

Part 1

Listening

The Silk Road

Extend your vocabulary

change and exchange

Pronunciation


List intonation

Grammar

The passive

Listening


- 1 Work in pairs. Discuss the questions.
- Which countries or areas are your country's main trading partners? What items or commodities do you import from them, and how are they transported to your country?
 - What do you know about the trade route known as the 'Silk Road'? What images does it conjure up for you?

2  **2.36–2.40** Listen to someone talking about different aspects of the Silk Road, and match each section 1–5 to one of the pictures.

3 Work in pairs. Look at the pictures and discuss what you can remember about each section. What were the most interesting facts that you learnt?

4 Work in pairs. Can you remember which items in the box were traded from East to West, and which from West to East? Listen to sections 3 and 4 again to check your ideas.

algebra astronomy compass ginger
glass gunpowder linen paper-making
porcelain printing press saddles
shipbuilding silk spices wool

5  **2.41** Listen to the final part of the talk and answer the questions.

- What else was exchanged on the Silk Road as well as goods?
- What does the speaker say about the links between the Silk Road and globalisation?
- How is the Silk Road being used today?

6 Would you be interested in going on a modern Silk Road tour? Why / Why not? What would be the highlights or downsides of such an experience?


Extend your vocabulary – change and exchange

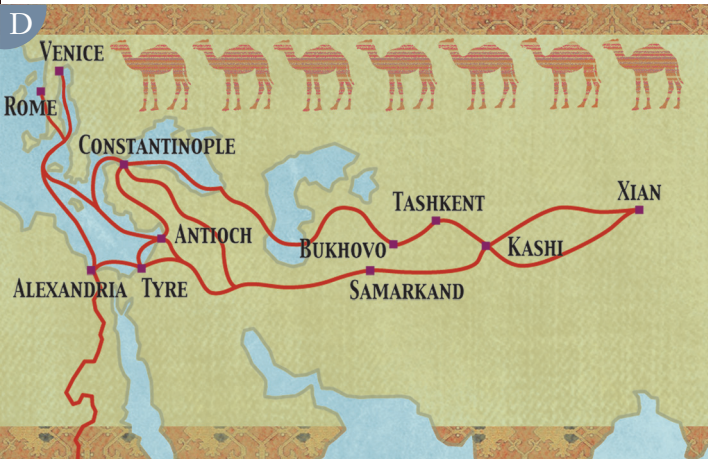
- Delete the noun that does not normally collocate with the verb.
 - exchange** contracts / addresses / views / your hair style
 - change** trains / house / gear / the subject
 - swap** places / roles / currency / comics
 - switch** lanes / sides / smiles / channels
- Using some of the collocations, tell a partner about ...
 - details of things that you have done in the last week, month or year.
 - things you have never done.

Pronunciation

1 Read the following sentences from the listening passage, and discuss with a partner whether your voice goes up or down on the words and phrases in italics.

- Silk was ideal for overland travel as it was *light*, easy to *carry* and took up little *space*.
- They also faced the ever present threat of *bandits*, not to mention *wars*, *plagues* and *natural disasters*.
- Caravanserais were used not only by traders and *merchants*, but also by *pilgrims*, *missionaries*, *soldiers*, *nomads* and *urban dwellers*.

2  **2.42** Listen to check your answers. Then practise reading the sentences with the audio.



3 Work in pairs. Compile lists for two of the following categories:

- scarce commodities or resources
- items or commodities that are often illegally traded
- items that are currently in great demand in retail outlets
- things you can buy in your local street market

4 Read your lists and compare them with another pair.

Grammar

1 Read the sentences in the grammar box and do the tasks below.

- The Silk Road **consisted** of an extensive network of land and sea routes.*
- Many important scientific and technological innovations **were transported** to the West.*
- When the silk arrived in Europe it **was made into** luxury goods.*
- Caravanserais **were used** not only by traders and merchants, but also by pilgrims, missionaries, soldiers, nomads and urban dwellers.*
- By the end of the 14th century, its importance **had** greatly **diminished**.*
- Today the Silk Road **is again being used** by traders.*

- Which sentences contain an active verb form and which a passive verb form?
- Choose the correct alternative:
 - use *an active / a passive* verb form when the main focus of the sentence is the *doer* of the action (or *agent*)
 - use *an active / a passive* verb form when the main focus of the sentence is the *action* or the *object* of the action
- Complete the rule:
 - to form the passive, use the appropriate form of the verb _____ + the _____
 - Which of the passive sentences mention an agent? Why is an agent not mentioned in the other passive sentences?

