

# Upper Intermediate (B2) 2012-2013

CEF level: B2  
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**hot  
english  
METHOD**

**Up-to-date material linked  
to a structured course -  
a unique solution.**



# Introduction



**Up-to-date material linked to a structured syllabus – a unique solution!**

The Hot English Method is a unique learning system for students of English. It offers fresh material on a monthly basis within a structured format.

## The Hot English Method covers four\* key levels:

- Pre-Intermediate [A2]
- Intermediate [B1]
- Upper Intermediate [B2]
- Advanced [C1]

## The Hot English Method offers:

- Quality classes based on up-to-date news and events!
- An innovative method based on real people and real situations!
- Regular testing and a clear syllabus!

The Hot English Method guarantees one key feature: monthly, fresh and up-to-date material that is linked to a clear, structured language course.

The Hot English Method consists of two interlinked products: Hot English magazine & The Skills Booklets.



**Hot English magazine** is a monthly, 48-page, glossy, colour magazine that's divided into four levels that tie in with the Skills Booklets: Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The magazine provides language input in the form of up-to-date Reading and Listening activities for each level, which are linked in, unit by unit, with the themes and target language from the Skills Booklets. It comes with a 60-minute CD.

**The Skills Booklets** offer a syllabus that provides language-learning structure. The Skills Booklets are full of useful and essential language for everyday communication, and come with speaking activities for students to engage in. Each Skills Booklet consists of approximately 100 pages divided into units.



Together, these products form the Hot English Method. They ensure effective learning, and offer fresh, up-to-date material that is linked in to a structured course. Structure + up-to-date material = a unique solution.

Every month, as part of the course, you will do:

- ✓ Two units from the Skills Booklets.
- ✓ One Reading and one Listening activity from Hot English magazine.

**The Hot English Method has all the advantages of a coursebook in terms of structure and syllabus (from the Skills Booklets). But at the same time, it offers fresh, up-to-date material, based on real people in current situations**

(from Hot English magazine). The two components work together to provide top-quality classes that guarantee motivation and progress.

\*There are also separate Skills Booklets for Beginner (A1) and Elementary (A1-A2) level students. These are not used in conjunction with Hot English magazine.

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# hot english METHOD

Every month, there are Reading and Listening activities in Hot English magazine. These are linked in with the language and topics from the Skills Booklets. Here's how the Skills Booklets and Hot English magazine are linked in for the academic year 2012 to 2013.



MP3s

Hot English students - download the MP3s from [www.hotenglishmagazine.com](http://www.hotenglishmagazine.com). Simply click on "English Learners" and then "Members' Area" and enter your code. For more information, contact [info@hotenglishmagazine.com](mailto:info@hotenglishmagazine.com)

Month	SkillsBooklet units	hot english magazine
September	Unit 0	Magazine 126
October	Units 1, 2	Magazine 127
November	Units 3, 4	Magazine 128
December	Unit 5	Magazine 129
January	Units 6, 7	Magazine 130
February	Unit 8	Magazine 131
<b>Progress Test I</b>		
February	Unit 9	Magazine 131
March	Units 10, 11	Magazine 132
April	Units 12, 13	Magazine 133
May	Units 14, 15	Magazine 134
June	Unit 16	Magazine 135
<b>Progress Test II</b>		

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# Self-Assessment

Welcome to the Hot English Method, consisting of the Skills Booklets and Hot English magazine. Before starting the course, take some time to reflect on your own personal language needs.

## A General objectives

What are your personal objectives for this year?

- a. To improve my speaking skills.
- b. To improve my listening skills.
- c. To improve my reading skills.
- d. To improve my pronunciation.
- e. To improve my writing skills.
- f. To improve my range of vocabulary.

Other?

## B Language experiences

Complete the sentences / choose the correct options.

- a. I've been studying for \_\_\_\_\_ years.
- b. I'm good at \_\_\_\_\_ but I need to improve \_\_\_\_\_.
- c. I've studied **abroad / in a language academy / at school / at work / other**.
- d. I've lived in an English-speaking country (name of country: \_\_\_\_\_) for \_\_\_\_\_ years.
- e. I find **listening / speaking / writing / English pronunciation / reading** difficult.

## C Language objectives

Complete the sentences.

- a. I would like to learn how to \_\_\_\_\_.
- b. I need to know how to \_\_\_\_\_.
- c. It is important in my job to know how to \_\_\_\_\_.
- d. I have difficulty with \_\_\_\_\_.
- e. I need to improve \_\_\_\_\_.

Other?

## D What do you do to improve your English outside the class?

Put ticks.

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

## E English in use

Put ticks.

- a. I use English in my job.
- b. I sometimes have meetings / make telephone calls / write e-mails in English.
- c. I sometimes travel to English-speaking countries as part of my job.
- d. I often deal with English-speakers as part of my job.
- e. I sometimes find myself in social situations with English-speakers.
- f. I mostly deal with native English speakers.
- g. I mostly deal with non-native English speakers.

Other?

## F Class activities

What do you find most effective in class? Put ticks.

- a. Developing speaking fluency.
- b. Working on listening skills.
- c. Interacting with other students in English.
- d. Discussing things with the teacher.
- e. Working on new vocabulary.
- f. Doing writing activities.
- g. Playing language games.

Other?

# Unit 0

Welcome to the Hot English Upper Intermediate Skills Booklet. Good luck!

## Table completion

Read the conversation. Then, complete the table with the correct information. Josh and Kelly are in the lift in the office where they work. They start talking to one another.



**Josh:** Hi. I'm Josh Bates. Pleased to meet you.  
**Kelly:** Kelly Smith. Pleased to meet you too.  
**Josh:** You're new here, aren't you?  
**Kelly:** Actually, I've been working here for more than a year. I work on the 14th floor in the accounts department. What about you?  
**Josh:** I'm on the 9th floor in the marketing department. Are you from round here?  
**Kelly:** I'm American, originally from Seattle, but I was brought up in Australia. However, I've been living here for about ten years now. I guess I've got a bit of an unusual accent. What about you?  
**Josh:** I'm English – from Brighton. My mum's American, but I've never lived there. I was brought up in Canada though.  
**Kelly:** Oh, right. So, where's your mum from?  
**Josh:** Texas.  
**Kelly:** I've got some distant cousins down there. Anyway, it's been nice talking to you.  
**Josh:** [The lift gets to the 9th floor. Josh is going to get out.] Yeah, maybe we'll bump into each other again. Have a nice afternoon.  
**Kelly:** You too. Bye.

	Josh	Kelly
Name / surname		
Location of office		
Nationality		
Brought up		
Department		

## Matching

Match the questions (1 to 8) to the answers (a-h). Afterwards, answer the questions yourself.

- Have you ever been to Italy?
  - What would you do if you found a wallet in the street?
  - What are you doing next Friday evening?
  - What did you do last night?
  - What were you doing yesterday at 6pm?
  - What have you been doing this afternoon?
  - You live in the city centre, don't you?
  - Have you sent any text messages today?
- I stayed at home and watched a film on TV.
  - Nothing much. Dozing on the sofa, mostly.
  - Yes, I just sent one to my boss telling her that I'll be in a bit late this morning because of the traffic.
  - Yes, I went there once about ten years ago.
  - I'm going to the cinema with some friends.
  - I was chatting with some friends.
  - Yes, that's right, although I'm thinking of moving to the outskirts fairly soon.
  - I'd hand it in to the police.

## Telephone dialogue

Read over the telephone dialogue. Then, tick (✓) Yes or No.

**Receptionist:** Graves Office Supplies, how may I help you?  
**Pauline:** Oh, hi. Could I speak to Ms Hargreaves, please?  
**Receptionist:** May I ask who's calling, please?  
**Pauline:** Oh, yes, it's Pauline Spane.  
**Receptionist:** OK. And which company are you calling from?  
**Pauline:** Summers International.  
**Receptionist:** I'm sorry but Ms Hargreaves is out at lunch at the moment. Would you like to leave a message?  
**Pauline:** Yes, erm, I've got a 3pm appointment with her, but I won't be able to make it.  
**Receptionist:** All right.  
**Pauline:** Also, we urgently need a delivery of paper for our printer. We've run out and there's a big order we need to deal with. Oh, and could you let her know that we'll need some more toner cartridges.  
**Receptionist:** OK. I'll see that she gets the message. Thank you for calling Graves Office Supplies. Have a nice day.  
**Pauline:** Thanks. Bye.  
**Receptionist:** Bye.

- Pauline wants to talk to Ms Hargreaves.  Yes  No
- Pauline's surname is Summers.
- Ms Hargreaves is in a meeting.
- Pauline won't be able to go to the 3pm meeting.
- Pauline needs some toner for the printer.

## Profile analysis

Read over the online staff profile information. Then, choose the correct questions.

wingatemachines.com

Home About Us Services Products Support Contact

Staff » » Meet the staff

### Amelia Roberts

Amelia Roberts has been with the company for four years now. She's been working in the marketing department, but started out here in sales.

Amelia studied at Winstone School for girls, and then Oxford University. After leaving university, she set up her own online business, which was making a profit of over \$200,000 a year after just three years. In her free time, Amelia likes to ride, swim, play tennis, sail and ski. She's also a talented musician who plays the piano, cello and saxophone.

At present, she lives in a large, eight-bedroom, 22 acre mansion in Highbury, along with her husband, two children and four dogs, six cats and two horses. She says that she spends a lot of her weekends riding and looking after the children and pets. Amelia is also a member of Reform, a charity which works to help prisoners who need financial assistance to help prove their innocence.



### Answer the questions.

1. Amelia joined the company...  
a three years ago  
b four years ago
2. She went to...  
a Cambridge University  
b Oxford University
3. She set up an online business after...  
a leaving university  
b joining the company
4. She plays...  
a three instruments  
b four instruments
5. She lives in...  
a a small house  
b a large house
6. She also works for...  
a a prison  
b charity organization

### Your turn!

Write a profile of yourself or someone else you know.

## Verb tenses

Complete the sentences. Use the tense indicated in brackets.

1. I \_\_\_\_\_ (see) a really good film.  
(Past Simple)
2. They \_\_\_\_\_ (play) football in the park.  
(Past Continuous)
3. He \_\_\_\_\_ (cook) the food by the time we arrived. (Past Perfect)
4. She \_\_\_\_\_ (bring) some DVDs for us to watch. (Present Perfect)
5. The handle \_\_\_\_\_ (turn) to the left.  
(Present Simple Passive)
6. The cars \_\_\_\_\_ (produce) in Japan.  
(Past Simple Passive)
7. We \_\_\_\_\_ (talk) for over an hour.  
(Present Perfect Continuous)
8. I think I \_\_\_\_\_ (watch) the film on channel one. (Future with will)
9. We \_\_\_\_\_ (leave) in about half an hour.  
(Future with be + going to)
10. If you come to the party, you \_\_\_\_\_ (have) a really good time. (First Conditional)
11. If we \_\_\_\_\_ (have) enough money, we would buy it. (Second Conditional)
12. The documentary \_\_\_\_\_ (show) on TV tonight. (Future Passive)

## Vocabulary

Write 4 more words for each word group.

1. Actor, director, film, scene...
2. Abseiling, snowboarding, bungee jumping...
3. Voter, election, politician, MP...
4. Loose, tight, baggy, flared...
5. Charity, homeless, shelter, refugee...
6. Job application, interviewer, covering letter...

# UNIT 1 That's Entertainment!

Objectives

**Vocabulary:** Entertainment

**Language structures:** Present tenses

**Useful skills:** E-mail writing I

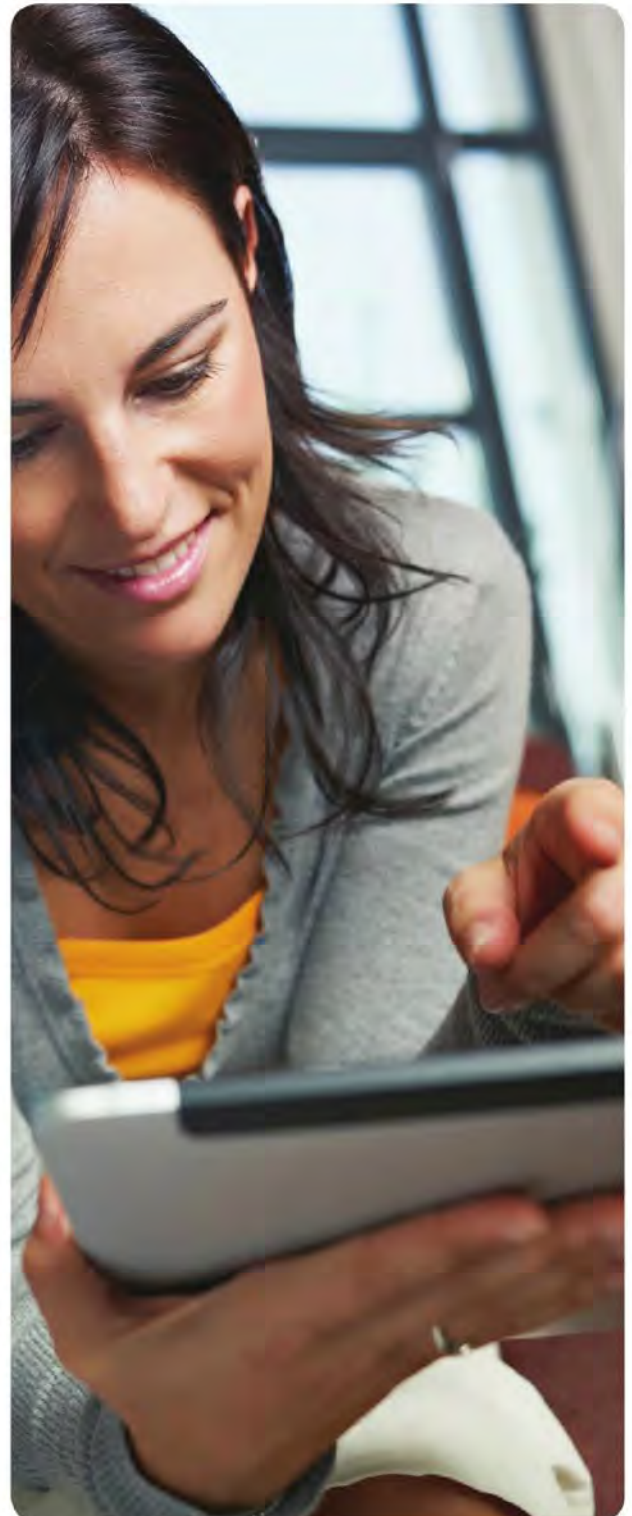
## Free-time activities

Tick the things you do in your free time.



### Think about it!

Which activities from this page are your favourites? Which ones do you never do? Which ones would you do if you had more time? What do you usually do at the weekends? What would you do if you had more time in general? How could you create more time for yourself?





# UNIT 1 That's Entertainment! VOCABULARY

## Vocabulary: Entertainment

### 1 TV show posters

Look at the posters for TV shows. What do you think they're about? Who would watch these shows?



### 2 TV show descriptions

Write the name of a TV show next to each description.

**The Mentalist** **House** **The Sopranos** **Bones**  
**Desperate Housewives** **The Tudors** **Lost**

1. An anti-social, cranky doctor solves medical mysteries. \_\_\_\_\_
2. The life of an English king and his six wives. \_\_\_\_\_
3. An ex-TV psychic helps the police solve crimes. \_\_\_\_\_
4. A series about a female anthropologist who solves crimes. \_\_\_\_\_
5. An aeroplane crashes on a mysterious island, leaving the passengers stranded there. \_\_\_\_\_
6. The lives and relationships of a group of women who live in Wisteria Lane. \_\_\_\_\_
7. A crime family boss tries to cope with the stresses of his life by consulting a psychologist. \_\_\_\_\_

### 3 Adjective classification

Add 10 adjectives to the table below. Then, think about television programmes / documentaries / series, etc. in your country. Use the adjectives to make three sentences about those programmes.

meaningful, thought-provoking, entertaining, insightful, puerile, juvenile, meaningless, mind-numbing, fascinating, incredible, educational, crude, witty, topical, funny, entertaining, pathetic, voyeuristic, engaging, interesting, grand, realistic, serious, boring, repetitive, insulting, fantastic, influential, innovative, cutting-edge, exciting, addictive, mind-blowing, inane

Positive	Negative
meaningful	

For example: *One of my favourite TV series is Friends, which is funny, witty and quite topical at times.*

### 4 TV show review

Read the TV show review. Then, write the name of a character from the show next to each statement.

www.tv.com

Home About Us Services Products Support Contact

#### Desperate Housewives

*Desperate Housewives* is a mystery-drama created by Mark Cherry. It stars Eva Longoria, Teri Hatcher, Felicity Huffman, and Marcia Cross. The series follows the lives of a group of four women in a suburban neighbourhood.

Eva Longoria plays the part of former top model Gabrielle Solis, who comes from a poor background. In the series, Gabrielle gives up her lavish lifestyle in New York to live in the suburbs.



Teri Hatcher (who was best known for her role as Lois Lane in *Lois & Clark: The New Adventures of Superman* - 1994-1997) plays the part of Susan Delfino, a character with a romantic nature who's looking for Mr Right.

Felicity Huffman (who's married to actor/director William H. Macy) stars as Lynette Scavo, a busy mother-of-five who's trying to balance her career and family.



Marcia Cross plays the part of Bree Van de Kamp, the perfect mother and wife who turns to alcohol after the unexpected death of her husband.

1. She's got five children. \_\_\_\_\_
2. She once worked as a model. \_\_\_\_\_
3. She's a perfectionist. \_\_\_\_\_
4. She's a romantic at heart. \_\_\_\_\_

### Your turn!

Write about the characters in a TV series that you like.

#### Think about it! TV

Which TV shows from your country do you like? Why? What's the most popular comedy show in your country? What's the most popular game show? What reality TV shows are there? What did you watch on TV yesterday? What type of TV programmes should children not watch? Why? Is television censorship a big issue in your country? Why? Why not? What's the future got in store for television? What do you think TV shows will be like in five years?

Language Structures:

Present tenses

<b>Present Simple</b> <i>always, on Friday, every day, etc.</i>	<i>He jogs in the park at the weekend.</i> <i>He doesn't do much during the summer.</i>
<b>Present Simple Passive</b>	<i>It is produced here.</i> <i>They aren't taken out during the day.</i>
<b>Present Continuous</b> <i>now, right now, at the moment, every day, etc.</i>	<i>He isn't running in the park at the moment.</i> <i>They aren't working very hard right now.</i>
<b>Present Continuous Passive</b>	<i>It is being fixed at the moment.</i> <i>They aren't being given any support.</i>

The Present Simple

We can use the Present Simple to describe habits, permanent states, facts and customs. We often use the Present Simple with adverbs of frequency (*always, sometimes, never, etc.*). Typical time expressions with the Present Simple include: *every Friday, on Mondays, once a week, twice a month, in the morning, at the weekend*. For example, "He never takes the car to work."

The Present Continuous

We can use the Present Continuous to talk about activities in progress, temporary situations, or changes that are taking place over a period of time. We often use time expressions such as *right now, at the moment and now*. We can also use the Present Continuous for future appointments at specific times. For example:

- a) She's travelling around the world.
- b) He's living in a hotel until he finds a new flat.
- c) He's seeing the doctor next Friday.

The Present Simple Passive

We form the Present Simple Passive with *is/are* and a past participle. We form negatives with *isn't / aren't* and a past participle. For example, "The packages are sent by post."

The Present Continuous Passive

We form the Present Continuous Passive with *is/are being + a past participle*. For example, "The shoes are being made in this factory."

Remember, we generally use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is either unknown or not important. For example, "The televisions are produced in a factory near here."

Ordering

Put the words in the correct order.

- updated / the website / on an hourly basis / is
- at her country house / she / a lot of her / spends / free time
- the new system / works / being / he's / shown / how
- by next Friday / they're / to finish / hoping / it
- repaired / it's / at the moment / being
- are / the samples / in this laboratory / analysed

Word choice

Circle the correct word in each sentence.

- She's *planning / planned* to change jobs in the near future.
- They're *taking / being taken* to the airport as we speak.
- They *don't given / aren't given* much time to work on it.
- He *often leaves / is often leaving* work before six so he can catch the 6.15 train.
- They are *hoped / hoping* to catch up this weekend.
- We aren't *give / being given* much support.

TV Guide analysis

Answer the questions according to the information in the TV guide.

	6.30	7.00	7.30	8.00	8.30	9.00	9.30
ABC	Win a Million!		Big Brother			News update	
Channel 1	Film: My Love				Debate	Criminal Minds	
DZB	News	Criminal Minds		Documentary: volcanoes		Friends	GameShow

- What time is Big Brother being shown on ABC?
- Are any reality TV shows being shown at the same time?
- Are the same shows being aired on the same day? Which one/s?
- What time can you see something on volcanoes?
- What can you see on Channel 1 between the film and Criminal Minds?
- What is being transmitted at 9.00 on DZB?



**1 Sentence creation**

Create as many sentences as you can in the Present Simple or Present Continuous (both active and passive forms) in just two minutes. Use the verbs below. Use both affirmative and negative forms.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand*

**2 Joke analysis**

We often use the Present Simple and Continuous to tell stories or jokes. Read the joke below. Then, answer the questions.

**Remote control**

It's late one afternoon and Marcie's at the supermarket where she works. She's tired and desperate for her shift to end so she can go home. Her next customer is a middle-aged man. "Will you be paying by cash or card?" she asks him.

"Credit card," he says as he looks for his wallet in a bag he's carrying with him. But as he's getting it out, she notices that there's a TV remote control in there.

"Do you always take your TV remote with you when you go shopping?" she asks.

"No," replies the man, "but my flatmate didn't want to help me with the shopping, so I figured that this would be the worst thing I could do to her."

1. How does Marcie feel at the end of the day?
2. How old is her customer?
3. How does he want to pay?
4. Why has he got the TV remote control in his bag?

**Your turn!**

Write out a short joke. Use present tenses.

**3 TV series review**

Read over the review. Then, complete the sentences (1 to 8) with the words from below. Afterwards, identify any present tenses.

3.5 million | New York in the 1960s | 72,000 | 2000  
fifteen | fifth | *The Sopranos* | seven

**Mad Men**

*Mad Men* is currently in its fifth season. It's all about the world of advertising in New York City during the 1960s. The series is called *Mad Men* because many of the most important advertising agencies of the time had offices on Madison Avenue in New York. The series tells the story of one agency and its employees. There are lots of regular characters but the star of the show is a man called Don Draper who's a partner in the agency. He's a mysterious man and as the series has progressed we, the viewers, have found out a little more about him. For example, his real name isn't really Don Draper... although no one in his agency knows this.



The creator is a TV writer called Matthew Weiner. Previously, he'd been writing for the gangster series *The Sopranos* before getting the chance to make *Mad Men*. He'd written the original script for *Mad Men* in 2000 before he worked on *The Sopranos*, but he had to wait seven years for *Mad Men* to be produced. The interesting thing is that *Mad Men* isn't that popular. The show is shown on the American cable AMC, and its viewing figures are quite small. For example, about 3.5 million viewers watched the first episode of season 5 in the US. That sounds like a lot, but a top-rated show such as *House* can get 19 million viewers. In the UK, only 72,000 people watched the first episode of season 5, and that isn't a lot of people.

The show's mostly famous because the critics love it. It's won four Golden Globes and fifteen Emmys, including an Emmy for Outstanding Drama Series four times in four seasons. So, although not many people watch it, those who do love it. And as it's so popular with TV critics, the show gets a lot of coverage in the media.

1. *Mad Men* has just started its \_\_\_\_\_ season.
2. The series is set in \_\_\_\_\_.
3. *Mad Men* was created by someone who had written for the gangster series \_\_\_\_\_.
4. Matthew Weiner wrote the script in \_\_\_\_\_.
5. He had to wait \_\_\_\_\_ years for *Mad Men* to be produced.
6. About \_\_\_\_\_ viewers watched the first episode of season 5 in the US.
7. In the UK, only \_\_\_\_\_ people watched the first episode of season 5.
8. It's won four Golden Globes and \_\_\_\_\_ Emmys.

**Your turn!**

Write a short review of a TV series.

# UNIT 1 That's Entertainment! SPEAKING TASK

## The TV Show

**Activity type:**  
talk and question-answer session

### Task

You're going to give a talk about a TV show that you know or like. First of all choose one that you're familiar with, then start preparing notes on it, explaining what it's about. Dedicate part of your presentation to one or two of the actors, explaining who they are, what they've done and what they're doing now; and another part to one of the episodes (use Present tenses and explain clearly what happens – the story, how it ends, etc.). Also, include your own opinions of the show and say why you like / dislike it. After giving your talk, answer any questions. Then, listen to any other presentations and ask questions.

### Describing a TV show

- It's currently being shown on...
- It's aimed at...
- It's a (comedy show) with a bit of...
- It stars X, who has got...
- It's written / directed / produced by...
- In one of the episodes...
- The main actor is X, who...
- One of the stars of the show is X, who is currently...

### Asking questions about a TV show

- Has it won any awards?
- What's it about?
- Where / When is it set?
- Who are the main actors?
- What else have they been in? / What else are they famous for?
- How long has it been on for?
- What are some of your favourite episodes?
- Have any of the characters changed over the course of the show?
- Who is this show aimed at?
- Why do you think it's so popular?



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magazine



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.

**Upper Intermediate 2012-2013**

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# USEFUL SKILLS Writing e-mails PART II

## Making requests

### E-mail analysis

Read through the e-mail. Then, answer the questions.

1. What is Brian interested in buying?
2. Why does he want to see last year's brochure?
3. How much notice do they require in order to guarantee the delivery times?

**To:** Ms Baker  
**Subject:** report

**Re: Report on figures for this year**

**Dear Ms Baker,**


I hope all is well.

Thanks very much for sending the brochure. We're definitely interested in purchasing some new office furniture. Could you also send the revised price list because I don't think that was included in the document? Also, would it be possible to send us last year's brochure? I think you mentioned that you still had some items from last year that you could offer us a discount on.

As promised, I've attached a rough draft of the provisional quotes you requested. I think they should give you an idea of the costs involved in a project of this nature. As you know, we deal with a number of overseas clients and we're certain that we can meet your demands for the materials you require. However, we would need to have a definite order with at least three months' notice in order to guarantee the delivery times.

If you want, we could meet up sometime next week to discuss all this. Let me know.

Thanks for your attention,  
Best regards,  
*Brian Tassel*



## Useful expressions

### Attached documents

- I'm sending the information you wanted.
- Attached is the report you were asking about.
- Here are the statistics from the website.
- I thought you would be interested in this report.
- Paul's contact details are in the file attached.
- Please find attached the mailing list with all the e-mail addresses.
- As you will see, the figures you wanted are on the Excel spreadsheet included in this e-mail.
- Please find attached notes for Friday's meeting.
- I've attached a summary of the bargains on offer.

### Request

- Have you got any copies of the report left?
- Is there a spare copy of today's agenda for the meeting?
- Could you paste it in and send it, please?
- Could you send it back as soon as possible?
- Could we have a chat about the latest project?
- Can you let Mike know that I'll only be in from 4-6 today?
- Could you please send me the final version of the brochure?
- Could you check this for me, please?
- Could you check this for mistakes?
- Could you send a copy to James Finlay in marketing, please?
- Could you read through the notes beforehand, please?



### Task

Write a short e-mail to someone. Include information on an attached document and make requests for something.

### Language identification

Read over the e-mail again and identify any language used to...

1. ...thank someone for something.
2. ...request something.
3. ...say that a document is attached.
4. ...suggest a meeting.
5. ...say goodbye.

# UNIT **2** Legal Matters

## Objectives

**Vocabulary:** Legal words

**Structures:** Past tenses

**Useful skills:** Meetings I

### **Quotes completion**

Read the "justice" quotes. Which ones do you agree / disagree with? Why?

#### **Justice quotes**

- "Hunger makes a thief of any man." Pearl S. Buck
- "This is a court of law, young man, not a court of justice." Oliver Wendell Holmes, Jr.
- "It's strange that men should take up crime when there are so many legal ways to be dishonest."  
Anonymous
- "Justice is open to everyone in the same way as the Ritz Hotel." Judge Sturgess
- "A jury consists of twelve people chosen to decide who has the better lawyer." Robert Frost
- "The law, in its majestic equality, forbids the rich as well as the poor from sleeping under bridges, begging in the streets, and stealing bread."  
Anatole France
- "A criminal is a person with predatory instincts who has not sufficient capital to form a corporation."  
Howard Scott
- "Every crime is born of necessity. If you want less crime, you must change the conditions. Poverty makes crime." Robert Ingersoll

#### **Think about it!**

What is the purpose of prison? Is it effective? Is there a difference between justice and law? Can you think of any examples of unfair justice (where someone gets a heavy sentence for something minor, and another person gets a light sentence for something more serious)?



## Vocabulary: Legal words

### Legal words

Read the definitions. Then, complete the sentences (1 to 9) with the correct words.



**Suspect:** someone who the police believe may have committed a crime.



**Witness:** someone who has seen a crime.



**Court:** a place where legal matters are decided by a judge and jury.



**Trial:** a formal meeting in a law court. The judge and jury listen to evidence and decide whether a person is innocent or guilty of a crime.



