

Jenny Dooley

Student's Book

New

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Express Publishing



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Student's Book

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Express Publishing

CONTENTS



A Hard Day's Work (pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> present simple present continuous stative verbs present perfect present perfect continuous 	<ul style="list-style-type: none"> work job skills phrasal verbs: <i>give</i> prepositions 	<i>Keeping people posted</i> (multiple choice)	monologues (multiple matching; sentence completion)	<ul style="list-style-type: none"> recommending a person for a job pronunciation: /æ/, /ɑ:/, /ʌ/ 	<ul style="list-style-type: none"> a short text about a job for a careers advice website an email giving a reference writing tip: formal language 	<i>Get a job!</i> (multiple-choice cloze)



Places to Visit (pp. 12-19)

<ul style="list-style-type: none"> past simple past continuous past perfect past perfect continuous <i>used to/would – be/get used to</i> 	<ul style="list-style-type: none"> holiday activities weather holiday problems phrasal verbs: <i>take</i> prepositions 	<i>Welcome to the city of Gold</i> (multiple matching)	monologues (multiple choice; note taking)	<ul style="list-style-type: none"> making/dealing with a complaint intonation: expressing feelings 	<ul style="list-style-type: none"> a webpage advertising a place a story (3rd person) writing tip: ending a story; rubric analysis 	<i>The Legend of Tis-sa-ack</i> (T/F/DS statements)
--	--	--	---	---	--	---



Fun Time (pp. 20-27)

<ul style="list-style-type: none"> <i>will – going to</i> present simple/present continuous (future meaning) future perfect/future perfect continuous time clauses 	<ul style="list-style-type: none"> types/places of entertainment feelings related to entertainment (<i>-ed/-ing</i>) phrasal verbs: <i>run</i> prepositions 	<i>A Whole Lotta Fun in Ottawa</i> (multiple matching)	monologues/dialogues (multiple choice)	<ul style="list-style-type: none"> making plans/expressing (un)certainity pronunciation: linking consonants 	<ul style="list-style-type: none"> advertises for an online magazine a leaflet about a place of entertainment writing tip: writing leaflets; participle clauses 	<i>The West End</i> (multiple choice)
--	--	--	--	--	---	---------------------------------------

Values A – Integrity (p. 28)

Public Speaking Skills A – give an informative speech explaining how to do sth (p. 29)



Special Events (pp. 30-37)

<ul style="list-style-type: none"> the passive personal/impersonal constructions causative form 	<ul style="list-style-type: none"> festivals & celebrations life events & wishes phrasal verbs: <i>carry</i> prepositions 	<i>You don't see that everyday</i> (multiple matching)	monologues (multiple matching)	<ul style="list-style-type: none"> congratulating pronunciation: /e/, /ɜ:/ 	<ul style="list-style-type: none"> research/present a weird festival an article describing a life event writing tip: narrative techniques 	<i>The US Graduation Ceremony</i> (text completion)
--	--	--	--------------------------------	---	---	---



Survival (pp. 38-45)

<ul style="list-style-type: none"> conditionals (0-3) mixed conditionals wishes unreal present/past 	<ul style="list-style-type: none"> natural disasters/accidents weather idioms causes & prevention phrasal verbs: <i>cut</i> prepositions 	<i>California's deadly Camp Fire</i> (multiple choice)	a witness statement (R/W/DS statements)	<ul style="list-style-type: none"> giving a witness statement pronunciation: assimilation 	<ul style="list-style-type: none"> a diary entry a witness statement writing tip: order of events 	<i>Llanberis Mountain Rescue Team</i> (text completion)
---	--	--	---	--	---	---



Eating Habits (pp. 46-53)

<ul style="list-style-type: none"> C/U nouns singular/plural nouns quantifiers partitives <i>some/any/no/every</i> & compounds articles 	<ul style="list-style-type: none"> food products tastes eating habits phrasal verbs: <i>turn</i> prepositions 	<i>Don't Waste Your Bread!</i> (multiple choice)	a dialogue (T/F statements)	<ul style="list-style-type: none"> asking about/expressing preference pronunciation: elision 	<ul style="list-style-type: none"> a leaflet an essay providing solutions to a problem writing tip: topic/supporting sentences 	<i>Fancy a cuppa?</i> (open cloze)
---	---	--	-----------------------------	---	--	------------------------------------

Values B – Bravery (p. 54)

Public Speaking Skills B – give instructions using pictures (p. 55)



7
Against the Law
(pp. 56-63)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> modals modals of deduction 	<ul style="list-style-type: none"> crime law & punishment phrasal verbs: <i>break</i> prepositions 	<i>Patrolling the Air</i> (multiple choice)	a street survey (multiple choice)	<ul style="list-style-type: none"> a debate expressing an opinion pronunciation: intrusion 	<ul style="list-style-type: none"> an opinion essay writing tip: linking words 	<i>The Australian Mounted Police</i> (T/F/DS statements)



8
Sports & Hobbies
(pp. 64-71)

<ul style="list-style-type: none"> comparisons <i>as/like</i> exclamations 	<ul style="list-style-type: none"> sports & hobbies exercise phrasal verbs: <i>grow</i> prepositions 	<i>Unusual Hobbies</i> (multiple matching)	monologues (multiple matching)	<ul style="list-style-type: none"> a debate making – accepting/refusing suggestions intonation: stress in compound nouns 	<ul style="list-style-type: none"> a survey report writing tip: paragraph planning 	<i>Surf's up!</i> (missing sentences)
---	---	--	--------------------------------	--	---	---------------------------------------



9
Eureka!
(pp. 72-79)

<ul style="list-style-type: none"> reported speech modals in reported speech special introductory verbs question tags 	<ul style="list-style-type: none"> everyday technology inventions & gadgets phrasal verbs: <i>get</i> prepositions 	<i>The Bio Hackers</i> (missing sentences)	a presentation (multiple choice)	<ul style="list-style-type: none"> a debate explaining a process pronunciation: geminates 	<ul style="list-style-type: none"> a product review writing tip: descriptive language 	<i>Isaac Newton The Force of Genius</i> (multiple-choice cloze)
---	---	--	----------------------------------	---	--	---

Values C – Duty (p. 80)
Public Speaking Skills C – give a debate speech (p. 81)



10
Education
(pp. 82-89)

<ul style="list-style-type: none"> relative clauses clauses of concession/reason/purpose/result 	<ul style="list-style-type: none"> educational institutions education phrasal verbs: <i>bring</i> prepositions 	<i>Changing the Curriculum</i> (matching headings to paragraphs)	a dialogue (T/F statements)	<ul style="list-style-type: none"> designing a school curriculum discussing possibilities/expressing doubt pronunciation: disappearing consonants 	<ul style="list-style-type: none"> a for-and-against essay writing tip: linking ideas 	<i>The American College Experience</i> (matching headings to paragraphs)
---	---	--	-----------------------------	---	--	--



11
Money Matters
(pp. 90-97)

<ul style="list-style-type: none"> (to)-infinitive -ing form expressing preference reflexive/emphatic pronouns 	<ul style="list-style-type: none"> money/spending financial services phrasal verbs: <i>go</i> prepositions 	<i>When Cash was King</i> (multiple choice)	monologues (multiple matching)	<ul style="list-style-type: none"> exchanging money reduced pronunciation: modals 	<ul style="list-style-type: none"> a review of a place writing tip: using powerful language 	<i>Battersea Boot</i> (T/F/DS statements)
--	---	---	--------------------------------	--	--	---



12
Earth: SOS
(pp. 98-105)

<ul style="list-style-type: none"> determiners emphatic structures plural nouns 	<ul style="list-style-type: none"> environmental problems effects – solutions phrasal verbs: <i>put</i> prepositions 	<i>Keep the noise down!</i> (multiple choice)	a monologue (sentence completion)	<ul style="list-style-type: none"> a presentation expressing concern/making suggestions pronunciation: silent letters 	<ul style="list-style-type: none"> a letter to the editor making suggestions writing tip: paraphrasing 	<i>The Great British Beach Clean</i> (missing sentences)
--	---	---	-----------------------------------	---	---	--

Values D – Moderation (p. 106)
Public Speaking Skills D – give a valedictorian's speech (p. 107)
CLIL (pp. 108-111)
Skills Practice (pp. 112-135)
Grammar Reference pp. 136-160 (GR1-GR25)
Word List (pp. 161-173)
Pronunciation (p. 174)
Rules of Punctuation (p. 175)
American English – British English Guide (p. 176)
Irregular Verbs

1

Vocabulary: tech jobs; work; job skills


Grammar: present simple – present continuous –
stative verbs – present perfect –
present perfect continuous

Everyday English: recommending a person for
a job

Writing: an email giving a reference

A Hard Day's Work

Listening & Reading

- 1  Listen and match the speakers (1-8) to their jobs (a-h). Think of one other thing each one might say.



Tech Jobs

- a IT technician
- b web designer
- c social media manager
- d digital marketer
- e app developer
- f content creator
- g computer programmer
- h social media influencer

- 2 Look at the title of the article and read the introduction. What do you think the job of a social media manager involves?

 Listen and read to check.

- 3 Read the text. For questions 1-4, choose the correct answer (A, B, C or D). Then explain the words in bold.

- 1 What is the writer's purpose in the first paragraph?
 - A to give details of her social media habits
 - B to complain about often having to work at home
 - C to explain that her job is easier than people think
 - D to describe misunderstandings people have of her job
- 2 What does the writer mean when she says 'The decision was a no-brainer' in the second paragraph?
 - A It was a risky decision.
 - B It was a stupid decision.
 - C It was a decision that was easy to make.
 - D It was a decision that they were forced to make.
- 3 What do we learn about Sandy's job in the third paragraph?
 - A She is under constant pressure.
 - B She works with the customer service department.
 - C She mainly deals with customer complaints.
 - D She has to react quickly to negative responses.

Keeping People Posted

 VIDEO

*Do you ever get a **guilty feeling** after spending far too much time on social networking sites? Well, these days, most major companies hire social media managers to do just that! We asked Air Express's very own social media manager – Sandy Hayes – what it's all about.*

First things first. Despite what a lot of people think, being a social media manager is not all fun and games. Don't get me wrong – I like my job – but I certainly don't spend my working day commenting on my friends' holiday pics or giggling at cat videos. The truth is that this is a well-paid, demanding job that needs a lot of **dedication**.

Social media manager is not as new a **position** as you might think. Social networking services became openly available in September 2006, and companies had to decide whether or not to have a **presence** there. The decision was a no-brainer, but the results weren't always great, so by 2010, companies had started employing full-time social media managers.

Basically, I have two main duties in my job: connecting with customers and creating content. The first thing I do when I get to the office in the morning is check any activity on the company's social media accounts. These days, a lot of people use social media like a customer service tool, so I spend my mornings answering questions and replying to comments or complaints. Also, I have to take note of how popular my posts were from the previous day. When a post gets very few likes, I have to **figure out** why, and I have to do it fast.

- 4 What is true about the content Sandy creates?
- A It must have a personal touch.
 B It needs to promote a product.
 C It should always make readers laugh.
 D It can sometimes cause offence.