2 Complete the text with an appropriate active or passive form of the verb.

Trade (1) _____ (*conduct*) between different groups or societies since prehistoric times. The earliest trade (2) _____ (*probably / consist*) of forms of barter, in which goods (3) _____ (*exchange*) without using a medium of exchange such as money. Later, currency (4) _____ (*introduce*) to facilitate a wider exchange of goods and services. The importance of international trade (5) _____ (*increase*) in recent decades, and trade organisations such as the EU and NAFTA (6) _____ (*establish*) to promote trade between member countries. Nowadays, trade (7) _____ (*increasingly / carry out*) with few restrictions within countries; however, trade blocs (8) _____ (*may / regulate*) international trade by means of quotas and restrictions. Tariffs (9) _____ (*usually / impose*) on imports, and some form of taxation (10) _____ (*may / also / impose*) on exports. However, it is unlikely that completely free trade (11) _____ (*ever / establish*) in the future or that forms of taxation (12) _____ (*completely / disappear*).

3 Work in pairs. Think of two or three commonly traded items or commodities (eg wheat, coffee, oil, cars, electronic goods). Write passive sentences about the past, present and future of the commodities using some of the words below and a range of verb forms.

design discover export grow import
introduce invent manufacture trade use

4 Read your sentences to another pair without mentioning the names of the items. Can they guess what you have written about?

5 Work in small groups. Tell your group about an important contribution that your country, or another country you know, has contributed to the world. This could be:

- an art form
- an institution
- a commodity
- a manufactured item
- a custom
- a religion or philosophy
- an invention
- a technique

Ask and answer questions about each contribution.

G Grammar focus – explanation & more practice of the passive on page 142



UNIT 6 Trade & Commerce

Part 2

Speaking

Freedom and slavery

Reading


The Long Song

Vocabulary

Ways of looking

Speaking

1 Look at the pictures, and with a partner discuss their connection with trade.

2  **2.43** Read some quotations about freedom and slavery, and complete each one with a suitable word, as in the example. Then listen to compare your ideas with the original quotations.

- 1 The moment the slave resolves that he will no longer be a slave, his fetters fall. Freedom and slavery are mental states. (Gandhi)
- 2 The danger of the past was that men became slaves. The danger of the future is that men may become _____. (Erich Fromm)
- 3 The history of men's _____ to women's emancipation is more interesting perhaps than the story of that emancipation itself. (Virginia Woolf)
- 4 I disapprove of what you say, but I will defend to the death your _____ to say it. (Voltaire)
- 5 To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of _____. (Nelson Mandela)
- 6 Freedom is never voluntarily given by the oppressor; it must be demanded by the _____. (Martin Luther King)
- 7 Governments need _____ to protect them against their enslaved and oppressed subjects. (Tolstoy)
- 8 Everything can be taken from a man but one thing; the last of the human freedoms – to choose one's _____ in any given set of circumstances. (Viktor Frankl)



3 Which quotation do you like best, and why? Choose two or three of the quotations to discuss with a partner.

- How far do you agree or disagree with the ideas, and why?
- Can you think of any real current or historical situations to which they could be applied?

Reading

1 Read extracts from *The Long Song* by Andrea Levy. What is the relationship between Caroline, Godfrey and July? Do you think the story takes place *before*, *during* or *after* the emancipation of the slaves? Why?

2 Which of the underlined words refer to ...

- facial expression?
- sounds?
- movement?

3 Guess the meaning of each of the highlighted words.

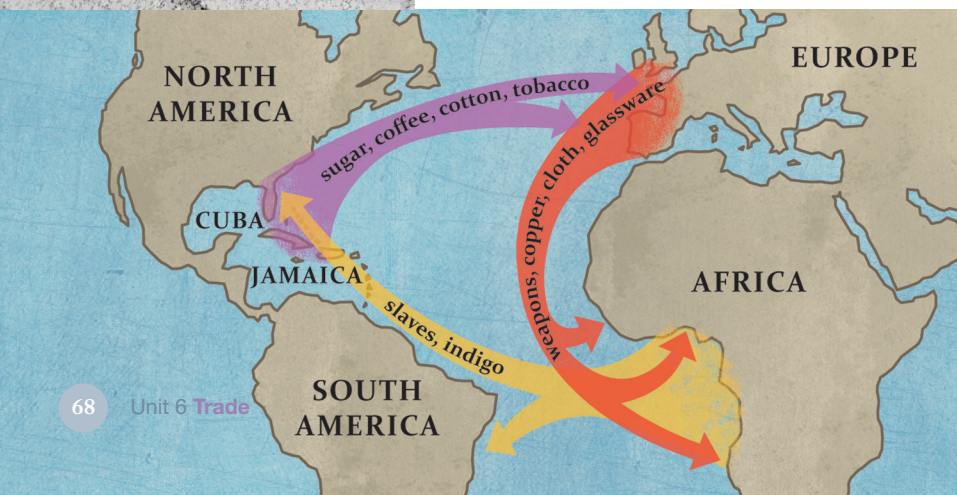
4 Find evidence in the text for the following statements.