**Guilty:** if someone is "guilty" of a crime, they have committed that crime – they aren't innocent.



**Judge:** a person in a court of law who decides how the law should be applied and how the criminal should be punished.



**Jury:** the 12 people in a court case who decide whether someone is innocent or guilty.



**Verdict:** the decision that is given by the judge or jury at the end of a trial.



**Appeal:** a formal request for a legal decision to be changed.

1. She was declared \_\_\_\_\_ and sentenced to six months in prison.
2. The jury returned a unanimous guilty \_\_\_\_\_.
3. The \_\_\_\_\_ jailed the man for life.
4. Police are calling for \_\_\_\_\_ to the bank robbery.
5. The woman appeared in \_\_\_\_\_ this morning.
6. She was the prime \_\_\_\_\_ in the murder inquiry.
7. The \_\_\_\_\_ returned a verdict of not guilty.
8. Her \_\_\_\_\_ against the sentence was unsuccessful.
9. The \_\_\_\_\_ lasted for sixteen days, during which they heard a lot of evidence.

### Matching

Complete the definitions with the words from below.

alibi guilty solicitor trial barrister

perjury libel homicide

1. Giving false evidence in a court of law = *perjury*
2. The crime of killing someone = \_\_\_\_\_
3. A lawyer who often deals with all the legal paperwork = \_\_\_\_\_
4. A lawyer who represents someone in court during a trial = \_\_\_\_\_
5. A legal process to decide if someone is innocent or guilty = \_\_\_\_\_
6. Not innocent = \_\_\_\_\_
7. Publishing something bad or untrue about someone = \_\_\_\_\_
8. An explanation of where you were at the time of a crime = \_\_\_\_\_

### Parts of speech

Complete the table with the correct parts of speech. Then, make six sentences with any of the words.

Noun	Verb	Person
Crime	To commit a crime	(1) A _____
(2) _____	To steal	A thief
Robbery	(3) _____	A robber
Mugging	To mug	(4) A _____
(5) A _____	To burgle	A burglar
Fraud	To commit an act of fraud	(6) A _____
(7) A _____	To murder	A murderer
Arson	To commit an act of arson	(8) An _____
(9) _____	To smuggle	A smuggler
Blackmail	(10) _____	A blackmailer
(11) A _____	To kidnap	A kidnapper
Drug trafficking	To traffic in drugs	(12) A _____
Shoplifting	(13) _____	A shoplifter
Embezzlement	(14) _____	An embezzler

### Think about it! Crime

What can be done to reduce crime? What are some of the causes of crime? Is the criminal justice system fair? Why? Why not? Are there any important trials going on at the moment? Give details. Is crime a big problem in your country? What is being done about it? Are there any famous criminals from your country? Who? Why are they famous? What's the prison system like in your country?

Language Structures:

A Past Tense Review

Past Simple	He walked to work. / He didn't walk to work.
Past Simple Passive	She was given the prize. / She wasn't given the prize.
Past Continuous	We were working. / We weren't working.
Past Continuous Passive	The rooms were being cleaned. / The rooms weren't being cleaned.
Past Perfect	He had seen the film before. / He hadn't seen the film before.
Past Perfect Passive	She had been paid a lot of money. / She hadn't been paid a lot of money.
Past Continuous	We were working. / We weren't working.
Past Tense Time Expressions	last night, yesterday, a week ago, three months ago, on Friday, in June...

The Past Simple & The Past Continuous

We use the Past Simple for actions from the past that we consider remote. For example: "I saw an interesting film last night."

We use the Past Continuous to refer to actions that were in progress at some point in the past. For example, "He was working late last night."

We can use a Past Simple action to "interrupt" a Past Continuous action in progress. For example, "While we were eating dinner, someone knocked on the door."

The Past Perfect

We form the Past Perfect with *had* + a past participle. The Past Perfect is often used to describe an action that occurred before another action from the past.

For example: "By the time I arrived, Brian had already prepared the food."

We form the Past Perfect Passive with *had been* + a past participle. For example: "All the food had been eaten."



Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. What were you doing last night at 6pm?
2. Why were you so angry?
3. Where did they go after that?
4. What were they doing?
5. What did she think of it?
6. What time was it switched off?

- a. At about 9pm.
- b. They were walking in the woods.
- c. She thought it was all right.
- d. Because I'd left my wallet at home.
- e. I was watching TV.
- f. To a restaurant in the high street.

Sentence completion

Complete the sentences with the correct forms of the verbs below. Use past tenses (both active and passive forms). In some cases, more than one answer is possible.

run build see wear look send see watch

1. The castle \_\_\_\_\_ in the 15th century.
2. The e-mails \_\_\_\_\_ last week.
3. I \_\_\_\_\_ a great film last night.
4. I \_\_\_\_\_ TV last night at about 9 pm. What were you doing?
5. As soon as the film started, I realised that I \_\_\_\_\_ it before.
6. We \_\_\_\_\_ for you in the club but we couldn't find you.
7. She \_\_\_\_\_ a bright blue T-shirt at the party.
8. The cat \_\_\_\_\_ away from the dog.

Time line analysis

Read the information. Then, answer the questions yes or no.

Museum robbery

- 9.30 The alarm system was cut.
- 9.45 A guard who also worked in the gallery opened a side door on the ground floor then went to join her colleagues on the third floor.
- 10.00 The robbers entered the building through the door on the ground floor.
- 10.05 The robbers went into the main hall on the first floor.
- 10.10 They removed the paintings and walked out of the side door on the ground floor.
- 11.15 The director of the gallery noticed that the paintings were missing.

1. Had the alarm system been cut before the robbers went into the museum?
2. Were the robbers in the building by 9.55?
3. Had one of the guards opened a side door by 9.55?
4. Were the robbers in the main hall at 10.08?
5. Had the robbers taken the paintings by 10.09?
6. Was the director of the gallery aware that the paintings were missing at 11.10?



**Picture description**

Look at the photos. Make four sentences using past tenses. For example: *The man in picture one was having a shower when the phone rang.*



1



2



3



4

**Sentence creation**

Create as many sentences as you can using past tenses in just two minutes. Use the past tense forms of the verbs below. Use both affirmative and negative forms (both active and passive forms).

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, walk, talk, speak...*

**Robbery**

Complete the text with the correct forms of the verbs in brackets. Use past tenses.

**Bank Robbery**

In December 2008, a group of masked and armed gang members (1) \_\_\_\_\_ (arrive) at the home of bank executive Chris Simmonds. At the time, Mr Simmonds (2) \_\_\_\_\_ (have) dinner at home with his family. On hearing the knock on the door, he stood up to see who was there. The armed members (3) \_\_\_\_\_ (pose) as police officers and told him they needed to speak to him urgently, so Simmonds opened the door for them. Very quickly, the robbers tied up Mr Simmonds and his wife and kept them hostage that night. The

following morning, they (4) \_\_\_\_\_ (tell) Mr Simmonds to go to work and to behave as if nothing had happened. Then, shortly after the bank closed, Mr Simmonds (5) \_\_\_\_\_ (force) to open the door for the gang and to lead them to the underground vaults. At 7pm, a white van was parked outside the bank and the robbers loaded it with crates filled with cash. It (6) \_\_\_\_\_ (return) an hour later for a second collection. The haul included £10m of uncirculated banknotes. After taking all the money, the robbers left Simmonds tied to a tree in a forest nearby. A few hours later, Simmonds (7) \_\_\_\_\_ (manage) to escape, but while he (8) \_\_\_\_\_ (run) down the street, he was knocked down by a car and taken to hospital. While he (9) \_\_\_\_\_ (treat) there, he told police officers what had happened, but by that time the gang (10) \_\_\_\_\_ (escape). Since then, 10 people have been arrested and three have been charged in connection with the robbery, but none of them has been convicted. And to the frustration of detectives, the money still hasn't been located.



**Your turn!**  
Write a news report on a robbery. Use past tenses.

**Ideas completion**

Complete the sentences with your own words. Invent where necessary. Use past tenses.

- As I was writing the report...
- As we were driving along the road...
- While I was thinking about him...
- While I was making the call...
- Just as I was turning on the television...
- While we were having lunch...
- As I started reading the book, I realised that I had...
- As I was walking in the park, I saw...

**Fluency practice**

Answer the questions.

- What did you have for dinner last night?
- Who were you talking to yesterday at 3pm?
- What sport did you do at the weekend?
- What were you doing last night at 9 pm?
- When was the last time you went to the cinema? What did you see there?
- Who did you call on your mobile phone yesterday?
- Who called you on your mobile yesterday?
- What did you watch on television last night?
- What were you doing at 11 am last Sunday?
- How many calls had you made by the time you went to bed last night?
- How many e-mails had you sent by the time you left the office / college yesterday?

The Alibi

Activity type: role play

Museum Robbery

There was a robbery at Highbury Museum last night. Thieves broke in and stole a painting at approximately 11 pm on Saturday night. Police would like to speak to anyone who was in the area at the time.



Student A

You're going to interview a suspect in a robbery. As a police officer, it's your duty to find out who committed the crime. Think of lots of questions to ask the suspect about his/her whereabouts between approximately 8pm and 2am on Saturday night. Keep notes on what he/she says, and keep going back to the same questions to see whether you can discover any differences in the alibi.

Student B

You're going to be interviewed by the police. As a suspect in a robbery, you need to account for your movements between approximately 8pm and 2am on Saturday night. Make notes on what you did and who you were. You must include a different activity for every hour within this time period. For example: from 8pm to 9pm you were at home; from 9pm to 10pm you were in a restaurant, etc. You cannot refer to your notes during the interview, so make sure you've got your story straight.

Questioning an alibi

- Where were you at the time of the crime?
- How long were you there for?
- What did you do after that?
- What time were you having dinner?
- Had you arranged to meet anyone at this time?
- How did you manage to get out so quickly?
- Who had seen you by the time you left the club?
- Is there anyone who could verify this for you?

Giving an alibi

- I can't remember who I saw there.
- As far as I can remember...
- I'm not sure whether anyone recognised me.
- I wasn't anywhere near the museum at the time of the crime.
- I was at Michaela's house with some friends all night.
- We were dancing in a club until about 2 am.
- When I left the restaurant, I realised that I'd left my wallet, so I went back for it.
- We were at the cinema until about 8 pm, and then we went to a restaurant.
- My memory of the evening is somewhat hazy after that.



Remember!

You must do the Reading and Listening activities in Hot English magazine.

### Starting & setting objectives

#### Meeting analysis

Read through the extract from a meeting and answer the questions.

1. What are they going to be looking at in the meeting?
2. Who's going to take the minutes?
3. How many items are there on the agenda?

#### Starting the meeting

Good morning. First of all, I'd just like to thank you all very much for coming in. I know this isn't the best time of the day for a meeting, but this is, as I'm sure you're aware, fairly urgent. Right! Let's get started then. In today's meeting, we'll be going over the sales figures from last year, and looking at ways of improving on them. Bradley, I'd like you to take the minutes. [OK!] Has everybody got a copy of the sales report? [Yes!] And did you all get a copy of the agenda for the meeting? [Yes!] If not, I've got one here for you.

Right, let's get started. Well, as you can see, there are four items on the agenda this morning. Firstly, we'll be looking at *last year's* sales figures. Then, we'll be looking at ways to improve sales figures for *this year*. After that, we'll be discussing the new ad campaign, and last, but not least, we'll be brainstorming a few ideas for the staff party. Now, I'm hoping to get through all this by 10am, so we've got to be as quick as we can. Please keep any questions until the end and let's all stick to the agenda. OK. First on the list is... [fades out]



#### Language identification

Read through the extract again and identify the following features: **Language for...**

1. ...starting the meeting.
2. ...stating objectives.
3. ...delegating the task of taking the minutes.
4. ...giving details about the order of items on the agenda.
5. ...stating any rules for the meeting.

### Useful expressions

#### Starting the meeting

- Good morning and thank you for coming.
- Right. Shall we begin? / Let's start.
- In this meeting, we'll be going over...
- OK everybody, thanks for coming. Firstly,...
- Just a couple of things on the agenda. First of all,...
- Right then. Let's get down to business.

#### The agenda / objectives

- In today's meeting, we'll be looking at...
- There are two items on the agenda this morning. Firstly...
- There are three things we've got to discuss today. They are...
- Our aim this morning is to...
- First on the agenda is the question of...
- We've called this meeting to look at...
- The overall objective of this meeting is to...

#### Rules

- If you've got any questions, please keep them to the end.
- Remember to raise your hand if you want to speak.
- No talking for more than one minute.
- No interrupting or speaking over other people.
- Try to avoid repeating yourself.
- Try to be as brief and concise as you can.
- Please stick to the agenda.

#### Task

Write a short extract from a meeting on any topic of your choice. Include language for starting the meeting, stating the objectives, delegating the task of taking the minutes, going through the items in the meeting and any rules for the meeting.

# UNIT 3 Advert Alert

## Objectives

**Vocabulary:** advertising

**Language structures:** Perfect tenses

**Useful skills:** Presentations I

### Forms of advertising

Tick the forms of advertising you've seen lately. Where did you see them? What were they advertising?



Poster in the street



Billboard ad along the motorway



Bumper sticker



Scaffold drape



Online banner ad



Flyer ("handbill" in US English)



Sticker



Bus wrap



Pop-up ad



Newspaper/magazine ad



Shop display



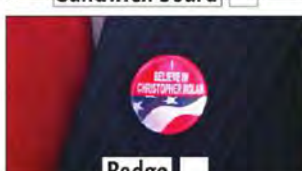
Digital screen advertising



Sandwich board



Mobile phone advertising



Badge



In-store advertising



### Advertising versus publicity

Advertising consists of radio ads, TV ads, newspaper ads, etc. that are paid for. Publicity refers to free content that is written about a company that appears in newspapers, magazines or on the news. This content often serves as good publicity for a company (and it's cheaper than advertising!).

### Think about it!

What type of ads do you like? Have you seen an advert that impressed you recently? What was it for? Which forms of advertising are the most effective? Why? How has the internet changed advertising? How have mobile phones changed advertising?

**Vocabulary:** advertising

**Advert matching**

Write the name of a product next to each description (1 to 6).



Big Pilot's Watch



Heineken



iPod Nano



McDonald's



Lancome



Netflix

1. It's a poster ad for a brand of beer. The target market is young people who enjoy socialising.
2. It's an online advert aimed at people who listen to music and enjoy new technology.
3. This advert for a beauty product is aimed at women over 35. The advert shows the product as elegant and classic.
4. This online ad is aimed at professional men who might commute to work. The product presents an image of classic style with a touch of humour.
5. This internet advert for an online movie rental service is aimed at people who like watching films but want the convenience of doing so at home.
6. This internet advert for a drive-in restaurant is aimed at customers who want the convenience of buying fast food from their cars.

**Useful expressions**

Complete the expressions with the correct prepositions.

1. It's an ad \_\_\_\_\_ a new brand of beer.
2. It's aimed \_\_\_\_\_ people in the 24-34 age bracket.
3. It presents an image \_\_\_\_\_ classic style.
4. They're offering a discount \_\_\_\_\_ a range of products.
5. The slogan is \_\_\_\_\_ an online video library.
6. They advertised the product \_\_\_\_\_ the magazine.
7. The ad was shown \_\_\_\_\_ television.
8. They posted the video \_\_\_\_\_ their website.

**Article analysis**

Read the article on intelligent ads. Then, choose the correct answers.

**Intelligent Ads**

Are you ready for "targeted adverts"? That's the name of a new type of advertising that uses the latest technology to target specific consumers. For example, malls in the US are installing screens with facial-recognition technology that can tell your age. So if, for example, you're a 40-year-old, the screen might show you a commercial for a BMW. For a teen, it might display an ad for trainers. Also, advertisers are installing screens in public that are equipped with digital cameras. When consumers look at the screen the camera takes their photo. Then the screen shows the consumer how they would look in an outfit from a nearby clothes store. Steven Hess, a marketing expert, says many companies are using technology to move from "dumb advertising to intelligent advertising". But a UK privacy group has called the new trend "creepy".



1. The technology can be used to target *all* / *specific* customers.
2. Screens in some malls come with *fingerprint-recognition* / *facial-recognition* technology.
3. It might show a 40-year-old *a BMW* / *some trainers*.
4. It might show a teen *a BMW* / *some trainers*.
5. Other technology can be used to show a customer what he/she would look like in *a car* / *some clothes*.
6. Some people have described the technology as *cool* / *creepy*.

**Advertising language**

Look at the list of typical advertising expressions below. Choose three and say where you might see them, or what products they might be advertising.

- Buy one get one free!
- Free booklet included!
- Get started today!
- Get your copy now!
- Money back guarantee!
- Limited offer!
- Offer lasts until 31st May only!
- While stocks last!

**Think about it! Advertising**

What's the best/worst advert you've ever seen? What makes a good advert? What slogans can you remember? Do you think advertising works? Why? Why not? Have you ever been persuaded to buy something after seeing an ad? What? What type of censorship should there be with regards to advertising? Do you think celebrities can help with product sales? Why? Why not? Which celebrities from your country have endorsed famous products?

Language Structures:

Perfect tenses

<b>Present Perfect Simple</b> <i>have / has + past participle</i>	<i>She's just arrived.</i> <i>I haven't finished it yet.</i> <i>Has he arrived yet?</i>
<b>Present Perfect Continuous</b> <i>have / has been + verb -ing</i>	<i>They haven't been playing football in the park.</i> <i>She hasn't been living here.</i>
<b>Present Perfect Passive</b> <i>have / has been + past participle</i>	<i>She has been given the money.</i> <i>They haven't been told where it is.</i> <i>Have they been given the books?</i>
<b>Time expressions for + period of time since + specific time</b>	<i>They've known her for 10 years.</i> <i>She's had that bag since May.</i> <i>I've been working here for nine months.</i>
<b>Other time expressions with Present Perfect Tenses</b> <i>today, this morning, this afternoon, this week, this month, this year, so far, recently, before, yet, still, just, already</i>	

We use the Present Perfect Simple to refer to actions that have happened some time before now, without mentioning exactly when. For example, "I've been to Paris."

We can use the Present Perfect to say how long something has happened. For example, "I've had this car for ten weeks." (I've still got it.)

The Present Perfect & Past Simple

When we want to specify *when, where, why*, etc. something happened in the past, we can use a past tense verb. For example:

A: Have you ever climbed a mountain?

B: Yes, I have. I climbed a mountain last summer with a few friends.

The Present Perfect Continuous

We form the Present Perfect Continuous tense with *have / has been + a gerund (verb + -ing)*. We use the Present Perfect Continuous tense to refer to incomplete actions that have been in progress up until (or close to) the moment of speaking. For example: "She's been waiting for a long time."

Now, compare these two sentences:

- a) Jenny has been writing a book.
- b) Kate has written a book.

In sentence "a" (in the Present Perfect Continuous) Jenny has been working on the book but she hasn't finished it yet – it's an action in progress – an incomplete action. In sentence "b" (in the Present Perfect Simple) the action has been completed – the book is finished – it's a completed action.

Ordering

Put the words in the correct order in order to complete the sentences.

1. listening / I've / to / some music / been
2. given / they've / a new assignment / been
3. be back / he's / and won't / until tomorrow / already / left
4. been / about six months / she's / for / working / here
5. before / I've / seen / never / it
6. left / we've / on your desk / the work

Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. Have you been given the keys to your new flat yet?
  2. Have they been taken around the factory yet?
  3. Has he been working here for long?
  4. Have you had lunch yet?
  5. Has she been told who to talk to about it?
  6. Have you been paid yet?
- a. Yes, Simon showed them around this morning.
  - b. Rachel suggested that she talk to Michael.
  - c. No, not yet, but they said that the payment would go through tomorrow.
  - d. No, not long. About two months.
  - e. No, not yet, but they promised that they'd give them to us next week.
  - f. No, and I'm starving!

Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Simple, Present Perfect Passive or Present Perfect Continuous. In some cases, more than one answer may be possible.

1. She \_\_\_\_\_ (climb) this mountain before.
2. He \_\_\_\_\_ (work) here since 2003.
3. They \_\_\_\_\_ (not visit) us yet.
4. You'll be pleased to hear that all the work \_\_\_\_\_ (complete).
5. They \_\_\_\_\_ (receive) a lot of spam mail recently.
6. I \_\_\_\_\_ (talk) to her about it.
7. She \_\_\_\_\_ (give) a grant to study at Harvard.
8. They \_\_\_\_\_ (already see) the film.



**1 Picture description**

Look at the photos. What can you see? Make four sentences. Use perfect tenses. For example: *The woman in picture one has climbed a mountain.*



1



2



3



4

**2 Ideas completion**

Complete the sentences with your own ideas.

- I've been working here for...
- I've known my colleague since...
- I've never been given...
- I've never been shown how to...
- Just lately, I've been trying to...
- I still haven't learnt how to...
- I've just finished...
- I've been thinking about going to...

**3 Sentence creation**

Create as many sentences as you can in the Present Perfect, Present Perfect Continuous or Present Perfect Passive in just two minutes. Use affirmative and negative forms of the verbs below.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand*

**4 Quiz**

Answer the questions. Have you ever seen an ad...

- ...that made you want to buy something immediately?
- ...that made you laugh?
- ...that made you angry?
- ...that made you feel good?
- ...that made you want to change?

**5 Fluency practice**

Answer the questions.

- Have you ever flown in a helicopter?
- Has anyone ever forgotten your name?
- Have you ever told a joke that went flat?
- How long have you had the shoes you're wearing today?
- How long have you been living in your current house/apartment?
- How long have you been working at your current job?
- Have you ever been awarded a prize? What was it for?
- Have you ever been told a secret that you later revealed? What was it?

**6 E-mail analysis**

Read over the e-mail. Then, answer the questions. Afterwards, see if you can identify any examples of perfect tenses. Why are they being used?

New Message

To: **bestisme@hotmail.com**

Subject: **video ad idea**

---

**Hi Ms Best,**

I hope things are going well in New York. Just a quick update on what's been going on.

We've been working on the video ad with Kate and Mark. It's been going well and we should have something to show you soon. We've been trying to decide where to film it. We were hoping to shoot it in London, but it might just be easier to do it here. You'll have to let us know what you think. We've been keeping the client up-to-date with our progress, but we haven't heard back from her for a while. We've been given a deadline of the end of September, so we haven't got much time. You might want to talk to her about it.

We've been invited to talk at the Media Business Fair again. They were obviously impressed by our performance last year. What do you think? If we go, we'll get a free stand there, which could be good for promoting our services. Once again, let me know.

We think we've come up with a good idea for the advert for the Drawlings Exercise Bike. It starts off with a shot of a group of people at night outside a large building. At the top of some steps in front of the building, there's a line of exercise bikes. Slowly a group of people walk up to the bikes and climb on. Then, when they start pedalling, some music starts playing and lights from the bikes illuminate an image on the front of the building with a neon man dancing. At the end of the song, a sign that says, "Well done, you've just lost 2,000 calories!" What do you think?

Speak soon,  
*Megan*

1. What has Megan been working on with Kate and Mark?
2. What have they been trying to decide on?
3. When is the deadline for the project?
4. Where have they been invited to give a talk?
5. What product is their advert idea for?

**Your turn!**

Write an e-mail to someone. Say what you have been doing.

Unusual event

**Activity type:** a presentation & question-and-answer session

**Task**

You're going to present an idea for an advert for one of the products on this page (or any other product of your choice). Prepare a mini-presentation to explain the ideas you've developed. Be prepared to answer questions. Afterwards, listen to your colleagues' presentation and ask questions.

**The Tablet Exercise Bike**

This fantastic new exercise bike comes complete with a built-in computer tablet. Surf the net, respond to e-mails using the voice-recognition software or watch your favourite shows or films as you burn off those excess calories.



**The Powermaker Headlamp**

With more than 34 hours of battery life, the Powermaker Headlamp is built to last. Delivering more than 60 lumens of light. The Powermaker Headlamp has an adjustable light function and a small head band that can be easily removed.



**The 3-in-1 Kitchen Tool**

This amazing tool combines three useful kitchen utensils: a corkscrew, a bottle opener and a tin opener. Stylish and made of pure silver, this gadget comes with a practical stand and a lifetime guarantee.



**Giving details of an advert idea**

- We've come up with an idea to...
- We've been developing...
- We've identified two key features to focus on in the adverts. These include...
- The target market is...
- Surveys have shown that...
- Opinions from the surveys have told us that...
- The key message will be...
- One of the key benefits of this product is...

**Asking questions about an advert idea**

- Have you thought about...?
- Have you considered...?
- Who would it appeal to?
- What sort of messages do you want to convey?
- Have you found out who... ?
- Have you considered the issue of...?
- Have you been given any guidance with regards to...?
- Have you been told...?



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.





### Introductions / visual data

#### ▣ Presentation analysis

Read through the extract from the presentation. Then, answer the questions. What has happened to...

1. ...the total number of robberies compared to figures from last year?
2. ...the total number of murders?
3. ...the number of burglaries?

#### Crime figures

Hi. I'm Keira Saunders. First of all, I'd just like to thank you all for coming along. In today's talk, I'll be looking at the latest crime figures. I'll be happy to take any questions at the end.

As you can see in this first slide, robberies have fallen by 14% compared to figures from last year according to figures provided by the Office for National Statistics (ONS). These figures also show that nationally the number of vehicle thefts last year fell to its lowest level in almost 30 years.

Now, if you look at this slide, you'll see that the total number of murders is also down from 638 in 2009 to 550, which is the lowest figure since 1983. And as you can see, the total number of recorded crimes fell to 3,976,312, the first time the figure has fallen below four million since 1989.

Now, if you look at this chart, you'll see that the number of burglaries has fallen by 4% compared to last year to 501,053 offences, while street crime figures are also down by 7% to 417,444. And now, I'd like you to look at... [fades out]



#### ▣ Language identification

Read through the presentation again and identify the following features: *Language for...*

1. ...introducing yourself
2. ...stating objectives
3. ...rules regarding asking questions
4. ...referring to visual data (find as many examples as you can)

### Useful expressions

#### Introductions

- Hi, my name's (Sarah).
- I'm from (Nickel Management Systems).
- Welcome and thank you for coming.

#### Objectives

- Today, I'm going to be talking about...
- This afternoon, I'm going to be telling you all about...
- The topic for this morning will be X.

#### Requests

- If you have any questions, please keep them until the end.
- I'll take your questions at the end.
- Please feel free to ask any questions during the presentation.

#### Using slides

- I'd like you to look at...
- If you look at... you'll see...
- Let's have a look at...
- Let me show you...
- As you can see from this slide / diagram / chart / handout / page
- This diagram clearly shows X.
- This chart shows...

#### ▣ Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include the following:

- a) ...introduce yourself
- b) ...state what the objective of the talk is.
- c) ...give some guidelines on asking questions during the presentation.
- d) ...refer to some visual data at least three times during the presentation.

# UNIT 4 Travel Time

## Objectives

**Vocabulary:** Holidays & travel

**Structures:** Reported speech

**Useful skills:** Telephone I

### Holiday nightmares

Tick the things that have happened to you while you were on holiday. Which ones are the worst? Which ones are fairly easy to deal with?

- Getting lost
- Running out of money
- Getting overcharged for something
- Losing your passport
- Getting bitten by insects (mosquitoes, etc.)
- Losing your bag
- Getting ripped off by a taxi driver
- Missing a plane / boat / train
- Getting caught up in bad weather
- Spending most of the holiday in the car
- Getting sick / ill
- Wandering into a dangerous area of a city
- Getting ripped off in a shop
- Checking into a dirty hotel
- Getting robbed

#### Think about it!

What are some of the best / worst things that have happened to you on holiday? What can you do to make your holiday safer? What can you do to avoid getting sick on holiday? Have you ever missed a flight / train / bus, etc.? What happened?



## UNIT 1 Travel Time

# VOCABULARY

### Vocabulary: Holidays & travel

#### 1 Holiday text messages

Write the holiday mobile phone text messages in standard English. Use the key below to help you with the abbreviations. Warning: some words have been misspelt. For example: *biten* should be *bitten*.

1. hi dad. have run out of mony. pls send sum urgently!
2. been biten by snake. need \$5,000 4 hospital treatment
3. in hospital w a brokn leg. need sum1 2 acompany me home
4. just arivd. can't find hotel. kud u text adres, pls
5. raining a lot + forgot 2 take waterproof jakt + umbrella
6. siting on beach drinking cocktail. wish u were here!
7. left my pasport @ home. pls kud u bring 2 airport URGENTLY! Flight lvs in 2 hrs
8. been arested. @ police station. nothing serious, I hope. wot was in package u gav me?
9. flight delayed 24 hours. coming bk 2 ur house. prepare dinner 4 2 people pls

#### KEY

pls = please  
4 = for / four  
w = with  
+ = and  
u = you  
bk = back  
hr = hour  
kud = could  
2 = to / too  
@ = at  
ur = your  
sum1 = someone



#### 2 Conversation analysis

Read the conversation. Then, answer the questions.

Charlie: So, what was your holiday like?

Lily: A complete nightmare.

Charlie: What happened?

Lily: Well, for a start, I got to the airport late. We set off pretty early – at gam, about three hours before

the flight was due to leave – but there was a massive traffic jam. When we got to the boarding gate, they'd just closed it. Luckily, they let us through. Anyway, the plane took off and everything seemed to be OK, but about 10 minutes into the flight, the guy sitting next to me in the aisle seat started having a panic attack.