4 COLLOCATIONS Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- | | |
|-------------------|-----------------|
| 1 companies | 5 service |
| 2 available | 6 deals |
| 3 duties | 7 news |
| 4 media | 8 skills |

5 PREPOSITIONS Choose the correct preposition. Check in your dictionary.

- Allow me to congratulate you **on/for** your promotion.
- You haven't commented **for/on** my post yet.
- Salary will depend **on/in** experience.
- Connect **with/on** your customers using this app.
- The company replies **at/to** all emails of complaint.



Check these words

giggle, content, customer service, aim, engage, innovative, offence

Then, in the afternoon, I start creating content for the company's four social media accounts. I have daily and weekly **goals**: I aim to upload at least three photos and one video per week, and five posts and tweets each day. What I post, though, depends on a lot of things. For example, if we're giving something away or if there are some special **deals**, I write posts on that – but I have to be careful not to advertise too much, because that doesn't go across well online. I also write posts reacting to breaking news, or I might **congratulate** a national sports team on a good result. Basically, the posts I create have to be natural, have to feel human, so the reader engages with them as they would with a real person, and likes or shares them.

So, what makes a good social media manager? Well, I think it's vital to be innovative, creative and have strong attention to detail. You also need to have excellent communication skills and a great sense of humour. When you think about it, that's what social media is all about! Look at the comments sections on any video-sharing website – the **majority** of users are trying to be humorous. So, if your jokes sometimes 'bomb' or cause offence, then this job's not for you! But if you have what it takes, then being a social media manager is one of the best jobs out there.

Vocabulary Work

6 Choose the correct word. Check in your dictionary.

- Dan was an unpaid **employee/intern** with a company for three months to get some work experience.
- I was **fired/made redundant** when the company closed down.
- We currently have a **duty/vacancy** for a designer.
- Sabrina is a(n) **experienced/trained** IT technician, but this is her first job.
- Ed is **full-time/part-time**; he works 11 hours a week.
- Pam is thinking of **resigning/retiring** and looking for another job.
- We must work hard to meet the 1st May **deal/deadline**.
- Twenty **candidates/clients** were interviewed for the job, but none of them were suitable.

7 WORDS EASILY CONFUSED Fill in: *profession, job, career, occupation*. Check in your dictionary.

- Her as a dancer came to an end when she broke her leg.
- My father has been unable to find a(n) for the past two years.
- Can the witness please state his name, age and?
- John is a doctor by and has his own practice in London.

8 PHRASAL VERBS Choose the correct particle.

give away: 1) to reveal; 2) to offer for free
give off: to emit
give out: 1) to hand out; 2) to be completely used up
give up: to stop doing sth; to quit

- Oscar has a Saturday job giving **out/of** leaflets.
- We mustn't give **away/up** our trade secrets!
- That cheese is giving **off/out** a funny smell!
- He gave **up/off** his job and moved to Italy.

Speaking & Writing

9 Would you ever consider working as a social media manager? Why/Why not?

10 **ICT** Collect information about one of the other jobs from Ex. 1. Think about: *job description/duties, qualities, problems*. Use your notes to write a short text about it for a careers advice website.

Grammar in Use



Lisa: Hey, Julie. Don't tell me the interview's over!

Julie: Hi, Lisa! Yes, I've just finished, thank goodness! They've been interviewing candidates since 9 am and I was the last candidate. I think it went well. I hope so – I'm getting so tired of interviews!

Lisa: You're thinking too much about it! Stress only makes things worse!

Julie: Yeah, I guess so. How is your job-hunting going?

Lisa: Well, I've been looking at adverts online all morning, but I can't find anything, so I'm a bit fed up. I'm meeting the careers adviser tomorrow, though.

Julie: Have you spoken to her before?

Lisa: No. She runs group sessions with students in the mornings and she's always making excuses about being busy.

Julie: Good luck tomorrow! Must dash – my pilates class starts in an hour.

Present simple – Present continuous – Stative verbs

pp. GR1-2

1 Read the dialogue. Identify the tenses in bold. What use does each demonstrate? Which of these uses refer to the future? Check in the Grammar Reference section if necessary.

2 Put the verbs in brackets into the present simple or the present continuous. Give reasons.


- Dave (work) for an advertising company and (meet) lots of people every day as part of his job. The company (expand) rapidly. This evening, he (take) a new client out to dinner.
- (you/like) your job?
Some people enjoy their jobs and (achieve) success. Some people (always/complain) about them!
- Tom (lift) weights in the gym right now. He (train) hard these days for a national competition. The competition (take) place at 7 pm next Sunday.

3 Stative verbs do not usually have continuous forms. When they do, the meaning changes. Look at the underlined parts of the dialogue. What is the meaning of the verb *think* in each one?

4 Read the sentences. Match each meaning from the list (a-h) with a verb in bold.

- | | | |
|--------------|------------|--------|
| a understand | d review | g own |
| b believe | e consider | h seem |
| c experience | f meet | |

- I **see** there's a problem in this department.
- The actor **is seeing** his agent tomorrow.
- Mr Jones **thinks** we should advertise the job.
- He **is thinking** of opening a branch in Denmark.
- Ann Holmes **has** three houses.
- We **are having** problems with the new employee.
- He **looks** like he's going to faint.
- They **are looking** at this month's sales figures.

5  **SPEAKING** Think of a job. Say a few sentences using the present simple and the present continuous. Your partner guesses the job.

Present perfect – Present perfect continuous

pp. GR2-3

6 Identify the highlighted verb forms in the dialogue. Explain how we use them. Check in the Grammar Reference section.

7 Put the verbs in brackets into the present perfect or the present perfect continuous. Give reasons.

- A: You look tired. What (you/do)?
B: I (call) clients all morning.
- A: (you/inspect) the new offices yet?
B: Yes, I (just/get) back from there.
- A: I (try) to call Jo all day.
B: Her phone (not/work) for the last few days.
- A: Mr Smith (talk) on the phone since lunch time.
B: I know. And he (just/miss) his 3 o'clock meeting!
- A: Bob (paint) the house all this week.
B: Yes, and he still (not/finish).
- A: (they/repair) the copier yet?
B: Yes. But I (not/make) the photocopies you wanted yet.

8 Write sentences using the present perfect or the present perfect continuous, as in the example.

- Ann is looking for her files. **(lose)**
She *has lost her files*.
- My uniform has got coffee stains on it. **(spill)**
I
- The company has more staff now. **(employ)**
The company
- Paul started looking for a job six months ago. **(apply)**
He
- Tim is upset because he hasn't received an important email. **(wait)**
Tim

9 a) Put the verbs in brackets into the correct present tense. Compare with your partner.



Content creators

1) **(you/look)** for work right now that you can do when and where you 2) **(want)** to do it? 3) **(you/have)** excellent writing skills? We're a top web development company that 4) **(create)** quality content for major websites for a decade, and we 5) **(now/expand)** our team! [Click](#) for more.

Digital marketing intern

You 6) **(just/leave)** college. You've got your qualification in marketing, but you 7) **(not/gain)** any work experience, and without it, you 8) **(not/have)** much chance of getting a job interview. So why not join our intern programme? [Click here](#).

Computer programmer

9) **(you/complete)** a course in C++ or Python lately? 10) **(you/ever think)** about earning some money from home? Then you might be just the person for us! We 11) **(not/look)** for experience, just enthusiasm, so if you 12) **(never/program)** professionally, it doesn't matter. [Click here](#) for more information.

- b) **SPEAKING** Choose one of the jobs in Ex. 9a. Act out a job interview. Use present tenses.

10 Complete the text with an appropriate verb from the list in the correct present tense.

- practise • fly
- think • find
- choose • book
- study • get • stay
- not learn
- not have
- increase • want
- pick • arrive



Hi Matt!

How's things? Just have to tell you my news! As you know, I 1) hard to become an English teacher for the past ten months. The course is almost over and we 2) lessons every day now. So today, I 3) at home to prepare for my big adventure! I 4) a job and 5) my ticket already. Next month, I 6) to Colombo in Sri Lanka! The demand for English teachers there 7) all the time. I'm going to work in a small school. My flight 8) in Colombo at 3 o'clock in the morning so my new boss 9) me up.

I really 10) to learn the local language. I 11) my Sinhalese all week and now know a few basic phrases!

Sri Lanka 12) much hotter than England in summer, which is a plus point! Of course, there will be problems. I 13) enough of the language yet to be able to communicate freely and I'll be far away from friends and family.

14) I the right destination? I'm about to find out! 15) What you? Write back,
Alex

11 a) **SPEAKING** Imagine you have your dream job. Ask and answer the questions with your partner.

- What do you do?
- What does the job involve?
- How long have you had this job?
- What have you been working on recently?
- What are you doing next week?

- b) Tell the class about the job your partner is doing.

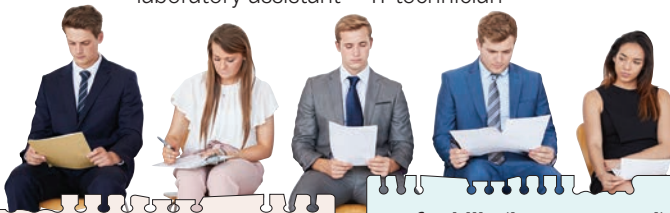
Skills in Action

Vocabulary

Job skills

1 a) Look at the table and decide which skills are important to do the jobs in the list.

- accountant • social media manager • nurse
- laboratory assistant • IT technician



Hard skills (teachable)

- fluent in English, Arabic, etc
- excellent with numbers,
- qualified in law, IT, etc
- experienced in sales, etc
- skilled at operating machinery, etc
- advanced IT skills
- driving licence
- bachelor's/master's degree
- doctorate (PhD)

Soft skills (interpersonal)

- decisive
- cooperative
- caring
- organised
- motivated
- a problem-solver
- innovative
- a strategic thinker
- team-oriented
- good communication skills
- attentive to detail

b) What hard/soft skills have you got? Tell your partner.

Listening

Study Skills

Identifying information

Read through the sentences to get an idea of what you will listen to. Predict what is missing from each gap (noun, verb, etc). This will help you complete the task.

2 Listen to the beginning of a talk about internships from a university careers adviser. Complete the sentences with a word or short phrase.

Internships

- A university 1) sometimes arranges internships for its students.
- Malcolm believes that work 2) is extremely important.
- Interns learn to be cooperative and 3)
- 4)% of good internships turn into jobs.
- There are a lot of 5) for every intern vacancy.
- An intern can work for up to 13 weeks in 6)
- Some 7) interns work until 9 pm.
- Over a third of companies now give their interns a(n) 8)

Everyday English

Recommending a person for a job

3 Listen to and read the dialogue. How does Mr Higgs' manager describe him?

- A: How long has Mr Higgs been an intern with you?
 B: Five months. He completes his internship next month.
 A: What are his duties as an accounting intern?
 B: He's mainly been assisting with the annual audit.
 A: What would you consider are his best professional qualities?
 B: He's excellent with numbers, of course. And he's fluent in French and German, which is essential for a European company.
 A: I see. How would you describe his soft skills?
 B: He's organised, hard-working and, above all, cooperative.
 A: And do you think Mr Higgs would be a good candidate for the position we're offering?
 B: Without a doubt. He'd be an asset to any accounts department. We'd offer him a job ourselves, but we aren't taking on staff this year.
 A: Thank you for your time. You've been very helpful.