- 1 Caroline does not initially understand Godfrey's refusal to serve her.
- 2 July was surprised by Godfrey's reaction.
- 3 Godfrey starts behaving like the master.
- 4 Caroline resists Godfrey's refusal to help.
- 5 Caroline realises that their roles have been reversed.

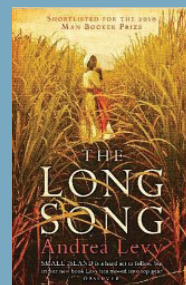
5 Which of these words could describe the characters' attitudes, and why?

aggressive arrogant controlling
defiant loyal self-confident
submissive timid

- 1 In what way(s) could Caroline be 'like a fish newly landed from the water' (last paragraph)?
- 2 Which of the characters, if any, did you sympathise with? Why?



The Long Song



'Hurry along, Godfrey. Pick up these things', Caroline said. Godfrey stared at the sack, the small trunk and the cloth valise that stood between him and the missus. His missus, with an exasperated sigh, indicated again the items she wished Godfrey to transport.

But Godfrey, still scratching his head, said, 'You wan' me put these on the cart and take you into town?'

'Of course, into the gig. And I am in a hurry to be gone'.

'So you wan' me lift them into the gig and then drive you into town?'

'Godfrey, do not play the fool with me. You know I must go to town for my own safety until all this trouble is past. Now, let us be gone'.

And Godfrey, looking down on the missus, sucked loudly on his teeth before saying, 'Then you must pay me, missus'.

July cupped her hands over her mouth so her gasp and giggle would not escape. While all Caroline managed to utter was, 'What did you say?'

'Me said', Godfrey began, 'that me will need payment if me is to take you into town'.

'Payment?', the missus repeated. She frowned upon Godfrey, then looked quizzically to July for some explanation of his behaviour. But July was silent – her mouth fixed with a grimace of a child in the thrill of a game.

'Don't be ridiculous, Godfrey', Caroline said, 'Now, pick up the things or I will see you punished for this'.

Godfrey sighed. He then walked past the missus into the hall and sat himself down upon one of the massa's wooden chairs. 'Then punish me, missus', he said as he lifted first one leg, and then the other, over the arms of the planter's seat and sat as if waiting for someone to remove his boots ...

'Get up, get up!' Caroline jumped twice in her fury. 'Do as you are bid', then made to strike Godfrey with her closed fist. But Godfrey seized both her wrists with so tight a grip that the missus's face contorted into a wince. Her mouth fell in wordless agony as Godfrey raised himself from the chair. As he stood higher, he bore down upon the missus's wrists until the pressure of the pain impelled her to kneel in front of him. As the missus, overwhelmed by him, went limp upon the ground, Godfrey let go of her wrists.

July made a move towards the missus, but Godfrey shouted, 'Stop!'.

He sat once more and began playing with his fingernail, while Caroline Mortimer, quivering at his feet like a fish newly landed from the water, slowly lifted her head, wiped her snivelling nose upon the back of her hand, and quietly asked him, 'How much?'

Vocabulary

1 Read two sentences from the text. Which of the verbs in bold has a literal meaning, and which could have both a literal and a metaphorical meaning?

Godfrey **stared at** the sack, the small trunk and the cloth valise ...

And Godfrey, **looking down on** the missus, sucked loudly on his teeth ...

2 Work in pairs. Decide whether each of these multi-word verbs has a literal meaning, a metaphorical meaning or both.

look after look away look back on
look forward to look into look on
look out for look round look up
look up to

3 Work in pairs. Read texts 1 and 2 below. Guess the meaning of the underlined words. Then check your ideas with a dictionary.

1 Lucy opened the kitchen door and peered inside the room. In the darkness, she could just make out a figure standing next to the fridge. She switched on the light and glimpsed James just about to eat a slice of the chocolate cake she had baked earlier in the day. When James caught sight of her standing in the doorway, he refused to look her in the eye. She glared at him. 'What on earth were you doing?' she snapped.

2 David sat gazing at the bill in disbelief, and frowning. 'There must be some mistake', he gasped and tried to catch the waiter's eye. Charles glanced at his watch. 'I'd better be going,' he mumbled, and quickly made his way out of the restaurant.

4 Write a few sentences describing a scene in which two people meet and there is some conflict. Include ...

- a description of the way they looked at each other.
- their facial expressions.
- what they said.