Charlie: Oh, no. Was he OK?

Lily: Yeah, but after about two days in the city, my bag got stolen, along with my passport, traveller's cheques and camera.

Charlie: Terrible! What did you do?

Lily: I had to go to the police station to report it, and then I had to go to the embassy to get a replacement passport.

Charlie: Nightmare!

Lily: Tell me about it! But that's not all. A couple of days later...  
*[fades out]*



1. What time did Lily set off in the morning?
2. How long did she have before her flight was due to leave?
3. Why did it take so long to get to the airport?
4. Was the boarding gate open when she got there?
5. What happened about 10 minutes into the flight?
6. What did she lose?

#### 3 Useful language

Find words in the text that mean...

1. ...a terrible situation / experience (noun).
2. ...to start a journey (phrasal verb).
3. ...the time that something is supposed to happen (expression).
4. ...a situation with many cars on the road (noun).
5. ...a seat next to the corridor in a plane (noun).
6. ...to tell the police about a crime (verb).



#### Your turn!

Write a short paragraph about a travel experience.

#### Think about it! Travel

Where have you travelled to recently? Why did you go there? Do you like travelling? Why? Why not? What's your favourite form of transport (bus, plane, car, etc.)? Which five objects do you always take with you when you travel abroad? St Augustine once said, "The world is a book, and those who do not travel read only a page." Do you agree? Why? Why not? If you had a month to travel anywhere in the world (with unlimited expenses), where would you go? What would make you wiser – travelling around the world for a year or reading 100 books?

## Language Structures:

### Reported Speech

Tense	Direct Speech	Reported / Indirect Speech
<b>To be</b>	"It's green!"	She said it was green.
<b>Present Simple / Passive</b>	"I love it!" / "It's made in London."	He said he loved it. / She said it was made in London.
<b>Present Continuous / Passive</b>	"They're working at home." / "It's being fixed."	She said they were working at home. / He said it was being fixed.
<b>Can</b>	"I can do it!"	She said that she could do it.
<b>Past Simple</b>	"I left it at the office."	He said he had left it at the office.
<b>Past Simple Passive</b>	"I was taken to the police station."	She said that she was taken / had been taken to the police station.
<b>Past Continuous</b>	"She was playing tennis."	They told me that she was playing / had been playing tennis.
<b>Past Continuous Passive</b>	"The drinks were being made."	She said the drinks were being made.
<b>Past Perfect</b>	"I had seen it before."	She said that she had seen it before.
<b>Will / Future Perfect</b>	"We'll do it." / "They will have finished at 3pm."	They said they would do it. / She said they would have finished at 3pm.
<b>Be going to</b>	"I'm going to the States."	He said he was going to the States.
<b>Present Perfect Simple / Passive</b>	"I've finished it!" / "It has been sent."	She said she had finished it. / He said it had been sent.
<b>Present Perfect Continuous</b>	"I've been working."	He said that he had been working.

Reported Speech (or Indirect Speech) is a version of what someone has said. For example:

- a) Direct speech: "I am English!"  
Indirect speech: Emma said that she was English.

When we use Reported Speech, we often change the tense of the verb. Notice how the use of *that* is optional. For example:

- a) Direct speech: "Karl is at home."  
Indirect speech: Alex said that Karl was at home. / Alex said Karl was at home.  
The verb *to tell* is followed by an object in reported

speech. For example, "She *told me* that she liked it." We can use a present tense verb if the situation we are referring to is still true. For example:

- a) Direct speech: "I'm at home."  
Indirect speech: She said that she is at home. / She said that she was at home.

### Matching

Match the pictures of people speaking (1 to 4) to the reported speech sentences (a-d).

<p>1. I absolutely refuse to do it!</p> 	<p>2. I'm afraid I'm going to be a bit late.</p> 
<p>3. I think it's terrible!</p> 	<p>4. I've got to leave now.</p> 

- a. He said he thought it was terrible.  
b. He said that he wouldn't do it!  
c. She said she had to leave.  
d. She said she was going to be a bit late.

### Multiple choice

Choose the correct answers to complete the sentences.

- She told them that \_\_\_\_\_ in Paris.  
a) she live b) she lived
- He said that they \_\_\_\_\_.  
a) had finished b) had finish
- She told me that she \_\_\_\_\_.  
a) is to leaving b) was going to leave
- They said that they \_\_\_\_\_ with it.  
a) not happy b) weren't happy
- He said that he \_\_\_\_\_ us know the following day.  
a) would let b) will letting
- I told them that I \_\_\_\_\_ there was enough time.  
a) didn't think b) doesn't think

### Transformation

Write the sentences again as Reported Speech. In some cases, more than one answer may be possible. Use past tenses where there's a choice.

- "We're leaving tomorrow." = They said...
- "I've been running in the park." = She said...
- "I'll see Evie tomorrow." = He told me...
- "They're playing in the park." = She said...
- "I don't really like it." = She told us...
- "I saw the film last week." = He said...

## Fluency drill

Answer the questions.

- What was the first thing you said at home today?
- What did they say about the weather on the news today?
- What was the first thing you said at work this morning?
- What did they say on the news last night?
- What did they say on the radio this morning?

## Sentence creation

Create as many sentences as you can using Reported Speech in just two minutes. Use the verbs below. Use both affirmative and negative forms.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, live, work, walk, like, hate, want, try...*

## E-mail update

Read over the e-mail. Then, answer the questions.

New Message

---

To: taylor2012@yahoo.com

Subject: office news

---

**Dear Ms Taylor,**

I hope everything is going well in Miami and that you're enjoying the conference! Just a quick update on what's been going on here.

Richard said that he would schedule the interviews for the post of marketing manager for Monday and Tuesday of next week so you could be there too. He told us that he had a list of ten potential candidates.

Sara said that her last day with us would be Friday 27th May. I told her that we were all sad to see her go and that we all wished her the best of luck in her new job. She said that it had been a really difficult decision to make and that she would really miss working with us all.

Richard also told us that the plan to go over to flexi-time was going ahead. He said that the changeover had been scheduled for January next year. Most people seemed to be pleased about it.

The CEO was around the other day and said that due to space issues, you'd have to share your office with Sandra from the sales department. He said he hoped you wouldn't mind. I told him that I'm sure you'd understand. So, they've started moving in Sandra's things. Sandra needed a bit more room so we took out some of your papers from the filing cabinet next to your desk. We've put them in the corridor. Sandra asked whether she could use your big leather chair while you were away. I said that I was sure you

wouldn't mind. Hope that's OK. Where did you want us to put your photos? There isn't much room for them now they've changed your desk to a smaller one. Let me know.

Best wishes,  
Aaron

1. When did Richard say he'd schedule the interviews for?
2. How many candidates did he say he had?
3. When did Sara say her last day would be?
4. What did the CEO say about Ms Taylor's office?
5. What did Sandra ask to use while Ms Taylor was away?

## Your turn!

Write an e-mail to a colleague who is away, giving an update on what has been happening in the office.

## Story completion

Complete the story with the correct forms of the verbs in brackets.

### Taxi theft

One of my worst holiday experiences was about two years ago. I was with a friend and we were travelling around Europe. It was our first time out of the States. Our friends and relatives told us that it (1) \_\_\_\_\_ (be) safe, but that we should be careful. Anyway, when we got to the airport, we looked for a taxi to take us to our hotel. As we were waiting, this car stopped in front of us and the driver leaned out of the window. He told us that he (2) \_\_\_\_\_ (can) take us to the hotel. We asked whether it was far, and he said that it (3) \_\_\_\_\_ (not take) long. So, we put our bags in the boot of the taxi and then we got in. As we were travelling through the city, he asked us all sorts of questions. We told him that we (4) \_\_\_\_\_ (be) Americans and that we (5) \_\_\_\_\_ (travel) throughout Europe for a month and that we (6) \_\_\_\_\_ (be) really excited about our trip. Before we knew it, we were at the hotel. As we were getting out, he told us how much it was. It seemed a bit expensive, but he told us that there (7) \_\_\_\_\_ (be) an airport surcharge to pay. So, we paid and the taxi driver drove off. But just as it was driving down the road, we suddenly remembered that our bags were still in the back! "Stop!" we shouted as the taxi disappeared into the distance. And that was the last we saw of our luggage. We told the hotel manager what had happened and he said that we (8) \_\_\_\_\_ (have) to go to the police station. "This often happens round here!" he said. "Welcome to Europe!" I thought.



The Trip

**Activity type:** anecdote and question answer session

**Task**

You're going to tell a holiday-related anecdote. You can use some of your own personal experiences or invent a story. Use the prompts below to help you think of ideas. Make notes on what happened. Include some Reported Speech in your story. When you're ready, tell your story to a colleague and answer any questions. Afterwards, listen to your colleague's story and ask questions.

**Holiday topics**

*hotel, food, police, robbers, travel companions, swimming pool, restaurant, flight, train journey, flight connection, delays, the beach, the city, traffic, museums, money, luggage, baggage, hand-bag, wallet, purse, taxi, doctor, hospital, shopping...*

Other?

**Telling a travel-related anecdote**

- It started out quite well, but then...
- They told me that...
- The tour guide warned us not to...
- The police officer told us that...
- Soon afterwards, we had to...
- No sooner had we... than...
- The locals told us that...
- In the end... / Eventually...

**Asking questions about a travel-related anecdote**

- What did you do then?
- Did you report it to the police?
- What did the police say?
- What did they say at the embassy?
- What did they tell you to do at the hotel?
- Did you get it back on the insurance?
- Did they ever catch the guy?
- What happened in the end?
- Did it turn out OK?
- Where did you end up?



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.

# USEFUL SKILLS Telephone English PART II

## Taking & leaving a message

### 15 Telephone conversation analysis

Read through the telephone conversation and answer the questions.

1. When is Gordon supposed to be meeting Nicole?
2. What time does he think he'll be free?
3. What does the receptionist suggest doing?

#### The Meeting

**Receptionist:** Marston Foods. How may I help you?

**Caller:** Good afternoon. This is Gordon Brakestone, and I'm calling from Winters Organic Foods. Could I speak to Nicole Eddington, please?

**Receptionist:** I'm sorry but I didn't catch your name.

**Caller:** Gordon Brakestone.

**Receptionist:** And which company were you calling from, please?

**Caller:** Winters Organic Foods.

**Receptionist:** OK. I'll just put you through. *[one minute later]* I'm sorry but the line appears to be busy. Would you like to leave a message?

**Caller:** Yes, erm, I'm supposed to be meeting Ms Eddington for a meeting this afternoon, but I'm not going to be able to make it. So, could you let her know that I won't be able to meet her at 3:15, but I will probably be free by 5pm if that's all right with her.

**Receptionist:** Erm, it'd probably be better if you spoke to her yourself. Why don't I give her your number and you can arrange another time for the meeting?

**Caller:** Good idea. Tell her to call me on 646 872 146, please.

**Receptionist:** That's 646 872 149.

**Caller:** No, sorry, there's a six at the end. It's 646 872 146.

**Receptionist:** So that's 646 872 146.

**Caller:** Perfect!

**Receptionist:** OK. I'll make sure she gets the message. Bye.

**Caller:** Thanks. Bye.



## Useful expressions

### Answering the phone

- Amstan Incorporated. How may I help you? [company]
- Sam Masters here. How can I help you? [personal]
- Hello? (informal)
- Who's calling? (informal)

### Identifying yourself [notice the use of "this"]

- Hello. This is Nick Saunders.
- Hi, this is Sally Fields.
- Hi, this is Bernadette from the accountant's office.
- Hi, this is Laura speaking.
- Hi. I'm calling from Spencer Systems.

### Questions to the caller

- Who's calling, please?
- Which company are you calling from, please?
- What was the nature of the call, please?
- What was it regarding?
- What is the call in connection with?
- Could I have your name, please?

### Asking to speak with someone

- Could I speak to Bob Mitchell, please?
- Is Mrs Smith there, please?
- I'd like to speak to Mrs Smith, please.

### Taking a message

- May I take a message?
- Can I take a message?
- Would you like to leave a message?
- I'll let her know you called.
- I'll make sure she gets the message.
- Would you like to leave a message?

### Leaving a message

- Could I leave a message, please?
- Can you tell her that Jane called, please?
- No, that's OK. I'll call back later.
- Do you know when she'll be back in the office?
- Could you ask her to call Sam when she gets in, please?
- My number is 467-2896, extension 476.
- Could you tell her to call me as soon as possible?

### Task

Write out a short telephone conversation. Include expressions for taking and leaving a message.

### 16 Language identification

Read through the conversation again and identify any expressions used to...

1. ...answer the phone.
2. ...connect the caller to someone on another phone line.
3. ...ask someone if they'd like to leave a message.
4. ...make a suggestion.

# UNIT 5 Success!

## Objectives

**Vocabulary:** Success & achievement

**Structures:** Conditionals / Compound nouns

**Useful skills:** E-mail writing II

## Quotes ranking

Read the quotes. Which ones do you agree with? Which ones do you like? Why?

### Success quotes

- "Seventy percent of success in life is showing up."  
**Woody Allen**
- "The best angle from which to approach any problem is the 'try'-angle." **Anonymous**
- "The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do." **Sarah Ban Breathnach**
- "You must have long-range goals to keep you from being frustrated by short-range failures."  
**Charles C. Noble**
- "Excellence is not a skill. It's an attitude." **Ralph Marston**
- "Shoot for the moon. Even if you miss, you'll land among the stars." **Les Brown**
- "Always be a first-rate version of yourself, instead of a second-rate version of somebody else." **Judy Garland**

### Think about it!

What successes have you had in life so far? When was the last time you were successful at something? Who are some of the most successful people in your country? What is your definition of success?





**Vocabulary:** Success & achievement

**A** **Things to do in life**

Read over the list. Tick four things you'd like to do. Circle the ones you've already done. Which ones are important? Which ones aren't so important?

- Read a book a month
- Lose weight
- Keep a diary
- Write a blog
- Start a website
- Do more exercise
- Eat healthy food
- Write a book
- Save more money
- Learn a poem by heart
- Learn another language
- Go on a trip across a desert
- Get a better job
- Find true love
- Do some volunteer work
- Sail around the world
- Go on a trip through a jungle
- Cross a country on bicycle
- Learn how to surf
- Participate in a carnival parade in Brazil
- Learn how to play an instrument

Other?

**A** **Parts of speech**

Write as many parts of speech for the words below as you can.

1. President: *presidential, presidency, to preside...*
2. Importance: \_\_\_\_\_
3. Success: \_\_\_\_\_
4. Disciplinary: \_\_\_\_\_
5. Academic: \_\_\_\_\_
6. Eventual: \_\_\_\_\_
7. Organise: \_\_\_\_\_
8. Construct: \_\_\_\_\_
9. Resident: \_\_\_\_\_
10. Compete: \_\_\_\_\_
11. Architecture: \_\_\_\_\_
12. Bankruptcy: \_\_\_\_\_

**A** **Successful people**

Complete the article with the correct words. Use the correct form of the words from the previous activity ("2 Parts of speech").

**Donald Trump**

*New York City's most successful developer!*

Real estate tycoon, reality TV star, and (1) \_\_\_\_\_ candidate – Donald Trump is a busy man. And also a very rich one. But unlike many American entrepreneurs who make it big, Donald was born with money: his father, Fred, was an (2) \_\_\_\_\_ New York real estate mogul.

But it wasn't always clear that Donald would be as



(3) \_\_\_\_\_ as his dad. As a young boy at school, Donald was a troublemaker. His parents decided he needed some (4) \_\_\_\_\_, so they sent him to the New York Military Academy. At the new school, Donald excelled (5) \_\_\_\_\_ and as a sportsman. But after graduating, he wasn't sure what to do. For a time, he considered becoming a filmmaker. But he (6) \_\_\_\_\_ followed in his father's footsteps.

While studying business at university, Donald began working at the family Trump (7) \_\_\_\_\_. Donald once said, "My father was my mentor and I learned a tremendous amount about every aspect of the (8) \_\_\_\_\_ industry from him."

But Donald wanted to achieve even greater things. His father focused on the (9) \_\_\_\_\_ market, which offered low returns and was very (10) \_\_\_\_\_. But Donald looked to Manhattan, moving into commercial real estate where the profits were much higher. His idea was to build high-profile buildings that were (11) \_\_\_\_\_ impressive. In the late seventies and early eighties he was involved in several big construction projects – including the Trump Tower on Fifth Avenue.

But it wasn't all so easy. In 1987 the stock market crashed and the property market collapsed. Trump's debts skyrocketed to almost \$900 million. And in 1991 he almost went (12) \_\_\_\_\_. But he managed to survive. By 1997, he was a billionaire again, and his name was on hotels and skyscrapers across the country.

**Think about it! Success & achievement**

Have you ever won an award or prize? What was it for? Have you ever been on a team that won a tournament or competition? What was it? What are the keys to success at work? What are your top tips for financial success? What advice would you give someone who wanted to be more successful at work? How important is diet and exercising in life? What really motivates you at work? Who is the most inspirational person you know? Why do they inspire you?

Language Structures:

Conditional Structures

<b>Zero Conditional</b> If + Present Tense; Present Tense	If you heat water to 100 degrees, it boils.
<b>First Conditional</b> If + Present Tense; will + verb If + Present Tense or a modal verb	If we wait here much longer, we'll be late.  She might get angry if you don't tell her the truth.
<b>Second Conditional</b> If + Past Tense; would/could + verb	If I won a million euros, I'd buy a house by the beach.

We use Zero Conditionals to talk about things that always happen and that are always true. For example: "If you open the door, it gets hot in here."

We use the First Conditional to talk about things that will probably happen in the future if certain conditions are met. For example: "If we leave now, we'll get there on time."

We use Second Conditional sentences to talk about imaginary/hypothetical situations in the future. Although we're using Past Simple verbs, we're actually referring to the future. For example, "If we took a taxi, it'd be a lot quicker."

We often use *were* in place of *was* with *I, he, she, it*. The use of *was* in these cases is also acceptable, but is considered more informal. For example, "If I were you, I'd do it this afternoon."

We can also use *could* with the Second Conditional. For example, "If she paid a bit extra, she could go first class."

With all Conditionals, we can start the sentence with the "if clause" or the other clause. For example:

- a) If you close the bag, your things won't fall out.
- b) Your things won't fall out if you close the bag.

We can use question words (*who, what, when, where, why*, etc.) with Conditional sentences. For example: "What would you do if there was a bus strike?"

Multiple choice

Choose the correct answers in order to complete the sentences.

1. If you leave ice in the sun, it \_\_\_\_\_.  
a) melt b) is melting c) will melt
2. If she won the lottery, she \_\_\_\_\_ a house by the beach.  
a) buys b) would buy c) will buy
3. If you start the work now, you \_\_\_\_\_ it by 8 pm.

- a) will finish b) will finishes c) finish
4. I would move house if I \_\_\_\_\_ money.  
a) have enough b) will have enough c) had enough
5. If we don't leave now, we \_\_\_\_\_ late.  
a) would be b) will be c) be
6. I get hungry by about 12 if I \_\_\_\_\_ breakfast.  
a) don't have b) didn't have c) won't have

Word choice

Choose the correct word to complete the sentence. Put a tick if both are correct.

1. If you press this button, it *turns / turn* itself off.
2. He may not like it if you *will tell / tell* him what you did.
3. She'd be pretty cross if she *found out / find out* about it.
4. I *take / will take* you to the station if you want.
5. There *was / is* enough for everyone if you just take one each.
6. I *won't get / not get* it finished if you keep on making all that noise!

Sentence creation

Create as many sentences as you can with conditional structures in just two minutes. Use the verbs below.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, walk, work, win, talk, speak, pay, spend, lose...*

Blog analysis

Complete the interview with the correct forms of the verbs in brackets.

**Rob's blog**

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I hope you all enjoyed my recent post on writing a CV. Since then, I've been getting dozens of questions on work-related topics, so I've decided to do one on job interviews. Here goes.

**Interviews**

- **Preparation:** if you go to an interview knowing nothing about the company, you (1) \_\_\_\_\_ (come across) as unprofessional. Companies want to see that you're interested. If I were you, I (2) \_\_\_\_\_ (find out) everything I could on the internet before the interview.
- **Presentation:** even if you're going for an interview on a pig farm, if you don't look smart, you (3) \_\_\_\_\_ (appear) unprofessional. If you were looking for a new employee, (4) \_\_\_\_\_ (you / choose) someone who'd made no effort with their appearance? I doubt it!

● **Body language:** if you (5) \_\_\_\_\_ (smile) and seem interested, you'll come across as bright and enthusiastic. Also, maintain eye contact with the interviewer and sit up straight. Don't cross your arms or lean back.

● **Questions:** if you (6) \_\_\_\_\_ (ask) lots of questions, you'll appear to be interested in the post. Prepare a few before the interview, and don't just ask about holidays and salary!

● **Be positive:** no matter what they ask you about your work experience so far, make it sound positive. If you complain about an ex-boss or job, you (7) \_\_\_\_\_ (give) them the impression that you're a potentially difficult person (even if you aren't).

That's all for now. More tomorrow!



7 Instructions analysis

Complete the instructions on how to change a flat tyre with the compound nouns from the previous activity (plus some others).

**How to change a tyre**

If you've got a (1) *flat* \_\_\_\_\_, here's how to change it!

- Find a flat, solid, level surface. Turn on your (2) *hazard* \_\_\_\_\_.
- Apply the (3) *hand* \_\_\_\_\_. If you've got a (4) *manual* \_\_\_\_\_, put your vehicle into (5) *first* \_\_\_\_\_.
- Place a heavy object (a rock, etc.) in front of the front and (6) *back* \_\_\_\_\_.
- Take out the (7) *spare* \_\_\_\_\_ and the (8) *car* \_\_\_\_\_. Place the jack under the car frame near the tyre that you're going to change. Ensure that the jack is in contact with the metal portion of your car frame.
- Raise the jack until it is supporting (but not lifting) the car.
- Use the spanner ("wrench" in US English) to remove the (9) *hub* \_\_\_\_\_ and loosen the (10) *lug* \_\_\_\_\_ by turning counter clockwise. Don't take them all the way off – just break the resistance.
- Pump the jack to lift the tyre off the ground. You need to lift it high enough to remove the flat tyre and replace it with a spare.
- Remove the nuts the rest of the way.
- Remove the tyre. Place the flat tyre under the vehicle so if there's a problem, the vehicle will fall on the old tyre.
- Take the spare tyre and align it with the (11) *wheel* \_\_\_\_\_. Then, put on the lug nuts.
- Tighten the nuts by hand until they are all snug. They should turn easily at first. Then, using the wrench, tighten the nuts.
- Lower the car to the ground and remove the car jack. Finish tightening the nuts and replace the hubcap.

**Your turn!**

Write a short text on how to do something.

**Compound nouns**

Compound nouns are formed by two nouns, with the first noun acting as a type of adjective. For example: *address book, science fiction, car mechanic, crisp packet, trouser pocket.*

Some compound nouns can be written as two words: *bank account, blood donor.*

Others have a hyphen: *pen-name, baby-sitter.*

And some have evolved over time to form one word. For example: *toothbrush, tablecloth, bedroom, haircut...*

However, there are no clear rules on this, and some words may even have two types of spelling (*letter box / letter-box*), or may change over the years and go from being two separate words to having a hyphen.

8 Compound noun creation

See if you can create compound nouns from any six of the following words.

- |          |               |           |
|----------|---------------|-----------|
| 1. alarm | 5. pedestrian | 9. pocket |
| 2. heart | 6. youth      | 10. fire  |
| 3. tea   | 7. blood      | 11. post  |
| 4. book  | 8. income     |           |

6 Matching

Match the car-related compound nouns (1 to 10) to the pictures (a-j).

1. First gear
2. Spare tyre
3. Flat tyre ("flat tire" in US English)
4. Lug nuts (the objects that hold the wheel)
5. Hazard lights
6. Hubcap
7. Manual car (with gears)
8. Wheel bolts (the lug nuts go on them)
9. Car jack
10. Handbrake



## The Speech

**Activity type: a speech****Task**

You're going to give a speech on how to do something. First, choose a topic. This could be something you know how to do: how to cook a dish, how to use a computer program, etc. or it could be based on a hobby (how to play chess) or a sport (how to play tennis).

**Speech planning**

Divide your speech into these areas.

1. Welcome everyone and thank them for coming.
2. Go over the objectives of your talk.
3. Go over the main points.
4. Give a summary of what you've said.
5. Say goodbye and end the speech.

**Top tips for giving your speech**

- Thank everyone for coming.
- Tell your audience what you are going to talk about.
- Say why the topic is important to you and your audience.
- Give a brief preview of the main points and arguments.
- Use repetition to drive home your ideas.
- Use pauses to create dramatic tension.
- Think about your body language and tone as you're speaking.
- Try to include lots of interaction with the audience: ask questions, ask for a show of hands, etc.
- Use audiovisual props: posters, pictures, music, video, DVD, etc.
- Make eye contact with the audience.
- Don't memorise your speech – use notes.
- Use stories and anecdotes to make it personal.
- Avoid anything that could offend or alienate anyone (not just those present).
- Conclude by listing the main supporting points of your argument.



### Complaints & ending an e-mail

#### E-mail analysis

Read through the e-mail. Then, answer the questions.

1. Why was Mr Lee in the bank last week?
2. What happened when he got to the counter?
3. Why is he angry about the bank charges?

**To:** info@bankmaster.com  
**Subject:** complaint

**Re: Complaints**

**Dear Sir / Madam,**  
 I have been a customer at your bank for a number of years now and I have always been pleased with the service provided. However, I'd like to draw your attention to a couple of incidents that have occurred just recently.

First of all, I'd like to file an official complaint against a member of your staff. Last week, I visited my local branch with the intention of withdrawing a substantial sum of money. After waiting in a queue for about 20 minutes, I finally got to the counter. However, just as I was about to be served, I was told rather abruptly to join another queue because the counter was about to close. With little time to voice my frustration, the cashier walked away without even apologising for the inconvenience caused. Luckily, I managed to catch his name: Josh Cooper. I do hope that you will be having a few words with him.

I'd also like to make a complaint about your bank charges. When I first opened the account, I was informed that there were no bank maintenance charges or penalties for going overdrawn. This was true for the first couple of years. However, just recently, £20 was deducted from my account for my debit card as part of an "annual fee". And just last month I noticed a £30 charge for going overdrawn by just £10. I'd be grateful if you could please tell me in writing what the policy is with regards to charges and fines as it's far from clear.

I look forward to hearing from you soon.

Yours faithfully,  
*Nathan Lee*

#### Language identification

Read over the e-mail again and identify any language used to...

1. ...report an incident.
2. ...officially complain about something.
3. ...ask someone to clarify a situation.
4. ...close / sign off an e-mail.
5. ...saying goodbye to someone whose name you don't know.

### Useful expressions

#### Reporting an incident

- I'd like to draw your attention to...
- I'd like to draw your attention to the fact that...
- I'd like to bring to your attention an incident that occurred...

#### Complaining (customer)

- I'd like to file a complaint against...
- I'd like to make a complaint about...
- I am writing to you in order to complain about...
- The goods were faulty/damaged/in poor condition.
- There seems to be an error in the invoice.
- The equipment I ordered has still not been delivered.

#### Closing / signing off

- All the best and speak soon.
- I look forward to seeing you next week.
- I look forward to hearing from you soon.
- I hope to hear from you soon.

#### Saying goodbye

##### Formal

- Yours sincerely, [if you know the person, or have used the person's name]
- Yours faithfully, [if you don't know the person, or haven't used the person's name]
- Kind regards, ● Best regards, ● Regards,

##### Semi-formal

- Best wishes ● All the best ● Yours,

##### Informal

- Bye! ● Bye for now,



#### Task

Write a short e-mail complaining about something.

# UNIT 6 Office Fun!

## Objectives

**Vocabulary:** The office

**Structures:** Modal verbs / Prepositional phrases

**Useful skills:** Meetings II

### Interesting jobs

Match the jobs (1-8) to the pictures (a-h).

1. Archaeologist
2. Computer analyst
3. Fire fighter
4. Cashier
5. Psychologist
6. Mechanical engineer
7. Flight attendant
8. Architect



#### Think about it!

Which of these jobs do you think is the best paid? What are the pros and cons of three of these jobs? Which ones would you like to do? Why? Which ones would you never do? Why?



**Vocabulary:** The office

**Ranking**

Rank the work-related "misdemeanours" in order of how bad they are. Write **S** (serious) or **NS** (not serious) next to each one.

**Work-related misdemeanours**

- Using the photocopier for personal use.
- Taking home a pen or other item of stationery.
- Using the phone to make personal calls.
- Taking a day off even though you aren't sick.
- Using the internet for personal use.
- Selling company secrets to a rival business.
- Being drunk while at work.
- Taking money out of the petty cash tin and not returning it.
- Giving details of company procedures or systems to a rival.
- Falsifying an expense claim in order to receive more money.
- Lying on a CV.
- Sending personal e-mails while you're at work.
- Being repeatedly late for work.
- Lying during an interview.
- Telling lies to cover up work errors.
- Setting up a rival business that competes with the company where you work.

**Other?**

**Expressions completion**

Complete any four of the sentences with your own ideas.