4 Act out a similar dialogue. Use the prompts below and language from the box.

Ms Patel – nursing intern

- 3-month internship • recording patients' conditions – feeding patients • qualified nurse – advanced IT skills
- caring – sensitive to patients' needs

Asking for information	Recommending
• Has ... been with you long?	• excellent/impressive/strong/great ...
• Can you describe his/her duties?	• Above all/Most importantly/ Most of all, ...
• What hard skills does ... have?	• without a doubt
• What about soft skills?	• definitely/absolutely
• Would you recommend ... for the job?	• He'd/She'd be an asset to ...
	• He/She is just the person for/stands out as ...

Pronunciation: /æ/, /ɑ:/, /ʌ/

5 Listen to the sentences and identify the /æ/, /ɑ:/ and /ʌ/ sounds. Listen again and repeat.

The clerk demanded a high salary.
 The other company gave an accurate report.
 Candidates must have advanced skills and be trusted with money.

Reading & Writing

6 Read the email and put the paragraphs in the correct order.

New message

To doyle@labmail.com

From kstokes@sciencelab.com

Subject Ms Wade reference

Dear Mr Doyle,

A All in all, Ms Wade has been a pleasure to work with and **1) I have no hesitation in recommending her** for the position you offer. Her ability to manage important data and cooperate as part of a team make her a valued addition to any laboratory, and we will be sorry to see her leave. **2) If you should require any further information**, please feel free to **3) contact me**.

B Further to your request for a reference for Ms Wade, **4) I am glad to be of assistance**. For the last three months, Ms Wade has been serving an internship under my supervision. During her time here as laboratory assistant, **5) her work has been more than satisfactory**.

C Ms Wade's main duties involve performing simple tests and processing samples. **6) She is also responsible for ordering supplies**. She shows considerable skill and is attentive to detail while carrying out her work. In addition, her computer skills are excellent. **7) Ms Wade is valued as a reliable member of staff**.

Yours sincerely,
Katharine Stokes
Senior Technician

Send



Writing Tip

Formal language

Formal language is used in many business contexts. It is characterised by longer complex sentences, advanced vocabulary and no contractions. It shouldn't include emotive language and emotive punctuation, e.g. exclamation marks.

7 Which of the following are good tips for writing formal letters/emails? Find examples in the email.

- 1 Use contracted forms.
- 2 Always finish with 'Yours faithfully' when we know the name of the recipient.
- 3 Write long, complex sentences.
- 4 Use polite vocabulary.
- 5 Use everyday, casual phrases.

8 Match the informal phrases (a-g) to the formal ones (1-7) in the model email.

- a she is just the person
b you can count on Ms Wade
c we've had no problem at all with her work
d If you'd like to know more
e she also has the job of
f I'm happy to help
g give me a call

Writing (an email giving a reference)

9 You have received the following email.

email

REFERENCE REQUEST

Dear Mr Shepherd,

We are writing to request a short reference for Mr Julian Higgs, who is currently a candidate for the post of staff accountant with our firm. The information you supply will be treated in the strictest confidence. Thank you in advance.

Yours sincerely,
Bob Trent
Human Resources

Plan your reply by referring to the dialogue in Ex. 3 and making notes on the following:

- how you know the person
- duties; hard & soft skills
- suitability for the post

10 Use your notes to write your email (140-190 words). Follow the plan.

Plan

Dear Mr Trent,

Para 1: reason for writing & how you know the candidate

Para 2: duties & skills

Para 3: your recommendation & closing remarks

Yours sincerely,

Pat Shepherd

Accounts Manager

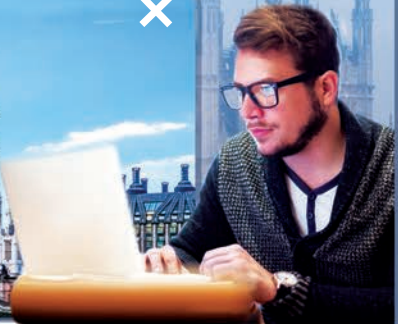
VALUES

Thoroughness

If a job's worth doing, it's worth doing well.
proverb



GET A JOB!



If you're looking for a job at the moment, you may be able to claim Jobseeker's Allowance while doing so. It's a(n) **1)** straightforward procedure. Read on to find out more.

What is JSA?

JSA (Jobseeker's Allowance) is money paid to you by the UK government to help cover your **2)** costs while you are looking for work. The amount you get varies according to personal circumstances, but it can be up to £73 per week. Payments are usually made every two weeks directly into your bank account.

Who can apply?

To apply for JSA, you have to be 18 or over, have worked for two to three years while paying National Insurance contributions, and be **currently** available for work. You won't qualify to apply if you're still **3)** full-time education or have three or more children (there's a different allowance in this case).

How do you claim?

When you are sure that you are eligible, you can apply for Jobseeker's Allowance online by following the link www.gov.uk/jobseekers-allowance/how-to-claim and filling in a **4)** It should take about 20 minutes. After that, you'll

get a phone call or text within two working days to **arrange** a JSA interview at your local Jobcentre Plus office.

What happens at the interview?

Once you **present** your identity documents at the job centre, you will be assigned an adviser, also called a work coach. Together, you will **5)** an agreement – it's called a 'Claimant Commitment' – signed by you, as to what steps you will take to look for work. This may include registering with recruitment agencies. 'Find a job' is a government service used by Jobcentre Plus, but there are many more you can use.

What happens after the interview?

In order to continue receiving your allowance, you must return to the job centre every two weeks to 'sign on' and to show them **proof** that you have been searching for work. This could include copies of job applications and letters from prospective employers. If you are not having **6)** success, your work coach may suggest doing a free training course to help improve your work skills.

*JSA is certainly a help when you're down on your luck. But it's worth remembering that unemployment benefit only lasts for six months. After that, if you're still **out of work**, you'll need to reapply for a different benefit.*

Reading & Listening

1 Read the text and choose the correct word (A, B, C or D) for each gap (1-6).

- 1 A quite B enough C fairly D simply
- 2 A living B life C live D alive
- 3 A on B at C under D in
- 4 A paper B form C sheet D note
- 5 A do B put C set D make
- 6 A lots B many C much D some

Listen and check.

2 What is Jobseeker's Allowance? Jobcentre Plus? a Claimant Commitment?

3 Match the highlighted words to their synonyms below.

- evidence • show • now • unemployed • pay for
- organise



Check these words

National Insurance contribution, eligible, recruitment agency, prospective, down on one's luck, unemployment benefit

Speaking & Writing

4 Imagine your friend who lives in the UK has just lost their job. What advice could you give them about how to claim Jobseeker's Allowance?

5 **ICT** Find information about unemployment benefit in your country or another country and how you can claim it. Make notes on: what it's called – who can apply – how you claim it – how long it lasts. Include any other relevant information. Present your findings to the class.

Vocabulary

1 Choose the correct word.

- Mr Jones hopes to **resign/retire/fire** when he is 67.
- The hotel has a **duty/vacancy/deal** for a receptionist.
- Please state your **career/job/occupation** at the bottom of the form.
- We need a(n) **web/digital/app** marketer to promote our products online.
- Call customer **service/media/comment** if you need help installing the software.

(5 x 3 = 15)

2 Fill in: *team, advanced, driving, excellent, organised.*

Technician required

Are you 1) with numbers with 2) IT skills and a(n) 3) approach to problem-solving? Are you hard-working and a 4) player? Do you have a clean 5) licence? Please apply within 7 days. Email: jobs@TCHN.com

(5 x 2 = 10)

3 Choose the correct item.

- Congratulations **in/on** getting the job!
- I've decided to give **up/off** my job and go back to college.
- Don't give **out/away** my secrets, please!
- Your success will depend **in/on** how hard you work.
- The Internet is useful for connecting **from/with** friends and family.

(5 x 1 = 5)

Grammar

4 Choose the correct item.

- I **think/am thinking** of looking for a new job.
- What time **are you seeing/do you see** the dentist?
- Are you having/Do you have** previous experience?
- It **doesn't look/isn't looking** like he's coming.

(4 x 2 = 8)

5 Fill in with the verbs in the list in the correct present tense.

• start • taste • not drive • work • stay • talk

- John to work even once this week as his car broke down.
- Why she always on the phone?
- The meeting at 2 pm.
- Maisy with us twice in six months.
- Why you the soup?
- You seem exhausted. you all day?

(6 x 4 = 24)

6 Put the verbs in brackets into the correct present tense.

(6 x 3 = 18)

Everyday English

7 Match the exchanges.

- | | |
|--|--------------------------------------|
| 1 <input type="checkbox"/> How would you describe his soft skills? | a Without a doubt. |
| 2 <input type="checkbox"/> What are his main duties? | b He is responsible for maintenance. |
| 3 <input type="checkbox"/> What hard skills does he have? | c He is helpful and cooperative. |
| 4 <input type="checkbox"/> Would you recommend him? | d He is skilled at carpentry. |

(4 x 5 = 20)

Total 100

Competences

GOOD ✓
 VERY GOOD ✓✓
 EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- tech jobs
- work
- job skills

Reading Competence

- understand texts related to work & jobs (read for specific information – multiple choice; read for cohesion & coherence – multiple-choice cloze)

Listening Competence

- listen to & understand monologues related to jobs (listen for specific information – sentence completion)

Speaking Competence

- recommend someone for a job

Writing Competence

- write an email giving a reference

2

Vocabulary: holiday activities; holiday problems
Grammar: past tenses; past perfect continuous;
used to – would – be/get used to

Everyday English: making a complaint –
 dealing with a complaint
Writing: a story

Places to Visit



Welcome to
the city of

Gold

A As a child, I used to dream of a city made of gold. In the dream, I **wandered** along streets of solid gold while above me towered massive gold skyscrapers. At the beach, the sand was made of gold dust. It was only a dream, of course. But when my boss told me I was going to Dubai, the City of Gold, on business, I couldn't wait to see if the city of my dreams was real.

B **Located** on the coast of the Persian Gulf and **surrounded** by the golden sands of the desert, Dubai is the largest city in the United Arab Emirates. **Previously** a minor port, it has now turned into one of the world's most important centres for business and tourism. As the driver was taking me to my hotel, we went by the Burj Khalifa. At over 829 m high and more than 160 storeys, it is the tallest building in the world and contains homes, offices, restaurants and a luxury hotel. Its design is an amazing combination of modern and traditional architecture. I took some photos before heading to my own hotel.

Vocabulary

Holiday activities

1 Fill in: *amusement, architecture, cuisine, refreshments, sand, seafront, charming, suite.*

TAKE AN EVENING STROLL ALONG THE LONG 1)

Relax in a spacious 2)
at a luxury hotel.



Take a break for
3)
at a pavement café.



ENJOY DELICIOUS
ARAB 4)
IN A TOP RESTAURANT.

GO SIGHTSEEING AND ADMIRE
THE MODERN AND TRADITIONAL
5)



Pick up 6)
souvenirs at a traditional
market.

Go on thrilling
rides at a(n)
7) park.