5 Read your scenes to other students, paying attention to the past tense endings. Which scene do you like best, and why?



Andrea Levy is a novelist who was born in London in 1956 after her parents immigrated there from Jamaica. She has written a number of widely acclaimed novels, including the prize-winning *Small Island*. *The Long Song*, published in 2010, is set in a Jamaican sugar plantation around the time of the abolition of slavery and tells the story of Godfrey and July who are slaves of Caroline Mortimer, the plantation owner.

Part 3

Reading & Speaking
Bangalore

Listening
Ideas for India's future

Vocabulary
Problems

Speaking
Tackling problems

Reading and Speaking

1 Work in pairs. Look at the industries in the box. Which are the main sources of income in your city or area? Are these industries growing or declining? Give reasons for your answers.

agriculture finance fishing forestry
IT manufacturing mining
service industries tourism

2 Read three different descriptions of Bangalore on page 71, a modern industrial and commercial city in India. Decide what sort of text they are (factual, descriptive, narrative, literary or persuasive, etc) and where you might find them. What words and phrases in the texts tell you this?

- 3** Read again and answer the questions.
- 1 What is the main industry in Bangalore?
 - 2 What are the positive points about the city that each author puts forward? What words does the author use to describe them?
 - 3 In text A, how does the author describe the transition taking place in Bangalore?
 - 4 Is the author optimistic about the city's future?
 - 5 What basic problem is the city faced with? What is the cause of this?

4 Find words in the texts that mean:

- 1 develop into (text A)
- 2 very poor area of a city (text A)
- 3 waste substances (text A)
- 4 friendly (*formal*) (text B)
- 5 very interesting (text B)
- 6 pleasant and comfortable (*formal*) (text B)


5 Work in pairs. Discuss the questions.

- What overall impression of Bangalore do you get from these texts?
- If you were going to Bangalore (on business or as a tourist), what aspects of the city would you be interested to learn more about?

Listening

1 Read the definition of the word *outsourcing*. Can you think of any examples of outsourcing in your country? What are the advantages and disadvantages of this type of arrangement?

outsourcing BUSINESS: an arrangement in which work is done by people from outside your company, usually by a company that is expert in that type of work.

2  **2.44** Listen to an Indian entrepreneur talking about India's IT (information technology) and BPO (Business Process Outsourcing) industries. How has increased demand ultimately affected India's outsourcing business?

3 Listen again and answer the questions.

- 1 What do companies typically outsource?
- 2 Why did India's IT-BPO sector become a world-leading industry in the 1990s?
- 3 What has the increased demand for outsourcing in India led to?
- 4 What have some British and American companies begun to do?
- 5 How have Indian companies begun to adapt to changes in the outsourcing destination?

4 The growth of the IT-BPO sector in India was very much linked to English. What role does English or other foreign languages play in the main industries in your country?



Bangalore

A When I drive down Hosur Main Road, when I turn into Electronics City Phase 1 and see the companies go past, I can't tell you how exciting it is to me. General Electric, Dell, Siemens – they're all here in Bangalore. And so many more are on their way. There is construction everywhere. Piles of mud everywhere. Piles of stones. Piles of bricks. The entire city is masked in smoke, smog, powder, cement dust. It is under a veil. When the veil is lifted, what will Bangalore be like?

Maybe it will be a disaster: slums, sewage, shopping malls, traffic jams, policemen. But you never know. It may turn out to be a decent city, where humans can live like humans. A new Bangalore for a new India. And then I can say that, in my own way, I helped to make New Bangalore.

B What do you call a congenial, captivating, cosmopolitan confluence of software and shopping malls, electronics and environment friendliness, salubrious climate and cleanliness, modern outlook and old worldliness, precision engineering and pubs? You call it India's best city for business. It is also called Bangalore.

C City and capital (since 1830) of Karnataka (formerly Mysore) state, southern India. One of India's largest cities, Bangalore lies on an east-west ridge in the Karnataka Plateau in the south-eastern part of the state. Pleasant winters and tolerable summers make it a popular place of residence, but water supply for its increasing industrial and domestic needs is a problem, because its 914 mm of annual rainfall is inadequate and there are no rivers nearby.

From the late 20th century the city became a centre of high-technology industry, and a number of large multinational technology corporations opened offices there. In addition, major domestic firms such as Infosys and Wipro established headquarters in the city.



Vocabulary

1 Choose the correct word to complete the phrases from the listening. Which of the phrases refer to a problem? Which refer to dealing with a problem?

- For companies, *becoming* / *getting rid of* these tasks means lower costs.
- This has kept *pushing* / *pulling up* the cost of salaries.
- Infrastructure in these areas has not been able to *keep speed* / *pace with* growth.
- There have been some attempts to *find a way* / *path round* these issues.
- India has *become a sacrifice* / *victim of its own success*.