- He lied on his CV about...
- She claimed to be sick when really...
- He was found guilty of...
- She took some money out of the petty cash tin in order to...
- He used the office phone to...
- She took a day off to...
- He put in a false expense claim for...
- She got caught red-handed...



**Job ads analysis**

Read over the information in the job ads. Then, write the name of a job next to each statement.

**Admin assistant**

We're currently looking for an admin assistant for our busy downtown office. Duties include customer service duties, dealing with e-mails and telephone enquiries, plus data entry and filing. Languages required: English, French and Chinese. An ability to deal with awkward clients a must.

**Store manager**

Leading children's toy retailer is seeking a store manager for its new shop in central Manchester. The successful candidate will have a background in retail management and experience in the toy industry. Salary dependent on skills and experience. An ability to deal with awkward children a must.

**Salesperson**

We're looking for a dynamic motivated salesperson to join our sales team. Experience and a proven track record in a sales is essential. Candidates must have their own transport and a clean driving licence. Competitive rates of pay and good commissions paid based on performance. An ability to deal with awkward customers a must.

**Museum guide**

The Guild Hall Museum is looking for a museum guide to work during the busy season. The successful candidate must have extensive knowledge of the local area. Good people skills and a friendly approach essential. Previous experience in tourism would be an advantage but full training will be given. An ability to deal with awkward tourists a must.

**Which job...**

1. ...requires the candidate to have a clean driving licence?
2. ...requires the candidate to have knowledge of the local area?
3. ...will involve dealing with phone enquiries?
4. ...involves working in a shop?
5. ...requires a knowledge of French?
6. ...offers good commissions?

**Your turn!**

Write a job ad for a position in the company where you work.

**Think about it! The office**

How would you describe your office? What do you like / dislike about the place where you work? What rules or regulations are there where you work? Do you think there's one rule for management and another for employees? Give examples. Do you ever break the rules to get things done? Give examples. Have you ever had to bend the truth a little to protect someone / yourself? When? Why?

Language Structures: *Modal verbs*

Ability	<i>I can speak three languages. / They can't juggle.</i>
Past ability	<i>I could ride a bike when I was four. / I couldn't see it very well.</i>
Future ability	<i>I will be able to do it tomorrow. / She will be able to see you later.</i>
Advice	<i>You should go and see a doctor. / They shouldn't go outside. / You ought to leave now.</i>
Suggestions	<i>We should go to the party. / They can stay at our house. / We could go to the cinema.</i>
Obligation	<i>She must tell us about it. / They must arrive early. / They have to finish it on time.</i>
No obligation / necessity	<i>You don't have to leave. / You needn't leave.</i>
Prohibition	<i>He mustn't speak like that. / You can't sit there.</i>
Possibility / impossibility	<i>We might go next week. / It may rain later. / It could be cold in the mountains. / They can't come tomorrow. / She can't finish it in time.</i>
Offers / permission	<i>I could lend you some money. / Shall I open the window for you? / Could I sleep here tonight?</i>
Guessing / deduction	<i>It could be a book. / It can't be a CD. / It must be from him.</i>
Opinions	<i>I don't think that would be a good idea. / I can't imagine that they would want to go there.</i>

We often use modal verbs to give our personal opinions or impressions of situations and events. For example, "We should send them an e-mail to let them know what's going on."

We can also use modal verbs for a variety of functions: making suggestions, giving advice, talking about obligation, expressing possibility, etc. For example:

- a) Shall we go to the cinema? (**suggestion**)
- b) It might rain later. (**possibility**)

We can also use modal verbs with Conditional sentences.

For example, "If there's time, we *should* visit the museum too."

And we can use passive structures with a modal verb + *be* + a past participle. For example, "The concert *could be heard* about four kilometres away."

**Matching**

Match the comments (1 to 6) to the suggestions (a-f).

- 1. I can't seem to get this program working.
  - 2. We're going to miss the train if we don't leave now.
  - 3. Our neighbours are having another party.
  - 4. I can't keep my eyes open I'm so tired.
  - 5. She can't find her handbag.
  - 6. They say it might rain tomorrow.
- a. Then let's take a taxi!
  - b. Here, let me have a look at it.
  - c. You should call the police.
  - d. Go and lie down then.
  - e. She might have left it at the cinema.
  - f. Well, if it does, we can cook the food inside - not on the barbecue.

**Multiple choice**

Choose the correct options to complete the sentences.

- 1. The photos \_\_\_\_\_ for the advert.
  - a) might used b) might be use c) might be used
- 2. There \_\_\_\_\_ enough time to go there.
  - a) might be not b) might not be c) not might be
- 3. We \_\_\_\_\_ it for another day.
  - a) may have to leave b) may to have to leave c) may having to leave
- 4. It \_\_\_\_\_ the one that we ordered.
  - a) can't being b) can't be c) can't to be
- 5. I \_\_\_\_\_ in about half an hour.
  - a) should ready be b) should to be ready c) should be ready
- 6. I don't think \_\_\_\_\_ finish it in time.
  - a) we'll be able to b) we'll be able c) we'll can

**Sentence creation**

Create as many sentences as you can with modal verbs in just two minutes. Use the verbs below. Use both affirmative and negative forms.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, take, win*





Article analysis

Read the article. Then, complete the readers' comments with modal verbs. In some cases, more than one answer may be possible.

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**Office thief jailed**

An office worker was sentenced to six years in jail yesterday after admitting to stealing from the company where she'd worked for more than ten years. "Paige Marston was a valued and trusted employee," explained Harriet Smith, the owner of the estate agency where Marston, 34, worked. "But Ms Marston exploited that trust and amassed a fortune which she used to buy homes around the world," Ms Smith explained. Marston was convicted on eight counts of false accounting. While working for the company, she transferred funds to an offshore company in the Cayman Islands that she'd set up years earlier. Incredibly, no one at the company realised what Ms Marston was doing as she had been employed to run the branch office on her own.

**Readers' comments**



**northturton** 03:51pm

They (1) \_\_\_\_\_ make her pay the money back... with interest!




**red\_dragon** 03:30pm

You (2) \_\_\_\_\_ trust anyone these days.



**The\_Ranter** 02:55pm

All companies (3) \_\_\_\_\_ carry out thorough checks on their employees.



**brookmeyer** 02:40pm

People in positions of trust (4) \_\_\_\_\_ be checked up on regularly.



**lhnick** 02:02pm

The government (5) \_\_\_\_\_ make sure that people like her (6) \_\_\_\_\_ get jobs so easily.

Prepositional phrases

Prepositional phrases consist of a preposition and a noun (or any other combination of words). They are used frequently in both speech and written text. Here are a few useful prepositional phrases to learn. For more information on prepositional phrases, please see the Resource Section.

- **In the wake of:** as a result of.
- **In instant dismissal:** if something results "in instant

- dismissal", someone loses their job immediately.
- **Out of a job:** if someone is "out of a job", they don't have a job.
- **In agreement with:** if you're "in agreement with" someone, you agree with them.
- **Out of control:** if a situation is "out of control", there is no one controlling it.
- **In the strictest confidence:** secretly.
- **In danger of:** if you're "in danger of" losing something, you could lose it.
- **In the event of:** in case something happens.
- **Under pressure:** if someone is "under pressure", they're in a stressful situation.

E-mail completion

Complete the e-mail with the correct prepositions.

New Message

To: **jeffbroke@yahoo.com**

Subject: **company policy update**

---

**Dear Staff,**

(1) \_\_\_\_\_ the wake of the recent spate of incidents of office theft, I'm writing this e-mail to remind all staff of our strict policy (2) \_\_\_\_\_ regards to this. As you may know, removing company property without permission is a serious offence and will result (3) \_\_\_\_\_ instant dismissal.

In the past, we have been more lenient with matters such as this, and have even let people off (4) \_\_\_\_\_ a warning, but the situation has become so serious that we are obliged to take drastic action. So, please bear this in mind (5) \_\_\_\_\_ the future.

(6) \_\_\_\_\_ regret, we recently had to let Ms Jones go after an incident involving the office photocopier. May I also remind you that the office photocopier is for office-related work only. Anyone caught using the photocopier for personal use will find themselves (7) \_\_\_\_\_ of a job.

Now, I know you're all (8) \_\_\_\_\_ a lot of pressure with all the work we've got at the moment, but this is no excuse for dishonest behaviour. (9) \_\_\_\_\_ the event of a repetition of this, we may even feel obliged to involve the police. Anyway, I'm sure you're all (10) \_\_\_\_\_ agreement with me that something has to be done to get the situation (11) \_\_\_\_\_ control.

If anybody has anything they'd like to discuss with me in relation to this, I'd be happy to talk to you (12) \_\_\_\_\_ the strictest confidence.

Yours,  
Heather Mathews (Human Resources manager)

**Your turn!**

Write an e-mail to someone warning them about something.

## Dishonesty in the Workplace

### Activity type: collaborative task

#### Task

Read about the following office-related incidents. First, decide what you think should be done in each case. Make notes and think of reasons to justify your choices. When you're ready, have a discussion and argue your case. Listen to what other people have to say and ask lots of questions.

#### Office incidents

- **Employee 1** took a day off to deal with a personal matter when she wasn't really sick.
- **Employee 2** was caught using the office photocopier to make copies of a bank statement that he needed for a meeting with his bank manager.
- **Employee 3** was caught selling confidential information to a rival company.
- **Employee 4** was found with a number of stationery items in her bag as she was leaving the office. A company security guard asked to check her bag and found the stolen items.
- **Employee 5** was accused of inflating productivity numbers in order to justify a larger budget for her department.
- **Employee 6** is accused of exaggerating her sales figures in order to get a higher bonus.
- **Employee 7** put in a false expense claim for a stay at a 5-star hotel when in fact she had slept at her mother's house.
- **Employee 8** was found to have lied on his CV. He claimed that he had attended Oxford University when in fact he had merely been to school in Oxford.

#### Taking drastic action

- We can't let her get away with this.
- We must send out a clear message here.
- We should come down very hard on people who...
- The only solution is to...
- We should make an example of him.
- The best thing would be to...
- I think we should consider letting him go.
- We can't be seen to be lenient on staff because...

#### Urging caution

- It isn't so clear cut.
- It isn't clear that she was actually trying to...
- We should be careful when dealing with situations such as this.
- We can't just accuse her without any evidence.
- I think we should take her word for it.
- I'm inclined to believe her.
- It's an easy mistake to make.
- We've all done something like that before.



### Interruptions

#### Meeting analysis

Read through the extracts from meetings (I-V). Say whether each interruption is polite (write **P**) or direct (write **D**).

#### Extracts from meetings

##### Meeting I

**A:** There really isn't any other way around this problem and I firmly believe that, erm...

**B:** ...apologies for jumping in like this, but I'm having some trouble understanding the relationship between the first and second points in the agenda. Could you explain it, please?

##### Meeting II

**A:** And if you'll just turn your attention to, erm...

**B:** ...I must just say at this stage that I'd find it more useful if everyone had a chance to comment on this before we move onto another issue.

##### Meeting III

**A:** Well, as you can see from this graph, sales are, erm,...

**B:** ...I'm sorry to interrupt, but would you mind if I just said something here? I think it would be more useful if you just went through the figures from last year so there's a point of reference.

**A:** Oh, OK.

##### Meeting IV

**A:** In my opinion, the best thing would be to go ahead with the purchase of the building, and to, erm...

**B:** ...You've got to be joking! Do you realise how much this is going to cost us? I mean, I think we should all be aware that we'll actually be paying 20% above the market value for this building.

##### Meeting V

**A:** And now onto my second point. It's all fairly clear that, erm...

**B:** ...I'm sorry, but I don't see the point of going on with this until we've decided what to do regarding point one on the agenda.

#### Language identification

Read through the extracts again and write down the expressions used for two polite and two direct interruptions.

#### Useful expressions

##### Polite ways of interrupting

- Would you mind if I just said something here?
- I'm sorry to interrupt, but would you mind if I just said something here?
- (Sean), can I just ask you a quick question here, please?
- Excuse me, but I'm not sure I fully understand what you're saying.
- I'm sorry about the interruption, but...
- Apologies for jumping in like this, but...
- Would you mind if I just jumped in here and said something about...?

##### More direct ways of interrupting

- Wait a minute! What about...?
- Just a minute! What about...?
- I must just say at this stage that...
- Do you really think so? My impression is that...
- That's impossible. It's perfectly clear that...
- Just a moment! What about...
- ...which was voted down by everyone else. / ...who left early without even saying goodbye. [Jump in with a relative pronoun: who, what, when, where...]
- Training? / Helpful? / Profitable? [Use the last word that the speaker has just said as a question word.]

#### Task

Write two short extracts from meetings. In each one, include some examples of polite and direct interrupting.



# UNIT 7 Film Fantastic

## Objectives

**Vocabulary:** Films

**Structures:** The Third Conditional / Collocations

**Useful skills:** Presentations II

### Top films

Tick three of the films you like. Why do you like them? What are they about? Who stars in them? Who directed them?



#### Think about it!

What other "popular" films would you add to the list? Why? What makes a good film? What films from your country would you add to the list? Why? What are some of your all-time favourite films?

**Vocabulary:** Films

**Cinema words**

How many "cinema / film" words can you think of in just two minutes? Add them to the list below.

*actor, actress, director, film set, sound effects, popcorn, usher, seat, row, ticket, cashier, screen, projector, ticket office, cinema poster, 3D film, cinema ("movie theater / theater" in US English)...*

**Genres of film**

What are your favourite film genres? Choose from the list below.

*action films, adventure films, comedies, gangster films, crime films, dramas, historical dramas, war films, horror films, animated films, romantic films, romantic comedies (rom-com), biopics, detective films, thrillers, action-adventures, musicals, sci-fi films (science-fiction films), westerns, film noir... Other?*

**Useful expressions**

Match the expressions (1 to 5) to the definitions (a-e). Afterwards, see if you can find the expressions in the film review (exercise 4). One of them doesn't appear in the text.

- 1. Search for something
  - 2. Get your hands on something
  - 3. Not let anyone stand in your way
  - 4. Set off on a journey
  - 5. Turn down an offer
- a. Not let anyone stop you
  - b. Start a journey
  - c. Try to find something
  - d. Find something and take possession of it
  - e. Say that you won't accept something that is offered to you

**Film review**

Read the film review. Then, complete the sentences.



**Pirates of the Caribbean: On Stranger Tides (2011)**

In the fourth film in Disney's popular pirate series, Captain Jack Sparrow (Johnny Depp) joins up with arch-enemy Captain Hector Barbossa (Geoffrey Rush) to search for the Fountain of Youth – a mythical fountain that restores youth to anyone who drinks from it.

But their mission won't be easy. Legendary pirate Blackbeard (played by British actor Ian McShane) is also desperate to get his hands on the fountain and won't let anyone stand in his way. And he's got the backing of his ruthless daughter Angelica (played by Penelope Cruz).



Directed by Rob Marshall, the new film takes a different direction to the previous three. For example, the other films were based on specifically-written scripts. But the fourth draws its inspiration from a 1987 novel (*On Stranger Tides*) by Tim Powers. Although most of the main characters in the film don't appear in the book, the story is more or less the same.

Another difference is that two of the biggest stars from the original trilogy (Keira Knightley and Orlando Bloom) turned down offers to appear in this film because of prior commitments. The film is also the first in the series to feature real-life historical figures, which include King George II of Britain, King Ferdinand VI of Spain and notorious pirate Blackbeard. What's more, the new film is the first to be shown in digital 3D.

But if there's one thing that won't change, it's Jack Sparrow – the most iconic character of the *Pirates* series. With his unusual behaviour, bizarre dress sense and tendency to get himself into a lot of trouble, Jack really is the hero of the series.

- 1. The film is called...
- 2. In the film, they're searching for...
- 3. The part of Blackbeard is played by...
- 4. The film is based on...
- 5. Keira Knightley and Orlando Bloom turned down offers...

**Think about it! Films**

Which films have you seen more than once? Why? Do you watch films in their original version? Why? Why not? What are some of the funniest / scariest / weirdest / saddest films you've ever seen? Who are some of your favourite directors? Why? What are some of the best films you saw last year? Who are some of your favourite actors / actresses? Why do you like them?

## Language Structures:

### The Third Conditional

<b>Affirmative</b>	<i>If you had left at 6pm, you would have arrived on time. If you had left the ice cream in the sun, it would have melted.</i>
<b>Negative</b>	<i>If you hadn't left at 6pm, you wouldn't have arrived on time. If you hadn't left the ice cream in the sun, it wouldn't have melted.</i>
<b>Interrogative</b>	<i>Would you have arrived on time if you had left at 6pm? Would the ice cream have melted if you had left it in the sun?</i>

We often use contractions with the Third Conditional: *I'd = I would; you'd = you would; he'd = he would; she'd = she would; we'd = we would; they'd = they would.* The negative contraction is: *wouldn't = would not.* Both *would* and *had* can be contracted: "If I'd known, I'd have told you." = "If I had known, I would have told you." In informal speech, multiple contractions are possible: "If I'd known, I'd've told you."

We form the Third Conditional with *if + had + a past participle* in one clause, and *would have + a past participle* in the other clause. For example, "If I'd left earlier, I wouldn't have missed the plane."

We use the Third Conditional to talk about hypothetical / imaginary situations from the past – to think about how the past might have been different if we had done things differently. For example, "I would have passed the exam if I had made more of an effort."

It is possible to start with either the "if" clause or the result clause. For example:

- a) I would have won if I had taken part.
- b) If I had taken part, I would have won.

We can use Perfect Modal verbs with Third Conditional sentences. For example, "If you'd invited me to the party, I might have gone."

### □ Sentence completion

Complete the sentences with the correct forms of the verbs in brackets.

- If I hadn't gone to university, I \_\_\_\_\_ (work) in the local factory.
- If I'd gone out last night, I \_\_\_\_\_ (have) a great time.
- If I had left earlier, I \_\_\_\_\_ (not arrive) so late.
- If I'd had a holiday last month, I \_\_\_\_\_ (go)

to the Bahamas.

- If I'd gone to the party last week, I \_\_\_\_\_ (see) some old friends.

### □ Word choice

Choose the correct words to complete the sentences.

- If I **had won / win** the money, I would have bought a new house.
- If I **not been / hadn't been** so busy yesterday, I would have been able to help you.
- If she **stayed not / hadn't stayed** at home last weekend, she'd have gone on the trip.
- If you **had told / were told** me about it, I would have helped you.
- If I **gone / had gone** shopping with you yesterday, I would have bought some new clothes.

### □ E-mail analysis

Read the e-mail. Then, complete the third conditional sentences.

New Message

To: **alison63@gmail.com**

Subject: **Re: "disastrous" wedding day**

**Dear Alison,**

I just wanted to apologise once again for the mishaps that occurred during your wedding last Saturday. If we'd only known about the best man's allergy to nuts, we would never have used walnut oil on the salad. We do hope he makes a speedy recovery.

I appreciate that the wedding cake wasn't exactly what you and your husband had been expecting either. However, if the written note we received had been written more clearly, we would have realised that you wanted white *doves* not *gloves* on top of the cake. We're really sorry about this, although I personally think the gloves were rather elegant.

Finally, we'd like to extend our sincere apologies for the misunderstanding with regards to the decoration. If the voicemail message that you'd left us had been clearer, we would have understood that it was *balloons* you wanted, not *baboons*. However, we did think the monkey was quite an amusing addition to the event. And we do hope you appreciate the great efforts we went to in obtaining him from the zoo.

On reflection, if things hadn't been so last minute, we're sure that we wouldn't have made quite so many mistakes. We're truly sorry for any inconvenience, but we would like to remind you that Weddings Galore Ltd. cannot be liable for any compensation payments according to the conditions in the contract you signed.

Best wishes,  
*Pat Fraser*  
 (director of Weddings Galore Ltd. – making your wedding day a special day!)

- If they'd known about the man's nut allergy, they would never have used...
- If the written message had been clearer, they'd have put white... on top of the cake.
- If the voicemail messages had been easier to understand, they'd have decorated the venue with...
- If things hadn't been so last minute, they wouldn't have...

**Your turn!**

Write an e-mail to someone explaining why something went wrong and how you could have avoided the disaster.

**Collocations**

Collocations are words that typically go together. There are several forms:

- verb + adverb collocations (*work quietly*)
- adjective + noun collocations (*regular exercise*)
- adverb + adjective (*wholly satisfied*)
- verb + noun (*take advantage*)

Here are some useful collocations:

- **Take advice** = do what someone suggests
- **Take a while** = to take a bit of time
- **Get used to** = become accustomed to
- **Take your breath away** = to find something really beautiful / amazing
- **Keep an eye out for someone** = watch someone (because they'll be famous)
- **Play a part** = act the role of a particular character
- **Do a great job** = do something very well

**Twitter messages completion**

Complete the Twitter messages with the correct verbs.

**Film forum**

Send us your Twitter messages about the films you've just seen.



**sallen\_87:** *The Venture* was a great movie, although it (1) \_\_\_\_\_ a while to get used to Jeb's accent.



**OnlyOneJK:** *The Corporation* is fantastic. And Kate Winders will (2) \_\_\_\_\_ your breath away. Highly recommended.



**alicebaconhawkz:** #*The Meadow* was so sad it (3) \_\_\_\_\_ me cry from start to finish.



**kelseyderozario:** #*Splash Away* was very childish. (4) \_\_\_\_\_ my advice – do not see this film!



**dkinneyy:** #*Take Out* was one of the most hilarious movies I've ever seen. (5) \_\_\_\_\_ an eye out for Dale Blaker – he's gonna be big!

**Film review**

Complete the film review with the correct forms of the verbs in brackets.

**Film review: Eight Lives**

I was expecting great things from Jill Lennox's latest film *Eight Lives*. After all, her previous three films have all been box office successes. Unfortunately, I was in for a big disappointment. Perhaps if they (1) \_\_\_\_\_ (not spend) so much promoting the film, I would have gone in with more of an open mind, but the film's promoters promised a "chilling and psychologically frightening story"... which it wasn't!

If the main character hadn't been played by an actor better known for his roles in comedy films, it (2) \_\_\_\_\_ (be) a bit more convincing. Without a doubt, Ron Ball would *not* have been my first choice to play a vicious killer if I'd been casting. But even with a better cast actor, nothing could be done about such a ridiculous plot. I mean, a killer who stalks pet shop owners guided by the voice of his long dead cat is not exactly believable, nor is it particularly frightening.

If the sponsors funding this film had only read the script, they (3) \_\_\_\_\_ (realise) how absolutely pointless it is. I came out of the cinema thinking that it would have been better if I (4) \_\_\_\_\_ (stay) at home and watched a DVD... but preferably not one starring Ron Ball!



**Your turn!**

Write a film review. Say how the film could have been better.

## The Film Review

**Activity type:** writing + discussion

### Task

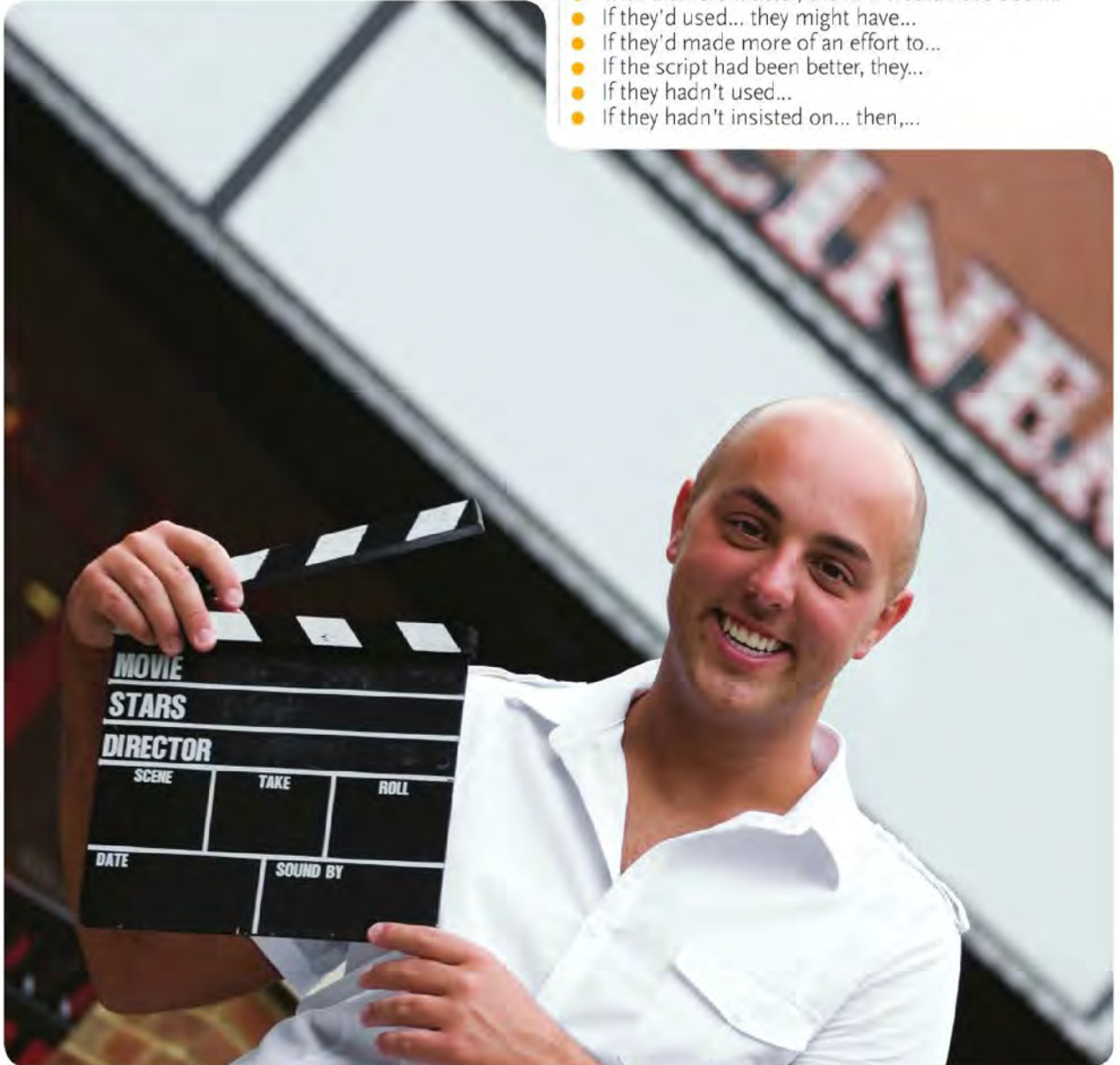
You're going to talk about a film you've seen lately. First, choose a movie that you weren't that impressed by (or invent one). Then, write a short review of it saying why it's so bad and how it could have been better. When you're ready, discuss your film with a partner. Answer any questions about your film, and ask questions about your partner's film.

### Criticising a film

- The plot was weak and the actors were...
- The actors just weren't convincing.
- The directing was...
- The script was...
- I'd like to know why they...
- I can't for the life of me imagine why they...

### How it could have been better

- If only they'd... it might have been...
- With a different actor, the film would have been...
- If they'd used... they might have...
- If they'd made more of an effort to...
- If the script had been better, they...
- If they hadn't used...
- If they hadn't insisted on... then,...





### Describing trends

#### 1a Presentation analysis

Read through the extract from the presentation and answer the questions yes or no.

1. What happened to residential property prices in May?
2. Why did residential property prices shoot up in the city centre?
3. What happened to commercial rental prices?

#### Property Prices

*[fades in]*

...and new figures from the Central Statistics Office show that residential property prices in the country as a whole fell by 15.3% in the second quarter. However, this downward spiral seems to have ended as prices went up slightly in the month of May. This is the first time that prices have gone up on a national level since September of last year.

In contrast to the rest of the country, residential property prices in the city centre shot up in the second quarter. This was mostly due to purchases by foreign investors who are looking to insulate their money from the ongoing economic crisis. The lack of available properties and historically low interest rates also helped to inflate property prices in the centre.

And now onto the rental market. There was a slight rise in residential rental prices for properties in the country as a whole. However, rental prices in the city centre also rose substantially. On the other hand, prices for the commercial rental market have remained steady both inside and outside the capital.

Now, I'd just like you to look at... *[fades out]*



### Useful expressions

Read over the useful expressions. Which ones are describing a dramatic increase or decrease?

#### Going up

- Prices increased.
- Share prices went up by X.
- Share prices shot up last month.
- Demand has risen by...
- Unemployment is on the rise.
- There has been a sharp rise in the number of unemployed.
- Food prices have been rising steadily.
- Share prices have bounced back.
- Share prices have gone through the roof.



#### Going down

- Prices have decreased by X percent.
- Share prices have gone down dramatically.
- Demand has fallen because of...
- There was a drop in sales due to...
- Prices have crashed to their lowest levels in five years.
- Share prices have been falling.
- Share prices have plummeted.
- Sales have gone through the floor.



#### Stable

- Prices have remained steady.
- The cost of living has levelled out.
- Share prices have reached a plateau.



#### 1b Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include information on price changes.

#### 1b Language identification

Read through the extract from the presentation and identify the following features: *Language to say that something...*

1. ...has decreased.
2. ... has increased.
3. ...has increased dramatically and by a lot.
4. ...hasn't changed.

# UNIT 8 In the News!

## Objectives

**Vocabulary:** News stories

**Structures:** The passive

**Useful skills:** Telephone English II

### Funny headlines

Read over the headlines. See if you can identify the problem or confusion in each one. Please note that some of the words have been misspelt.

