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2

# Real

## Listening & Speaking

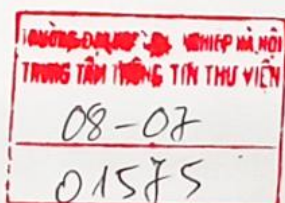
with answers

Jilly Logan and Craig Thaine

# Real

## Listening & Speaking 2

with answers



**Sally Logan and Craig Thaine**



**CAMBRIDGE**  
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# Map of the book

Unit number	Title	Topic	How to ...
1	How do you know Mark?	Socializing	<ul style="list-style-type: none"> <li>make and answer invitations</li> <li>start conversations</li> <li>take part in 'small talk' conversations</li> </ul>
2	I'm phoning about the house	Living away from home	<ul style="list-style-type: none"> <li>check you have understood information correctly</li> <li>ask polite questions to find out information</li> <li>describe a problem and suggest a solution</li> </ul>
3	How do I buy a ticket?	Transport	<ul style="list-style-type: none"> <li>understand information about public transport</li> <li>ask for travel information</li> <li>check your understanding of information</li> </ul>
4	Shall we go out for dinner?	Eating out	<ul style="list-style-type: none"> <li>make suggestions</li> <li>understand descriptions of food and meals</li> <li>talk about what you ate in a restaurant</li> </ul>
5	You should go to the police	Emergencies	<ul style="list-style-type: none"> <li>speak without repeating unnecessary words</li> <li>understand information about personal details and events</li> <li>give general and detailed descriptions</li> </ul>
6	Have you got a headache?	Health	<ul style="list-style-type: none"> <li>understand medicine instructions</li> <li>give instructions and advice</li> <li>explain what something is</li> </ul>
7	How about a hostel?	Holiday accommodation	<ul style="list-style-type: none"> <li>ask about different kinds of accommodation</li> <li>understand information about accommodation</li> <li>describe rooms and objects</li> </ul>
8	What can I do here?	Sightseeing	<ul style="list-style-type: none"> <li>show you understand what someone is saying and that you are interested</li> <li>talk about what you want and would like to do</li> <li>book an activity at a Tourist Information Centre</li> </ul>



Social and Travel	Unit number	Title	Topic	How to ...
	9	When are you flying?	Travelling abroad	<ul style="list-style-type: none"> <li>understand information about travel and tourism</li> <li>ask polite questions</li> <li>give reasons for situations</li> </ul>
	10	The weather is changing	A news story	<ul style="list-style-type: none"> <li>understand a news story</li> <li>talk about change</li> <li>give your opinion</li> </ul>
Work and Study	11	I have our schedule	Hosting overseas visitors	<ul style="list-style-type: none"> <li>understand people's names and roles</li> <li>explain and understand schedules</li> <li>talk about and understand future plans</li> </ul>
	12	You did really well	Workplace discussions	<ul style="list-style-type: none"> <li>understand conversations about tasks in the workplace</li> <li>talk about whether tasks are completed or not</li> <li>give and understand feedback</li> </ul>
	13	I've organized the trainer	Organizing an event at work	<ul style="list-style-type: none"> <li>understand instructions in a voice mail message</li> <li>ask people at work to do things</li> <li>compare two things</li> </ul>
	14	You need a budget	Talks and seminars	<ul style="list-style-type: none"> <li>understand detail in a seminar</li> <li>plan and give a mini seminar</li> <li>ask questions about a seminar</li> </ul>
	15	Welcome to the school	First day at school	<ul style="list-style-type: none"> <li>understand activities in a timetable</li> <li>offer choices</li> <li>understand and talk about rules</li> </ul>
	16	What are your goals?	Study habits and goals	<ul style="list-style-type: none"> <li>understand advice on how to improve English</li> <li>give people advice on how to learn English</li> <li>talk about your learning goals</li> </ul>

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# Introduction

## To the student

### Who is *Real Listening & Speaking 2* for?

You can use this book if you are a student at pre-intermediate level and you want to improve your English listening and speaking. You can use the book alone without a teacher or you can use it in a classroom with a teacher.