Swim in crystal-clear water and walk on golden
8)

Listening & Reading

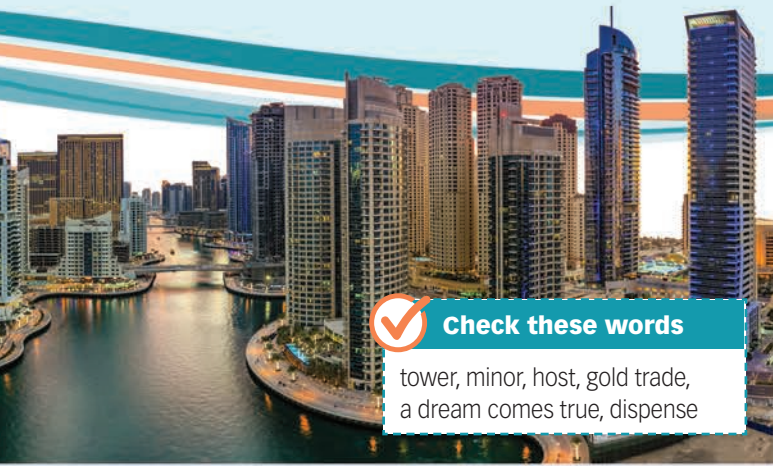
2 Listen to and read the text. Which of the activities from Ex. 1 does the writer mention?

3 Read the article again and match the questions (1-10) to the paragraphs (A-D). Then explain the words in bold.

Which paragraph (A, B, C or D) mentions ...

- 1 a place to see lots of different animals?
- 2 why the writer went to Dubai?
- 3 what the city used to be in the past?
- 4 buying something to remember the trip?
- 5 the reason behind a name?
- 6 an impressive tall building?
- 7 weather conditions?
- 8 where a city is situated?
- 9 a memory from when the writer was young?
- 10 a surprising use for something we see every day?

How does the writer feel about Dubai?



Check these words

tower, minor, host, gold trade,
a dream comes true, dispense

C The next morning, I **headed out** into the hot April sun for my business meeting across town. Indoors, every room is air-conditioned, so it's easy to forget that Dubai has a desert climate. Outside, the temperatures **range** from a warm 26°C in winter to a boiling hot 49°C in the summer! There's rarely a cloud in the sky, but there are major sandstorms sometimes. After my meeting, my hosts had arranged for a buffet, so I was able to try some delicious Arab dishes. **Hospitality** is very important in this country and they made sure I thoroughly enjoyed myself. Later, there was time to **pick up** a souvenir at the nearby Dubai Mall. This mall has everything you could ever want to buy as well as an aquarium and an underwater zoo!

D So why is Dubai called the City of Gold? After all, there are lots of cities with **stunning** architecture, great hotels and sandy beaches. Dubai, though, is at the heart of the world's gold trade. It is also home to the Gold Souk, a traditional market with **endless** displays of jewellery that I visited on my last day in Dubai. I thought looking at all the gold in the shop windows was the closest I would get to my dream coming true. As I was checking out of my hotel, though, I noticed an ATM in the lobby, a machine that usually dispenses cash. This one was different – it dispensed gold bars! On the plane, waiting for it to take off, I thought to myself – Dubai really is the City of Gold!

4 COLLOCATIONS Find and complete the words in the text that describe the following. Use five of the collocations to make sentences about Dubai.

- | | |
|-----------------|--------------------|
| 1 sands | 5 rooms |
| 2 port | 6 climate |
| 3 hotel | 7 sandstorms |
| 4 meeting | 8 windows |

5 PREPOSITIONS Choose the correct preposition. Check in your dictionary.

- The Burj Al Arab hotel **on/in** the coast of Dubai is the shape of a ship's sail.
- If you are in Dubai **at/on** business, remember that the working week is Sunday to Thursday.
- Dubai is home **for/to** over 200 different nationalities.
- Dubai is known **for/from** its luxurious restaurants.
- Dubai Opera, a huge opera hall, is situated **on/in** the heart of Dubai.

6 WORDS EASILY CONFUSED Choose the correct word. Check in your dictionary. Make sentences with the other words.

- The **voyage/tour** across the ocean takes five days.
- Joe was looking through a holiday **leaflet/brochure**.
- The hotel organises **excursions/expeditions** every day.
- The museum has an exhibition of **historic/historical** artefacts.

7 PHRASAL VERBS Fill in the correct particle.

be taken aback: to be surprised

take in: to trick sb

take off: (of planes) to leave the ground

take sb out: to invite sb and go out somewhere with them

take to: to start liking sb/sth

- Don't let the photo take you; the hotel's actually tiny.
- Dan took skiing after trying it on holiday.
- The plane takes at 9 pm.
- The host family took me to a restaurant.
- Emma was taken by the waiter's rudeness.

Weather

8 Listen to four weather reports and fill in the missing words for the weather yesterday.

ITALY: fog in morning; **1)** but cold in the afternoon;
2) in the evening
GREECE: wet with **3)**; heavy rain all day
TUNISIA: **4)** and clear; afternoon cloudy with showers later on
EGYPT: hot with strong
5) and sandstorms; quite **6)** at night

Speaking & Writing

9 What was the weather like yesterday where you live? What is the weather like in summer and winter? Compare it to the weather in Dubai.

10 **ICT** Collect information about a destination in your country which tourists visit. Design a webpage to advertise it.

Grammar in Use



Search **Mary's blog**   

Hi everyone!

Guess where I am? Kenya in Africa! I arrived in Nairobi the day before yesterday. I had booked a room in a lodge near a national park and I went there by coach. I had been looking forward to this holiday for months and couldn't wait to get started on my African adventure. Early the next morning, I was riding in a Jeep with a driver on safari! The sky was blue and the sun was shining. I was admiring the stunning scenery when the driver shouted something. An elephant was running right at us! I got my camera out, pointed it at the elephant and started taking photos. I can't believe how cool it was! I was acting like a wildlife photographer while a real-life elephant was charging right at us! The driver sped up and we drove away quickly. Nothing could be more different from the quiet beach holidays I used to go on as a child! Check out the awesome elephant photo!

[Post a comment](#)

Past tenses ▶ pp. GR3-5

1 Read the blog entry. Identify the underlined verb tenses. How do we use each tense? Check in the Grammar Reference section.

2 Read the following sets of sentences and say how the meaning changes.

- 1 a Paul had left when Sally arrived.
b Paul left when Sally arrived.
- 2 a Annie was locking the door when she heard a strange noise outside.
b Annie locked the door when she heard a strange noise outside.
- 3 a James read the book last night.
b James was reading the book at 10 o'clock last night.
- 4 a We were eating when they arrived.
b We had eaten when they arrived.

3 Choose the correct item. Give reasons.

People 1) **chatted/were chatting/had chatted** noisily, music 2) **poured/was pouring/had poured** out of the jukebox and the staff 3) **worked/were working/had worked** hard as Simon 4) **entered/was entering/had entered** the old café. Nothing in there 5) **changed/was changing/had changed** even though Simon 6) **didn't visit/wasn't visiting/hadn't visited** the place for ten years. Suddenly, he 7) **noticed/was noticing/had noticed** a familiar face in the corner. His childhood friend, with whom he 8) **didn't speak/wasn't speaking/hadn't spoken** for all those years, 9) **sat/was sitting/had sat** at a small table reading a newspaper.

4 Put the verbs in brackets into the past simple, the past perfect or the past continuous. Give reasons.

- 1 A: What (Lily/think) about the food in Vietnam?
B: She absolutely (love) it!
- 2 A: The restaurant was very busy last night.
..... (you/manage) to get a table?
B: I (not/have) a problem. I (reserve) one online before we went.
- 3 A: Why (you/miss) your flight?
B: I (phone) for a taxi, but it (not/arrive) on time.
- 4 A: (you/enjoy) the tour yesterday?
B: Well, as we (drive) around the city it (start) raining hard so we (not/see) much.
- 5 A: What (you/do) when you finally got to the beach?
B: We (put) down our bags, (walk) to the water and (dive) straight in!
- 6 A: (you/be) at the hotel swimming pool yesterday afternoon?
B: Yes! I (read) by the pool while the kids (splash) in the water.

5 **SPEAKING** Continue the story.

Jack got his luggage and walked out of the airport to the taxi rank to get a taxi.

Past perfect continuous ▶ p. GR5

6 Read the theory. How do we form the past perfect continuous? Find an example in the blog.

Past perfect continuous

Form: *had + been + main verb + -ing*

Affirmative: I/You/He/She etc **had been sailing.**

Negative: I/You/He/She etc **hadn't been sailing.**

Interrogative: Had I/you/he/she etc **been sailing?**

Short answers: **Yes,** I/you/he/she etc **had.** / **No,** I/you/he/she etc **hadn't.**

We use the past perfect continuous:

- to give emphasis to the duration of an action that started and finished in the past before another past action or a stated time in the past. *He **had been waiting for thirty minutes before the plane landed.***
- for an action that finished in the past and whose result was visible in the past. *She **was tired because she had been packing her bags since morning.***

Time words/phrases used with the past perfect continuous: *for, since, how long, before, until, etc*

7 Put the verbs in brackets into the past perfect continuous.

- How long (Polly/drive) before she got to the hotel?
- I (not/look) for very long before I found the café.
- Jake was wet because he (walk) in the rain.
- We (not/wait) for long before our taxi came.
- Ben (shop) for souvenirs since 9 o'clock in the morning.
- When we woke up everything was white. It (snow) all night.

8 Choose the correct tense.

- I **had left/had been leaving** the hotel when I realised my wallet was in my room.
- I **had called/had been calling** Jane all morning when she finally answered her phone.
- How long **had you been looking/had you looked** for a cheap flight before you found one?
- Sally **had had/had been having** an afternoon nap when a noise woke her up.
- Ben **hadn't swum/hadn't been swimming** for very long before he got a painful cramp in his leg.
- David felt ill on the boat, but luckily I **had packed/had been packing** some seasickness tablets.

9 Put the verbs in brackets into the correct past tense. Give reasons.

An Unexpected Visitor

It was a lovely Sunday in May. Helen 1) (prepare) dinner while George 2) (work) in the garden. She 3) (cut) up some vegetables when she 4) (hear) the doorbell ring. When she 5) (open) the door, she 6) (see) her brother.

She was surprised to see him as she 7) (not/expect) him at all. He 8) (arrive) in London from New York the night before and 9) (decide) to surprise his sister. He 10) (call) George to make sure they would be at home.

Soon they 11) (all/eat) dinner together in the kitchen. Helen was so happy! The strange thing was that she 12) (think) about her brother all that morning!

- ## 10 SPEAKING
- Imagine your family were caught on the beach in a thunderstorm. Tell your partner what you had been doing before the storm broke out and what you did after.



used to – would – be/get used to ► p. GR5

- ## 11
- Read the examples. Which expresses: a past habit/routine? a past state? being accustomed to something? becoming accustomed to something? In which sentences can we use the past simple instead?

- We **used to live** by the sea when we were children.
- Aidan **used to/would wake up** early every morning.
- Ed **is used to walking** a lot as he's a tour guide.
- I've been living in Canada for three years, but I haven't **got used to** the cold winters yet.