Cold spell linked to temperatures

Enraged cow injures farmer with an axe

Something went wrong in jet crash, experts say

Mayor tells homeless to go home

Illitracny an obstacle, state finds

Most earthquake damage is caused by shaking, study finds

#### Think about it!

Which headline is the funniest / silliest / most ridiculous? Why? Which one is the most confusing? Which one is the most ridiculous? Have you seen any other headlines that were funny / shocking / ridiculous, etc.? Have you noticed any spelling mistakes in newspapers or magazines recently? Where were they?

Two ships collide – one dies

Killer sentenced to die for second time in 10 years

Missisipi's literacy program shows improvement

Council to pay £26,000 to advertise lack of funds

Police help dog bite victim



## Vocabulary: news stories

### Mini-stories analysis

Read about the compensation payments made to council workers. Which one is the most ridiculous? Why? Then, write a word or expression from the article next to each definition (1 to 7).

#### Compensation payments

These days, more and more council workers in the UK are suing their employers for compensation.

- One council in the north of England paid £9,575 to an employee who strained her back as she was putting some paper in a printer.
- Another worker was paid £6,000 for injuring his back whilst carrying a bag of drinks for a staff party.
- In Scotland, an employee was paid £16,759 after her finger was bitten by a dog when she was putting a council leaflet through a letter box.
- In a county in the east of England, a council paid an employee £1,500 for suffering emotional distress. She was trapped in a lift which broke down between the fifth and sixth floors.
- In Wales, an employee was given £3,750 after witnessing an argument between two managers.
- And back in England, a council worker received £6,059 in compensation after being hit on the head by a ball while crossing a school playground.

It pays to sue!

1. To start a legal process against someone in order to get compensation =
2. An elected government for a town or city =
3. A machine for making copies of documents =
4. To hurt or cause damage to a part of your body =
5. A member of staff / someone working in a company, etc. =
6. If you're in this situation, you can't leave a place = you are...
7. To see something happen =

### Useful language

Choose the correct meaning for each verb or expression.

1. A seizure
  - a) a robbery
  - b) a heart attack
2. Rush somewhere
  - a) go there quickly
  - b) go there slowly
3. Tracks
  - a) the metal lines that trains travel on
  - b) the stations where trains stop
4. Onlookers
  - a) people who are affected
  - b) people who are watching
5. Yell
  - a) shout
  - b) speak softly

6. Come close to killing someone
  - a) kill someone at a short distance
  - b) almost kill someone
7. Samaritan
  - a) a bad person who doesn't help
  - b) a kind person who helps others

### Online news stories

Read the news stories. Then, answer the questions.

## SELF-SACRIFICE



Construction worker Wesley Autrey was in a New York subway station last week when a student beside him had a seizure. Wesley rushed to help, but the student fell onto the tracks just as a train was entering the station. Immediately, Wesley jumped down to rescue the young man, but there wasn't time to get him to safety. So, Wesley lay down on top of the young man to protect him as the train passed over their heads. The carriage got so close to Wesley that it smeared grease on his cap. Onlookers were sure that both men were dead. But from under the train Wesley yelled, "We're OK down here!" Wesley later said, "I don't feel like I did something spectacular; I just saw someone who needed help, and I did what I felt was right." He's since become known as the Subway Samaritan.

1. Where was Wesley when the incident occurred?
2. When was he there?
3. Who had a seizure?
4. What did Wesley rush to do?
5. What happened to the other person?
6. What did Wesley do as a result?
7. What happened then?

#### Think about it! News stories

Have you read any news stories about people helping others recently? Have you read any stories about people taking a stand against something? What type of stories do you like reading about? Why? What are your favourite topics in a newspaper? Why? What are your favourite sections?

Language Structures: The Passive

Tense	Formation	Example
Present Simple Passive	is/are + past participle	The shoes are made here.
Present Continuous Passive	is/are being + past participle	The food is being prepared.
Past Simple Passive	was/were + past participle	They were arrested.
Past Continuous Passive	was/were being + past participle	The report was being written.
Present Perfect Passive	have/has been + past participle	The money has been paid.
Past Perfect Passive	had been + past participle	The e-mail had been sent.
Future Passive: will	will be + past participle	The room will be cleaned.
Future Passive: be + going to	is/are going to be + past participle	The text is going to be edited.
Future Perfect Passive	will have been + past participle	The work will have been completed by next week.

We form passive structures with a form of the verb to be and a past participle.

With the Active Voice, the subject (the person doing the action) is the focus of the sentence and usually comes at the start of the sentence. For example:

- a) Oscar designs the posters.
  - b) Stephanie prepares the statements.
- However, with the Passive Voice, the object becomes the focus of the sentence. For example:

- a) The magazine is designed [by Oscar].
  - b) The statements are prepared [by Stephanie].
- Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is not important or unknown. For example:

- a) The newspapers have been sold all over the world [by the company].
- b) The cars were produced in Japan [by the manufacturer].

We can use question words (*who, what, where, when, why, how*, etc.) with the Passive Voice. For example:

- a) Where were they sent to?
- b) Who will they be given to?

Infinitive passives

We can also make passives with infinitives. We form

these with a verb + an infinitive + a past participle. For example:

- a) This rooms *needs to be cleaned*.
- b) He *wants to be given* another opportunity.

We can also form passives with modal verbs. For example:

- a) The building *can't be seen* from here.
- b) The work *must be completed* by next week.

Matching

Match the sentences (1 to 4) to the photos (a-d).

1. A man was taken to hospital last night after his car overturned during a high-speed chase.
2. A woman has been arrested after a protest demonstration during a football match this morning.
3. A young boy has been awarded a medal for bravery after diving in to rescue his gym teacher this afternoon.
4. An elderly man was arrested and charged with theft last week after stealing a priceless work of art from the modern art gallery.



Ordering

Put the words in the correct order to complete the sentences.

1. being / the document / printed / was
2. has / it / been / by post / sent
3. being / the food / packed / is
4. the / already / been / photo / taken / had
5. the meeting / be / will / on Monday / held

Word choice

Choose the correct words to complete the sentences.

1. They *have been informed* / *have be inform* of the changes.
2. We *not were telling* / *weren't told* who was going to take over.
3. Their progress *will be monitored* / *will be monitoring* closely.
4. The rooms *are going to be cleaned* / *will be cleaned* before lunch.
5. The pictures *will be frame* / *are being framed* by a specialist.
6. They *not be manufacture* / *aren't manufactured* round here.
7. The bill *will have been paid* / *will be paying* by next week.

**4 Sentence creation**

Create as many sentences as you can in the passive voice in just two minutes. Use the verbs below. Use both affirmative and negative forms.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, choose, allow, answer, compare, check, advise, explain, follow, help, identify, load, join, move, pack, place...*

**5 Sentence completion**

Complete the sentences with the correct form of the verbs below. In some cases, more than one answer may be possible.

sell pay complete send fix

- The work will be \_\_\_\_\_ this afternoon.
- The product is going to be \_\_\_\_\_ in shops all over the world.
- The computer is being \_\_\_\_\_ this afternoon.
- The money is going to be \_\_\_\_\_ into your bank account later today.
- The e-mails are being \_\_\_\_\_ this afternoon.

**6 "How to" article analysis**

Complete the text with the participles from below.

noted designed done made taken chosen stitched

**Tailor-made suits**

If you're looking for a top quality suit, you may be interested in getting a tailor-made one. Here's how they do it.

First of all, you need to book an appointment. During this, your measurements will be (1) \_\_\_\_\_. All these measurements will be (2) \_\_\_\_\_ down carefully.

Next, the colour and type of fabric and the style of suit has to be (3) \_\_\_\_\_.

Once this has been (4) \_\_\_\_\_, a paper pattern of the suit will be created. The fabric will then be cut using this paper pattern. Next, the fabric pieces are (5) \_\_\_\_\_ together to form the suit. When the suit has been made, you will need to try it on to check that it fits. Some small changes and adjustments may need to be (6) \_\_\_\_\_. The suit will then be ready to wear. Tailor-made suits are unique and personal, and are (7) \_\_\_\_\_ to fit like a glove. Why don't you get one?



**Your turn!**

Write a paragraph describing a process. Use passive forms.

**7 News story analysis**

Read over the news story. Then, write **T** (true) or **F** (false) next to each statement. Afterwards, see if you can identify any passive structures. What tenses are they? Why are they being used?

**Tourist Attraction**

Something unusual to see in London.

What's your idea of a tourist attraction? A castle? A museum? A monument?

How about a trip along a motorway?

London's latest tourist attraction consists of a bus tour around the M25. The tours are run by the Brighton & Hove Bus and Coach Company and cost just £15 per person. And they're proving

to be a surprise hit. In fact, extra dates have been added on because of "huge public demand". The tour starts at Junction 7 and travels the 188 kilometres around the road (although whether it goes clockwise or anti-clockwise is kept a "surprise" until the very last minute). Highlights of the trip include Heathrow Airport's Terminal Five, a new motorway service station at Cobham, and the "magnificent" Queen Elizabeth II Bridge at Dartford. But just how good is the tour? Zoe Smith was invited on the trip by a man she'd recently started dating. "I don't really know what to say," she said afterwards. "It isn't exactly my idea of a romantic journey. I don't think I'll be seeing him again."

It obviously isn't everybody's cup of tea.



- The tour consists of a trip along a motorway.
- It goes up and down the M1 motorway.
- The tours are run by a train company.
- They aren't very popular.
- The total distance covered is more than 200 kilometres.
- Zoe Smith wasn't very impressed with the tour.

**Your turn!**

Write a mini-news story. Include passives where possible.

News Report

**Activity type:** news report presentation

**Task**

You're going to present the news, giving details of something that's happened. Think of a news story that you've read about recently, find one from the internet, or invent one (using one of the topics below). Write notes and use these to present the news (don't read out anything word-for-word). After you've presented the news, answer any questions your colleague/s may have. Then, listen to your colleague's news story and ask questions.

**Topics**

*health, crime, travel, transport, sports, the government, war, politics, psychology, animals, the weather, a criminal, a prison, celebrities, entertainment, cinema, education, the environment, the royal family, the internet, technology*  
Other?

**Presenting the news**

- In today's news, we'll be looking at...
- Earlier today, a man was...
- A man was taken to hospital earlier today after...
- A woman was seriously injured after...
- An earthquake in the south of the island caused serious damage to...
- A 35-year-old man was arrested and charged with... after...
- An elderly woman was being treated for shock after...
- In sport, England managed to... after...
- In America, the newly-elected president found that...

**Asking questions about a news story**

- What happened to the man after that?
- Where did they go in the end?
- What were the consequences of that?
- How did she feel after that?
- Where were they taken?
- How long were they kept in hospital for?
- Were any of them seriously injured?
- How long did it go on for?
- Why weren't they arrested straight away?



# USEFUL SKILLS Telephone English PART III

## Arranging a meeting

### Telephone conversation analysis

Read over the conversation. Then, answer the questions.

1. What's Megan doing on Friday afternoon?
2. What's Oliver doing on Monday morning?
3. What time do they finally agree to meet?

### Scheduling a Meeting

- Oliver:** Hello?  
**Megan:** Hi, Oliver, it's Megan.  
**Oliver:** Oh, hi, Megan. How's it going?  
**Megan:** Fine, thanks. Look, I'm trying to find time for a meeting this week. Are you free on Thursday?  
**Oliver:** Erm, let me just check. Erm, I've got a sales conference to go to on Thursday.  
**Megan:** How about Friday afternoon?  
**Oliver:** Yes, that should be OK.  
**Megan:** Oh, no, wait a minute. I've got a meeting with the guys from Barnes, Bates & Co. What's Friday morning looking like for you?  
**Oliver:** Fridays are never good for me. Could we meet up sometime next week?  
**Megan:** OK. How about Monday morning?  
**Oliver:** Erm, let me see. Oh, no, I'll be busy on Monday morning. I've got an appointment with a client and then a meeting just after that. What about Tuesday afternoon? I haven't got anything pencilled in then. Does 4pm sound all right to you?  
**Megan:** OK, I had arranged to meet a work colleague to go over something, but it isn't that urgent so I can probably reschedule it. So, yes, Tuesday afternoon at 4pm it is then.  
**Oliver:** Perfect.  
**Megan:** OK. See you then.  
**Oliver:** Bye.  
**Megan:** Bye.

### Language identification

Read over the conversation again and identify any language used to...

1. ...answer the phone informally.
2. ...ask about someone's availability.
3. ...suggest meeting up at a certain time.
4. ...say that you haven't got any appointments at a certain time.
5. ...say that you can change the time of a meeting.

### Useful expressions

Look through the list of useful expressions. Can you think of any more?

### Useful expressions: arranging a meeting

- Are you free on...?
- How's (Friday afternoon) looking for you?
- What's your schedule like on (Tuesday morning)...?
- Are you busy on (Thursday morning)?
- Could we meet to discuss...?
- Could you make it on (Friday morning)?
- When would be convenient for you?
- How about meeting on...?
- When are you free?
- We need to have a meeting to discuss...
- I'd like to have a meeting to...

### Useful expressions: scheduling information

- I've got a really hectic week ahead of me.
- I'm not going to be able to make it this week.
- I'd rather meet up sometime next week.
- I'm sorry but I'm busy on...
- I've got an early-morning meeting on Saturday.
- I'm all tied up on Sunday.
- I could possibly re-arrange my three o'clock appointment.
- I may be able to re-schedule my Tuesday lunch.
- OK, see you then!
- I'll see you then.
- OK. I'll expect you on Thursday.

### Task

Write out a short conversation in which two people try to find a time to meet.



# Self-Assessment

**Congratulations!** You have finished half the course. Now, please take some time to reflect on your learning and progress.

## ▣ My feelings at the end of these units are...

- a. Positive
- b. Negative
- c. OK

## ▣ What can I do?

Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent).

I can use...

- a. ...the verb *to be* and *have got*.
- b. ...the Present Simple and Present Continuous.
- c. ...the Past Simple.
- d. ...the past of *to be*.
- e. ...*will* for the future.
- f. ...Comparatives and Superlatives.

## ▣ New language

Complete with your own ideas.

- a. I really like these words: \_\_\_\_\_.
- b. These words are difficult to remember: \_\_\_\_\_.
- c. These words are easy to remember: \_\_\_\_\_.
- d. This grammar point is easy: \_\_\_\_\_.
- e. This grammar point is difficult: \_\_\_\_\_.

## ▣ What do you do to improve your English outside the class?

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

## ▣ Personal objectives

My new objectives for the second half of the course are to improve my...

- a. ...reading skills.
- b. ...listening skills.
- c. ...speaking skills.
- d. ...pronunciation.
- e. ...writing skills.



# Revision Page

**Congratulations!** You have completed the first half of the book. Very soon, you will be given a Progress Test. This is to check your understanding and to monitor your progress. The exam will be based on the first eight units of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Language (vocabulary and grammar), Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

## Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The Language section will be based on the vocabulary and grammar you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. While you're doing this, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

**Good luck!**

## Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. She \_\_\_\_\_ (spend) most of her time in front of the TV. (Present Simple)
2. The clock \_\_\_\_\_ (manufacture) in Switzerland. (Present Simple Passive)
3. They \_\_\_\_\_ (not watch) the film. (Present Continuous)
4. The room is \_\_\_\_\_ (paint). (Present Continuous Passive)
5. The bed sheets \_\_\_\_\_ (change) yesterday. (Past Passive)
6. The film \_\_\_\_\_ (show) on TV before. (Past Perfect Passive)
7. He \_\_\_\_\_ (work) for most of the afternoon. (Past Continuous)
8. The food \_\_\_\_\_ (prepare) by a top chef. (Present Perfect Passive)
9. They \_\_\_\_\_ (jog) in the park. (Present Perfect Continuous)
10. "I will finish it." = She said that she \_\_\_\_\_. (Reported Speech)
11. I would give it to you if you \_\_\_\_\_ (pay) me for it. (Second Conditional)
12. She used the car \_\_\_\_\_ to raise the van so she could change the tyre. (compound nouns)
13. We should \_\_\_\_\_ (can) pay you next week. (Modal Verbs)
14. I think we are all \_\_\_\_\_ agreement with Michelle, aren't we? (Prepositional phrases)
15. If you had left earlier, you \_\_\_\_\_ (arrive) on time. (Third Conditional)
16. \_\_\_\_\_ my advice – don't do it! (Collocations)
17. The rooms were \_\_\_\_\_ (clean). (Passive continuous structures)

# UNIT 9 Let's get Creative!

## Objectives

**Vocabulary:** Doing Business

**Language structures:** Gerunds and infinitives

**Useful skills:** E-mail writing III

### Quotes ranking

Read over the "creativity" quotes. Which ones do you agree with? Why?

#### Creativity quotes

- "An essential aspect of creativity is not being afraid to fail." **Edwin Land**
- "The worst enemy to creativity is self-doubt." **Sylvia Plath**
- "Creativity comes from looking for the unexpected and stepping outside your own experience." **Masaru Ibuka**
- "Creativity is a natural extension of our enthusiasm." **Earl Nightingale**
- "Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." **Scott Adams**
- "Creativity is not the finding of a thing, but the making something out of it after it is found." **James Russell Lowell**
- "Creativity is the greatest expression of liberty." **Bryant H. McGill**
- "Creativity is the power to connect the seemingly unconnected." **William Plomer**
- "Creativity requires the courage to let go of certainties." **Erich Fromm**

#### Think about it!

How creative do you have to be where you work? Give examples. In what ways do you think you're creative? Give examples. What's your definition of creativity? Have you ever written a story? What was it about? Have you ever painted a picture? What was it? Have you ever had an idea for a song or poem? What was it about? Who are some of the most creative people in the world? What about in your country?



**Vocabulary:** Doing business

**Company logos**

Can you identify the logos? Write the name of a company next to as many as you can.



**Company matching**

Write the name of a company next to each description (1 to 6).

McDonald's   Google   Starbucks   Siemens   Adobe   Pixar

**Top companies**

- Founded:** Seattle, Washington, 1971. **Industry:** restaurants. **Retail:** coffee and tea. **Revenue:** \$9.411 billion. **Employees:** 172,000.
- Founded:** 1847, Berlin, Germany. **Products:** automation, lighting, medical equipment, trains and trams, home appliances, IT services, financing, etc. **Revenue:** \$110.82 billion. **Employees:** 427,000.
- Founded:** 1979. **Headquarters:** Emeryville, California. **Industry:** CGI animation.
- Founded:** 1940, San Bernardino, California. **Industry:** restaurant. **Products:** fast food. **Operating income:** \$3.879 billion. **Employees:** 1.5 million.
- Founded:** Menlo Park, California, 1998. **Headquarters:** Mountain View, California. **Industry:** internet, computer software and founders of the world's most popular search engine. **Revenue:** \$37.9 billion.
- Founded:** San José, California, 1982. **Industry:** software and creators of the much-used PDF. **Revenue:** \$4.21 billion. **Employees:** 9,000.

**Your turn!**

Write some information about a company in your country.

**Vocabulary**

Match the words in bold (1 to 7) to the definitions (a-g).

- Their **target market** is males in the 18-34 age bracket.
  - The company's **USP** is its ability to deliver packages overnight.
  - We aren't even earning enough to reach our **break-even point**.
  - We're having a few **cash flow** problems, which is why we can't pay you.
  - Our annual **turnover** is about \$60 million.
  - Profit** is about 6% of their turnover.
  - They have quite a few **overheads** for a company of their size.
- The point at which the amount of money coming in covers all costs.
  - Positive gain from an investment or business operation after subtracting all expenses / costs, etc.
  - The people the company is selling to.
  - Any amount of money that is paid to another person or company for a service – expenses / costs, etc.
  - Unique selling proposition = something that makes your product or company special, different or attractive.
  - The amount of money that a company receives from sales, etc. – the revenue.
  - The movement of money in or out of a business.

**Sentence completion**

Complete the sentences with the words from below.

**overheads   profitability   invest   budget   cash   costs**

- We need to decide on the advertising and marketing \_\_\_\_\_ for next year.
- If we had more capital to \_\_\_\_\_, we'd spend it on a new website.
- How much \_\_\_\_\_ is there in the office – I need to pay for something right now.
- What are our direct \_\_\_\_\_ with regards to this project?
- Our main \_\_\_\_\_ are salaries, electricity and rent.
- We could increase our \_\_\_\_\_ if we reduced our operating costs.

**Think about it! Business**

Have you ever had an idea for a business? What was it? If you could start a business tomorrow, what would it be? What are the keys to creating a successful company? What are some of the difficulties of starting up your own company? What are the pros and cons of having your own company? What sort of person do you need to be to survive in the world of business? What are the top companies in your country? How have they managed to survive?

**Language Structures:**

**Gerunds & infinitives**

**Infinitives**

Some verbs are followed by another verb in the infinitive (a verb with *to*). For example:

- a) They *offered to help* us.
- b) She *managed to finish* it by herself.

Here are some verbs that are followed by an infinitive: **agree, ask, choose, tell, decide, hope, offer, plan, help, learn, manage, promise, seem, want, threaten, pretend, aim, appear, arrange, attempt, choose, fail, intend, mean, prepare, refuse, threaten**

Some verbs require an object or object pronoun (*me, you, him, her, us, them*) before the infinitive. Verbs that follow this pattern include: *get, ask, encourage, advise, expect, order, remind, want, teach, tell...* For example:

- a) She *told us to leave*.
- b) They *encouraged her to participate*.

We also use the infinitive after some expressions with *It* + an adjective. For example: "It's easy **to do**."

We can form negatives by placing *not* before the infinitive. For example: "She asked us *not to make* too much noise."

**Gerunds**

Other verbs are followed by a gerund (verb + *-ing*). For example:

- a) They *enjoyed seeing* you.
- b) They *finished working* on it earlier than expected.

Here are some verbs that are followed by a gerund: **avoid, consider, enjoy, finish, imagine, mention, don't mind, miss, can't help, deny, discuss, involve, practise, resist, risk, can't stand, admit, delay, suggest, quit, propose, postpone, spend (time)**

We also use the gerund after prepositions. In some cases, the preposition may be part of a phrasal verb. For example: "She ended up *leaving early*."

**Word choice**

Choose the correct words to complete the sentences.

- 1. The baby stopped **crying / cry** as soon as her mother picked her up.
- 2. I remember **meeting / to meet** him, but I don't remember where.
- 3. Remember **to bring / bringing** your passport to the airport.
- 4. I forgot **closing / to close** the window last night and it was freezing this morning.
- 5. We'd like **talking / to talk** to you about it.
- 6. They really enjoyed **discuss / discussing** it.

**Matching**

Match the descriptions (1 to 6) to the pictures (a-f).

- 1. She left without giving us the money...
- 2. He remembered to water the plants...
- 3. They stopped to have a drink on the way home...
- 4. I can't remember leaving the window open...
- 5. They can't stand having to wait...
- 6. She forgot to back up her work and lost it all...



a



b



c



d



e



f

**Sentence completion**

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

- 1. They really enjoyed \_\_\_\_\_ (watch) you act in the play.
- 2. She decided \_\_\_\_\_ (not go) there after all.
- 3. They don't mind \_\_\_\_\_ (share) the food – there's plenty to go around.
- 4. You should stop \_\_\_\_\_ (try) to get in touch with him. It's obvious that he isn't interested.
- 5. They seemed \_\_\_\_\_ (like) it, although I wasn't entirely sure.
- 6. I forgot \_\_\_\_\_ (thank) them for the present they sent us.

**Fluency practice**

Answer the questions.

- What was the last really important thing you forgot to do?
- Did you remember to do everything you were supposed to do last week? What did you forget?
- Have you ever tried to do something and then given up? What was it?
- Have you ever stopped to help someone in the street? Who? Why?
- Have you ever avoided speaking to someone? Who was it? Why did you want to avoid them?
- What was the last thing you agreed to do reluctantly?

**5 Sentence creation**

Create as many sentences as you can with gerunds and infinitives in just two minutes. Use the verbs below. Use both affirmative and negative forms.

*propose, postpone, avoid, agree, consider, ask, enjoy, choose, finish, tell, imagine, decide, mention, hope, don't mind, offer, miss, plan, can't help, help, deny, learn, manage, discuss, promise, seem, involve, want, threaten, admit, suggest, pretend, delay, aim, appear, arrange, attempt, choose, fail, intend, mean, prepare, refuse, threaten*

**6 Gap fill**

Complete the instant messages with the verbs from below.

**to find to meet up starting to need to prepare  
being to do to get**

**Dan:** How's the course?  
**Nicole:** Oh, great. I enjoy (1) \_\_\_\_\_ back at school!  
**Dan:** What's it like then?  
**Nicole:** Really interesting but a lot of work. I can barely keep up.  
**Dan:** I don't know how you manage (2) \_\_\_\_\_ the time – I mean, it can't be easy studying and working at the same time.  
**Nicole:** Well, I don't plan (3) \_\_\_\_\_ this for the rest of my life! I'm actually thinking of (4) \_\_\_\_\_ up my own business.  
**Dan:** That's great.  
**Nicole:** I've got a meeting with the bank tomorrow.  
**Dan:** Sounds exciting!  
**Nicole:** I'm putting in £50,000 of my own money, but I'm hoping (5) \_\_\_\_\_ another £100,000, but I don't think it should be a problem.  
**Dan:** So, what's the big idea?  
**Nicole:** We've patented this charger that collects the kinetic energy produced by your movements throughout the day to charge a battery for mobiles, iPods, etc.  
**Dan:** Sounds amazing!  
**Nicole:** I'm going (6) \_\_\_\_\_ some more investors if you're interested.  
**Dan:** Maybe. Do you want (7) \_\_\_\_\_ later for a drink? We could talk about it.  
**Nicole:** Yeah, sounds good. But it'll have to be after seven. I'd like (8) \_\_\_\_\_ for the meeting tomorrow before I go out.  
**Dan:** OK. Perfect.

**7 Business opportunities**

Complete the text with the correct forms of the verbs in brackets. Use infinitives and gerunds.

**Businessmarket.com**  
 Home About Us Services Products Support Contact

Read about some of our fantastic business ideas. If you're interested in investing, contact us NOW!

**Coffee Joulies**  
 Coffee Joulies are thermodynamic stones that help (1) \_\_\_\_\_ (keep) coffee at the right temperature. The small stone-like devices can (2) \_\_\_\_\_ (be) immersed in hot drinks to cool them down if they're too hot; or placed in cool drinks to warm them up. Coffee Joulies are on sale via the company website.

**Dyslexie**  
 Dutch design firm StudioStudio has created a typeface (Dyslexie) that can (3) \_\_\_\_\_ (be) read by dyslexics more easily. Dyslexics tend (4) \_\_\_\_\_ (rotate) letters as well as (5) \_\_\_\_\_ (mix) them up. But the Dyslexie font incorporates numerous features to stop such problems from (6) \_\_\_\_\_ (occur). Letters are made to look heavier at the bottom with thicker lines. This makes it easier for dyslexics (7) \_\_\_\_\_ (recognise) their true orientation.

**ULTRA 10**  
 There's no shortage of ideas aimed at (8) \_\_\_\_\_ (satisfy) the "fast fashion" mindset, but this one is truly unique. The Malaysian fashion label ULTRA has launched a 10-piece women's wardrobe set that's designed (9) \_\_\_\_\_ (offer) enough outfits to last a whole year. This is done through mixing and matching, and by (10) \_\_\_\_\_ (convert) clothes into other items. For example, a coat can be turned into both a shirt and a skirt; and a jacket can be used as a vest. Pieces can be sent back to ULTRA at any time for mending or up-cycling. At the end of a year, the ULTRA 10 set can be returned for a fresh supply at discounted prices.

**Springwise**  
 Danish Danske Bank is aiming (11) \_\_\_\_\_ (make) banking more convenient. Simply take a photo of a bill, then click to pay! You can (12) \_\_\_\_\_ (download) the bank's mobile app and you're ready to go. This technology has the potential to transform every business in the future!

**Your turn!**  
 Write an e-mail to someone proposing an activity.

# UNIT 9 Let's get Creative! SPEAKING TASK

## The Business Plan

### Activity type: a presentation

#### Task

You're going to develop a quick business plan for a new business. Base your idea on a product you're already familiar with, or think of a new product (use the ideas below to help you with this if necessary). Once you've chosen your idea, create a brief business plan for the product, service or idea. Then, give a mini-presentation on it, explaining as much as you can about it. Be prepared to answer any questions. Then, listen to your colleague's ideas and ask questions.

#### Business sectors

food, hotels, drinks, financial services, sports, engineering, energy, publishing, banking, insurance, consumer goods, recruitment, transport, tourism, health, airline, defence...  
Other?