### How will *Real Listening & Speaking 2* help me with my listening and speaking?

*Real Listening & Speaking 2* contains practical tasks to help you in everyday situations, e.g. at a party, in a restaurant or travelling away from home. It also gives practice of listening and speaking in a range of work and study situations. It is designed to help you with listening and speaking you will need to do when communicating in English at home or when visiting another country.

The exercises in each unit help you to develop useful listening skills such as listening for opinions, listening for details, and listening for the main idea. There are also lots of practical speaking strategies and tasks to help you improve your ability to communicate, and pronunciation activities too.

### How is *Real Listening & Speaking 2* organized?

The book has 16 units and is divided into two sections:

- Units 1–10 – social and travel situations
- Units 11–16 – work and study situations

Every unit has:

- *Get ready to listen and speak*: introduces you to the topic of the unit
- *Learning tip*: helps you improve your learning
- *Class bonus*: is an exercise you can do with other students or friends
- *Speaking strategy*: gives you useful language and strategies for communicating
- *Speak up!*: gives you practice of speaking in real situations
- *Extra practice*: gives an extra exercise for more practice
- *Can-do checklist*: helps you think about what you learnt in the unit

Most units also have:

- *Focus on*: helps you study useful grammar or vocabulary
- *Did you know?*: gives you extra information about vocabulary, different cultures or the topic of the unit
- *Sound smart*: helps you with pronunciation

After each main section there is a review unit. The reviews help you practise the skills you learn in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language*, Listening and Speaking learning tips, and worksheets for listening to the news, watching movies and planning your learning.
- *Audioscript*: includes everything that you can hear on the audio CDs and gives information about the nationalities of the speakers
- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer

### How can I use *Real Listening & Speaking 2*?

The book is in two sections; *Social and Travel*, and *Work and Study*. The units at the end of the book are more difficult than the units at the beginning of the book. However, you do not need to do the units in order. It is better to choose the units that are most interesting for you and to do them in the order you prefer.

There are many different ways you can use this book. We suggest you work in this way:

- Look in the *Contents* list and find a unit that interests you.
- Go to *Appendix 1* and look at the *Useful language* for the unit you want to do. You can use a dictionary to help you understand the words and expressions.
- Do the *Get ready to listen and speak* section at the start of the unit. This will introduce you to the topic of the unit.
- Do the other exercises in the unit. At the end of each exercise check your answers in the *Answer key*.
- If your answers are wrong, study the section again to see where you made mistakes.
- Try to do the listening exercises without looking at the audioscript. You can read the audioscript after you finish the exercises.
- If you want to do more work on this topic, do the *Extra practice* activity.
- At the end of the unit, think about what you learnt and complete the *Can-do checklist*.
- Go to *Appendix 1* and look at the *Useful language* for the unit again.



# Introduction

## To the teacher

### What is Cambridge English Skills?

*Real Listening & Speaking 2* is one of 12 books in the *Cambridge English Skills* series. The series also contains *Real Reading* and *Real Writing* books and offers skills training to students from elementary to advanced level. All the books are available in with-answers and without-answers editions.

Level	Book	Author
Elementary CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Reading 1 without answers	Liz Driscoll
	Real Writing 1 with answers and audio CD	Graham Palmer
	Real Writing 1 without answers	Graham Palmer
	Real Listening & Speaking 1 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 1 without answers	Miles Craven
Pre-intermediate CEF: B1 Cambridge ESOL: PET NQF Skills for life: Entry 3	Real Reading 2 with answers	Liz Driscoll
	Real Reading 2 without answers	Liz Driscoll
	Real Writing 2 with answers and audio CD	Graham Palmer
	Real Writing 2 without answers	Graham Palmer
	Real Listening & Speaking 2 with answers and audio CDs (2)	Sally Logan & Craig Thaine
	Real Listening & Speaking 2 without answers	Sally Logan & Craig Thaine
Intermediate to upper-intermediate CEF: B2 Cambridge ESOL: FCE NQF Skills for life: Level 1	Real Reading 3 with answers	Liz Driscoll
	Real Reading 3 without answers	Liz Driscoll
	Real Writing 3 with answers and audio CD	Roger Gower
	Real Writing 3 without answers	Roger Gower
	Real Listening & Speaking 3 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 3 without answers	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Reading 4 without answers	Liz Driscoll
	Real Writing 4 with answers and audio CD	Simon Haines
	Real Writing 4 without answers	Simon Haines
	Real Listening & Speaking 4 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 4 without answers	Miles Craven