2 Look at the adjectives (1–3) that can collocate with *problem*. Match them with the correct meaning (a–c). Do the same with the verbs (4–8) and meanings (d–h).

- | | |
|---------------|----------------------|
| 1 major | a urgent |
| 2 pressing | b very difficult |
| 3 intractable | c very big |
| 4 pose | d lessen |
| 5 tackle | e find a solution to |
| 6 alleviate | f make worse |
| 7 exacerbate | g deal with |
| 8 solve | h present |

3 Complete the dialogues with the correct form of phrases from exercises 1 and 2.

- A: It's a(n) (1) _____ problem. It's at the root of the nation's troubles. It's why we're not (2) _____ with other countries.
- B: But it's difficult to see how it can be (3) _____ or even (4) _____ in some way. Unfortunately, I can't see any (5) _____ it.
- A: The fact that child poverty still (6) _____ a huge problem in some European countries is a scandal. The EU need to (7) _____ this now.
- B: Absolutely. I think what is vital is recognition that it's a(n) (8) _____ problem. More has to be done immediately to make sure it isn't (9) _____ any further.

Speaking

1 Look at these issues and decide which three are the most problematic in your country. Make notes on the problems in these areas.

- employment and job creation
- benefits, social security and health care
- pre-school childcare
- education
- higher education
- infrastructure
- cities / urban policy
- rural areas
- environment

2 Work in small groups. Discuss the problems you have noted down. How are they being tackled? How successful are these measures? How else could the problems be tackled?



UNIT 6 Trade & Commerce

Part 4

Speaking

Investments

Reading

The new golden age

Extend your vocabulary

gold and golden

Grammar

Cleft sentences

Speaking

1 Look at the following eight things that people invest in. Which do you think are the safest investments? Rank them in order from 1 (safest investment) to 8 (riskiest investment).

art bank accounts collectables
gold government bonds land
property stocks

2 Compare your answers with a partner, giving reasons for your opinions. Try and agree on the three safest investments.

Useful phrases

- can be *risky / tricky / high-risk*
- *isn't going to hold its value / will depreciate*
- is dependent on *supply and demand / the state of the economy / fashion and trends*
- is a *safe bet / low-risk / guaranteed to*
- will *hold its value / appreciate in value / show a profit / give a good return of interest*
- *offers protection against inflation / can provide income*

Reading

1 Read *The new golden age* and choose the best summary of the article.

- After a long absence, gold is popular again now.
- Gold is popular now, but it always has been for many reasons.
- The popularity of gold is misguided.

2 Match the words in bold in the text to the definitions below.

- 1 apparently unimportant (though actually important)
- 2 easy to press into different shapes
- 3 things that can be bought and sold
- 4 increasing quickly by a large amount
- 5 existing now as a modern example of something or someone from the past
- 6 laughing at
- 7 uncontrolled activity or excitement
- 8 passion

3 Read again. Decide if the statements are true (T), false (F) or the text doesn't say (DS).

- 1 The price of gold always rises in moments of crisis.
- 2 It is important to distinguish real gold from imitations.
- 3 Gold contains small quantities of toxic material.
- 4 Gold represents much more than a simple metal.
- 5 Transmutation is the process by which gold is converted into base lead.
- 6 The author views bankers as modern alchemists.
- 7 Gold will be worth less in the future.

4 Answer the questions, giving reasons for your answers.

- The reading text was written in 2010. Do you think gold is still as important now?
- Do you agree with the author that gold is more than just a valuable metal?

Extend your vocabulary – gold and golden

The adjective *gold* means 'made of gold':

People are investing in gold jewellery.

The adjective *golden* can mean 'gold in colour':

He has lovely golden hair.

Golden can also mean 'successful':

We're living in a new golden age.

1 Is *gold* or *golden* the correct word in these sentences?

- 1 She's the company's _____ girl at the moment.
- 2 He just missed out on the _____ medal.
- 3 They were the _____ years of jazz.
- 4 There are miles and miles of _____ beaches.

2 *Golden* can also be used in fixed phrases with different meanings. Cross out the words below which do not collocate with *golden*. Use a dictionary to help you. What do the other phrases mean?

address anniversary dream
handshake oldie opportunity
remark rule

3 Use two of the collocations and make sentences to show their meaning.



The new golden age

Gold is more valuable than ever. But what inspires our **lust** is more than mere money – gold speaks to something elemental in all of us.

The price of gold is rising, both **mocking** and relieving the gloom and **turmoil** of a worldwide recession. The world market price of this valuable metal is **shooting up** faster and more than most other **commodities**. This always happens. It did when the world turned fearful of terrorist attacks and when the dotcom bubble burst. In uncertain times it is gold that the hard-headed and stony-hearted financial gamblers invest in.