#### Business plan checklist

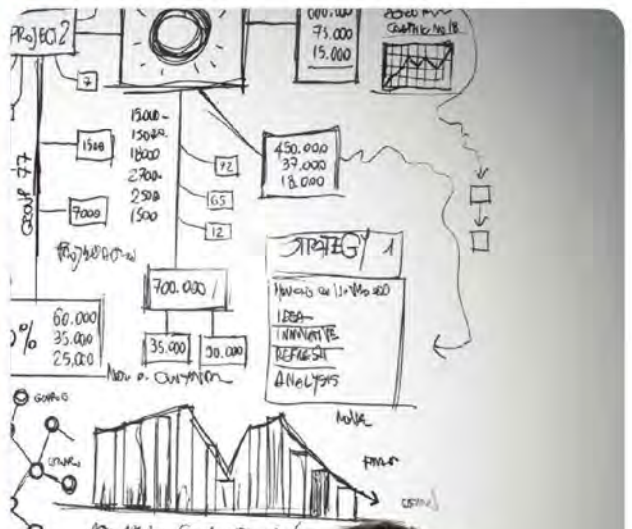
- Product name
- What it does
- Who it's for / target market
- Packaging
- USP (unique selling point)
- Main competitors
- Price
- Promotion strategy (marketing / advertising, etc.)
- Distribution
- Sales forecast
- Website
- Turnover / profit / sales
- Exit strategy

### Pitching a business idea

- We want to sell it to...
- We'd like to distribute it in...
- We're hoping to get some finance from...
- It's designed for...
- It'll be perfect for...
- We're going to create a new service that...
- This product will help those who...
- There's a niche in the market for people who...

### Questioning a business idea

- How much will turnover be in year two?
- How much of that will be profit?
- Where do you see yourself in five years?
- Have you considered...?
- Have you approached anyone about...?
- Where are you going to get the finance for all this?

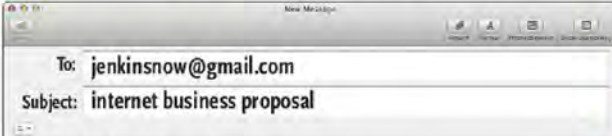


### Arranging a time to meet

#### E-mail analysis

Read through the e-mail and answer the questions.

1. What does Ellie think of the internet business proposal?
2. When does Ellie suggest meeting?
3. Where is Ellie hoping to travel to at the end of the month?



**To:** jenkinsnow@gmail.com  
**Subject:** internet business proposal

**Dear Ms Jenkins,**

I hope you had a pleasant trip home last week. It was great to finally meet you. I'm just writing to say that we've been studying your internet business proposal and we think it sounds extremely interesting. I think the best thing would be to meet up some time next week to discuss it in more detail. So, I was wondering whether you'd be available for a meeting next Monday 3rd March. We could have lunch together and then go back to my office to talk about the proposal in more detail. Please let me know whether this would suit you.

On another note, I was hoping to travel down to Brighton at the end of the month. I was wondering whether you'd like to accompany me. This would give you an opportunity to meet the people who are working on the project. You'd also have a chance to discuss any issues with them that need your input. Once again, please let me know whether you'd be interested in doing something like this.

Well, I think that's all for now. If there's anything I can do, please don't hesitate to let me know.

I look forward to hearing from you soon.

Regards,  
*Ellie Brown*

#### Language identification

Read over the e-mail again and identify any language used to...

1. ...suggest meeting up.
2. ...ask whether someone is available.
3. ...suggest having lunch.
4. ...ask whether something would suit someone.
5. ...express an intention to do something.
6. ...offer to help.

### Useful expressions

#### Suggesting a meeting

- I think the best thing would be to meet up some time to...
- I was wondering whether you'd be available to...
- We could have lunch together and...
- We could talk about...
- We could meet up at...

#### Stating plans

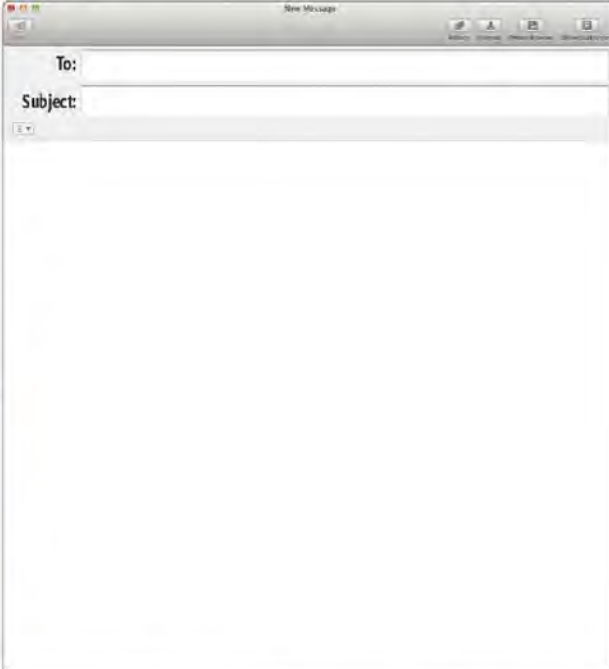
- I was planning on visiting the city this weekend.
- I was planning to pick up the report this Monday.
- I was hoping to catch you in the office around 12.
- I was thinking about meeting her next week.
- I'm hoping to have it all done by next month.

#### Offering help

- Let me know if there's anything you need.
- Is there anything I can do to help?
- If there's anything you need done before then, I can work on it from home.
- Just let me know if you want me to do anything.

#### Task

Write a short e-mail offering suggestions for meeting up and stating plans.



**To:**  
**Subject:**



# UNIT **10** Bad Day!

## Objectives

**Vocabulary:** Mistakes

**Structures:** Perfect Modal Verbs / Prepositional Verbs

**Useful skills:** Meetings III

### **Quote analysis**

Which quotes do you agree with? Which ones do you like? Why?

#### **Mistake quotes**

- Some mistakes are too much fun to only make once.
- Sometimes we know we shouldn't, and that's exactly why we do.
- Mistakes are sometimes the best memories.
- You're born, you die, and in between you make a lot of mistakes.
- Good judgment comes from bad experience, and a lot of that comes from bad judgment.
- Every wrong decision is in fact a correct decision but taken at a wrong time so my friends don't regret... don't stop... keep walking ahead.
- I have learned more from my mistakes than from my successes.
- There are no mistakes in life, only lessons.
- I'd rather have a life full of mistakes than a heart full of regret.
- Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. Explore, dream, discover.

#### **Think about it!**

Have you made any mistakes recently? What were they? What mistakes have you made this month or year? Which one was the worst? What are some of the mistakes you've made in your life? Do you have any regrets? What are they?





**Vocabulary:** Mistakes

**Mistakes**

Tick the things you've done. When did you do them? What happened?

- Lose the key to something
- Forget someone's name
- Download a virus
- Miss a flight
- Leave your wallet / purse somewhere
- Cause a fire
- Burn something down
- Scratch, dent or crash a car
- Break something that someone lent you
- Forget to lock a door or window
- Forget about a meeting / appointment / date
- Miss a deadline
- Talk about someone while they were standing behind you
- Send an e-mail to the wrong person

**Mistakes on TV**

Read over the text. Then, write **T** (true) or **F** (false) next to each statement.

**Live TV**

*When it all goes horribly wrong in the TV studio.*

Irritating noises, drunk people, aggressive animals... any number of things can go wrong during a live news report.

News reporters are famous for their ability to keep calm in the face of adversity. And NBC's Nightly News anchor Brian Williams is a fine example of that. He was reporting on a bankruptcy case involving American Airlines when a fire alarm suddenly started ringing. It was followed shortly afterwards by a voiceover announcement. "You'll forgive us," Brian explained very calmly, "we have a fire alarm announcement going on in here."



An MSNBC reporter was reporting on New Year's Eve celebrations in Lake Tahoe (California, USA) when a rowdy



reveller attempted to kiss her. She managed to dodge him, but was then interrupted by a woman who stuck her face in front of the camera. Seconds later, someone else placed a hat on her head, obstructing her view. "I needed that hat," the reporter said with a forced smile.

A reporter from Channel 9 news in Australia was giving an update on a murder case when a giant white seagull walked across the back of



the screen. Ironically, the bird appeared right as the reporter said the word "burden" (which has the same vowel sound as the word "bird": ɜ:). In an interview after the incident, the reporter explained how he saw the bird, but felt that he couldn't laugh because of the seriousness of the story. "It was a bit of a surprise at the time," he added.

1. Brian Williams was reporting on a political scandal.
2. A fire alarm went off during the live report.
3. The MSNBC reporter was reporting on some New Year's Eve celebrations.
4. While she was doing that, someone put a cup on her head.
5. The reporter from Channel 9 was reporting on a murder case.
6. A large dog appeared behind him.

**Your turn!**

Write a short paragraph about a mistake you once made.

**Think about it! Mistakes**

What do you do when you make a mistake? What are some of the serious mistakes you've made in your life? What have you learnt from your mistakes? How can you avoid making mistakes? Do you think you can learn from your mistakes? How do you feel when you make a mistake? Do you often make mistakes? Give examples. Do you find it easy to forgive people who make mistakes? Give examples.

**Language Structures:**  
**Perfect Modal Verbs**

<b>Past ability / possibility</b> <i>Could have + past participle</i>	<i>You could have stayed here last night.</i>
<b>Past regret / retrospective advice</b> <i>Should have + past participle</i>	<i>He should have come to the party.</i>
<b>Past certainty</b> <i>Can't have + past participle</i>	<i>She can't have seen it.</i>
<b>Past certainty / Logical deduction</b> <i>Must have + past participle</i>	<i>It must have been Frank.</i>
<b>Past possibility</b> <i>Might/May have + past participle</i>	<i>It might have gone badly.</i>
<b>Past non-necessity</b> <i>Needn't have + past participle</i>	<i>You needn't have come.</i>

We form Perfect Modal Verbs with a modal verb + *have* + a past participle. For example, "We should have left at 6pm."

In general, we use Modal Verbs to express opinions and feelings about situations, and to give advice, offer help, make suggestions and talk about possibility (amongst many other things). For example, "I can see why they didn't like it."

We can use Perfect Modals to express opinions about the past – to say how things could have been different, or to give advice about how something should have been done. For example, "You should have closed the window last night – that's why it's so cold now."

We can use Perfect Modals with the Third Conditional. For example, "If you had come to the party, you could have stayed at my house."

We use *needn't have* + a past participle to say that something we did in the past wasn't necessary. For example, "Shelly wrote the report but in the end no one needed it; she needn't have written it."

Passive forms are formed with a modal verb + *have been* + a past participle. For example, "It should have been completed by now."

**Matching**

Match the sentences (1 to 4) to the pictures (a-d).

1. We should have brought a better map with us!
2. You should have brought the umbrella!
3. We never should have bought this car!
4. I shouldn't have eaten so much.



**Ordering**

Put the words in the correct order in order to complete the sentences.

1. been / might / that noise / the cat / have
2. told / you / about it before / have / me / should
3. shouldn't / I / have / for so long / slept
4. on the table / put / she / it / have / might
5. could / he / won / the game / have
6. a lot earlier / they / left / should / have

**Gap fill**

Complete the spaces with the correct forms of the verbs below.

**eat take go leave receive**

1. **A:** I wonder where they are?  
**B:** They might not \_\_\_\_\_ the message.
2. **A:** I'm bored.  
**B:** We should \_\_\_\_\_ to the party.
3. **A:** I feel terrible.  
**B:** You shouldn't \_\_\_\_\_ so much at the dinner.
4. **A:** Do you know where my keys are?  
**B:** I might \_\_\_\_\_ them on the table.
5. **A:** What did they do with the bag?  
**B:** They must \_\_\_\_\_ it with them.

**Advice completion**

Make a comment for each sentence. Use Perfect Modal Verbs.

- I stayed out very late last night.  
*You should have gone home earlier.*
- I haven't finished the report.
- I missed the train by five minutes.
- I got wet on the way to work.
- I crashed the car.
- I didn't have anything to do at the weekend.
- I ate alone at home last night.
- I cancelled the tennis game because I didn't have a racket.

**Conversation gap fill**

Complete the interview with any words of your choice.

**Harvey:** How did your interview go?  
**Molly:** Oh, it was a disaster!  
**Harvey:** Why?  
**Molly:** Well, for a start, I got there late. I definitely should have (1) \_\_\_\_\_ a taxi.



**Harvey:** Oh, no.  
**Molly:** And then, I shouldn't have (2) \_\_\_\_\_ so much about my previous job and how much I hated it. And I definitely should have (3) \_\_\_\_\_ them that I can speak German as that was one of the job requirements. I'd forgotten to put it on my CV too.

**Harvey:** Oh dear!  
**Molly:** I also forgot to tell them about my work experience in the advertising firm  
**Harvey:** You should have (4) \_\_\_\_\_ a list of what to say before the interview.  
**Molly:** I know I should have (5) \_\_\_\_\_ a bit more preparation and research... talking of which, I got the name of the company wrong, and I hadn't really prepared for the question about what I knew about the company.

**Harvey:** Well, don't worry, it might have (6) \_\_\_\_\_ better than you think  
**Molly:** Maybe it did, but I think I could have (7) \_\_\_\_\_ a lot better.  
**Harvey:** Next time you get an interview call me and we can go through things together.  
**Molly:** OK. Great.  
**Harvey:** Did you ask them any questions?  
**Molly:** No, not really. I guess I should have (8) \_\_\_\_\_ a bit more interest.  
**Harvey:** Never mind, wait and see what they say. When are they going to get back to you?  
**Molly:** I don't know. I forgot to ask.

**Prepositional verbs**

Prepositional verbs are made from a verb + a preposition. For example: *complain about* = They *complained about* it.

If there's a verb following the preposition, this verb is usually in the gerund. For example: "He's *thinking about starting* the course next spring."

**Top tip**

Write out key sentences with the verbs + prepositions in them. Carry these around with you and try to learn them.

**Word choice**

Choose the correct words in order to complete the sentences.

1. They apologised **at / for** making all the noise.
2. The package was delivered **to / with** the wrong address.
3. She had to sign **by / for** the certified letter.
4. The messenger went **to / at** a different house.
5. They were looking **to / for** it.
6. I need to speak **by / to** the manager.
7. They returned it **to / back** us in pretty poor condition.
8. We'd like to thank you **for / with** your patience.

**E-mail gap fill**

Complete the e-mail with the correct prepositions.

To: **williams44@hotmail.com**  
 Subject: **Re: Delivery mishaps**

**Dear Ms Williams,**  
 I would just like to apologise on behalf of Unique Deliveries (1) \_\_\_\_\_ the series of unfortunate incidents that took place last week.

Package number 378B786C should have been delivered (2) \_\_\_\_\_ you on Thursday morning. However, our records show that you received it six days later. We've spoken (3) \_\_\_\_\_ the delivery driver and it seems that he went (4) \_\_\_\_\_ the wrong address. Unfortunately, the delivery sheet should have said Number 9 instead of Number 6.

Also, we'd just like to apologise (5) \_\_\_\_\_ the breakage of the vase, and for the ornamental elephant which seems to have a missing trunk. We're sure it'll turn up very soon. The driver is sure he knows where it fell (6) \_\_\_\_\_ while he was driving along the motorway.

At present, we're unsure of the exact whereabouts of the second package. We currently have six members of staff on the streets looking (7) \_\_\_\_\_ it. We'd just like to take this opportunity to thank you (8) \_\_\_\_\_ your patience with regards to this matter.

Unique Deliveries would like to wish you a very pleasant day, and we hope to be working with you again in the near future!

Yours sincerely,  
*Herman Cross*

Unique Deliveries – the logistics company you can really trust!

**Your turn!**

Write an e-mail to an imaginary client apologising for something.

**Bad day****Activity type: story telling & question-answer session****Task**

You're going to tell a story about a bad day and the things that went wrong. Make notes on what went wrong (invent if necessary). When you're ready, tell your story. Afterwards, answer any questions. Finally, listen to your colleague's story. Make comments on his / her behaviour using Perfect Modal Verbs.

**Things that go wrong**

- I got stuck in traffic...
- We missed the plane because...
- I couldn't get there on time because...
- I didn't have... with me.
- I couldn't find the...
- I got held up by...
- They were waiting for me because...
- There wasn't enough time to...

**Criticising someone**

- You should have...
- If you knew... you definitely should have...
- I can't believe that you...
- You really should have tried to...
- You should have made an effort to...
- You definitely shouldn't have...
- I don't know what you were thinking.
- You should have thought that through before...
- It might have led to...
- You should have informed them that...
- You could have caused a serious accident.



### Dealing with interruptions

#### Meeting analysis

Read through the extracts from meetings (I-V). Does Speaker A accept the interruption (write **A**) or not (write **NA**)?

#### Dealing with interruptions

##### Meeting I

**A:** And so on to my final point. This concerns, erm...

**B:** ...Just a minute, I think you missed out point four.

**A:** Oh, right, yes, I think you're right. Well, erm...

##### Meeting II

**A:** We can then see about getting the finance...

**B:** ...which is no easy task, if I may just point out.

**A:** If I may just finish what I was saying.

##### Meeting III

**A:** And then I'll be telling you all about, erm...

**B:** ...I'm sorry to interrupt but will we get a chance to ask any questions?

**A:** Yes, good point. I'll be taking any questions at the end.

##### Meeting IV

**A:** And finally, I'd just like to say that I truly believe that, erm...

**B:** ...Sorry but weren't you going to give us the results of the survey recently carried out?

**A:** If you don't mind, just let me finish what I'm saying and then I'll get onto that.

##### Meeting V

**A:** And if you'll just turn your attention to this other graph, you'll see that, erm...

**B:** ...Sorry to interrupt, but I don't really see the point of looking at that until we've been over the other data.

**A:** Would you mind waiting for your turn to speak, please?

#### Language identification

Read through the extracts again and identify examples of people accepting or not accepting interruptions during meetings.



### Useful expressions

#### Accepting an interruption

- No, that's fine. Go ahead!
- Yes, I think you've got something there.
- Yes, I'm inclined to agree with you on that one.
- Yes, as you rightly said...
- Yes, go ahead.
- Good point! As I was about to say...

#### Polite ways of dealing with an interruption

- If you don't mind, I'd just like to go through the points in order...
- I'm sorry but would you mind bringing that up at the end?
- I'd rather deal with that after we've finished this.
- If I may just finish what I'm saying.
- Can we leave that to another discussion?
- Would you please keep any comments till the end?

#### Direct ways of dealing with an interruption

- We've already heard your opinion. It's my turn now.
- You'll all get your chance to speak.
- Stick to item number one if you don't mind.
- Let's do this in order.
- Hold on! I'm speaking now.
- Please stop interrupting me!
- That's all very well, but you're ignoring the fact that...
- If I may finish this point...
- If you'd just let me get a word in edgeways.
- You've already had your chance to speak. It's my turn now.
- I think we've been over that before.

#### Task

Write a short extract from a meeting. Include examples of people dealing politely and directly with interruptions.

# UNIT 11 Social Splash

## Objectives

**Vocabulary:** Socialising

**Structures:** Features of conversational English / Agreement

**Useful skills:** Presentations III

### Speech bubbles

Complete the sentences (1 to 7) with the words from below

from in card address join coming welcome

1. We're playing squash tonight. Do you fancy \_\_\_\_\_ along?



2. We're going for a drink after work. You're \_\_\_\_\_ to join us if you want.



3. What's your e-mail \_\_\_\_\_?



4. We're going to get something to eat. Do you want to \_\_\_\_\_ us?



5. Have you got a business \_\_\_\_\_?



6. So, what part of the world are you \_\_\_\_\_?



7. Is this your first time \_\_\_\_\_ Shanghai?



#### Think about it!

When was the last time you met someone new? Where were they from? What did you talk about? Do you ever socialise with your work colleagues or friends from college / university? What do you do? Do you go out with friends very often? Where do you go? What do you like to do when you meet up with members of your family?

**Vocabulary:** Socialising

**Collocations**

Complete the collocations with the verbs from below. In some cases, more than one answer may be possible. Then, make a sentence/question with three of the expressions.

- discuss get exchange keep arrange play  
have organise go invite

- \_\_\_\_\_ for a drink
- \_\_\_\_\_ someone to lunch
- \_\_\_\_\_ phone numbers
- \_\_\_\_\_ in touch with someone
- \_\_\_\_\_ a party
- \_\_\_\_\_ a game of squash
- \_\_\_\_\_ to meet someone
- \_\_\_\_\_ on well with someone
- \_\_\_\_\_ work-related issues

For example: *I got in touch with an old friend from school.*

**Word choice**

Choose the correct words to complete the expressions.

- His name **rings / calls** a bell. Was he at Marston Publishing?
- You look **familiar / family**. Have we met before?
- Don't let me **remind / know** you from somewhere?
- Haven't we **known / met** somewhere before?
- So, what have you been **down / up** to?
- It was **nicely / nice** to see you again.
- Well, I really should **get / make** going.
- Keep in **contacting / touch**!

**Question creation**

Think of a question for any four of the topics below.

- sport home free time music TV film weekend  
travel books family cars weather clothes business

For example: *Sport = Did you see the game last night?*



**Conversation analysis**

Read over the conversation. Then, answer the questions.

Zoe: Hi, Harry, how's it going?  
Harry: Not too bad thanks.  
Zoe: I was just wondering whether you were going to come to the party this Saturday?  
Harry: You mean Jody's housewarming?  
Zoe: Yeah, she said she'd invited you but you hadn't replied.  
Harry: Yeah, well, I still don't know whether I can make it.  
Zoe: How come?  
Harry: Well you know my Dad runs a pub...  
Zoe: Yeah,  
Harry: Well, three of his bar staff are off sick, and he asked whether I could help out a bit.  
Zoe: Oh, right.  
Harry: I'll know for sure by Saturday afternoon. So, what time is the party?  
Zoe: Around 8pm - dinner's at 9pm.  
Harry: Do we have to bring anything?  
Zoe: Nothing in particular. I'll probably take a bottle of wine as she's preparing dinner.  
Harry: Sounds good. I've heard she's a great cook. Hey, have you got her address?  
Zoe: Wait a sec, I've got it on my mobile. Here it is, it's 19 Hedgegrove Avenue, just next to the train station.  
Harry: OK. I might see you there then.  
Zoe: OK. Bye!  
Harry: Bye!

- When's the party?
- Whose party is it?
- Why is she having a party?
- Why might Harry not be able to go?
- When will he know by?
- What does Harry have to take to the party?
- What's Jody's new address?



**Your turn!**

Write out a short dialogue between two people who are talking about going to a party.

**Think about it! Socialising**

What's the best college- or work-related social event you've been to? And the worst? What's your opinion of business lunches? Are they useful? Have you ever organised a social event? What was it? Have you ever done business on the golf course or over lunch? What did you talk about? What other sports are good for socialising? What are your favourite topics of conversation for small talk? What are your top tips for making small talk?

**Language Structures:**

**Features of conversational English**

Here are some interesting features of conversational English.

Feature	Example
<b>like</b> (this is used to fill a gap in a conversation)	There's two, <b>like</b> , horses, <b>like</b> , waiting at the side... I've got, <b>like</b> , about two minutes to, <b>like</b> , deal with it.
<b>you know</b> (this is used to fill a gap in a conversation, or to check that the other person is following you)	It's great, <b>you know</b> , because you can do it all from home. If you want any help, just, <b>you know</b> , ask.
<b>Er / erm</b> (these "sounds" are often used while people are thinking of something to say)	<b>Erm</b> , I'm not really sure. <b>Er</b> , what do you think? <b>Erm</b> , I'm not really sure how to put this, but, <b>erm</b> , we've just won the lottery!
<b>I mean</b> (this expression is used for self-correction or for clarifying something)	It's really good, <b>I mean</b> , it isn't bad. I'm thirty six, <b>I mean</b> , thirty seven.
<b>as a matter of fact / actually / to tell you the truth / yes, but...</b> (these expressions are often used to express contradiction)	<b>As a matter of fact</b> , it was Frank who said that. <b>Actually</b> , I've never even been there. <b>To tell you the truth</b> , I thought it was one of her worst. <b>Yes, but</b> do you really understand it?
<b>anyway / by the way...</b> (these expressions are often used to change the topic of conversation, or to move onto something different)	<b>Anyway</b> , did you get a chance to speak to Clara? <b>By the way</b> , did you hear what Nigel said about it?

**Sentence completion**

Complete the sentences with the correct words / expressions. In some cases, more than one answer may be possible.

- A:** I think Sandra's going to work in Seattle next year.  
**B:** \_\_\_\_\_, I think she's already gone.
- A:** You look familiar. Haven't we met somewhere before?  
**B:** \_\_\_\_\_ fact, I was at a party at your house last week.
- A:** Do you like it? **B:** \_\_\_\_\_ truth, I didn't really think much of it.
- ...And then I was late for work. \_\_\_\_\_ that's enough about me. What about your day?
- \_\_\_\_\_ way, do you know what happened to Phoebe?

**Conversation analysis**

Read the conversation and circle any features of conversational English. Dennis and Melissa are talking about increases to the congestion charge – the amount you have to pay if you want to drive a car (or other vehicle) into London.

**Dennis:** So, like, you know, they're planning to expand the congestion charge. They're, gonna, like, start charging 50% more... to go into the centre.

**Melissa:** Yeah, I heard, I heard about that.

**Dennis:** I think it's pretty good, I mean, it's gonna, erm, like, reduce the number of cars in the centre even more, they, they reckon.

**Melissa:** Yeah, but I'm not so sure it's a good idea. I mean, you don't need to drive in, but some people, like, you know, people who work there, need to drive into the centre. And it's, erm, it's bad for business, isn't it?

**Dennis:** Well, I don't know about that – I mean, I can't understand why people don't use public transport, but what I, erm, what I like is that there are fewer cars, and, erm, like, less pollution. Hopefully, they'll pedestrianise more areas of the centre, and make it, like, more people-friendly, and a lot, clean... cleaner. I think it's, erm, a great idea.

**Melissa:** Yeah, but lots of small business owners need to get, like, their goods to the shops. You know, shops need to have deliveries, erm, people need to drive there to buy things and to, and to get them out.

**Dennis:** I guess so. Maybe they could have a reduced rate for people with businesses in the centre.

**Melissa:** Yeah, maybe, so what do you think of... [fades out]





**Fluency practice**

Answer the questions. If you're working in pairs, make a note of any other features of conversational English in your partner's answers.

- Do you like modern art?
- Would you prefer to live in the city or the country?
- Do you do much sport?
- Do you eat well?
- Do you go out very much with your friends or colleagues?
- Do you like it where you live?
- Do you eat out very often?

**Agreement**

The use of **so / neither / nor / either**.

We can use **so** to agree with another speaker's affirmative statement. For example:

- A:** I've seen it before.  
**B:** So have I.

When the verb is in the present simple or the past simple, we use **do / does** or **did**. For example:

- A:** Jessica lives here.  
**B:** So does Nick.

- A:** I loved the film.  
**B:** So did I.

To agree with another speaker's negative statement we can use **neither / nor** in affirmative sentences, and **either** in negative sentences. For example:

- A:** I didn't think much of it.  
**B:** Neither did I. / Nor did I. / I didn't either.

- A:** Laura isn't coming to the party.  
**B:** Neither is Jake. / Nor is Jake. / Jake isn't either.

**Word choice**

Complete the mini-dialogues with the correct words.

1. **A:** I saw a great documentary on the Australian outback on TV last night.  
**B:** So **do / did**!! I thought it was great.
2. **A:** Hey, did you get a chance to look over the report?  
**B:** No, I didn't.  
**A:** Me **either / neither**. Maybe we could look over it now.  
**A:** Yes, good idea.
3. **A:** What was the name of that guy we met in the meeting last week?  
**B:** I can't remember.  
**A:** Erm, he didn't give you a business card, did he?  
**B:** No, sorry. And I didn't catch his name **either / too**.  
**A:** Me neither.
4. **A:** Have you got the time on you?  
**B:** Yes, it's a quarter past four, and I still haven't finished the work we were supposed to complete.  
**A:** I haven't **either / too**, but I've filled in the timesheets.  
**B:** Oh, yes, so **do / have** I.

**Conversation analysis**

Read over the conversation. Then, answer the questions. Afterwards, see if you can identify any features of conversational English. Hugo and Libby, two old friends, have just met up in the street.

**Hugo:** Hey, how's it going? Haven't seen you for ages.  
**Libby:** Hi, there.  
**Hugo:** I last saw you at Luke's wedding. That was about two years ago, wasn't it?  
**Libby:** That's right! Wow! Doesn't time fly?  
**Hugo:** It sure does. So, are you still living in that, erm, flat overlooking the river?  
**Libby:** No, actually I moved to the country, believe it or not.  
**Hugo:** So did I! What a coincidence!  
**Libby:** I bought a house in a little village. It is, it's just so peaceful. I miss the city though.  
**Hugo:** Yeah, me too. So, what are you doing here in London?  
**Libby:** I'm just back here for the weekend to see my family.  
**Hugo:** So am I!  
**Libby:** Funny us bumping into each other, isn't it? So, have you, erm, been in touch with any of the other guys?  
**Hugo:** No, not really.  
**Libby:** Me neither. Have you got time for a coffee?  
**Hugo:** Yeah, sure!  
**Libby:** Great. There used to be a really nice café in Canal Street.  
**Hugo:** I know the one. I used to go there quite a lot.  
**Libby:** So did I. It's got that lovely old fireplace.  
**Hugo:** That's it.  
**Libby:** I'm so glad I bumped into you.  
**Hugo:** Me too. I've been meaning to get in touch. So, tell me, what did you... *[fades out]*

1. When did they last see each other?
2. Where is Libby living now?
3. What is Libby doing in London?
4. Have either of them been in touch with their friends?
5. Where do they go for a coffee?