### Where are the teacher's notes?

The series is accompanied by a dedicated website containing detailed teaching notes and extension ideas for every unit of every book. Please visit [www.cambridge.org/englishskills](http://www.cambridge.org/englishskills) to access the *Cambridge English Skills* teacher's notes.

### What are the main aims of *Real Listening & Speaking 2*?

- To encourage autonomous learning by focusing on learner training
- To help students develop listening and speaking skills in accordance with the ALTE (Association of Language Testers in Europe) Can-do statements. These statements describe what language users can typically do at different levels and in different contexts. Visit [www.alte.org](http://www.alte.org) for further information.

### What are the key features of *Real Listening & Speaking 2*?

- It is aimed at pre-intermediate learners of English at level B1 of the Council of Europe's CEFR (Common European Framework of Reference for Languages)
- It contains 16 four-page units, divided into two sections: Social and Travel, and Work and Study.
- *Real Listening and Speaking 2* units contain:
  - *Get ready to listen and speak* warm-up tasks to get students thinking about the topic
  - *Learning tip* boxes which give students advice on how to improve their listening and speaking and their learning
  - *Focus on* activities which provide contextualized practice in particular language or vocabulary areas
  - *Sound smart* activities which focus on pronunciation
  - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your classes
  - *Did you know?* boxes which provide notes on cultural or linguistic differences between English-speaking countries, or factual information on the topic of the unit
  - *Can-do checklists* at the end of every unit to encourage students to think about what they have learnt
- There are two review units to practise skills that have been introduced in the units.
- It covers a wide range of highly practical activities that give students the skills they need to communicate effectively in everyday situations.
- It has an international feel and contains a range of native and non-native English accents.
- It can be used as self-study material, in class, or as supplementary homework material.

### What is the best way to use *Real Listening & Speaking 2* in the classroom?

The book is designed so that there is no set way to work through the units. The units may be used in any order, although the more difficult units naturally appear near the end of the book, in the *Work and Study* section.

You can consult the unit-by-unit teacher's notes at [www.cambridge.org/englishskills](http://www.cambridge.org/englishskills) for detailed teaching ideas. However, as a general guide, different parts of the book can be approached in the following ways:

- *Useful language*: Use the *Useful language* lists in the *Appendices* to preteach or revise the vocabulary from the unit you are working on.
- *Get ready to listen and speak*: It is a good idea to use this section as an introduction to the topic. Students can work on these exercises in pairs or groups. Many of these exercises require students to answer questions about their personal experience. These questions can be used as prompts for discussion. Some exercises contain a problem-solving element that students can work on together. Other exercises aim to clarify key vocabulary in the unit. You can present these vocabulary items directly to students.
- *Learning tips*: Focus on these and draw attention to them in an open class situation. An alternative approach is for you to create a series of discussion questions associated with the *Learning tip*. Students can discuss their ideas in pairs or small groups followed by open class feedback. The *Learning tip* acts as a reflective learning tool to help promote learner autonomy.
- *Class bonuses*: The material in these activities aims to provide freer practice. You can set these up carefully, then take the role of observer during the activity so that students carry out the task freely. You can make yourself available to help students or analyze the language they produce during the activity.
- *Extra practice*: These can be set as homework or out-of-class projects for your students. Students can do some tasks in pairs during class time.
- *Can-do checklists*: Refer to these at the beginning of a lesson to explain to students what the lesson will cover, and again at the end so that students can evaluate their learning for themselves.
- *Appendices*: You may find it useful to refer your students to these.
- *Audioscript*: Occasionally non-native speaker spoken errors are included in the audio material. They are labelled *Did you notice?* in the audioscript and can be used in the classroom to focus on common errors.