12 Choose the correct item. Give reasons.

- Karen **is used to flying/used to fly** abroad a lot in the past because of her job.
- We soon **used to/got used to** sleeping in a tent when we went camping.
- Ellie still hasn't got used to **living/live** in Paris despite being there for ages.
- Dan **would/used to** have a canary when he was young.
- Mum and Dad **would/are used to** go for long walks while they were on holiday.
- Harry didn't **use/used** to go on cycling holidays.


- ## 13 THINK
- Imagine you are a famous old person. Present yourself to the class, then say what you used/didn't use to do when you were 30 years old.

*I used to wake up late in the morning.
I didn't use to cook my own meals.*

Skills in Action

Vocabulary

Holiday problems

- 1 a)  Look at the pictures. Discuss, as in the example.



Josh – get badly sunburnt



Ann – get stung by a jellyfish



Emma – miss her flight



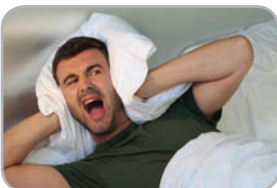
Jo – crash her hire car



Nathan – lose his passport



Karen – get food poisoning



Nick – have a noisy hotel room



Max – get lost


A: *Did you hear what happened to Josh?*

B: *No. What happened?*

A: *He got badly sunburnt while on holiday.*

- b) Have you ever experienced any of the holiday problems above? Tell your partner.

Listening

- 2  Listen to three people complaining about their holidays and tick (✓) two complaints for each person.

Speaker 1:

A tiny room B no AC C noisy

Speaker 2:

A dirty sheets B broken cooker

C awful food

Speaker 3:

A hole in tent B jellyfish C no water


Everyday English

Making a complaint – Dealing with a complaint

- 3 Read the first exchange. What do you think the guest is complaining about?

 Listen and read to check.


Manager: Good morning, Mrs Carter! How was your night?
Guest: Oh, wonderful. I think I slept for about ... an hour.
Manager: Oh dear! What was the problem exactly?
Guest: The people in the next room were listening to loud music all night! That's just not acceptable!
Manager: I'm so sorry about that. I'll make sure it won't happen again.
Guest: That's not all. Once I had given up on sleeping, I tried to turn my TV on, but it didn't work! I called reception and they promised to send someone, but no one turned up.
Manager: I can't apologise enough, Mrs Carter. Let me make it up to you by moving you into one of our luxury suites.
Guest: Oh! Well, thank you very much.

- 4  Imagine you are speaker 1 from Ex. 2. Make a complaint to the manager about your accommodation. Use language from the box and act out a dialogue similar to the one in Ex. 3.

Making a complaint	Dealing with a complaint
<ul style="list-style-type: none"> That's just not acceptable! It's not good enough. That's not all. Well, there's more. 	<ul style="list-style-type: none"> What was the problem?/What happened? Oh dear!/How awful! I'm so sorry about that./I can't apologise enough. Let me/What I'm going to do is ...

Intonation

Expressing feelings

- 5  Listen to the exchanges. How does the second speaker sound each time?

- 1 "How was your night?" "Oh, wonderful."
 a happy b ironic
- 2 "I missed my flight." "Oh dear."
 a sympathetic b uncaring
- 3 "We're going to the museum." "Great."
 a excited b bored
- 4 "Dave lost his luggage." "Really?"
 a interested b indifferent

Reading & Writing

- 6 Read the story and put the verbs in the correct past tenses.

Enjoying the View

It was a chilly afternoon in March, but the sun 1) (shine) brightly. Hope 2) (hike) since the morning and now it 3) (get) late.

She 4) (turn) to admire the stunning scenery. The hill 5) (tower) over the endless countryside and there 6) (be) tiny villages in the distance. She 7) (carry) on up the hill, but suddenly she 8) (trip) over a stone on the rocky path and 9) (fall) heavily to the ground.

"My ankle!" she 10) (scream). She 11) (break) it, so there 12) (be) no way she could walk on it! She 13) (take) out her phone but 14) (see) that it was out of battery. Night 15) (fall) now and it 16) (get) much colder. At that moment, Hope 17) (hear) some other hikers. "Help!" she 18) (call) weakly. They 19) (run) over and 20) (phone) for help. Soon, she 21) (lie) in a hospital bed. To her surprise, she could see the hill through the window. "Perhaps this is the safest view of all," she 22) (say) to herself.



- 7 a) Find the adjectives the writer uses to describe: *afternoon, scenery, countryside, villages, path.*

- b) Find the adverbs the writer uses to describe these verbs: *shine, fall, call.*



Writing Tip

Ending a story

A good ending makes a story more memorable. To end a story, we can: **a)** use direct speech; **b)** refer to people's feelings; **c)** create mystery; **d)** use a rhetorical question.

- 8 a) Read the endings. Which technique in the Writing Tip has the writer used for each?

- Back in his hotel room, Harry decided he would never go on another beach holiday. And who could blame him?
- Susan finally managed to swim to shore and collapsed on the sand. She had never felt so happy to be alive.
- Ann went back to the beach day after day. But she never saw that strange sea creature again.

- b) What technique has the writer used to end the story in Ex. 6? Write a different ending for the story using another technique from the Writing Tip.

Study Skills

Rubric analysis

Always read the rubric carefully and underline the key words. The rubric gives us information about the type of writing required (*article, story, email, etc*), what we are writing about (*situation*), the person we are writing for (*reader*), the style we need to write in (*formal or informal*) and the number of words.

Writing (a story)

- 9 Read the task and find the key words.

You have seen this announcement in a new English language magazine for young people.

Stories wanted

We are looking for stories for our new English language magazine. Your story must **begin** with this sentence: *Sam and Liam walked out of the hotel into the sunshine.* Your story must include: • a beach • a jellyfish

Write your **story** (140-190 words).

- 10 Listen and make notes under the headings: *time – place – people – events – climax – ending – feelings.*

- 11 Use your notes in Ex. 10 to write your story. Give it a title. Follow the plan. Use a technique from the Writing Tip in your ending.

Plan

Introduction

Para 1: set the scene (*who, where, when, what*)

Main body

Paras 2, 3: development (*events leading up to the climax*)

Conclusion

Para 4: end the story (*outcome, people's reactions/ feelings, comments*)

VALUES

Discovery

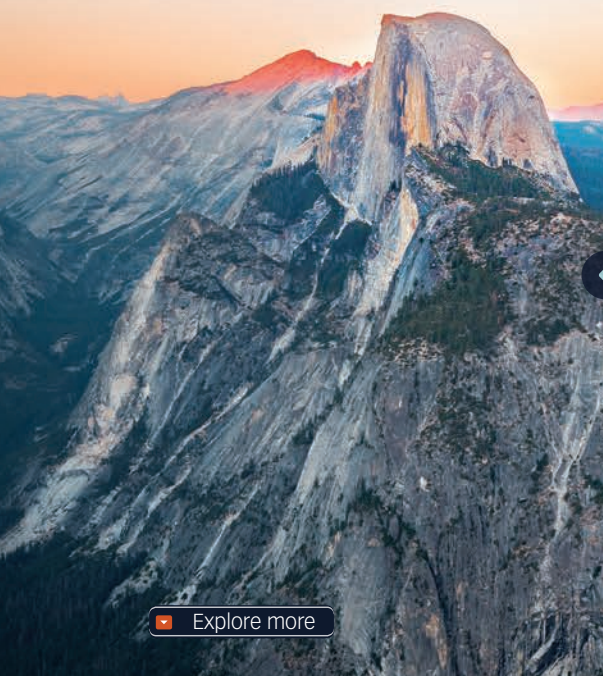
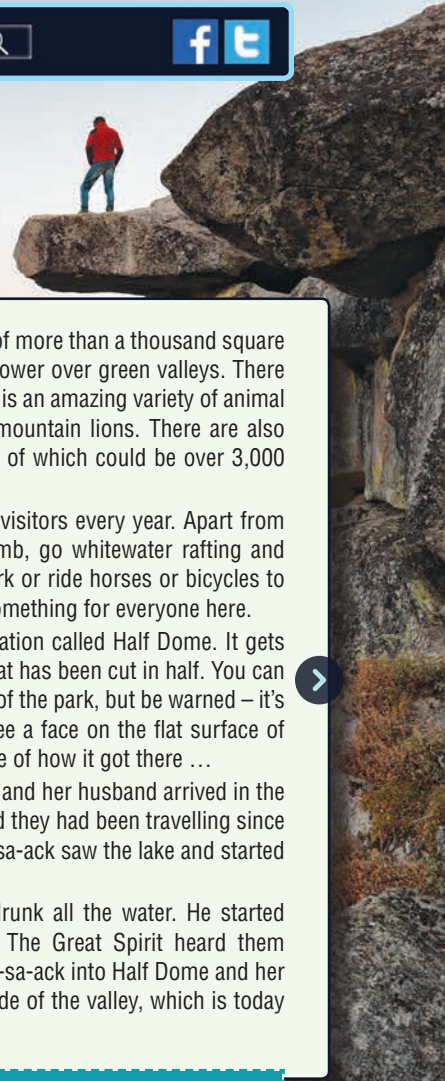
The voyage of discovery is not in seeking new landscapes but in having new eyes.

Marcel Proust



USA ABOUT ▾ EXPLORE ▾ PLAN ▾ Search

The Legend of Tis-sa-ack



Explore more

Yosemite National Park in California, USA is an area of more than a thousand square miles of outstanding beauty. Huge rock formations tower over green valleys. There are waterfalls, lakes and crystal-clear streams. There is an amazing variety of animal life that includes black bears, red foxes, deer and mountain lions. There are also giant sequoias, the largest trees in the world, some of which could be over 3,000 years old.

It's no surprise that the park attracts over 4 million visitors every year. Apart from its spectacular scenery, visitors can walk, hike, climb, go whitewater rafting and even ski in the winter. They can drive around the park or ride horses or bicycles to get even closer to its natural beauty. There truly is something for everyone here.

One of the many attractions is a massive rock formation called Half Dome. It gets its name from its appearance: it looks like a dome that has been cut in half. You can hike to the summit to get a stunning view of the rest of the park, but be warned – it's quite challenging. Some people say that they can see a face on the flat surface of Half Dome and a Native American legend tells the tale of how it got there ...

One day, a long time ago, an old woman, Tis-sa-ack, and her husband arrived in the valley. They were thirsty because it was a hot day and they had been travelling since sunrise. In the valley, there was a beautiful lake. Tis-sa-ack saw the lake and started to drink its water greedily.

By the time her husband arrived, Tis-sa-ack had drunk all the water. He started shouting at her furiously and she started crying. The Great Spirit heard them arguing and decided to separate them. He turned Tis-sa-ack into Half Dome and her husband into another rock formation on the other side of the valley, which is today called Washington Column.

Check these words
massive, dome, summit, greedily

Reading & Listening

1 Look at the picture. Where does Half Dome get its name from?

Listen and read to find out.

2 Read the article again. Decide if the sentences are T (True), F (False) or DS (Doesn't Say).

- 1 Yosemite National Park has a desert climate.
- 2 Cars are not allowed in Yosemite National Park.
- 3 Hiking to the top of Half Dome can be difficult.
- 4 Tis-sa-ack and her husband had visited the valley before.
- 5 Tis-sa-ack's husband didn't drink any water.
- 6 Washington Column is in the shape of a man.