Gold has been used as currency for more than 5,000 years.

Through the centuries efforts have been made to ensure its genuineness – using official stamps and symbols. It is soft and **malleable**. When alloyed with other elements its density changes and you can get a whole range from reddish orange to white. Talented artisans and craftsmen have been inspired by it and worked it to make objects of eternal beauty, treasured and desired by humans through the world, through the ages.

‘Gold is just a metal.’ Yes and no. What this **mere** metal represents is meanings far beyond high price tags – emblematic, metaphorical, literary and emotional meanings.

It is in the heads of old alchemists that the most important symbolic aspect of gold is to be found. The idea of turning base lead into noble gold, a transmutation, took many into

the clouds of fantasy. In their pursuit of gold, what they were also pursuing was the ‘elixir of life’. They didn’t find it. High-flying financial gamblers and investment bankers were **latter-day** alchemists, making fantastical promises. They couldn’t turn paper into gold. So the people only trust the real stuff now, an act of faith. Its value depends on how much people believe in it. Millions clearly do. What will be fascinating is to see what comes next in this new golden age and whether the shining yellow hope people are clutching will turn to straw.

Glossary

the dotcom bubble (*noun*) – the rapid increase in value of the shares of internet (.com) companies and their subsequent crash at the end of the 1990s

alloy (*verb*) – combine two or more metals

Grammar

1 Look at the two sentences. Decide which phrase in bold is being emphasised in the second sentence. Then read the grammar box.

More than mere money inspires our lust.

*What inspires **our lust** is more than mere money.*

To emphasise information in a sentence we can use sentences beginning with:

- *It is / was ...* (+ relative clause)
It is gold that financial gamblers invest in.
- *What + clause + is / was* (+ clause / noun phrase)
What will be fascinating is to see what comes next.
What they were also pursuing was the ‘elixir of life’.
- in a *What* clause, the auxiliary *do / did* can also be used to emphasise actions
What the bankers did was make fantastical promises.

2 Rewrite the sentences to emphasise the words in italics. Use the word in bold.

- The most precious of all metals is *gold*. **it**
_____ is the most precious of all metals.
- I really hate *how gold makes people greedy*. **what**
_____ how gold makes people greedy.
- He could never resist *the sight of gold*. **was**
_____ the sight of gold.
- The price of gold* went up. **that**
_____ went up.
- The alchemists experimented *with turning base lead into gold*. **did**
_____ with turning base lead into gold.

3 Complete three of these sentences with your own ideas.

- All I really want is ...
- What annoys me most ...
- The first time I saw ... was ...
- What the world needs now is ...
- It is ... that causes most problems.

G Grammar focus – explanation & more practice of cleft sentences on page 142



Yasmin Alibhai-Brown is a well-known journalist originally from Uganda. She has worked for many major English newspapers and writes on issues relating to race, immigration and multiculturalism.





Warm up

- 1 Work in pairs. What would you do and say in the following situations?
 - You have a ticket for a plane, and at the check-in desk you are told that the flight is fully booked.
 - You open your bank statement and find that you have been charged for going overdrawn for a few hours.
 - You are the manager of a wholesale business and you want to persuade a retailer to switch their custom to you.
 - You are interested in buying a second-hand car, but the price is too high.
- 2 Have you ever been in a similar situation? What happened?

Listening

1 2.45–2.48 Listen to four conversations and match each one to a situation from the Warm up section.

- 1 What is the outcome in each case?
 - 2 How similar were the people's reactions to your own ideas?
- 2 In which of the conversations did you hear the following, and what is the speaker referring to?
- 1 It didn't clear in time.
 - 2 This is the one I've got my eye on.
 - 3 45 is pushing it.
 - 4 Surely those few hours shouldn't have incurred such a hefty fine?
 - 5 You won't budge on that at all?
 - 6 We could do 50.
 - 7 We can throw in some cover.
 - 8 There is availability.

Language focus

1 Read some sentences in which people are making an offer or concession, and complete each one with a word or phrase from the box.

absolutely the best acceptable could if you can
if you like prepared to then I can what I can do

- 1 _____ is upgrade you. Would that be _____?
 - 2 Tell me what. _____ bring the price down, _____ place a firm order.
 - 3 OK, I'm _____ throw in this radio, and I'll knock ten euros off.
 - 4 We _____ offer you a credit note _____.
 - 5 I'm afraid that's _____ we can do.
- 2 Read the responses below. Which express ...
- a acceptance? b refusal?
 - c indecision or a desire for further concessions?
- 1 Is that your final offer?
 - 2 That sounds like a good compromise. I'll take it.
 - 3 I'll leave it, thanks.
 - 4 Fantastic, it's a deal.
 - 5 I'm going to have to think about it and get back to you.
 - 6 It will have to do I suppose.
 - 7 Is there anything else you can do for me?
 - 8 I'm afraid that wouldn't be viable for me.