**Your turn!**  
 Write out a short dialogue between two old friends who've just bumped into one another.

## The Meeting

**Activity type:** conversation

### Task

You're going to have a conversation with an old friend. First, complete the diary page below with a variety of activities (squash with Archie, lunch with Anna, etc.). Then, imagine it's Monday morning. You're out walking in the street when you bump into your old friend. Make small talk and tell him/her what you've been up to, how things are going at work, where you're living, who you're seeing, etc. Also, pass on some news about a mutual friend and say what he/she is doing. Chat for at least four minutes. At the same time, see if you can find a time for lunch together. You may have to re-arrange one of your appointments.

Day	Time	Activity
Monday	morning	
	afternoon	
Tuesday	morning	
	afternoon	
Wednesday	morning	
	afternoon	
Thursday	morning	
	afternoon	
Friday	morning	
	afternoon	
Saturday	morning	
	afternoon	
Sunday	morning	
	afternoon	

### Catching up on old news

- So, where are you living now?
- Are you still in touch with...?
- Guess what I heard?
- Did you hear about...?
- You'll never guess who I saw the other day.
- You won't believe who I bumped into yesterday.
- Have you heard anything about...?
- What's X up to these days?
- What's the latest on...?
- Is it true that...?

### Arranging to meet

- I'm sorry but I'm busy on...
- I'll be up to my neck in work on...
- I've got an early-morning meeting on Saturday.
- I'm all tied up on Sunday.
- I could possibly re-arrange my 3 o'clock appointment.
- I may be able to re-schedule my Tuesday lunch.
- I might be able to get out of the meeting early.
- There's a chance that it will get cancelled anyway.







**Remember!**  
You must do the *Reading* and *Listening* activities in Hot English magazine.

### Sign post language

#### ▣ Presentation analysis

Read through the extract from the presentation. Then, answer the questions.

1. What percentage of school children are eating the recommended servings of fruit and vegetables?
2. What percentage of children are eating a balanced diet?
3. What percentage of young people are not doing physical activity on a regular basis?

#### Health Crisis

Thank you very much for coming in. In today's talk, we'll be looking at the issue of food and nutrition and the current crisis of children's health. I'll be happy to take any questions at the end.

Statistics out today show that less than 15% of school children eat the recommended servings of fruit and vegetables. And only 30% consume the recommended amount of milk. On top of that, teenagers today are drinking twice as much carbonated soda as milk, and they're also doing half as much exercise. The situation is serious, to say the least!

Despite the fact that vast sums of money have already been spent on attempts to improve quality, food served at schools still doesn't meet minimum nutritional standards. In fact, only 2% of children are eating a balanced diet according to the recommendations established by the Ministry of Health. The really worrying thing is that this can only get worse.

To make matters worse, too many children are physically inactive. Nearly 50% of young people do not engage in physical activity on a regular basis. What's more, the percentage of young people who are overweight has more than doubled since 1970. And now childhood obesity is recognised as a national epidemic. Now, if you'd just take a look at... *[fades out]*



#### ▣ Useful language

Read through the extract from the presentation again and find any examples of language for...

1. ...adding an additional point / argument.
2. ...contrasting ideas.
3. ...emphasising a point.

### Useful expressions

#### Sign post language

- Firstly,... First,... First of all,... Secondly,... Thirdly,... Then,... Next,... After that,...

#### Contrasting ideas

- On the one hand,... on the other hand,...
- However,... Although... Even though... In spite of... Despite... Unless...

#### Adding ideas

- Moreover,... Furthermore,... On top of that,... Not only did they... but they also... In addition, ... What is more, ... To make matters worse,...

#### Other useful expressions

- Therefore... Before... When ...Anyway... Well... So... Basically...

#### Emphasising a point

- The fact is that...
- Most alarmingly, they found that...
- The worrying thing is that...
- It's worth mentioning...
- I'd like to emphasise the fact that...
- I'd like to point out that...
- I'd like to highlight the fact that...
- I must point out that...
- It's interesting to note that...

#### Forecasting

- We anticipate that...
- We forecast that...
- We expect that...
- We predict that...

#### ▣ Task

Write an extract from a presentation on a topic of your choice. Include lots of sign post language.

# UNIT 12 Construction Capers

## Objectives

**Vocabulary:** Buildings & structures

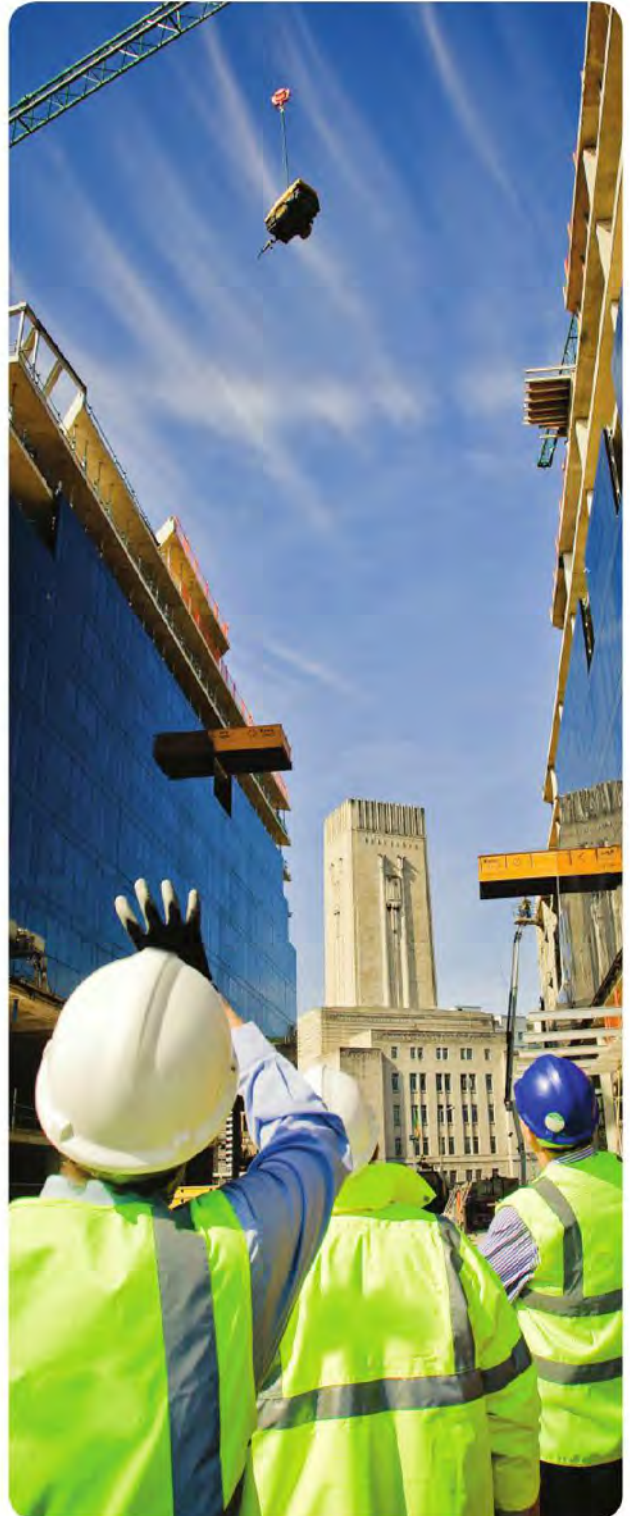
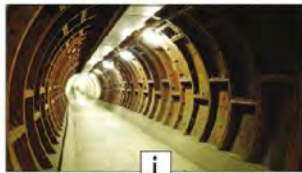
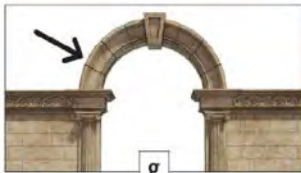
**Structures:** The Future Perfect / The Future Continuous / Phrasal verb particles

**Useful skills:** Telephone English III

### Picture matching

Match the "building" words (1 to 8) to the pictures (a-h).

1. Dam
2. Tunnel
3. Suspension bridge
4. Wind farm
5. Aqueduct
6. Amphitheatre
7. Arch
8. Columns / pillars
9. Dome
10. Spiral staircase



#### Think about it!

What large buildings or structures are there in your town / city? Do you have to go through any tunnels on the way to work? Are there any suspension bridges in your city / town? Where do they go to / from? Is there a dam near where you live? Where? Are there any buildings with arches, domes or columns in your town / city? What are the buildings for?

## UNIT 12 Construction Capers

# VOCABULARY

**Vocabulary:** Buildings & structures

### House identification

Identify as many parts of the house as you can in just two minutes. Use the words below to help you.

*ceiling, roof, window, living room, kitchen, dining room, bathroom, bedroom, toilet, garden, front door, attic, basement, floor...*



### Useful expressions

Complete the expressions with the correct prepositions.

- The fort is on top \_\_\_\_\_ a hill.
- The house was built \_\_\_\_\_ 1886.
- The bedroom window looks down \_\_\_\_\_ a beautiful garden.
- The building towers \_\_\_\_\_ the houses around it.
- The monument was erected \_\_\_\_\_ 1886.
- The tower looks down \_\_\_\_\_ a tiny church.
- The palace is set \_\_\_\_\_ beautiful gardens.
- A river runs \_\_\_\_\_ the gardens.
- The path from the gate leads up \_\_\_\_\_ the front door.

### Structure analysis

Read about the building projects. Then, write a number / date, etc. next to each statement.

#### Incredible structures

##### The Channel Tunnel

The Channel Tunnel was the UK's biggest ever civil engineering project. Officially opened on 6th May 1994, it links Folkestone in England with Coquelles in France. The Channel Tunnel actually consists of three tunnels: two tunnels that carry the trains and a smaller, middle tunnel, that is used as a service tunnel. It takes a total of 35 minutes to travel across the Channel Tunnel from terminal to terminal. The Channel Tunnel is 31.35 miles long, with 24 of those miles under water. The initial budget was \$3.6 billion, but the final cost came in at over \$15 billion.



- When the Channel Tunnel was opened. \_\_\_\_\_
- The number of tunnels including the service tunnel. \_\_\_\_\_
- The time it takes from terminal to terminal. \_\_\_\_\_
- The number of miles the tunnel runs underwater. \_\_\_\_\_
- The difference between the initial budget and the final cost. \_\_\_\_\_

### Your turn!

Write a short paragraph about a building/structure in your town / city / country.

### Brochure analysis

Complete the brochure with the correct prepositions.

#### Carey House Hotel & Spa

Set (1) \_\_\_\_\_ four acres of beautifully landscaped gardens, this traditional Country House Hotel and Spa is just twenty minutes



(2) \_\_\_\_\_ London and close to the cathedral cities of Canterbury and Rochester, as well as being close (3) \_\_\_\_\_ the Port of Dover and the Channel Tunnel.

Each en-suite guest room has been individually designed, and comes complete (4) \_\_\_\_\_ a flat screen TV, WIFI, tea and coffee making facilities and a Jacuzzi (5) \_\_\_\_\_ the bathroom. A lake-side restaurant with seating capacity for seventy serves award-winning cuisine and fine wines. (6) \_\_\_\_\_ its crystal chandeliers, fine china, silver cutlery and crystal glassware, it provides the perfect setting for a romantic dinner.

Carey House is also the perfect venue (7) \_\_\_\_\_ a wedding. Our years of professional experience will ensure that your special day is a memorable occasion.

Treat yourself to a stay (8) \_\_\_\_\_ one of the UK's most luxurious country retreats: Carey House Hotel & Spa!

#### Think about it! Buildings & structures

What are typical houses in your country like? What types of homes do most people live in? What major construction projects have there been in your country over the past ten years? What impact could construction projects have on the environment? Are there any "white elephants" in your city (large buildings that are never used and were a waste of money)? What are they? What's your favourite building or structure from your country? Why do you like it?

Language Structures:

The Future Perfect / The Future Continuous / Phrasal verb particles

<p><b>The Future Perfect</b> Will have + a past participle</p>	<p>We will have finished the work by Friday. They will have completed the course by May. She won't have started the work yet.</p>
<p><b>The Future Continuous</b> Will be + a verb in the gerund: verb -ing</p>	<p>They will be waiting for you in the bar. She will be writing the report later tonight. They won't be working from home next week.</p>

The Future Perfect

We form the Future Perfect with *will have* + a past participle. For example, "We will have left by 7pm."

We use the Future Perfect to describe actions that will be completed before a time in the future. We often use the preposition *by* + a time. For example, "They will have seen the film by 9pm."

Passive forms are created with *will have been* + a past participle. For example, "The work will have been completed by Friday."

The Future Continuous

We form the Future Continuous with *will be* + a gerund (verb + *-ing*). For example, "I'll be helping them with it later on."

We use the Future Continuous for actions that will be in progress at some point in the future. For example, "She'll be playing tennis at 5pm today."



Word choice

Choose the correct words to complete the sentences.

- We will have *finishing / finished* dinner by the time you arrive.
- She will have *completed / completing* the project by 6 pm.
- They'll be *read / reading* it later tonight.
- I will have *changed / changing* jobs by the time we see each other again.
- We will be *lying / lie* on the beach this time next week.
- By the time we get there, the play will have *starting / started*.



Gap fill

Complete the sentences with the words from below.

**living working moved discussing written found**

- I will have \_\_\_\_\_ the report by next Friday.
- Most people will be \_\_\_\_\_ from home in fifty years.
- By this time next year, I will have \_\_\_\_\_ what I'm looking for in life - I'm sure!
- She'll have \_\_\_\_\_ into her new house by the time you see her next.
- I'll be \_\_\_\_\_ with my parents for a few weeks.
- We'll be \_\_\_\_\_ it in the meeting later today.

Fluency practice

Answer the questions.

- What will you be doing at 4 pm tomorrow?
- Will you have finished all your work by 8pm tonight?
- Where will you be living in two years' time?
- What will you be doing at 6 pm on Saturday?
- Will you have changed jobs by this time next year?
- What will you be eating for lunch tomorrow?
- When will you be leaving work today?
- Will you have had dinner by 10 pm tonight?

Sentence creation

Create as many sentences as you can with Future Perfect and Future Continuous structures in just two minutes. Use the verbs below. Use both affirmative and negative forms.

*be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, work, walk, write, talk, speak, lie, play, help, mention, mind, miss, ask, agree, choose, decide, hope, intend, offer, plan, expect, help, learn, manage, promise, seem, want...*

**Message analysis**

Read over the message. Then, answer the questions.

**Hi all,**

This is just to let you know about my schedule for next week.

On Monday, I'll be busy all day preparing for the conference. In the morning, I'll be preparing our presentation, and in the afternoon, I'll be going over it with Sandra Smith.

On Tuesday, I'll be in meetings for most of the day. I'm pretty sure that we'll have reached a decision about the new assistant manager by the end of the day.

On Wednesday, I'll be finishing off the reports. I think they'll have been completed by the afternoon. If so, we'll be able to send them out to you.

On Thursday, I'm travelling to Strasbourg to attend a trade fair. I'll be attending talks in the morning, then I'll be speaking to clients and networking in the afternoon.

On Friday morning, I'll be talking to Freyda Santos about the new project. In the afternoon, we're going for lunch before catching the train to the conference centre.

You'll be able to reach me on my mobile all week. I may be unavailable during meetings but you can leave a message and I'll get back to you as soon as I can.

Yours,  
Angela

1. What will Angela be doing on Monday morning?
2. When will she have reached a decision about the new assistant manager?
3. When will the reports have been completed by?
4. What will she be doing on Thursday morning?
5. Who will she be talking to on Friday morning?

**Your turn!**  
Write an e-mail to someone explaining what you will be doing.

**Phrasal verb particles**

A phrasal verb is formed by a verb and a particle (a preposition or adverb: *up, with, to, out, in, etc.*). For example, "He **wrote down** what she was saying."

In many cases, the particle can help you guess the meaning of the phrasal verb. For example, if something goes "down", it goes to a lower level. For example, "House prices have gone down."

Particles can also have a metaphorical meaning, but if

you understand the core meaning, you can often guess the meaning of these too. For example, "She's feeling a bit **down**." [depressed]

Here are some useful phrasal verbs for you to learn:

**Save up** = to save money so you can buy something

**Come across** = to find by mistake

**Put in (an offer)** = to offer an amount of money for something

**Move in** = to start living in a new house

**Do up** = to decorate / to repair

**Carry out** = to do (building work)

**Knock down (a wall, etc.)** = to demolish (destroy) a wall

**Facebook update**

Complete the Facebook update with the correct particle / preposition.

facebook



Hi, Jessica here again! Great news: we've finally got our new house! We'd been saving (1) \_\_\_\_\_ for the deposit for several years. Then, when house prices started to come (2) \_\_\_\_\_ we decided to go (3) \_\_\_\_\_ it. We came (4) \_\_\_\_\_ the place whilst walking (5) \_\_\_\_\_ the old part of town. We decided there and then that we just had to have it. We put (6) \_\_\_\_\_ an offer and then just waited. Eventually, we got a phone call from the agent saying that they'd accepted our offer and that the house had been taken (7) \_\_\_\_\_ the market. It was finally ours! We moved (8) \_\_\_\_\_ two months later.

The house has got three floors, an attic and a basement. The veranda looks out (9) \_\_\_\_\_ the garden. There's also a terrace that's built onto the side of the house. It's great to sit there and have breakfast or lunch. A spiral staircase goes (10) \_\_\_\_\_ to the attic rooms. The attic opens out onto a tiny balcony that looks down (11) \_\_\_\_\_ the terrace below.

The house needs doing (12) \_\_\_\_\_ but the structure is sound. Next week we're having the drive repaired and a builder's coming to lay down some paving and carry (13) \_\_\_\_\_ some other work. They're also going to knock (14) \_\_\_\_\_ one of the walls downstairs so the living room is bigger. Once it's ready, we'll invite you over for the housewarming party!

Like · Comment

# UNIT 12 Construction Capers SPEAKING TASK

## Building description

### Activity type: presentation & question-answer session

#### Task

You're going to talk about a building or structure. First choose the building or structure (your house, a house you want to buy, a famous building in your town / city / country, a new swimming pool, a leisure centre, a library, an opera house, a theatre, a cinema, a supermarket, etc.). Make notes on it: what it's like, what it's used for, who lives there, what you like/dislike about it, etc. Give details of any work that will be carried out on the building in the future. After giving your description, answer any questions. Then, listen to the other descriptions and ask questions.

#### Describing a building

- It's situated in...
- It's primarily used for...
- They will have finished it... by...
- They will be altering the... (next year).
- The renovation work will have been completed by...
- The upstairs window looks out onto...
- The staircase goes up to...
- The doors open out onto...
- The building looks down onto...

#### Asking questions about a building

- What's it used for?
- Who lives there?
- When was it built?
- How many floors has it got?
- What building work will they be carrying out on it next year?
- When will the extension have been completed?
- How much is it going to cost?
- Who will be living there next year?
- When will you be moving in?





# USEFUL SKILLS Telephone English PART III

## Dealing with problems

### Telephone conversation analysis

Read through the conversation. Then, answer the questions.

1. Why couldn't the shop assistant hear the caller?
2. What's missing from the camcorder box?
3. Does the shop have the missing part in stock?

#### The Shop

- Shop:** Cameras Galore. How may I help you?  
**Melinda:** Good afternoon. I bought a camcorder from one of your shops just recently and there seems to be a part missing.  
**Shop:** I'm sorry but the line's really bad. Could you repeat that, please?  
**Melinda:** I said, I bought a camcorder from one of your shops and there's a part missing.  
**Shop:** I beg your pardon?  
**Melinda:** There's a part missing.  
**Shop:** I'm sorry but I can't hear you very well.  
**Melinda:** Oh, right. *[She drives out of a tunnel.]* Is that better?  
**Shop:** Ah, yes.  
**Melinda:** Sorry, I was driving through a tunnel. Anyway, as I was saying, I bought a camcorder from one of your shops just recently and there's a part missing.  
**Shop:** Well, you'll have to bring it into the store with the warranty and receipt.  
**Melinda:** OK, but could you just confirm that you've got the part? I don't want to come in for nothing.  
**Shop:** OK. What make of camcorder is it, and what's the missing part?  
**Melinda:** It's a Sony Handycam. The shop assistant who originally dealt with me told me the camcorder came with a 4GB memory card, but I can't find it in the box.  
**Shop:** OK. I'll just go and check. Hold the line, please. *[one minute later]*  
Yes, we do have that part in the store.  
**Melinda:** Great. What time are you open, please? *[The phone gets cut off.]*  
**Shop:** *[one minute later]* Cameras Galore. How may I help you?  
**Melinda:** Oh, hi. I was just talking to someone about...  
**Shop:** ...Hi, that was me. So, yes, we do have the part in stock, so you can come in when you like.  
**Melinda:** That's great. Thanks a lot. Bye.  
**Shop:** Bye!



### Language identification

Read over the conversation again and identify any language used to...

1. ...answer the phone.
2. ...ask someone to repeat something.
3. ...say politely that you can't hear or understand something.
4. ...ask someone to wait.

## Useful expressions

### Mistakes & problems

- I think you've dialled the wrong number.
- I'm sorry but I think you've got the wrong number.
- I'm sorry but there's no one with that name here.
- I'm sorry but I can't hear what you're saying.
- I'm afraid there's no one here called John Masters.
- Are you sure you've got the right number?
- I'm trying to reach John Smith at 769-2345. Have I got the right number?
- Could I just repeat that back to you, please
- Could you speak up, please? I can't hear you very well.
- I think we got cut off.
- Could you repeat that address, please?
- The line's really bad. Could you call me back, please?



### Task

Write out a short telephone conversation. Include a number of problems / misunderstandings, etc. in the dialogue.

# UNIT 13 Techno Fun!

## Objectives

**Vocabulary:** Technology

**Structures:** Phrasal verbs

**Useful skills:** E-mail writing IV

### Ranking

Tick the gadgets / electronic goods that you've got. Circle the ones you'd like to have or that you're planning to buy.

 Mobile phone <input type="checkbox"/>	 PDA (a personal digital assistant) <input type="checkbox"/>
 Smartphone <input type="checkbox"/>	 Blackberry <input type="checkbox"/>
 MP3 player <input type="checkbox"/>	 Computer notebook <input type="checkbox"/>
 Satnav <input type="checkbox"/>	 MP4 player <input type="checkbox"/>
 Flat-screen TV <input type="checkbox"/>	 Tablet computer <input type="checkbox"/>
 Laptop <input type="checkbox"/>	 Video camera / camcorder <input type="checkbox"/>
 E-reader <input type="checkbox"/>	 Video games console <input type="checkbox"/>
 Digital camera <input type="checkbox"/>	 Hand-held video games console <input type="checkbox"/>



#### Think about it!

What are some of your favourite gadgets? Why do you like them? Which gadget couldn't you live without? Why? Do you like to have the latest gadgets? Why? Why not?

**Vocabulary:** Technology

**Text messages**

Write out the text messages in standard English. Use the key below to help you with the abbreviations. Warning: apart from the abbreviations, some words have been misspelt. For example: *office* (which should be *office*).

- Hav u got the keys 2 the office?
- Wot time will u b bk frm work?
- Do u want 2 go 2 a restrant 2nite?
- Kud u tell them I'l be l8. am stil @ the office
- Can't make it 4 lunch. 2 busy. wil cal bk l8r
- Did u tel Josh about the party @ my place 2nite?
- Wil u b abl 2 take me 2 the station?
- Ur appt @ 6 has been canceled

**Key**

- 2 = to, too
- 4 = for, four
- u = you
- 2NTE = tonight
- 4U = for you
- gr8 = great
- bk = back
- l8 = late
- l8tr = later
- b4 = before
- @ = at



**Word building**

Write five sentences. Use the verbs from Box A (or any other verbs) and expressions from Box B to make collocations.

**Box A**

use watch programme listen to insert buy turn on turn off switch on switch off charge repair send receive save

**Box B**

a memory stick, a flat-screen TV, a video camera, a laptop, an alarm clock, a watch, a PDA, a text message, an e-mail, an MP4, an MP3, a smartphone, a tablet computer, a mobile phone, a digital camera, a CD, an MP3 player, a video console, a hand-held video console, a calculator, a computer, a stereo system, a webcam, a USB stick

For example: *I saved all the data onto my memory stick.*



**App analysis**

Read the text and complete the table.

**Smartphone apps**

Here are some smartphone **apps\*** you might like.



**Word Lens:** simply film a piece of Spanish or English text with your smartphone camera and the app translates the text.



**Sound Hound:** if you hear a song and you want to know what it's called, simply launch this app. Your smartphone "listens" to the song and then tells you its name.



**AroundMe:** are you looking for a bank, restaurant or museum? AroundMe uses your smartphone's GPS to direct you to the nearest chemist, bar, restaurant, hospital, etc.



**WebMD:** think you might be ill? Simply type in your symptoms and this app will tell you what you have. No need for the doctor!



**Dog whistler:** this app emits a whistle at a frequency that only your dog can hear. One reviewer wrote, "The only problem is that the frequency is beyond the range of human hearing, so you'll have to take the developer's word for it."

**\*App**

"App" is an abbreviation of "application". Apps are programs that run on smartphones or tablet computers.



Description	App name
1. It's designed for dog owners.	
2. It can help you diagnose an illness.	
3. It can tell you where the nearest bank is.	
4. It can translate text for you.	
5. It can identify a song for you.	

**Think about it! Technology**

Have you ever lost your mobile phone? What happened? Has your mobile phone ever rung at an inopportune moment? What happened? Which invention do you think has had the greatest impact on society? Why? What do you think technology will be like in 10 / 50 / 100 years from now? What do you do with your old electronic equipment? Do you recycle it? In what ways has technology improved our lives? In what ways has it made life worse? How has the internet changed the way we live?

**Language Structures: Phrasal Verbs**

A phrasal verb is formed by a verb and a particle (which can be a preposition or adverb: *up, with, to, out, in, etc.*). For example, "They **made up** the story." (make up = invent)

Sometimes, the particle can help you guess the meaning of the phrasal verb. For example, if something goes "down", it goes to a lower level:

- a) Prices have gone down. (Prices have decreased.)
- b) I'm feeling down. (I'm feeling depressed.)

But other times, you can guess the meaning of the phrasal verb by focusing on the verb. For example, both of these sentences would have the same meaning (more or less) without the particles:

- a) **Eat up** before it gets cold.
- b) Can you **add up** these figures for me, please?

**Top Tip – Learning Phrasal Verbs**

As you're reading or listening to English, make a note of any phrasal verbs you find. Remember to write them out in sentences as this will help you learn and remember them!

**Definitions & exercise**

Read over the definitions. Then, complete the sentences (1 to 8) with the correct particles (*in, on, at, etc.*).

- **Switch on/off:** to press a button so a computer starts / stops working.
- **Leave on:** if you "leave a computer on", you don't turn it off.
- **Type in / key in:** to write text or numbers on the computer screen by using the keyboard.
- **Close down / shut down:** to turn off a program so it is no longer operating.
- **Shut down:** if you "shut down" a computer, you turn it off so it is no longer working.
- **Run out of:** if you "run out of" something (computer ink, for example), you have no more of that thing.
- **Back up:** to make a copy of your files for security purposes.
- **Scroll up/down:** if you "scroll up", you use the mouse or your finger to move the text on the computer screen up; if you "scroll down", you move the text down.

1. You need to key \_\_\_\_\_ your username and password in order to get into the restricted area.
2. We've run \_\_\_\_\_ of ink for the printer. Could you go and get some more, please?
3. You'll need to scroll \_\_\_\_\_ a bit in order to see the photo of Mark and his new girlfriend.
4. She left the computer \_\_\_\_\_ all night as she was downloading something.
5. Shut \_\_\_\_\_ the computer after you've finished using it, please.
6. You have to close down all the programs you're using before you can switch \_\_\_\_\_ the computer.
7. You need to back \_\_\_\_\_ your files every day in

case the system crashes.

8. Could you switch \_\_\_\_\_ the computer, please? I need to check the weather and flight times.

**Definitions & word choice**

Read over the definitions and then choose the correct words.

- **Look up:** if you "look up" information on the internet, you try to find it.
- **Turn up/down:** if you "turn up" the volume/ brightness, you increase it. If you "turn it down", you decrease it.
- **Be on/off:** if a computer is "on", it is connected to the electricity and working. The opposite is "off".
- **Click on:** if you "click on" an image or button, you press a button on the mouse in order to activate something.
- **Hook up:** if you "hook up" one device to another, you connect those two devices.
- **Boot up:** the time a computer takes to "boot up" is the time it takes to load the operating system.
- **Log on/off:** if you "log on", you gain access to a restricted area in a website by typing in your username or password or both. If you "log off", you leave a restricted area.
- **Plug in:** to connect a device by putting a plug into the electricity supply so that it works. The opposite is to "unplug".

1. If you want to see the animated image, just click \_\_\_\_\_ the icon.
2. You need to log \_\_\_\_\_ first so you can get access to the Members' Area.
3. The computer takes a while to boot \_\_\_\_\_, and it's best not to touch anything until it's ready.
4. If you don't know what the word means, look it \_\_\_\_\_ on the internet.
5. Could you plug the printer \_\_\_\_\_, please? I need to print off some copies of the report.
6. You need to use this cable to hook the printer \_\_\_\_\_ to the computer.
7. Is that computer still \_\_\_\_\_? I thought I told you to turn it off.
8. Could you turn \_\_\_\_\_ the brightness on this computer screen, please? It's hurting my eyes.