# Unit 1

## How do you know Mark?

### Get ready to listen and speak

- Look at the activities below and tick ✓ the ones you like doing.

going to the cinema ☐

playing sport ☐

listening to music ☐

cooking ☐

going to parties ☐

gardening ☐

going online ☐

visiting relatives ☐

meeting friends ☐

going shopping ☐

drawing and painting ☐

playing musical instruments ☐

watching sport ☐

going to restaurants ☐

playing computer games ☐

reading books and magazines ☐

- What do you and your friends usually do at the weekend?

go to Useful language p. 78

### A Listening – Phoning a friend



- 1 12 Mark telephones his friend Brian on Sunday night. Listen to their conversation. What is the main reason for the phone call? Tick ✓ a, b or c.

a to find out what Brian did at the weekend ☐

b to find out what Brian is doing next weekend ☐

c to invite Brian to a birthday party ☐

#### Learning tip

Try and understand the general meaning of a text before you listen for the details. Don't worry if you can't understand everything. Think about what you want to know and only listen for that information.

#### Did you know ...?

In the UK people say *go to the cinema*, but in the US they say *go to the movies*.

- 2 12 Brian tells you about Mark's party. He has got some of the information wrong. Read what Brian says, then listen again and correct his mistakes. The first mistake is corrected for you.

Mark called last night. It's his birthday <sup>next</sup> ~~this~~ week  
and he's having a party on Friday to celebrate.  
It starts at eight o'clock. He wants me to take  
some food. I'm looking forward to it.

- 3 13 Listen to Brian telling you about Mark's party. He now has the correct information. Check your answers.

## B Speaking – Phoning a friend

### Speaking strategy

#### Making and answering invitations

- 1 Look at the **audioscript** on page 88. Is the party the first thing Mark talks about?

YES / NO

- 2 Mark and Brian use the expressions below. Put them in the order they say them.

- ..... a Do you want me to bring anything?  
 ..... b What day?  
 ..... c Actually the reason I'm ringing is because it's my birthday next week.  
 ..... d What time?  
 ..... e I was wondering if you wanted to come.  
 ..... f That sounds good.

- 3 Which expression explains why Mark is phoning? .....

- 4 Which expression is an invitation? Which expression is a reply to an invitation? Write them below.

Invitation	Reply to invitation
I was wondering if you wanted to come	

- 5 Now look at these expressions and put them in the table above.

Do you want to come?

Would you like to come?

That'd be nice.

I'd love to.

- 6 Look at the invitations in the table above. They are all polite but some are more polite. Put them in order of politeness: 1 = most polite, 3 = less polite.

- 7 Not everyone accepted Mark's invitation. Look at what they said and underline their reasons for not going to the party.

That sounds good but I'm afraid I'm going away at the weekend.

I'd really like to but I work on Saturday evenings.

When you say *no* to an invitation, it is important to explain why you can't go. It is also polite to say something positive first, e.g. *That sounds good but ...* or *I'd really like to but ...*

### Sound smart

#### Missing sounds

- 1 Listen to this question. What day? What sound is missing? Tick ✓ one of the sounds below.  
 /w/ ☐ /t/ ☐ /d/ ☐
- 2 Why is the missing sound not pronounced? Tick ✓ a, b or c.  
 a This is a natural way of linking words in sentences when speaking English. ☐  
 b Brian can't pronounce the words correctly. ☐  
 c Brian is lazy. ☐
- 3 Listen to the question again and practise saying it. What day?
- 4 Listen to these sentences and then practise saying them. Remember the underlined /t/ sounds at the end of the words are not pronounced.  
 a Do you want me to bring anything?  
 b What time?  
 c That sounds good.

### Focus on ... beginning and ending phone conversations

Which two of the expressions below (a–e) do Brian and Mark use at the beginning of the conversation? Write **Beginning** next to them.

Which three expressions do they use at the end of the conversation? Write **End** next to them.

- a Hello, Brian speaking. ....  
 b See you on Saturday. ....  
 c Hi Brian. It's Mark here. ....  
 d See you then. ....  
 e Bye for now. ....

Note: You can also say *This is Mark* instead of *It's Mark here*.



