impressive) 2 astonishing (delightful, impressive)  
3 bizarre, outrageous (astonishing, impressive) 4 delightful 5 superb, impressive (astonishing) 6 terrifying

- Ask students to look at **D**. They should work in pairs and take turns reading the adjectives in **Focus on form C** using sarcastic, neutral or enthusiastic intonation. They should try to guess their partner's mood.

## Pronunciation practice

- Give each student a **Sentence strip** and a **Mood card** from **Page 92**. Tell the students not to show anyone their strips or cards.
- Ask students to move around the room and read the sentences on their **Sentence strips**. Their partner (except for the student with the **wild!** card) should make an appropriate response in the manner given on their card. The student with the **wild!** card should respond in a different manner with each new partner. Students mustn't say anything else to each other.
- After students have read their sentences to everyone in the class, put students into groups of three or four. Ask students to recall whether their classmates were sarcastic, neutral, or enthusiastic and to determine which student had the **wild!** card (this student should try to keep it secret). Get feedback. See which group is able to come up with the most correct answers.
- Give feedback on pronunciation.

**Listen**

31 Listen and (circle) the mood of the words in **bold**.

- |                       |             |           |                |
|-----------------------|-------------|-----------|----------------|
| 1 <b>Exciting.</b>    | a sarcastic | b neutral | c enthusiastic |
| 2 <b>Magnificent.</b> | a sarcastic | b neutral | c enthusiastic |
| 3 <b>Great idea.</b>  | a sarcastic | b neutral | c enthusiastic |
| 4 <b>Thanks.</b>      | a sarcastic | b neutral | c enthusiastic |
| 5 <b>How kind.</b>    | a sarcastic | b neutral | c enthusiastic |

**Focus on form**

A 32 Listen and match the intonation patterns to the diagrams.

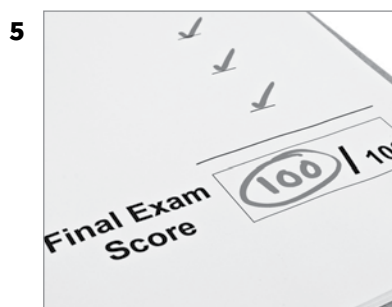
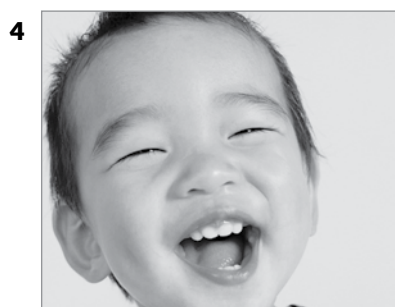
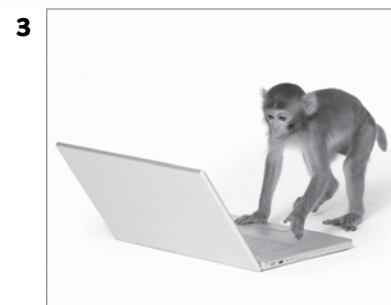
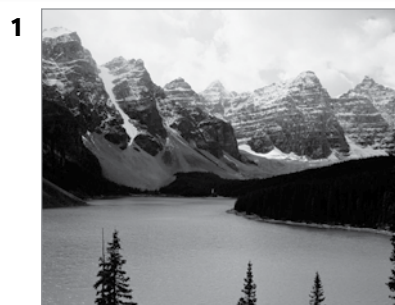
- a enthusiastic: higher pitch, wide range
- b neutral: normal range
- c sarcastic: lower pitch, narrow range

B 32 Listen and repeat.

1 _____	2 _____	3 _____

C Write adjectives from the box next to the photos.


astonishing	fascinating	delightful	superb
impressive	terrifying	bizarre	outrageous




D Take turns reading adjectives in C using sarcastic, neutral or enthusiastic intonation for your partner to guess your mood.

## Pronunciation practice

## Mood cards

 sarcastic	sarcastic	sarcastic	sarcastic
neutral	neutral	neutral	neutral
enthusiastic	enthusiastic	enthusiastic	enthusiastic
sarcastic	neutral	enthusiastic	<b>wild!</b>

## Sentence strips



Do you like cherries?

What do you think of the colour brown?

I collect old guitar strings.

How was your lunch yesterday?

What do you think of tabloid newspapers?

What would you say if I came to class in a zebra costume?

I own 50 diamonds.