Pronunciation

1 2.49 Listen and complete the sentences. What is the function of the missing word(s)? Say the sentences.

- 1 But you _____ it's not my fault?
- 2 You _____ into overdraft.
- 3 Well, that _____ good.

2 2.50 Listen and repeat the sentences you hear, adding an auxiliary verb.

You said you'd deliver them today.
You did say you'd deliver them today.

Speaking


Choose two opening lines, and improvise a conversation with a partner. What concessions did you obtain?

- I just wanted to talk to you about my overdraft limit.
- I bought this scarf here last month, and I was wondering if I could have a refund?
- I really like it, but I'm afraid it's beyond my price range.
- I'm sorry, but I asked for a non-smoking room.

Warm up

Do you think customer service in shops and restaurants is good where you live? Think of a recent example to support your opinion. Then discuss in pairs.

Listening

1  **2.51** Listen to Marion from The Netherlands and Scott from England discuss customer service in different countries. Decide if these statements are true (T) or false (F) according to the speakers.


- 1 Marion thinks there are great differences between The Netherlands and England.
- 2 Marion thought it was unusual for the shop assistant to ask her if she needed help.
- 3 Scott felt that he was ignored in the mobile phone shop.
- 4 Both Scott and Marion think that some customer service is too much.



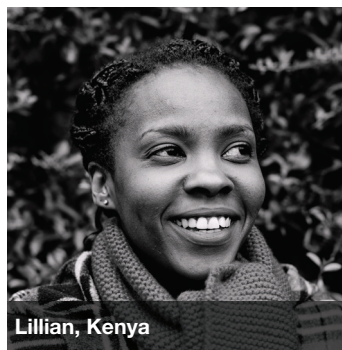
Marion, The Netherlands



Scott, England

2  **2.52** Now listen to Lillian from Kenya and Dominika from Poland talk about their experiences in shops in England. Answer the questions.

- 1 What does Lillian say about customer service in Kenya?
- 2 What did Lillian want to buy? Did she get it in the end?
- 3 Who has the better experience?
- 4 What difference did Dominika see between customer service in England and in Poland?



Lillian, Kenya



Dominika, Poland

Language focus: stance markers

1 Stance markers are words or phrases that mark a speaker's attitude or point of view. Look at the examples below. What is the stance marker in each one? How does it affect the meaning of the sentence?

... but sadly this is not extended to the, to the low-class citizens. You literally walk inside the door and then you get five people come up to you ...

2 Match the phrases in A to phrases with similar meanings in B.

A	B
frankly	obviously
basically	in fact
actually	luckily
thankfully	to be honest
clearly	fundamentally

3 Work in pairs. Prepare a two line dialogue between a customer and a shop assistant. Try to incorporate one of the words from exercises 1 or 2 into your dialogue.

Speaking

1 Look at the following example of an English customer service questionnaire. Do you have similar things in your country? Evaluate the customer service in a shop you know by giving each statement below one of the following ratings: excellent, good, average, poor.

- Staff greeted you and offered to help you.
- Staff were friendly and cheerful.
- Staff answered your questions.
- Staff showed knowledge of the products / services.
- Staff were polite throughout.

2 Compare with a partner. Do you think these questionnaires ...

- are a good idea?
- are useful?
- have any effect on customer service?



a Dear Anne

Thank you for your interest in our apartment. Yes, it is possible to snorkel off the local beaches, not to mention many other beautiful beaches nearby. You can see pictures of **all these** on our website. I am not an expert on snorkelling or water sports, but my husband Goran knows a lot about **such matters** and will be happy to give you advice!

Kind regards

Ivana

b Dear Anne

Thank you for your enquiry. In fact, we have two apartments, namely Villa Gemma and Villa Maria. **The former** is unfortunately not available for **the period you mention**, but we have availability for Villa Maria **at that time**. The weekly rate is 645 euros (in other words, slightly higher than for Villa Gemma, but it is a larger apartment and has recently been completely refurbished). Please visit our website for more details about **the accommodation**. We require a 15% deposit in advance (ie 96 euros) and the balance is due on arrival.

Kind regards

Ivana

c Dear Ms Petrovic

I have seen your apartment (Villa Gemma) on the Holiday Croatia website and am writing to enquire whether it is available for the period 19–26 July. We are four adults (two married couples, to be precise), and non-smokers. Also, could you please confirm the price, and your payment arrangements?