## Speak up!

- 8 Mark telephones you about his party. Read what he says and think about what you will say. Talk to Mark and find out about the party. Speak after the telephone rings.

You: Hello, (say your name) speaking.

Mark: Hi. It's Mark here.

You: .....

Mark: I'm fine. How are you?

You: .....

Mark: Have you had a good weekend?

You: .....

Mark: Not too bad. Actually the reason I'm ringing is because it's my birthday next week and I'm going to have a party. I was wondering if you wanted to come.

You: .....

Mark: Saturday night.

You: .....

Mark: About 7.30.

You: .....

Mark: No. I'll have food and everything.

You: .....

Mark: See you on Saturday. Bye.

You: .....

- 9 Cover the conversation in Exercise 8. You are a friend of Brian's and you phone him to invite him to your birthday party. First read what Brian says and think about what you will say. Speak after Brian.

Brian: Hello, Brian speaking.

You: Hi Brian. It's (say your name) here.

Brian: Hi. How are you?

You: .....

Brian: Fine.

You: .....

Brian: Yes I have. I went to the cinema with some friends yesterday and I haven't done much today. What about you?

You: .....

Brian: That sounds good. What day?

You: .....

Brian: OK. What time?

You: .....

Brian: Do you want me to bring anything?

You: .....

Brian: OK. That sounds great. See you then.

You: .....

Brian: Bye.

## Learning tip

Don't worry if you don't say the exact same words as the conversation. Try and say something that has a similar meaning. The more you try, the easier it will get.

## C Listening - At a party

- 1 Mark introduces Brian to some friends at the party. Listen to the conversation.

How many people are talking?

Tick ✓ a, b or c.

a two ☐

b three ☐

c four ☐



- 2 Listen to the conversation again. Tick ✓ a, b or c.

1 Why does Mark leave the conversation?

a to talk to other people ☐

b to get some food ☐

c to get something to drink ☐

2 Mark and Reshma are

a friends from football. ☐

b colleagues. ☐

c neighbours. ☐

3 How long has Reshma known Mark?

a two months ☐

b one year ☐

c two years ☐

## D Speaking – At a party

### Speaking strategy Starting conversations

Look at how Brian and Mark start conversations.

Brian and I play football together.

How do you know Mark?

They focus on finding something in common:

- Brian and Mark both play football.
- Brian and Reshma both know Mark.

When you start a conversation with someone you do not know well, it is a good idea to find something you have in common.

Here are some ideas that are often used to make 'small talk' (informal conversation about everyday things):

- jobs
- where you are (e.g. the room, the view, the food and drink, the people)
- weather
- people's interests

1 Listen to other people at the party. Which of the topics above do they talk about?

Conversation A  .....  
Conversation B  .....

2 Look at the *audioscript* of conversations A and B. What questions do the speakers ask to

- a start a conversation? .....
- b keep a conversation going? .....
- .....
- .....
- .....

### Focus on ...

#### questions to start conversations

Look at this question from conversation B. Notice how one part is positive and the other is negative. Look at the order of the words in each part. The first part is a statement but the second part is a question.

It's cold today, isn't it?  
statement question


Match the two parts of the questions.

- a It isn't 12 o'clock already, don't they?  
b It's nice food, is it?  
c They look good, does he?  
d She's from Taiwan, isn't it?  
e He doesn't look happy, isn't she?

### Speak up!

3 Ask a question like the ones in *Focus on* to start a conversation at a party.

What questions could you ask to keep the conversation going? Use the *Speaking strategy* to help you.

4  You meet new people at a party. Listen and answer their questions.

### Class bonus

Imagine you are at a party. Walk around the room and have conversations with people about the weather, their interests etc. Start a conversation and ask questions to keep it going. Try and talk to everyone in the class.

### Extra practice

Telephone a friend in English and invite them to do something with you at the weekend. You could also listen to how people keep conversations going in English. Listen to conversations on TV or in public places like the bus. Record any new words in your vocabulary notebook.

### Can-do checklist

Tick what you can do.

- I can make and answer invitations.
- I can start conversations.
- I can take part in 'small talk' conversations.

Can do

Need more practice