You can carry my books, if you like.

What do you think of wasps?

I think everyone should wear stripes.

What do you think about solar energy?

Did you know you can lead a cow up stairs, but not down stairs?

I think we should have to write an essay every night.

Did you know *dreamt* is the only English word that ends with the letters <mt>?

I saw a huge, hairy spider in the cupboard.

I've just won a trip around the world!



# Audioscript

This is the audioscript of the recordings presented in the Listen sections of each unit. The accent of each speaker is given in brackets. Unscripted recordings are highlighted with **U**. For ideas on how to use this audioscript, see **Page 9**.

## Unit 1 Southern English

First, draw a line from sun/lime to sun/cone.  
 Next, draw a line from sun/lime to ran/lime.  
 Now, draw a line from ran/lime to ran/line.  
 Finally, draw a line from sun/line to ran/line.

## Unit 2 **U** Vanessa: New Zealand; Laurence: North East English; Julia: North West English

**Vanessa:** My birthday's on the second of April, em ... my daughter's is on the twenty-eighth of April and my husband's is on the twelfth of May, so they're all quite close together.

**Laurence:** My birthday is on the eighth of August, em ... so that's like the eighth of the eighth, em ... all the eights. The rest of my family have also got summer birthdays so my dad is on the twenty-third of July and my sister is also in August, on the thirteenth of August, so we have quite a few birthdays around that time.

**Julia:** My birthday's on the fifteenth of July which is a nice summer birthday and my partner is the eighteenth of December so that's the absolute opposite: it's always freezing cold.

## Unit 3 **U** 1: Southern English; 2: North East English; 3: New Zealand

**1:** Easy come, easy go: I think this means things you can get easily and lose easily, like money, and you, you don't mind so much if they come and if they go.

**2:** You can't judge a book by its cover: what this means is that you can't tell what someone is really like by their appearance or by what they look like.

**3:** Don't put all your eggs in one basket: I think this means you shouldn't depend on only one thing: you should have more than one option or plan.

## Unit 4 **U** 1: North East English; 2: North West English

**1:** We always make a sort of boat out of the sand so I have to take at least one spade and a bucket for sandcastles of course ...

**2:** Yeah, we often spend the whole day on the beach so if I have time, I'll take a picnic.

**1:** Yeah, me too, as I, I usually end up getting sand in sandwiches. It gets everywhere, doesn't it?

**2:** Mmm, yeah, that's why I tell the children not to take their phones to the beach: they have to leave 'em in the car.

**1:** So what else do you do when you go to the beach?

**2:** Well, I like to do a bit of exercise, so we often go swimming or play volleyball if there's a volleyball net.

**1:** That sounds pretty energetic! I just lie and sunbathe and if I remember, I take one of those hand-held fans to keep me cool when it's really hot.

## Unit 5 **U** Luhyan (Kenya)

Eh hello. My name is Duffy. I'm from Kenya. I'm from the capital city which is Nairobi. Eh ... I've been living in Spain for about ten years now. Erm ... even though I'm from the capital city, my family is initially from a small village on the west of Kenya, in the west of Kenya. It's called Busia.

## Unit 5 **U** 1 and 2: Southern English

**1:** So, we've got to put the countries and the cities together on this map.

**2:** Yeah, yeah.

**1:** So, let's start with um ...

**2:** Wellington?

**1:** Yes, that's ... New Zealand.

**2:** That one was easy, OK.

**1:** Right, that's there.

**2:** Uhhh ... Wuhan.

**1:** Wuhan. Is that ... Malaysia?

**2:** Surely that's ... No ... Ooh, could be. No, ch, China.

**1:** China, that's right.

**2:** Because, Kuala Lumpur is Malaysia.

**1:** Absolutely.

**2:** Good.

**1:** We're doing really well here.

**2:** Ummm ...

**1:** Ummm ... OK ... Ummm ...

**2:** Rangpur, I don't know.

**1:** Oh, I know that one.

**2:** Go on.

**1:** That's Bangladesh.

**2:** Very good.

**1:** Ummm ...

**2:** Oh! That's an easy one: Washington. USA.

- 1: USA!  
 2: Good.  
 1: Ummm ... same continent: we're looking at Peru. That's ...  
 2: Capital ci ... Lima!  
 1: Lima!  
 2: Lima.  
 1: Absolutely.  
 2: Ummm ...  
 1: What next?  
 2: Oh! There's another one! Ummm ... Quebec.  
 1: Canada.  
 2: Very good. Uhhh ... there's only one more to get, I think.  
 1: Really?  
 2: Rabat.  
 1: Rabat?  
 2: Well, hang on, there's got to be only ...  
 1: Oh!  
 2: Ah, Morocco.  
 1: Morocco!  
 2: Is it? Yeah, Morocco.