3 Find words in the article that mean the same as the words below.

- very large • range • top • not easy • very angrily

4 Find words in the article that mean the opposites of the words below.

- ugliness • dirty • bumpy • left
- whispering

Speaking

5 **ICT** Find out information about a natural feature in your country or another country that has a legend about it. Present the legend to the class.

Vocabulary

1 Choose the correct word.

- 1 He got **sunburnt/stung/lost** by a jellyfish.
- 2 He went on a(n) **expedition/excursion/stroll** through the Amazon.
- 3 The meal was a **summit/combination/meeting** of Italian and French dishes.
- 4 We got some holiday **brochures/refreshments/leaflets** from the travel agent this morning.
- 5 Strong **showers/winds/storms** brought sandstorms.
- 6 Frank stayed in a luxury **seafront/suite/architecture**.
- 7 Have you tried any of the **rides/trips/voyages** at the amusement park yet?
- 8 It became quite **foggy/cloudy/chilly** so we decided to put on our jackets.

(8 x 2 = 16)

2 Fill in: *headed, took, towered, missed, crashed, wandered, lost, dispensed.*

- 1 We a break from sightseeing to have a snack.
- 2 Tracey around the street market.
- 3 We out into the town to explore.
- 4 There was a machine that drinks outside the building.
- 5 I my passport in Jamaica.
- 6 Skyscrapers over us as we walked the streets of Dubai.
- 7 Joel the hire car into a tree!
- 8 Patsy overslept and her flight.

(8 x 3 = 24)

3 Choose the correct item.

- 1 Tom is in Paris **at/on** business all this week.
- 2 Max took Ben **in/out** to an expensive restaurant.
- 3 The hotel is situated **on/in** the heart of the city centre.
- 4 Harry didn't take **to/with** the local food at all.
- 5 Athens is home **at/to** the Parthenon.
- 6 We were taken **aback/around** by the rudeness of the manager.
- 7 Death Valley in the USA is known **from/for** its very high temperatures.

(7 x 1 = 7)

Grammar

4 Put the verbs in brackets into the correct past tense.

- 1 Logan **(take)** photos when he dropped his camera.
- 2 I was angry because I **(wait)** for my meal for 45 minutes.
- 3 Amira **(not/book)** the tickets; Omar did.
- 4 At the airport, we realised we **(leave)** our passports at home.
- 5 **(you/have)** a good flight home?
- 6 **(they/drive)** to the airport when it started snowing?

(6 x 3 = 18)

5 Choose the correct item.

- 1 I don't think I'll ever **used to/get used to** spicy food.
- 2 Amy **would/was used to** spend hours in gift shops on holiday.
- 3 **Did/Would** you get used to the hot weather when you lived in Oman?
- 4 We **were used to/used to** take lots of photos when we went sightseeing.
- 5 Dan **moved/used to move** to the island to run a café by a beach.

(5 x 3 = 15)

Everyday English

6 Match the exchanges.

- | | |
|---|-----------------------------|
| 1 <input type="checkbox"/> How was your night? | a I'm still feeling weak. |
| 2 <input type="checkbox"/> We didn't sleep all night. | b I can't apologise enough. |
| 3 <input type="checkbox"/> What was the problem? | c I got food poisoning! |
| 4 <input type="checkbox"/> Let me make it up to you. | d Thank you. |
| 5 <input type="checkbox"/> Are you any better? | e Oh, wonderful! |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- holiday activities
- holiday problems

Reading Competence

understand texts related to travel (read for specific information – multiple matching – T/F/DS statements)

Listening Competence

- listen to and understand monologues related to holiday problems (listen for specific information – multiple choice)

Speaking Competence

- make a complaint – deal with a complaint

Writing Competence

- write a webpage advertising a holiday destination
- write a story

Fun Time

Home page

About me

Services

A Whole Lotta Fun in Ottawa!

You'll never run out of things to see and do in Ottawa. Here's just four fun activities to do in the nation's capital!



Reading & Listening

- 1 Think of various places of entertainment. Which is your favourite? Why?
- 2 Listen to and read the texts. Match the pictures (1-4) to the activities (A-D).
- 3 Read the texts. For questions 1-10, choose from the activities (A-D). The activities may be chosen more than once. Then explain the words in bold.

Which activity ...

- 1 offers events that are not for children?
- 2 interests the whole community?
- 3 allows you to interact with strangers?
- 4 does not always take place in Ottawa?
- 5 includes something light to eat?
- 6 is more enjoyable at the end of the week?
- 7 is best enjoyed from a front-row seat?
- 8 includes specially written music?
- 9 has food at reasonable prices?
- 10 involves the audience following a story?

- 4 **COLLOCATIONS** Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- | | |
|--------------------|----------------------|
| 1 activities | 5 compositions |
| 2 snacks | 6 club |
| 3 visits | 7 names |
| 4 production | 8 team |

A Canadian Museum of Nature

With permanent exhibitions including the Fossil Gallery, the Mammal Gallery and the Earth Gallery, the Canadian Museum of Nature is a great place for young and old to learn about our planet's wildlife – both past and present. But the museum really comes to life after dark! Nature Nocturne is a **series** of themed evening events for **adults** only, running from 8 pm to midnight. You can explore the museum, do fun activities, enjoy delicious snacks and listen to music. It's a great way to meet new people!

BUY TICKETS

B Cirque du Soleil

Cirque du Soleil is **unlike** any circus performance you've ever attended. It has its headquarters in another Canadian city, Montreal, and it pays regular visits to Ottawa. Cirque du Soleil performances always have a storyline, and they create new ones **regularly** – but no matter which performance you attend you're guaranteed a blockbuster production. There are plenty of classic circus acts like clowns, jugglers and acrobats, but Cirque du Soleil offers so much more with breathtaking special effects, amazingly detailed sets and **original** classical compositions. It all makes for an unforgettable experience!

BUY TICKETS

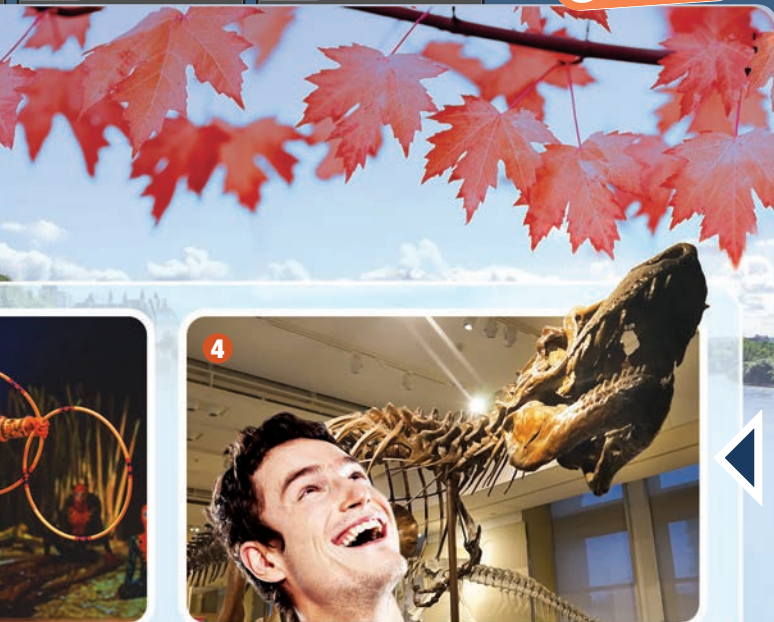
- 5 **PREPOSITIONS** Fill in: to, from, on, in, of, at.

- 1 We were all stitches after Lisa told her joke.
- 2 We tried to find seats the front, close to the stage.
- 3 There are plenty theatres to choose from.
- 4 The city centre really comes life during the festival.
- 5 Peter doesn't usually go to concerts weekdays.
- 6 A pane of glass separates the visitors a gigantic dinosaur fossil.

Gallery

Contact me

VIDEO



C Absolute Comedy

Did you hear the one about the Canadian comedy club? No, it's not a joke ... Absolute Comedy is one of the most famous stand-up comedy venues in North America! On weekdays, you're more likely to see local comedians, but on Friday and Saturday nights the headline acts include some of the most **recognisable** names in comedy! Absolute Comedy is a great place for dinner and a show. The menu isn't **varied**, but the dishes are tasty and affordable. Give it a try – you'll be in stitches for the entire evening!

BUY TICKETS

D Canadian Tire Centre

Ottawans love ice hockey, and on game days the **entire** city comes to a standstill to watch the city's main professional team, the Senators. They play at the Canadian Tire Centre, a giant 18,000-seat indoor stadium with an electric atmosphere! Get a 'glass seat' right at the front to really **experience** the speed of this sport – just a pane of glass **separates** you from the action! And try some poutine when there's a break in the action. This filling dish of double-fried chips with cheese and gravy might be a bit **overpriced**, but it's an important part of the ice hockey experience!

BUY TICKETS

6 WORDS EASILY CONFUSED Choose the correct word. Check in your dictionary.

- Watching my team lift the cup was a very memorable **minute/moment**.
- I'll call you the **minute/time** we arrive there.
- The **entire/all** performance lasts for two hours.
- The **whole/total** cost of tickets was £50.

Check these words

permanent, headquarters, guarantee, breathtaking, stand-up comedy, venue, affordable, be in stitches, come to a standstill, pane

Vocabulary Entertainment

7 Fill in with the words in brackets.



- The of the novel agreed to help the adapt it into a script for the film. (**author/screenwriter**)
- When we entered the concert hall, a(n) led us to our seats, and moments later the appeared on his podium and signalled for the orchestra to start playing. (**usher/conductor**)
- The is the person who manages the museum, while the looks after the building. (**caretaker/curator**)
- Hundreds of watched the parade march through the streets, and there was a huge for the outdoor concert in the evening, too. (**audience/spectators**)
- Anna didn't appear in the opening, so she had to wait at the edge of the until it was time for her to appear. (**scene/stage**)
- The of the film asked the to put more emotion into their acting. (**cast/director**)

8 PHRASAL VERBS Fill in the correct particle(s).

run into: to meet sb by chance
run out of: to have no more of sth
run over: to hit sb/sth with a vehicle
run away: to leave quickly; to escape
run through: to practise sth

- The actor ran his script one last time before stepping onto the stage.
- Tom never runs jokes. He has one for every occasion.
- He nearly ran a cat on his way to the hospital.
- Steve ran a famous actor at the park.
- The squirrel in our garden ran as soon as we approached it.

Speaking & Writing

- 9   Collect information about fun activities that people can do in your town/city. What would an ideal Saturday evening out be for a group of students/businesspeople visiting your area? Write short texts for an online magazine.

Grammar in Use




- A:** Hi, Frank. So, **will you be coming** to the escape room with us on Saturday afternoon?
- F:** I'm not sure yet, Andy. What time **are you going to meet** there?
- A:** At 2 pm. I think **we'll have** a lot of fun!
- F:** Oh, no. **I'm performing** in a play on Saturday afternoon. It **ends** at around half two, so I guess I **won't be able to** join you.
- A:** We'll have entered the room by then. But why didn't you tell me about the play? I had no idea you were interested in acting!
- F:** Actually, by the end of this month, I'll have been doing drama in a theatre group for a whole year. This is my first time performing on stage, though.
- A:** And do you have a big role in this play?
- F:** Yes, I have the lead role, and I'm really nervous about it! Most of the tickets have been sold, so the **theatre's going to be** packed. I can't believe it – this time next Saturday, **I'll be acting** in front of hundreds of people!
- A:** You know what? – **I'll cancel** our booking at the escape room, so we can come and support you instead!
- F:** Really? Are you sure?
- A:** Of course! I promise **we'll be** there.