Best wishes

Anne Le Tissier

d Hi Ivana

Just a quick mail to say a big thank you to you and Goran for your kindness and hospitality during our stay in Croatia. It was great meeting you and we had a brilliant time. We'll certainly recommend Villa Maria to all our friends and hope to be back again very soon!

All the best

Anne

e Dear Anne

Further to our phone call, I can confirm that Villa Maria is reserved for you from 19–26 July. I would be grateful if you could now complete the booking by making a deposit **as discussed**, either by cheque, through the Cashbookers website or via a bank transaction. I look forward to hearing from you soon.

Kind regards

Ivana

f Dear Ivana

Thanks for your mail regarding Villa Maria. We are very interested in **this apartment**. Just one query – we are all keen on water sports (snorkelling in particular) and are ideally looking for a place near a good snorkelling beach. Is it possible to go snorkelling near the apartment?

Best wishes

Anne

Reading

- 1 Read a series of emails and put them in the correct chronological order. What was the outcome of the correspondence?
- 2 Without looking at the emails, what can you remember about ...

1 Anne and her friends?	4 the local area?
2 Villa Maria?	5 Ivana and her family?
3 payment?	

Writing skills: cohesion

- 1 Look at the phrases highlighted in the text. What does each one refer to (in the same email or a previous email)?
- 2 Choose the correct or more natural alternative to complete the sentences.
 - 1 There are two courses, namely Spanish A and Spanish B. The former is for complete beginners, while *the latter* / *the next* is at elementary level.
 - 2 *As I promised* / *As promised*, I attach a visa application form for you to complete. Could you please return *this* / *that* at your earliest convenience?
 - 3 Unfortunately, we have still not received the form. *This* / *That* means that we cannot process your application, so could you please forward it to me asap?
 - 4 *Further* / *Farther* to our conversation, I have decided to cancel my order.

Linking ideas: clarification and emphasis

1 Read the emails on page 76 again and find expressions used to give clarification and emphasis.

2 Read the email below and delete the incorrect alternative.

My flight arrives in the early hours, at 2.25am (1) *to be precise / in particular*. I'd therefore be grateful if someone could meet me at the airport, or (2) *ideally / in other words / preferably* book me a taxi. There is no transport available at that time (3) *or rather / not to mention / to say nothing of* the fact that I will be exhausted. I'd like to request a ground floor room for my mother. She finds it difficult to walk far (4) *let alone / ie* climb stairs. I'd (5) *particularly / especially / precisely* like a quiet room, as during our last visit we were kept awake by noise – traffic (6) *for the most part / ideally / in particular*.

Preparing to write

With a partner, decide on one or more transactions that you would like to correspond about, eg enrolling on a course, booking a ticket or renting a flat or room.

A semi-formal email

- *I am writing / Just a quick email to enquire about / whether ... / thank you for ...*
- *Thank you / Thanks for your email / reply / enquiry*
- *I would be grateful if you could / Can you please send me details of ... / let me know ...*
- *I am attaching / Please find attached* a booking form
- *(Kind / Warm) Regards / Best wishes / (All the) Best / Many thanks / All for now*

Writing

Work in pairs. Using email conventions, you should each write an initial enquiry about the transaction you chose in *Preparing to write*, and pass the sheet of paper to your partner. Your partner should then write a reply to the enquiry. Continue the correspondence until the transaction is complete.

Learning language in context

1 Read a suggestion on how to extend your knowledge of English. With a partner, discuss which of the suggestions, if any, you already follow.

A good way to extend your knowledge of English at advanced level is to study language as it occurs naturally in real (spoken or written) texts. Here is a useful procedure to follow:

- ★ Choose a text that interests you or that is *relevant to your work or study*, or one that you have already studied in class.
- ★ Read or listen to the text until you understand it fully.
- ★ Underline (or note down) any words, phrases, collocations and parts of sentences that you find interesting or useful, and that you would not normally use.
- ★ Record the new language in your vocabulary notebook, including the original sentence.
- ★ *Extend your knowledge* of the new items by looking them up in a learners dictionary or collocations dictionary. Add any useful information to your notebook.
- ★ Use the new language in a sentence to help you remember it.
- ★ Read through your vocabulary notebook *on a regular basis; the more often you study something, the better it goes in*.

2 Look again at the above section and notice the words and expressions in italics. The first two of these could be recorded as follows:

A good way to ... is to ...: A good way to make friends is to join an English class.

follow a procedure: adhere to, comply with, follow, go through, use a procedure (Macmillan Collocations Dictionary) If you follow the safety procedures when you dive, you are unlikely to suffer a serious accident.

3 Write a record for the other words and phrases. Then compare ideas with a partner.