## Unit 6 1: Southern English; 2: US

- 1: I think it's really interesting that although we speak the same language, we've got different words for the same things.  
 2: I, I've noticed in cooking things like, uh, zucchini.  
 1: That's right. Well, here in the UK we would call that a courgette.  
 2: Uh, eh, the same with, eh, eggplant.  
 1: Mhm. Um, so here we'd say aubergine. And then, what about prawn?  
 2: That's, that's shrimp, isn't it? That's a shrimp!  
 1: Exactly!  
 2: Yeah!  
 1: Yeah! Um, and eh, and jam ... what, what's your word for jam?  
 2: Oh! Oh! Well jam, but sometime, bu, mainly it's jelly.  
 1: Right ...  
 2: It's like peanut butter and jelly. Jelly.  
 1: Oh, delicious.  
 2: Always.  
 1: And then ... um ... crisps. We've got crisps. What do you call them?  
 2: Oh! Chips. Chips.  
 1: Chips?  
 2: You'd always have chips.

## Unit 7 Canadian

Extreme weather conditions, particularly in winter, can make driving more difficult, especially when it snows. By following the Traffic Police's advice, you can help to make your journey safer for everyone.

The most important thing is to be prepared for snow. There are many things you can do before you even start your journey. Check that you have a spare tyre and that you can rely on it, and make sure all your headlights are clean. Before you leave, check the most recent traffic information: this can be done on the government website, or by calling 1-800-123-45-67. If there is a severe weather warning, think about travelling another time instead.

If you really must travel that day, pack a bag of emergency items. This should include an ice scraper to keep your windows clear and a blanket to keep you warm in case you do have to stop. You should also take something to eat and drink.

One of the most important pieces of advice I can give you, however, is to take care when driving in snow and that means driving much more slowly than you would normally.

## Unit 8 1: Indian; 2: French; 3: Polish

- 1: Question 1: The Grand Slam tournaments (the Australian, French and US Opens and Wimbledon) are the most important events in which sport?  
 2: Erm ...  
 3: Do you know the answer?  
 2: Um, I think I do. Um ... Is it tennis?  
 1: It's tennis. Absolutely right. Next question: what three medals can be won at the Olympics?  
 3: Well, that's easy.  
 2: Yeah.  
 3: Uh ... Bronze, silver and gold.  
 1: Perfect. Next question: which global motor racing sport is watched by an audience of up to six hundred million people?  
 2: Uh.  
 3: Uh ... Oh wait! My brother watches that. It's, uh, Formula One.  
 1: Absolutely right. Formula One or F1. Um ... Question 4: how many sports events do decathletes compete in?  
 2: W ... Decathletes, you know 'deca' is like ten in Greek, so ...  
 3: Oh yes, of course! Yes, yes, ye ...  
 2: It has to be ten, right?  
 3: Yeah, I think it is ten, it must be ten.  
 2: Ten?  
 1: Perfect reasoning. And your last question: in which sport do participants use equipment such as bars, beams and ropes to demonstrate their strength?  
 2: What do you think it is?  
 3: Um ... Bars, beams, I thi ..., uh ... I think it must be ... I don't know, gymnastics?  
 2: Yeah, uh, I think so too but I'm not sure.  
 3: Let's go with, yeah, gymnastics?  
 1: Absolutely right! Well done guys.

## Unit 9 **Doctor: Scottish; Patient: Australian; Barber: French; Customer: South African; Teacher: Southern English; Student: South Korean; Shop assistant: Indian; Customer: Canadian**