Future tenses ► pp. GR5-6

- 1** Read the dialogue. Identify the future forms in bold. How do we use each one?
- 2** Put the verbs in brackets into the correct future tense: *will* or *be going to*. Give reasons.
- 1 A: Have you got any plans for the weekend?
B: Yes, we (**visit**) a new art gallery in the city centre.
- 2 A: (**you/help**) me put up posters for the play?
B: OK, no problem!
- 3 A: Do you still want to bring the kids to the amusement park?
B: Yes, I think they (**enjoy**) it.
- 4 A: Do you fancy seeing some open-air theatre today?
B: But look at the weather. They (**not/perform**) outside in that rain!
- 5 A: What time do we have to be at the escape room?
B: At six o'clock. I (**give**) you a lift there if you like.

3 Put the verbs in brackets into the correct future tense. Give reasons.

- 1 The zoo (**close**) at 6 pm, so we've got plenty of time to look around.
- 2 I promise I (**not/talk**) during the film.
- 3 They believe people (**not/watch**) films at the cinema in the future.
- 4 Look at the time – we (**be**) late for the performance!
- 5 Ken and I (**attend**) a concert tomorrow. We've already bought the tickets.
- 6 (**you/help**) me with the decorations, John?
- 7 This time next week, Lisa (**listen**) to classical music in the concert hall.
- 8 I feel like watching a film tonight – I (**check**) what films are showing at the cinema.

4  **SPEAKING** Say what your plan is for next weekend. In groups, discuss it using future tenses, as in the example.

- A:** I'm going to have a surprise party for Sam next Friday.
B: Wow! Where are you going to hold it?
A: At my house in the garden.
C: Well, the weather forecast says it will be rainy next weekend.
A: Really? I'll have it inside the house, then.
D: What time does it start? etc

Time clauses ► p. GR6

- 5** a) Read the examples. What tense do we normally use after time words when they refer to the present/future? Why do we use the future tense after *when* in the second example?

*We'll go to the theatre **when** John comes.*

***When** will he be there?*

***After** the performance finishes, we'll go back home.*

b) Choose the correct tense. Put commas where necessary.

- 1 He **won't go/doesn't go** to the theatre until he **will have/has** more free time.
- 2 After he **will return/returns** from work tonight he **takes/will take** us to the cinema.
- 3 **Do/Will** you call me once you **will arrive/arrive** at the aquarium?
- 4 When **do/will** you book the concert tickets?
- 5 I **don't know/won't know** when the planetarium **will open/opens**.

Future perfect – Future perfect continuous

▶ pp. GR6-7

- 6** Read the theory box. How do we form the future perfect and the future perfect continuous? Find examples in the dialogue on p. 22.

Future perfect continuous

(will have been + main verb -ing form)

Affirmative I/You/He, etc will/'ll have been running.

Negative I/You/He, etc will not/won't have been running.

Interrogative Will I/you/he, etc have been running?

Short answers Yes, I/you/he, etc will. No, I/you/he, etc won't.


We use the future perfect continuous to emphasise the duration of an action up to a certain point in the future.

They will have been waiting in line for an hour by the time the concert starts.

Time words/phrases: before, by, by then, by the time, until/till (only in negative sentences), etc

- 7** Put the verbs in brackets into the future perfect or the future perfect continuous.

- By the time they get married, Bob and Ann (know) each other for five years.
- In May, I (work) in the film industry for seven years.
- The play starts at 6 pm, but we (not/arrive) at the theatre by then.
- David (drive) for four hours before he arrives at the water park.
- (you/complete) the script for the play by Wednesday afternoon?
- Sandy (act) for thirty years by the time she retires in October.

- 8**  **SPEAKING** Start a sentence. Your partner completes it using the future perfect or the future perfect continuous.

A: *By the time I finish my studies, ...*

B: *I will have been in London for six years.*

- 9** Read the sentences (1-3) and identify the tenses in bold. Then say what each tense expresses.

- I'll have tidied the house by the time our guests arrive.
- Max **will have been working** as a teacher for 10 years in July.
- This time next week, we **will be enjoying** a stand-up comedy show.

- 10** Use the verbs in the list and the future continuous, future perfect or future perfect continuous to complete the sentences.

- perform • not see • enjoy • explore
- learn • interview

- By the end of their tour, the band at forty cities around the country.
- At noon tomorrow, they themselves at the water park.
- By the time the zoo closes, the kids all the animals.
- Don't worry – I all my lines before the opening night.
- This time next week, I a famous actor on my show!
- Let's leave in an hour – by then, we the museum for four hours!

- 11** Choose the correct item. Give reasons.

- They a ballet performance on Friday – they've already bought the tickets.

A attend	C 'll have attended
B 'll attend	D 're attending
- This time tomorrow, we a street parade.

A 'll watch	C 'll be watching
B 're watching	D 'll have watched
- I really hope you us at the circus tomorrow evening.

A 'll join	C 'll have joined
B joining	D 'll have been joining
- Listen to Anna singing - she a star when she grows up!

A 'll be	C 'll have been
B 's being	D 's going to be
- The two actors for two decades by the end of the year.

A will work	C are going to work
B will be working	D will have been working

- 12**  **SPEAKING** Tell your partner two things that you:


- hope you will do sometime this year.
- think people will do in 2100.
- aren't going to do this weekend.
- have arranged to do later this week.
- will be doing this time next Saturday.
- will have done by the end of today.
- will have been doing for more than two years by the end of the year.

Skills in Action

Vocabulary


Feelings

- 1** Choose the correct item. Which place of entertainment does each sentence refer to?
- The most **amused/amusing** performers were the clowns. They were very funny. *circus*
 - I had read that the conductor was one of the world's best, but I had a terribly **bored/boring** evening.
 - Overall, it was an **entertained/entertaining** drama, with a fast-paced script and an excellent soundtrack.
 - The haunted house ride was really **frightened/frightening** – we couldn't stop screaming!
 - There was a temporary exhibition of ancient Roman art, which I found very **interested/interesting**.
 - Everyone was **thrilled/thrilling** by the images of stars and planets on the projection screen above us.
 - It was **astonished/astonishing** that my brother and his friend managed to solve all the puzzles and open the door.
 - We all felt extremely **disappointed/disappointing** – the whole cast gave a terrible performance.

- 2**  Think of two places of entertainment you have visited. Tell your partner how you felt there, giving reasons, as in the example.

I felt really thrilled when I watched a play in a theatre last week. The cast gave an amazing performance.

Listening

- 3**  You will hear people talking in four different situations. For questions 1-4, choose the best answer (A, B or C).
- You will hear a man talking about a film he has recently seen. What are his feelings about the film?
 - He has mixed feelings about it.
 - It was better than he'd expected.
 - He was extremely disappointed by it.
 - You will hear two friends talking about visiting a zoo. They both agree that it is
 - cruel to keep animals there.
 - interesting to see wildlife in real life.
 - important to keep some animals there.
 - You will hear a woman talking about a concert she attended. What does she say about the concert?
 - It started later than scheduled.
 - There was bad weather during it.
 - A band member wasn't able to perform.
 - You will hear two museum workers talking. In the near future, the museum will have
 - a new location.
 - longer opening hours.
 - more objects on display.

Everyday English


Making plans – Expressing (un)certainty

- 4** What is Ben planning to do at the weekend? What does Andy suggest?

 Listen and read to find out.




- A:** Hey, Ben! Do you have any plans for the weekend?
B: I'm not sure yet, Andy. My cousin's visiting from Oxford, so I'll probably do something with him.
A: I might go to the football match on Saturday afternoon. Are you interested? You could bring your cousin, too!
B: Sounds fun, but will there be any tickets available?
A: Yes, I'm a hundred percent sure. My uncle works at the stadium and he promised me some tickets. I just have to let him know by tomorrow morning. Do you think your cousin would like to come?
B: Hmm, it's hard to say. I'll call him later, though. Can I tell you then?
A: Sure, no problem!

- 5**  Use the ideas below to act out a conversation similar to the one in Ex. 4. Use language from the box.


- A:** You're considering booking tickets for an ice show at the weekend. You invite your friend to come, too.
B: Your brother is coming home for the weekend. You aren't sure if he'd be interested in joining in.

Expressing uncertainty	Expressing certainty
<ul style="list-style-type: none"> • I'll probably ... • I might/could/may ... • It's hard to say. 	<ul style="list-style-type: none"> • I'm sure/certain/positive ... • I know for sure/certain (that) ... • I'm a/one hundred percent sure.

Pronunciation: linking consonants

- 6** a)  Listen and link the consonants, as in the example. Listen again and repeat.

- 1 Has Alan tried acting? 3 You missed me!
 2 Sandy wants tickets. 4 I might come.

- b)  Read the sentences aloud. Find the linked consonants. Listen and check.

- 1 Tom can't eat octopus. 3 Anna could sing.
 2 The circus is terrific! 4 You look really angry!

SEA PLANET Aquarium

Experience the blue world



10% off
all online tickets!

3 Attractions

- Featuring one of the longest underwater viewing tunnels in the world, Sea Planet Aquarium brings you face-to-face with over 400 types of sea animals including stingrays, eels, sea turtles and much more.
- Divided into four different geographical sections, you can discover sealife from around the world.
- Visit Penguin Parade, where you can get up close and personal with these cute friendly creatures.
- Watch our short film *Shark Attack* in our state-of-the-art IMAX cinema. You'll feel like you're in the water with deadly sharks!

4 What visitors said

- "An enjoyable day out for all the family. We loved it!" Michelle, 40
- "A great mix of education and fun – not to be missed!" Colin, 26

5 Getting there

Address: Milltown, Trenton, TR1 7PS

By road: Take exit 16 on the M4 motorway and follow signs.

By public transport: Take Bus 789 from Langley Metro Station – Aquarium stop.

Opening times: Every day from 10 am – 5 pm, except Christmas Day

6 For more information and to buy tickets visit us at:
www.seaplanetaquarium.com

Reading & Writing

7 Read the leaflet and match the sections (1-6) to the descriptions (A-F).

- | | |
|---|-------------------------------------|
| A <input type="checkbox"/> Directions & Opening times | D <input type="checkbox"/> Reviews |
| B <input type="checkbox"/> Contact information | E <input type="checkbox"/> Features |
| C <input type="checkbox"/> Special deal | F <input type="checkbox"/> Title |

8 Read the theory. Find examples in the leaflet.

Participle clauses

Two sentences can be joined using a past or present participle, which makes them more appealing to readers. e.g. *Billabong Water Park is located near a gorgeous beach. It is very popular with families.* → **Located** near a gorgeous beach, *Billabong Water Park is very popular with families.*

9 Join the sentences using past/present participles.

- 1 The National Museum is situated in Dublin city centre. It's easy to reach by public transport.
- 2 London Zoo covers 36 acres. It has 17,000 animals.
- 3 The Tate Modern boasts around 5.5 million visitors per year. It's one of the most popular art galleries in the world.
- 4 The Eiffel Tower is considered a symbol of Paris. It's one of the most famous structures in the world.