**Doctor:** And what can I do for you today, Mr Henderson?

**Patient:** I hurt my hand last week and I think I've got an infection in it.

**Doctor:** OK, let's have a look at it. Oh my goodness! How on earth did you do that?!

**Patient:** Oh, I shut it in the door.

**Barber:** Now, Sir, let me just show the back. What do you think?

**Customer:** Hmm ... it isn't as short as I thought it was gonna be.

**Barber:** Well, I've cut it as short as I could, but the thing is, your shirt got in the way a little.

**Customer:** Ah.

**Teacher:** Right, this term's play is *Cat on a Hot Tin Roof* by Tennessee Williams. Here are your scripts, students.

**Student:** Oh, can I be Maggie?

**Teacher:** I haven't decided who will have what part yet, actually.

**Shop assistant:** Do you need any help at all?

**Customer:** Hmm ... yes, I really like this skirt, but I can only see size large here.

**Shop assistant:** Oh, OK. What size do you need ... Small?

**Customer:** No, no, I think medium will be fine. Thanks ... I really like that.

**Shop assistant:** You do? We have it in other colours too ... Brown, and red ... I can give you a good price.

**Customer:** You know what? I'll take the lot!

## Unit 10 **1: Jamaican; 2: Arabic; 3: Spanish; 4: Japanese**

**1:** My favourite restaurant ... it's The Raj and eh it's at a beautiful location quite near the beach and I go there as often as I can, maybe eh a about once a week.

**2:** My favourite restaurant is called Masala. It serves Indian food and I go at least once a week.

**3:** Mm ... my favourite restaurant is called The Lotus. Eh, i ... it serves Thai food: it's my favourite food, I love it.

**4:** My favourite restaurant is called Vee Hò. It's a Vietnamese restaurant. And of course their food is very nice and ... their location is also very nice.

## Unit 11 **Danny: Jamaican; Rasha: Arabic**

**Danny:** I'm looking for a house to rent in a pleasant, eh residential neighbourhood eh which is suitable for children, in other words, one in which there are other children eh for mine to play with and with good facilities for children too, not too busy, eh, eh not too many cars on the street: eh a nice, residential neighbourhood where our children would be made to feel welcome.

**Rasha:** I'm looking for a flat to rent in a city centre location so that I have plenty to do. I'm not interested in gardening, but I like to have a balcony so that I, at least I can get some fresh air and hopefully a nice view of the city.

## Unit 12 **Presenter: Scottish; Dr. Lo Primo: Australian**

**Presenter:** This is BU radio. Today we are talking to health expert Dr. Lo Primo about home remedies for different health problems, and first on our list is back pain. Dr. Lo Primo?

**Dr. Lo Primo:** Well, if you have recently hurt your back you should put something warm on it. Some say that drinking a glass of warm water with half a spoonful of honey can help. But, if you have had the problem for a long time, and you haven't recently hurt it, you should probably just try to get some exercise.

**Presenter:** I see ... and what about a high temperature or fever?

**Dr. Lo Primo:** Well, for a high temperature the first thing is that you should drink lots of water. An ice pack on your head will also help to bring down the temperature and make you feel more comfortable. Open windows, too, to bring the room temperature down.

**Presenter:** OK. Now once I had a terrible toothache and couldn't get to the dentist. Someone told me I should put garlic on it. Does this work?

**Dr. Lo Primo:** Yes, some say it is helpful. Others say you should eat some uncooked onion. Also an ice pack - or just a bag of frozen peas - on your cheek will help make it feel better.

**Presenter:** OK, and finally, one of our listeners asked what to do for a broken toe ...

**Dr. Lo Primo:** Broken toes take a long time to get better. The best thing you can do is rest and put your foot up whenever you can, and put an ice pack on it.

**Presenter:** So ice packs can be very useful for a lot of problems?!

**Dr. Lo Primo:** Hah! Yes. You should always make sure you have a bag of frozen peas in your freezer.

## Unit 13 **1: French; 2: Polish**

**1:** Look at this advert: 'Ships cheap as chips'.

**2:** Oh, what's that all about then?

**1:** Well, it's for a holiday on a cruise ship. And look how cheap it is!

**2:** Goodness! That is cheap for a cruise! I thought you had to be rich before you could afford to go on one of those. I bet there's nothing much to do though once you're on it.

**1:** It doesn't seem too bad actually. There is a swimming pool, at least. And when the ship's docked, there are bikes to go sightseeing with.

**2:** What would we do in the evenings though?

**1:** Well, there is a cinema. Don't know what films would be on though ...

**2:** Nothing that the kids would be interested in, probably.

**1:** But there is a play area for them! That would keep them happy and give us some time to relax.

**2:** Hmm, well look it up on the Web then.

### Unit 15 **1 and 5: Japanese; 2: Arabic; 3: Jamaican; 4 and 6: Spanish**

- 1:** Diving. So I want to dive from the top of the very high cliff and then jump into the deep blue sea and, em, it's, I did it. When I stood at the top of the cliff, I was about to say: 'No, I'm not going to do it', but once I jumped off, I forgot everything else.
- 2:** It's my cat: I love my cat. Her name is Fluffy. Em, Fluffy has her own character: she likes to go out in, in the morning to go out to the garden, em, she loves chasing some birds sometimes.
- 3:** I once had a, a nasty accident with a Lilo in which I sunk to the bottom of a swimming pool and was rescued in the nick of time. And ever since then, I've been terrified of being caught at the bottom of a swimming pool. Never again.
- 4:** I love my bike because, you know, if I have been working all day, and I'm tired and I'm worried, I just say, 'That's it! I am getting on my bike' and I go away, I just go out and I just, it just gives me that sense of freedom, you know?
- 5:** I was dashing to the work and then I knew, before 9.30, ticket is very expensive and when I looked at my watch, it was twenty-nine past nine, and I thought: 'OK, it's just one minute, it's OK'. And then I jumped onto the train and then I saw was the ticket conductor in front of me! It was a very bad luck.
- 6:** Well, to be very honest, I'm not very brave but for me, it was a very big thing to do what I did, and I'll tell you what it was: it's like a big rubber band, and you get in the middle of it, they tie you up and you start jumping. And you go up really high, and then when you're up there, if you dare, and I did, you do somersaults.

### Unit 16 **1: Scottish; 2: Southern English; 3: US**

- 1:** Look here he comes now!
- 2:** I know, I know! I can't believe I've missed yet another lecture. It's that alarm clock, I tell you!
- 3:** Oh, you and your excuses: what's new?!
- 2:** Did I miss anything important?
- 1:** No! It was only the main input session for that essay we have to write on *Bovine Behaviour*.
- 2:** On what?
- 3:** On cows!
- 2:** Cows?
- 3:** Yes, cows!
- 2:** Right, you'd better give me the key points and I'll write them down.
- 1:** What, *now*?
- 2:** Yes! Now!
- 1:** OK, OK. We've only got a few minutes, so you'd better be quick.
- 2:** OK, go for it!
- 3:** Uh so, e, each cow gives us over two hundred thousand glasses of milk in its lifetime.
- 2:** Two – hundred – *thousand* – glasses ... That's a lot, isn't it? Right, what's next?
- 1:** And there are two parts to their hooves, so in fact they can actually run faster than horses through mud!

- 2:** Can they really? Got it! What else?
- 3:** Their eating is really weird: they actually find it quite difficult to digest grass so they swallow it, bring it back up again – disgusting, I know – and then chew it again before re-swallowing! This means that they end up chewing for approximately eight hours every day!
- 2:** Goodness, that's almost interesting! Now tell me something: I've always wondered about their markings: does every cow have a different set of markings?
- 1:** Yes, they do actually. It's kinda like fingerprints, I suppose. They'd never be able to commit a crime and get away with it!
- 3:** What I found hilarious was the fact that they're actually very social and they like to choose who they spend time with!
- 2:** How do they communicate with each other though? Have they got different moos for different messages?
- 1:** Well, actually, they use their faces: different expressions mean different things.
- 2:** Right, right ... I suppose they've got a really angry expression when they see something red, right?
- 3:** Actually: no. They're red-green colour-blind, and all that stuff about red is just a myth: it's not even true!
- 2:** Who'd have known?! Right, thanks very much for all that, guys. I'd better dash: I've got another lecture.
- 1:** No worries. We'll catch up again soon.

### Unit 17 **Ok Soon: South Korean; Friend: Canadian**

- Friend:** Have you got everything?
- Ok Soon:** I think so: I've got my map.
- Friend:** Good. Have you packed your sunglasses?
- Ok Soon:** Yes, I have.
- Friend:** Have you packed your swimming costume?
- Ok Soon:** No, I won't need that.
- Friend:** Have you packed something to do read on the aeroplane?
- Ok Soon:** Well, I couldn't find my book, but I've packed my magazine instead.
- Friend:** And have you packed your passport?
- Ok Soon:** Oh no! I haven't!