Writing Tip

Leaflets

Leaflets give information or advertise products, places or services. When you write a leaflet to advertise a place, you can include a catchy title, a photo, information on attractions, reviews, contact information and/or directions. Leaflets also often include special deals, sales, etc to encourage customers.

Writing (a leaflet about a place of entertainment)

10 a) **ICT** Collect information about a place of entertainment in your country. Use the headings in Ex. 7.

b) Use your notes in Ex. 10a to make a leaflet advertising the place.

VALUES

Happiness
The best way to pay for a lovely moment
is to enjoy it.

Richard Bach



The West End



New York City has Midtown Manhattan, Tokyo has Shibuya and Hong Kong has Causeway Bay – and if you’re looking for entertainment in central London, look no further than the West End. While the Square Mile is the main business and financial area of London’s city centre, the West End is the place to go for culture, shopping and all things fun!

You won’t find the West End on most maps of London, though. Basically, it’s an area west of the Square Mile and north of the River Thames – but because the ‘West End’ is an **informal** name, some people disagree on its boundaries. For most people, though,

the West End is centred on Westminster (where the UK’s parliament is) and includes areas around it such as Soho and Covent Garden.

There’s so much to see and do in the West End! For one, you can stroll down its world-famous shopping streets such as Oxford Street (Europe’s busiest shopping street) and Bond Street, where you can find big-name department stores like Fenwick and Tiffany’s. Locals and tourists also visit the West End to take in a show! After Broadway in New York, ‘Theatreland’ in the West End is probably the most famous theatre district in the world. The area has around 40

theatres, many hundreds of years old, and you can choose to see everything from a Shakespeare play to a modern hit musical.

But that’s not all! The West End is also home to **cultural** attractions like the National Gallery and the London Transport Museum, and you can find some of the finest restaurants in London in Covent Garden. And don’t forget to visit Chinatown if you want some authentic Asian cuisine!

All in all, no visit to London is complete without a visit to the West End. Packed with **unique** attractions for every taste, there’s always something happening in this vibrant part of London!

Reading & Listening

1 Look at the pictures and read the first sentence of the article. What can visitors see and do in the West End?

Listen and read to find out.

2 Read the text again and choose the best answer (A-D) for each question (1-3). Then explain the words in bold.

- What is the purpose of this article?
 - A to explain where the West End is
 - B to encourage people to visit London
 - C to describe an attractive area in a city
 - D to compare an area with similar ones worldwide
- According to the article, the West End is
 - A difficult for visitors to reach.
 - B not an official area of London.
 - C an area outside central London.
 - D named after a government building.
- In the last sentence of the text, what does **this** refer to?
 - A Westminster
 - B the West End
 - C the United Kingdom
 - D London

Check these words

financial, boundary, stroll, district, authentic, vibrant

Speaking & Writing

3 Imagine you are spending a day visiting the West End. What would you like to do in the area? Discuss with your partner, giving reasons.

4 **ICT** Collect information about an area in your country’s or another country’s capital city where there are theatres, concert halls, restaurants, etc. Make notes under the headings: *name – location – entertainment – eating out*. Present the area to the class.



Vocabulary

1 Choose the correct word.

- The crowd cheered as the band walked onto the **stage/scene/show**.
- The **director/conductor/curator** gave the actor some tips to improve her acting.
- The performance started the **hour/moment/time** we sat down.
- The **audience/spectators/caretakers** fell silent when the curtain opened.
- We heard some classical **compositions/productions/activities** from the young composer.

(5 x 2 = 10)

2 Fill in: *astonished, thrilling, boring, amusing, disappointed*.

- Everyone was by the amazing tricks of the circus acrobats.
- It was a very film that kept me on the edge of my seat.
- Peter was with the actors; they gave a terrible performance.
- The comedy was very – we couldn't stop laughing!
- Brian didn't like the performance at all; he found it

(5 x 3 = 15)

3 Choose the correct item.

- Phil ran **into/over** his old boss at the concert hall.
- Paris is well-known **for/by** its impressive museums.
- Tim is running **away/through** his speech one last time.
- Ben doesn't usually go out **at/on** weekdays.
- It looks like we've run **over/out of** juice. We need to buy some.

(5 x 3 = 15)

Grammar

4 Choose the correct item.

- I think you'll **enjoy/'re going to enjoy** that film!
- We're **meeting/meet** Alan outside the concert hall at 8:00 – he texted me earlier.
- The aquarium **closes/'s going to close** at 5:00 today, so we haven't got much time.
- Look at those clouds – it's **going to rain/will rain** soon.
- We're **going to see/'re seeing** an opera today, as long as we can find tickets.

(5 x 4 = 20)

5 Put the verbs in brackets into the future continuous, the future perfect or the future perfect continuous.

- By the time he retires, he **(work)** as a director for forty years.
- This time tomorrow, we **(watch)** a ballet performance.
- He **(not/book)** tickets for the opera until tomorrow.
- How long **(they/take)** acting lessons by the end of this year?
- The parade **(finish)** by the time we reach the city centre.

(5 x 4 = 20)

Everyday English

6 Match the exchanges.

- | | |
|---|-----------------------------------|
| 1 <input type="checkbox"/> Do you think Brian will be interested? | a I'll probably go to the cinema. |
| 2 <input type="checkbox"/> Do you have any plans for the weekend? | b I know for sure I will. |
| 3 <input type="checkbox"/> I might go to an escape room tomorrow. | c It's hard to say. |
| 4 <input type="checkbox"/> Are you certain you'll find tickets? | d That sounds like fun. |

(4 x 5 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- entertainment
- feelings

Reading Competence

- understanding texts related to places of entertainment (read for specific information – multiple matching; multiple choice)

Listening Competence

- listen to and understand monologues/dialogues related to places of entertainment (listen for specific information – multiple choice)

Speaking Competence

- make plans – express (un)certainly

Writing Competence

- write short texts about fun activities in my town/city
- write a leaflet about a place of entertainment



Values: Integrity



Jobs

CVs

Blogs

Help & Guides

Articles

7 rules of workplace integrity

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The new **buzzword** for employees is integrity, but what does that mean in the workplace? Follow these seven rules and you can't go wrong!

- 1 **Take responsibility.** When something is your fault, **own up**, apologise and accept the consequences. Do something to fix the problem and make up for what went wrong. None of your colleagues should have to pay for your mistakes!
- 2 **Give credit where it's due.** Just as you should take the blame when you're in the wrong, you shouldn't accept praise for something that someone else achieved.
- 3 **Act on bad behaviour.** Challenge someone who is acting in a way that you consider is not **ethical**. If they continue to behave in that way, be prepared to report them to management.
- 4 **Treat everyone with respect.** Whether a cleaner or the chairperson, everyone has a right to be treated in a polite and friendly way. Just because someone is below you in the company ladder does not give you the right to be **bossy**, rude or angry with them.
- 5 **Be a team player.** Any large-scale project will require the contributions of many people in order to be successful. The better the team works together, the better the end result will be. So make sure you help the whole team along.
- 6 **Be transparent.** If you don't like someone's work or idea, tell them and explain why, in a tactful way, of course. Don't pretend to like it and then criticise it behind their backs.
- 7 **Reach out.** If you see a colleague struggling with a project, see whether you can do something to lighten their load. Is a **co-worker** unable to focus on work because of a personal problem? Be a shoulder to cry on (while respecting their privacy if they do not wish to share).

[Read more](#)

1 Read the title of the article and the introduction. Think of one rule the list might contain.

Listen and read to find out if your rule appears.

2 Read the article again and match rules 1-7 from the article with what the people say (a-g). Then explain the words in bold.

- | | | |
|---|--|-------|
| a | 'Jan did 90% of the work, so let's thank her!' | |
| b | 'Are you OK? You seem sad.' | |
| c | 'I'm afraid I don't agree with your plan.' | |
| d | 'That was my fault. I'm sorry.' | |
| e | 'Come on, everyone! Together we can do it!' | |
| f | 'You must stop that – it's wrong.' | |
| g | 'I'd like you to finish this work today, please, Sam.' | |


3 **THINK** Do any of these rules apply in a college environment? Discuss with your partner.

4 Create a list with the title **7 Rules of Teacher Integrity**. Present it to the class.

Public Speaking Skills

- 1 a) Read the task. What type of speech does it ask for: *informative, persuasive or ceremonial?*

You are a careers adviser and the college you work for has asked you to give a talk on how to create a good CV.

- b)  Listen to and read the speech. Was your guess correct?

Study Skills

Real-world examples

Abstract or general points can be made clear with an example from real life. Examples help listeners understand the point a speaker is trying to make immediately.

- 2 Read the speech and find the examples used to illustrate the main points listed below. What words/phrases does the speaker use to introduce examples?

- having the right qualifications
- most graduates' work experience
- hobbies & interests

- 3 **ICT** Read the task and underline the key words. What kind of speech is it asking for? Research how to prepare for an interview, how to dress and how to behave, and make notes. Use your notes to give your talk. Use real-world examples.

You are a careers adviser and the college you work for has asked you to give a talk on job interviews and how to do well in them.

Hello, everyone, my name's Mark Oliver, I'm the college careers adviser, and I'm going to tell you how to get an interview. Not a job – I see you're wondering why ... but to get a job you have to get an interview, and to get an interview, you have to send in a good CV – or *résumé*, as the Americans call it. There are three main areas to a CV: education, work experience and the personal section, or hobbies and interests, or whatever else it can be called. So let's look at them in turn.

Education appears first on a CV because it's the most important. If you don't have the knowledge they're looking for, your CV will go straight onto the reject pile and the recruiter needn't read any further. Think about it – if they're looking for an engineer and you studied law, for instance, it doesn't matter how hard you're willing to work – you won't get an interview. That's an extreme example, but you get the picture. Assuming you have the qualifications, try to show what makes you more desirable than the other candidates – 90% of whom will have an identical qualification to you. So you're a candidate for a job at a bridge-building company, say, and perhaps your engineering degree included a paper on the Golden Gate Bridge in San Francisco. If so, emphasise it.

Second, work experience. Now, for many graduates, this area is a bit light, and they tend to put everything down there, from their job delivering pizzas while at university to the lawns they used to mow for neighbours after school. Which is all very well, but is it relevant? Yes, it shows you are a hard worker, but to make a CV stand out, there should be something in each of the jobs you mention that is related to the job you're applying for. Otherwise, the important parts get lost in the mass of detail.

Finally, hobbies and interests, or that bit at the end that everyone rushes through when they're nearly done. And this is where they make their biggest mistake. This is the section that colours you in, that brings out your individual lines. Imagine you have travelled all over Southeast Asia, and your recruiter is a Singaporean! It's also a good way to show your soft skills, which are hard to highlight on a CV. Playing football shows you're a team player, for example, whereas mountaineering emphasises your individuality and determination.

So, in closing, a good CV will never land you the job, but a bad one will guarantee you don't even get the chance to make your case at an interview. In this highly competitive job market, every word that you put on that piece of paper is important to your future. Now, are there any questions?