### Unit 19 **1 and 2: Southern English**

- 1:** Have you ever been to Croatia?
- 2:** No, I've never been to Croatia. I've eaten Croatian food though.
- 1:** What's it like?
- 2:** It's really nice.
- 1:** Hmm.
- 2:** I suppose the closest I've been to Croatia is Austria.
- 1:** I've never been to Austria.
- 2:** Fantastic country.
- 1:** Oh.
- 2:** Brilliant skiing.
- 1:** I tell you where the skiing's fantastic too: France.
- 2:** Oh really?
- 1:** Yes.
- 2:** I've not been there.

- 1: And of course, the food ...  
 2: Tremendous.  
 1: Absolutely.  
 2: Tremendous.  
 1: Yeah. Have you ever been to Greece?  
 2: Greece is a place I love. I mean, I've only travelled to Cephalonia ...  
 1: Yeah.  
 2: And I went to Rhodes, so just islands, but never to the mainland.  
 1: Hmm.  
 2: Greek food is amazing though, isn't it?  
 1: It is amazing. And there's plenty of wonderful uh Greek restaurants in London, as well ...  
 2: Absolutely.  
 1: Which is great.

## Unit 20 US

There have been protests in London as the Secretary of State for Transport details plans to increase train fares once again. Ticket prices will be raised by 10% at the end of this month. The Secretary has been unable to produce any explanation, as yet, as to why the plans are in sharp contrast to the decrease everyone had been expecting. Meanwhile, boy band Mint Rebels has upset fans in Australia by pulling out of its planned concert in the Great Victoria Desert. The insult has been doubled by the band's record company's refusal to refund ticket costs. Australia provides the band with 80% of its export trade.

## Unit 22 Arabic

This fairy tale is about a boy in China: a sorcerer gives him a magic ring and convinces him to find an oil lamp in a cave. However, the boy realizes he's been tricked and finds himself trapped in the cave. Rubbing his hands together, he sets a genie free from the ring, who takes him home to his mother. His mother decides to clean the lamp, but when she does, a second genie is set free. The genie gives the boy three wishes. The boy uses these to become rich and powerful and marry a princess. However, the sorcerer returns and steals the princess's castle away to Africa, with her in it! The boy reaches her, and with the help of the magic ring's genie, manages to save her and defeat the sorcerer.

## Unit 24 1: Australian; 2: South Korean

- 1: Hello?  
 2: Hi, it's me! How are you doing?  
 1: Oh, I've just walked in the door with the shopping.  
 2: Busy as usual! Mind if I stop by?  
 1: Not at all ... I've just got to put away this shopping.  
 2: Oh, OK.  
 1: And wash up the dishes.  
 2: All right ...  
 1: And take out the rubbish.  
 2: Mmm ...  
 1: And I have to pick up these toys and sweep up these crumbs!

- 2: Maybe you are too busy?  
 1: No, don't worry. Give me about an hour. I'll put on the kettle and we can have a cup of tea.  
 2: Sounds good! I'll bring some cake.  
 1: That sounds perfect!

## Unit 25 1: US; 2: French

- 1: I've got to go to the shops: I'm going to the hardware store to pick up a tin of paint and a packet of seeds for the garden. Do you need anything?  
 2: Hmm ... Are you taking the car or going on foot?  
 1: I was thinking of taking the car.  
 2: Well, in that case, could you also go to the chemist? I really need a bottle of aspirin and a box of tissues ... I'm really not feeling well.  
 1: Of course.  
 2: Oh, and some shampoo and conditioner!  
 1: Shampoo and conditioner ... anything else?  
 2: No, that's all. Thanks for asking!

## Unit 26 1: Southern English; 2: French

- 1: This is Marjorie Khalsa and I am here for the launch of the TigerShark, a new car... um ... boat. Well, it's a boat *and* a car. Here with me is Michele Blanc, owner of the Cettous Car Company. Michele, please tell us about this amazing car.  
 2: Well, it can do everything a car does, and everything a boat can do.  
 1: Remarkable! And is it difficult to change the car to a boat?  
 2: No. You just drive it into the water and push this button.  
 1: How fast can it go?  
 2: On land it can go to 160 kilometres per hour. In the water it can go to 65 kilometres per hour.  
 1: Incredible! But can it fly, Michele, that's the question?!  
 2: I'm afraid not. It's something we'll have to work on for next time.  
 1: Well, Michele, thanks for speaking to us today about the TigerShark. We look forward to seeing it on the road and in the water!  
 2: It was my pleasure.

## Unit 27 Australian

There once was a woman named Sue,  
 Whose camel came down with the flu.  
 It went to the vet  
 And isn't back yet,  
 So now she has nothing to do.

## Unit 28 1: US; 2: Indian

- 1: OK, em, have you ever been to Australia?  
 2: I haven't, no, but some day I'd really like to.  
 1: Mmmhmm. Uh, can you drive?  
 2: Ah, yes. In fact, for the last 15 years.  
 1: Do you like football?  
 2: I really love football. I, I've been playing it ever since I was a child, yes.

- 1: Are you afraid of snakes?  
 2: No, I, I really love snakes.  
 1: Love snakes?  
 2: Yes. I'd like to have a pet some day.  
 1: What do you do uh at the, at the weekends?  
 2: I take uh some time off to read and I, I like to do a little bit of gardening. Yeah.  
 1: What time did you go to bed last night?  
 2: I got to bed around ten thirty last night but I slept a little later.  
 1: OK. Where were you born?  
 2: I was born in uh in Mumbai, which was then called Bombay, in in India. Yeah.  
 1: What's your favourite food?  
 2: I really enjoy a very simple Indian dal and rice. That's that's my favourite.  
 1: How old were you when you started school?  
 2: I was three when I started uh primary school and uh five when I started proper school. Yeah.  
 1: How many pairs of shoes have you got?  
 2: Hah, let me see. I've got ... one, two, th ... uh five, I think. I think, five.

**Unit 29**  **1: Southern English; 2: Indian; 3: Scottish; 4: Polish; 5: Southern English; 6: Australian; 7: Canadian; 8: French; 9: Scottish; 10: South Korean; 11: Canadian; 12: Indian**

- 1: You didn't enjoy the movie, did you?  
 2: Well, no, not really.  
 3: You haven't got any change, have you?  
 4: I do actually!  
 5: This isn't your car, is it?  
 6: Sorry Officer.  
 7: This is *my* book, isn't it?  
 8: Yeah, sorry! I should've given it back to you!  
 9: You speak English, don't you?  
 10: Of course I do!  
 11: You've been there before, haven't you?  
 12: Yes, a few times.

**Unit 31**  **1: French; 2: Southern English; 3: US; 4: Indian; 5: South Korean; 6: South African; 7: Australian; 8: Canadian; 9: Polish; 10: Scottish; 11: South African; 12: US**

- 1: A friend of mine is going to Africa at the end of this year.  
 2: Exciting.  
 3: I've passed all my exams!  
 4: Magnificent!  
 5: I know: why don't we leave a little bit earlier so we can stop for a bite to eat?

- 6: Great idea!  
 7: Here's your change.  
 8: Thanks.  
 9: He wouldn't give us a refund, but he's offered us 10% off our next purchase.  
 10: How kind.

**Unit 32**  **1: Polish; 2: Canadian**

- 1: Right, can I just check the information I've got for Marie Martin with you?  
 2: Yeah, sure.  
 1: So her address is 6 North Street ...  
 2: No, it's 8 North Street.  
 1: Oh right ... And her telephone number's 3215 8645.  
 2: No ... It's 3214 8645.  
 1: Oh, OK. Now, have I got her date of birth correct? Is it the 12th of April, 1980?  
 2: Yes, that's right.  
 1: And her qualifications: I've got a Diploma in English here.  
 2: No, no, it's a *degree* in English.  
 1: Right, right. What about her experience? I have her down here as working as a reporter for the university radio station.  
 2: Uh, wrong again, I'm afraid: she was a reporter for the university *newspaper*.  
 1: Not doing very well, am I? Hopefully, I've got her down for the right job: journalist, right?  
 2: Yes!

**Unit 33**  **1: South Korean; 2: Scottish; 3: US; 4: Polish; 5: French; 6: South African**

- 1: I have an extra ticket to the match. I was going to ask Scott ... what do you think?  
 2: I'm not sure he's that into it. What about asking Alex? Alex likes boxing.  
 3: I'd like to buy a cake for a ten-year-old girl please.  
 4: Oh, I'm afraid we've only got one left, and it's in the shape of a boxing glove!  
 3: Oh, that's OK! She likes boxing!  
 5: Right, I've got the perfect weekend planned for when Sam visits. I thought we could have a game of tennis in the morning, have lunch with my old friend Jim (he used to play tennis professionally) and then in the afternoon, we can watch Wimbledon on TV.  
 6: But Sam likes boxing!