## Instant messages completion

Complete the instant messages with the correct prepositions.

63 %

Messages Clear

**Abbie:** I've got a new e-reader!

**Jamie:** Nice one!

**Abbie:** I've downloaded more than a hundred books already!

**Jamie:** What's the screen like?

**Abbie:** Just like looking at paper! You can even turn (1) \_\_\_\_\_ the page with your finger; it's just like reading a real book, except you can also scroll (2) \_\_\_\_\_ and down the page like you can on a computer.

**Jamie:** Sounds great!

**Abbie:** It's got this really clever automatic page marker – it remembers which page you were reading when you switch it (3) \_\_\_\_\_. Then, when you switch it (4) \_\_\_\_\_ again, it'll be on the right page. Plus, you can look (5) \_\_\_\_\_ the meaning of words.

**Jamie:** Sounds good.

**Abbie:** The battery lasts for ages – you can use it for about four weeks before it runs (6) \_\_\_\_\_ of power. Then, you simply charge it (7) \_\_\_\_\_. You can also hook it (8) \_\_\_\_\_ to your computer and transfer documents onto it. You should get one.

**Jamie:** Actually, I'm thinking about getting an iPad. It's got an e-reader, plus a camera, internet access, an MP3 player, e-mail, music editing software...

**Abbie:** Maybe I should have bought one of those???

Send

## Smartphone user review

Read the user review. Then, write **T** (true) or **F** (false) next to each statement. Afterwards, see if you can identify any phrasal verbs.

**ZyloNote smartphone user review**  
**Our Rating:** 5 out of 10  
**Price:** £250



The ZyloNote smartphone comes with everything you'd expect from the latest smartphone technology. No need to key in information – the ZyloNote's voice recognition software allows you to speak directly into the phone. Although if you prefer you can type in any information or passwords using the ZyloNote's keyboard.

The ZyloNote is slim and sleek and comes in a range of colours. It's quite light at 125g, and measures 67 x 126mm, and is only 8.8mm thick. The user-friendly touchscreen allows you to scroll up or down with ease. And the "Send Home" feature means you can back up all your information to your home computer at the click of a button.

The big drawback is that it tends to freeze up if you've got too many apps running at the same time. You can zoom around the home screen without any trouble, but it slows down once you start opening up any apps. Also, it doesn't have a lot of storage space – just 4GB, of which only 2.5GB is available to the user. Worst of all, the battery tends to run down after about 24 hours, so you'll have to charge it up every night.

1. It's got voice-recognition software.
2. It weighs 126g.
3. It's got a user-friendly touchscreen
4. It has a tendency to freeze up.
5. It's got a lot of storage space.

**Your turn!**  
 Write a review of a gadget or app.

## The Gadget

**Activity type:** a sales presentation

### Task

You're going to give a presentation on a gadget of your choice. First, choose one that you own or you know about and prepare some notes on it. Do a bit of research on the internet to find out more about it. Think of all the features and benefits associated with it. Use the prompts below as a guide. After giving your mini-presentation, answer any questions. Then, listen to your partner's presentation and ask questions.

- Product name
- Product description
- Functions
- Features
- Benefits
- Pros / cons
- Price

Other?

### Describing features & benefits

- You can turn it on by...
- Simply scroll down by...
- You can charge it up in just...
- If it runs out of power, you can...
- You can leave it on for...
- If you want to look up a word or expression, you can...
- It's got a button on the side that allows you to...
- You can hook it up to...

### Asking questions about a gadget

- Is it compatible with...?
- What does this button do?
- How do you get it to...?
- What are its three key features?
- Does it come with...?
- How long is the guarantee for?
- How many GB of memory does it have?
- Does it come with any free apps?
- Has it got an in-built camera?



### Dealing with problems / updates

#### E-mail analysis

Read through the e-mail. Then, answer the questions.

1. What happened to the packages?
2. When do they hope to have the situation sorted out by?
3. How many outstanding bills are there?



**To:** sinclairwhizzkid@hotmail.com  
**Subject:** Missing package

**Re: Missing package**

**Dear Mr Sinclair,**  
 We're just writing to apologise for the misplaced packages. As you stated in your e-mail, we had clear instructions to take the first package (reference number KY67012) to the Brentwood address, and the second one (reference number BZ8652) to the Marlinton address.

However, our executive delivery officer (the messenger) took the first package to the Marlinton address and the second one to Brentwood. Just to let you know that we're doing our utmost to rectify the situation and we hope to have the packages delivered to the correct addresses some time on Tuesday evening. We do hope that missing that important deadline hasn't caused you too much inconvenience.

On another note, I'd just like to take this opportunity to remind you that there are still six bills pending payment. We'd be most grateful if you could deal with these as a matter of urgency. Unfortunately, the cheque that you sent to us two weeks ago still hasn't arrived.

I look forward to hearing from you soon,  
 Yours sincerely,

*Kylie Been*  
 (managing director of Parcel Force When it absolutely, definitely has to get there some time in the next 72 hours!)

#### Language identification

Read over the e-mail again and identify any language used to...

1. ...apologise for something.
2. ...say that someone is making a great effort to do something.
3. ...remind someone of something.
4. ...say that some bills haven't been paid.
5. ...sign off / close the e-mail.
6. ...say goodbye to someone whose name you know

### Useful expressions

#### Apologising

- We'd like to apologise for the late delivery of...
- We're sorry that...
- I would like to apologise for any inconvenience this may have caused.
- We appreciate that this has caused you considerable inconvenience.

#### Giving an update on a situation

- I have looked into the matter and ...
- I have spoken to the staff involved, and ...

#### Promising to deal with something

- I'll look into it as a matter of urgency.
- Can you leave it with me and I'll get back to you tomorrow.
- We're doing everything we can to sort it out.

#### Giving future reassurances

- I can assure you that this will not happen again.
- We promise that this won't happen again.
- Please accept my assurances that this won't happen again.

#### Making excuses

- We've been having problems with the new system.
- A new employee was responsible for...

#### Trying to compensate for an error

- To compensate for the inconvenience, we would like to offer you...
- We'll send the replacement items immediately.
- We'd be happy to give you a refund.

#### Future business

- I very much hope you will continue to use our services in the future.
- If you have any further queries, please do not hesitate to contact me on my direct line.

#### Task

Write a short e-mail apologising for something.



# UNIT 14 Let's Complain!

## Objectives

**Vocabulary:** Complaints

**Language structures:** Linking words / conjunctions

**Useful skills:** Meetings IV

### Popular complaints

Read over the list of typical things to complain about. Tick the ones you've complained about before. What things do people typically say about them?

- The weather
- Mobile phones
- Young people / teenagers
- Work colleagues
- Politicians
- Work
- Money
- Shop assistants
- Salespeople
- Spam e-mail
- Expensive train / bus / plane, etc. tickets
- Hotels / restaurants

#### Think about it!

When was the last time you complained about something? What was it? Can you think of any other things to add to the list? What do you do / say when something is annoying you? Do you speak up, or prefer to keep quiet about it?





## Vocabulary: Complaints

### Complaints matching

Match the complaints (1 to 6) to the places where you might hear them (a-f).

- The room was cold and there was no view of the sea.
- The food was undercooked and tasteless.
- I don't know how they expect us to get through all this by Friday.
- I'd only worn it twice before it broke.
- I brought it in to have the oil changed, but now it doesn't work.
- The anti-virus program you sold me won't work on my PC.

- Garage
- Hotel
- Computer repair shop
- Restaurant
- Clothes shop
- Work

### Useful expressions ranking

Say whether the expressions are **P** (positive) or **N** (negative). Then, make three sentences with any of the expressions.

- Be sick of something
- Get on top of things
- Can't stand something
- Set objectives
- Get on with your work
- Use your time productively
- Get stressed about something
- Concentrate on your work
- Can't stand the sight of someone
- Make an effort to do something
- Be fed up of something
- Get things done on time
- Take steps to improve things
- Moan about something
- Learn to live with something
- Achieve your goals
- Feel trapped

For example: *She made an effort to get it finished on time.*

### Work complaints

Write the name of a work-related topic from below next to each complaint (1 to 7).

perks commuting workload meetings  
the boss salary promotions

- "I'm really sick of her. She's always peering over my shoulder, checking what I'm doing and having a go at me when things go wrong." \_\_\_\_\_
- "Have you heard? They're going to get rid of the free coffee, tea and biscuits. What will it be next? Our medical insurance? Our free dental care?" \_\_\_\_\_
- "I've been earning the same amount for the past

six years. I've been making a real effort, but nothing ever seems to be good enough for them. I mean, they haven't even increased it in line with inflation."

- "I've got a pile of papers on my desk that I'm supposed to get through by Friday but there just aren't enough hours in the day. Lots of times, I have to take stuff home at the weekend. It isn't fair!" \_\_\_\_\_
- "There's no way that Frank should get that post. I mean, I've been here much longer than he has. I'm the one who gets things done around here, and I'm the one who can manage this office." \_\_\_\_\_
- "Have you heard? They've scheduled another one for Monday morning. I mean, how many times do we have to discuss this?" \_\_\_\_\_
- "It takes me fifty-five minutes to get into work. I'm sick of being stuck in a crowded train full of all those people. They should give us all parking spaces!" \_\_\_\_\_



### Your turn!

Write a short paragraph on some of the things that you don't like about work or the place where you study.

### Think about it! Complaints

Have you ever complained about something in a hotel? What did you complain about? What are some typical problems that guests can have in hotels? Have you ever complained about anything in a restaurant? What was it? Have you ever written a letter or e-mail of complaint? Do you think complaining can be effective? Why? Why not? What's the best way to make a complaint? What are your top tips?

**Language Structures:**

*Linking words / conjunctions*

We use conjunctions to connect ideas within sentences or between sentences.

We use *unless* to refer to exceptions. *Unless* basically means "except if". For example: "I'll carry on like this *unless* you want me to do something else."

We use *as long as* and *provided that* (more formal) to express a type of condition. It basically means "if". For example: "He'll go to the wedding *as long as* you do too."

We use *even if* as a way of emphasising a point. For example: "*Even if* he paid for my ticket I wouldn't go." [I wouldn't go under any circumstances.]

We can use *although* or *even though* to contrast ideas. For example: "*Although* I quite like the design, I don't think it's right for us."

We often use *however* and *nevertheless* (more formal) to contrast ideas between two sentences or separate clauses. For example: "I know it isn't that dangerous. *However*, I really don't think we should take any risks."

We can use *in spite of / despite* + a noun for emphasis. For example: "They played the game *in spite of* the rain." [They played the game even though it was raining.]

*Despite the fact (that)* and *in spite of the fact (that)* are followed by clauses. For example: "*Despite the fact that* it was raining, they still played the game."

We can use *also*, *plus*, *moreover* or *furthermore* as a way of introducing another point (often a stronger one) in an argument. For example: "I don't think it's clear what the play is about. *Furthermore*, it isn't that well written."

And we can use expressions such as *on top of that* or *in addition* when we want to mention another item connected with the subject we're discussing. For example: "The trains are fast, efficient and punctual. *In addition*, ticket prices are some of the cheapest in the world."

We can use *not only... but also* as a way of introducing two points. Notice the question-pattern word order. For example: "*Not only* can they speak French, *but* they can *also* speak German." [question-pattern word order: ...can they speak...]



**Matching**

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. Although she's only 23, she's already...
2. We went ahead with the picnic in spite...
3. Despite being over 70 years old, she still goes...
4. I'll stay here to help you as long as you...
5. We don't usually employ people without any experience. However, in your...
6. I can't remember what happens at the end even...

- a. ...want me here.
- b. ...though I've read it before.
- c. ...case we're willing to make an exception.
- d. ...of the rain.
- e. ...riding every morning.
- f. ...a multi-millionaire.

**Word choice**

Choose the correct words to complete the sentences.

1. He told her about it *even though / despite* I asked him not to.
2. It was a great film, *although / unless* I don't think it was as good as her last one.
3. *In spite / Unless* you help us, we're never going to get this done in time.
4. We usually go away in August, *but / not only* this year we're going to take our holidays in June.
5. I'll lend you the car *although / as long as* you promise to drive carefully.
6. *Although / Despite* we often argue about things at work, we're still great friends.

**Conversation analysis**

Choose the correct words to complete the conversation.

- Jasmine:** So, what do you think of the Ocean View Hotel?  
**Abbie:** Well, (1) *although / however* it's close to the beach, I don't think it's really what we're looking for. (2) *Unless / And on top of that*, it's twice as expensive as the Miramar.
- Jasmine:** Yes, (3) *but / in spite* the Miramar has a great conference room. (4) *Plus / However*, it's got a gym and a swimming pool, which I know a lot of our employees will appreciate. (5) *Despite / However*, I will admit that it's a bit far from the beach. I think some people would welcome a bit of time by the sea in the afternoons when they're free.
- Abbie:** Yes, I think that's something we ought to take into consideration, (6) *although / in spite* I'm still not entirely convinced. (7) *Even though / Unless* it's close to the beach, I've heard that this beach isn't the best one on the island. So, (8) *moreover / although* the Miramar is further from this beach, it's actually closer to the *nicest* beach on the island.
- Jasmine:** Mmm... Perhaps we should ask Sandra to cast the deciding vote.
- Abbie:** Yes, good idea.
- Jasmine:** OK. I'll go and find her.
- Abbie:** All right. See you in a minute.

**Your turn!**  
Write an e-mail weighing up some options. Use linking words.

**Fluency drill**

Answer the questions. Use conjunctions in your answers. **Would you...**

- ...ever consider living in a hotel?
- ...like to live and work abroad for a few years?
- ...ever consider moving house?
- ...change jobs if you were offered more money?
- ...stop working if you won the lottery?
- ...ever consider buying a second home?
- ...like to buy a new car?

**Picture analysis**

Invent complaints about the topics in the pictures. Write six complaints using linking words where possible.




**E-mail gap fill**

Complete the e-mail with the words from below.

- however   despite the fact that   despite  
a few days later   unless   although

To: penn2012@yahoo.com  
Subject: complaint about office carpeting

**Dear Mr Pennington,**  
Two months ago, we purchased 300 metres of vinyl carpeting, which was on offer at your store. (1)  \_\_\_\_\_, two of your employees installed it in several of our offices and hallways. (2) \_\_\_\_\_, one month after this, we noticed that the carpeting was badly wrinkled and had come unstuck in several places, (3) \_\_\_\_\_ assurances from the salesperson who sold it to us that it was of the highest quality.

After a phone call to your offices, the two people who had laid the carpet were dispatched the next day. However, (4) \_\_\_\_\_ they worked for several hours smoothing the material and reattaching it along the walls, within a matter of days, it was just as wrinkled as ever.

This time, I phoned the salesperson myself to suggest that the padding might be at fault. However, she replied that there was nothing more that could be done, and told us that there had to be a problem with the floor being uneven. (5) \_\_\_\_\_ the building is only four years old, we hired (at considerable expense) an independent surveyor, who confirmed that the flooring is in fact level.

So, I made a further call to your salesperson. However, this time she informed me that as the the carpeting we'd bought was on offer it couldn't be replaced. This is to inform you that (6) \_\_\_\_\_ the job is completed correctly, we will be starting legal proceedings against your company to ensure that we get full compensation.

Yours sincerely,  
Amanda Roberts

**Your turn!**  
Write a letter of complaint to someone complaining about something.

# UNIT 14 **Let's Complain!** SPEAKING TASK

## The Complaint

**Activity type:** writing and role play

### Task

You're going to complain about something. First, write a letter of complaint about something that's happened to you. Use the topics below to help you invent an idea, or base it on something that really happened to you. When you've finished, exchange letters with a colleague. Read over the letter you've received and think of a response to it. Then, when you're ready, get together in pairs and role play your complaints (taking on the roles of hotel manager, etc.).

### Topics

*building work, plumbing work, a hotel, a holiday, your children's school, a local park, public transport, youngsters in the area, police, a new building, knocking down an old building, pets, neighbours, noise, medical treatment, dental treatment, home repairs, home decoration (painting), parking, driving...*

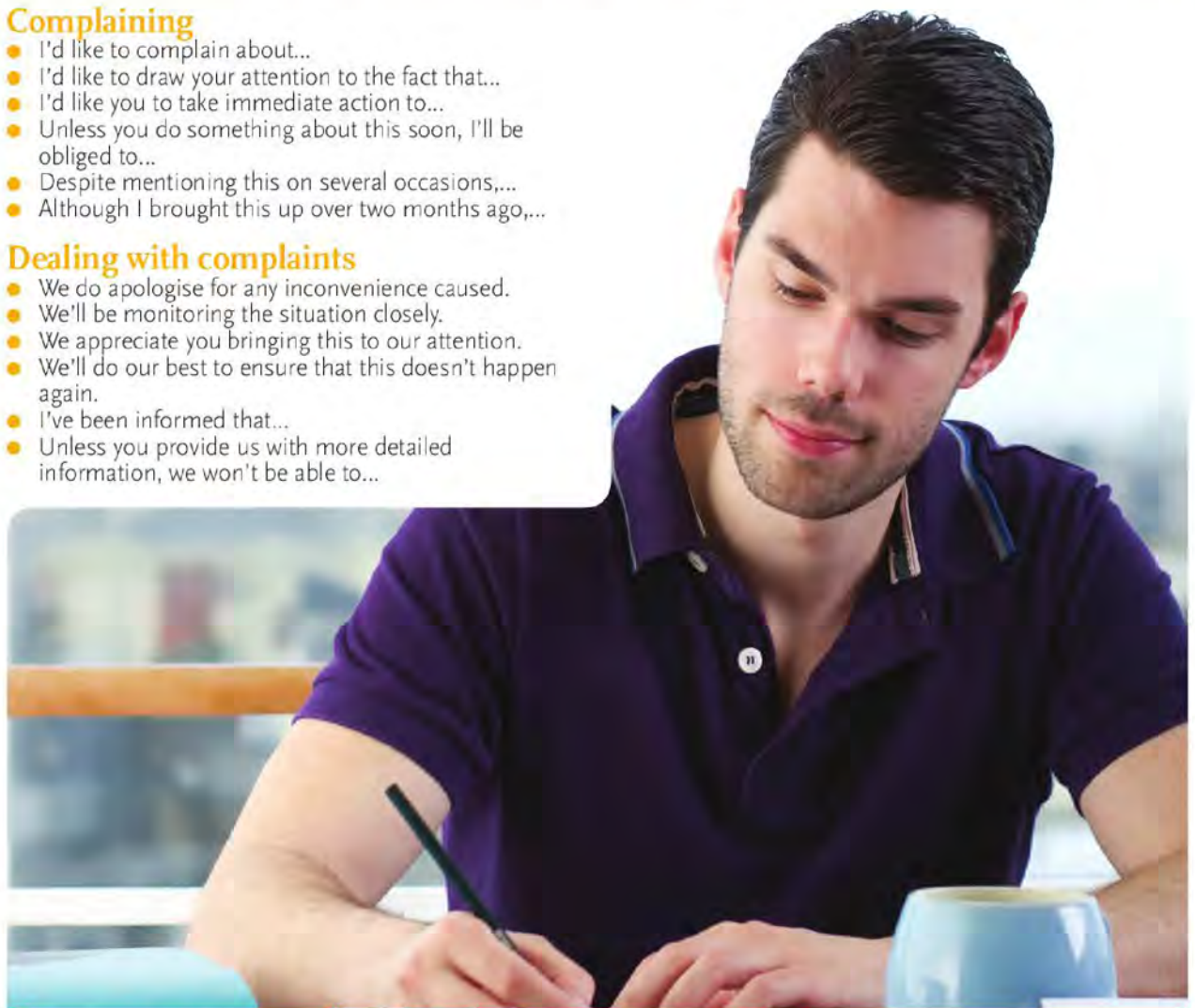
Other?

### Complaining

- I'd like to complain about...
- I'd like to draw your attention to the fact that...
- I'd like you to take immediate action to...
- Unless you do something about this soon, I'll be obliged to...
- Despite mentioning this on several occasions,...
- Although I brought this up over two months ago,...

### Dealing with complaints

- We do apologise for any inconvenience caused.
- We'll be monitoring the situation closely.
- We appreciate you bringing this to our attention.
- We'll do our best to ensure that this doesn't happen again.
- I've been informed that...
- Unless you provide us with more detailed information, we won't be able to...



**hot**  
**english**  
magazine



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.

### Giving opinions / making suggestions

#### ▣ Meetings analysis

Read over the extracts from the meetings and write a name next to each statement.

- \_\_\_\_\_ thinks it might be cheaper to start all over again.
- \_\_\_\_\_ thinks that time is running out.
- \_\_\_\_\_ thinks that one of the options is to carry on as they are.
- \_\_\_\_\_ thinks they should work with someone else.

#### Making suggestions & giving opinions



**George:** So, Laura, tell us what you think about this.

**Laura:** Well, the way I see it we've got two options: either we carry on as we are and risk failing miserably, or we make some bold changes and try to put a stop to it.



**Lauren:** So, Ellis. What's your opinion of this?

**Ellis:** Well, to be honest, I don't think it's that straightforward. I mean, personally, I think it would be a lot cheaper to scrap it all and start over again.



**Adam:** Barbara? Any thoughts?

**Barbara:** Well, it seems to me that we've got two options: we can either carry on using the services of Marston & Sons; or we can try to find someone who'll do a better job.



**Harry:** Nigella, what do you think about this?

**Nigella:** Well, in my opinion, I really think we should accept their offer. I mean, we haven't had any other offers for it and time is running out.

#### ▣ Language identification

Read through the extracts again and identify any expressions used for asking for and giving opinions.

### Useful expressions

#### Asking for opinions / Inviting comments

- What do you think of this, (Barbara)?
- What's your opinion?
- How do you see it?
- How do you feel about this?
- Is there anything that anyone would like to add?
- Does anyone have anything to say about...?
- Would anyone like to say anything at this stage?
- Any other thoughts on this?
- I'd like to get your thoughts on this.
- I just wanted to see what you thought of this.

#### Making suggestions / giving opinions

- The way I see it...
- I truly believe...
- I honestly think that...
- In my opinion...
- As I see it...
- It seems to me that...
- I really think that we should...
- Why don't we...?
- Don't you think we should...?
- What about doing X?
- Wouldn't it be better if we...?
- I do feel quite strongly that...
- I think our best option would be to...

#### ▣ Task

Write a short extract from a meeting. Include examples of people asking for and giving opinions.

# UNIT 15 Disaster Time!

## Objectives

**Vocabulary:** Disasters

**Structures:** The verb *to get*

**Useful skills:** Presentations IV

## Trivia ranking

Read over the accident trivia and decide which ones are the most ridiculous / unusual / strange.

### Accident trivia

Unusual statistics compiled by the British "Department of Trade & Industry" for 2011.

- 543 Brits were admitted to hospital after opening bottles of beer with their teeth.
- 3 Britons were injured after testing to see if their gv battery was working by licking it.
- 58 Brits were injured after using sharp knives to take out screws.
- 19 Brits were rushed to hospital after consuming Christmas decorations they believed were made of chocolate.
- 31 Brits were injured after watering their Christmas tree while the Christmas lights were plugged in.
- 5 Brits were injured in accidents involving out-of-control Scalextric toy cars.
- There were 65 accidents involving glossy magazines – more than the number of accidents involving chainsaws.

### Think about it!

When was the last time you hurt yourself? What happened? How careful are you as a person? Have any of these things happened to you? What? When? What accidents have you had at home? Which room is the most dangerous at home? Why? Which room is the safest? What do you do to reduce the possibility of accidents at home?



**Vocabulary:** disasters

**Word classification**

Complete the table with the words from below. Some words may go into more than one category.

avalanche drought flood hurricane bushfire  
wildfire forest fire earthquake volcanic  
eruption tornado tsunami tidal wave  
blizzard snow storm landslide heat wave

Wind	Snow	Heat	Water	Earth
blizzard		forest fire		

**Disaster expressions**

Complete any three of the expressions with your own words.

- She got trapped in...
- He got stuck in...
- She burnt herself after...
- He slipped over while...
- She had difficulty trying to...
- He got his hand jammed in...
- She had to call the fire brigade after...
- He was treated for minor injuries after...
- She managed to pour... all over...
- He got his fingers wedged in...
- She accidentally set fire to...
- He dropped... all over...

**Famous disasters**

Read about the famous disasters. Then, write the names of the disasters in the table.

**Famous disasters**



■ **The 1952 London Smog Disaster**  
Dangerously high levels of sulphur dioxide from coal combustion and cold air hit the city in December 1952 and lasted until March of the following year. The result was an acid rain that killed more than 12,000 people.

■ **The European BSE Crisis**

This is the name given to the crisis involving a fatal cow disease that can be spread to humans through consumption of affected meat.



■ **The Chernobyl Nuclear Power Plant Explosion**  
This disaster occurred in 1986. An explosion at a nuclear power plant killed 31 people, and led to the evacuation of 130,000 people the next day.



■ **The Three Mile Island Nuclear Disaster**

In 1979, there was a near nuclear disaster in a Pennsylvania nuclear power plant. It led to the release of small amounts of radioactive gases and radioactive iodine into the environment.



■ **The Union Carbide Gas Leak**

In 1984, a lethal gas leak killed more than 4,000 people in Bhopal in India. As many as 500,000 were affected.



■ **The Exxon Valdez Oil Spill**

This was one of the worst environmental disasters in history. On 24th March 1989, millions of gallons of crude oil polluted Prince William Sound (Alaska).

Description	Disaster name
1. It took place in 1989.	
2. It killed more than 4,000 people.	
3. It's a disease that can spread from animals to humans.	
4. It killed more than 12,000 people.	
5. It led to the evacuation of more than 130,000 people.	
6. It took place in the USA.	

**Think about it! Disasters**

Have you ever been in an avalanche / tornado / blizzard, etc.? What happened? What are some of the worst disasters that have happened in your country? What are the some of the biggest dangers facing the world at present? Which organisations offer help to disaster areas in your country? What can be done to try to reduce the impact of natural or man-made disasters?

**Language Structures: The verb to get**

The verb *to get* has a number of different meanings. *To get* can be used to mean:

**To become...**

They *got lost* in the airport.

**To buy**

He *got* a new car.

**To earn / obtain / receive**

She *got* a pay rise.

**To understand...**

I didn't *get* the joke.

**To manage to do something...**

She *got* all the work done on time.

**To arrive...**

He *got home* later than normal.

**To make something happen...**

I *got* my brother to clean my room.

**To fetch something for someone...**

Could you *get* me a baguette from the bakery?

**As a type of passive construction (informal) with get + a past participle...**

We *got robbed* in the Underground.

There are several phrasal verbs with the verb *to get*:

- **Get across** = to communicate a message successfully
- **Get along** = if two people "get along" well, they have a good relationship.
- **Get back** = to return home
- **Get down to business** = to start working
- **Get down notes** = to write notes
- **Get together** = to meet up with someone
- **Get in / get out** = to enter a vehicle / to leave a vehicle /

For more information on the verb *to get*, please see the Resource Section.



**Matching**

Match the sentences (1 to 6) to the pictures (a-f).

1. She got wet because she didn't have an umbrella.
2. He got lost while he was walking in the woods.
3. They got married just last week.
4. They got bored as there was nothing to do.
5. She got arrested for speeding and reckless driving.
6. They decided to get away to the beach for a few days.



**Word choice**

Choose the correct words to complete the sentences.

1. She managed to get her message **through / across** successfully.
2. Patrick and Emily have been working together for years and get **at / along** really well.
3. I'm not sure what you're getting **at / to**. Could you try to explain it a bit better?
4. What time did you get **with / back** from the pub last night?
5. After a long lunch, they were finally ready to get **down / through** to business again.
6. Did you get **to / down** everything that she said?
7. Let's get **together / through** sometime next week to discuss it.

**Ideas completion**

Complete the sentences with your own ideas.

- The last time I got lost was when...
- For my last birthday, I got...
- The last time I got a big shock was when...
- When I don't get a joke, I just...
- The last time I got in really late was when...
- I once got caught up in...
- I think I could get by on (X amount) per month.
- The next time I go shopping, I'm going to get myself...



**Story analysis**

Read over the stories. Then, write a name next to each statement. Afterwards, see if you can identify any expressions with the verb *to get*. What do they mean?



**Lift!**

I once got stuck in a lift for a couple of hours. It was terrible as it was packed with people and it got quite hot and uncomfortable. A few people started to get a bit panicky but most stayed quite calm. We got out after about two hours, although it felt like a lot longer. It was a few weeks before I felt like getting into another lift.

By *Beth*



**Car!**

One Christmas, my sister and I planned to drive from New York to Canada to be with our family. The night before we were due to leave, it started to snow. It didn't seem to be too bad, so the next morning, we set off. However, about half way there the weather got a lot worse, and eventually the snow was so heavy that the road got blocked. We had to spend the night in our car in the freezing cold. Eventually a snow plough got through and it cleared the road.

By *Gordon*



**Rain!**

Last summer was one of the wettest for a long time. After about six days of non-stop rain, we saw how the water level in the river at the back of our garden was starting to rise alarmingly high. Eventually, the water started coming out over the top and flowing into the bottom of our garden. Worried that it would flood our house, we decided to move all our furniture and things upstairs. We got most things up there, except our sofa, which we couldn't get up the stairs. That night, the rain continued and the water was getting closer and closer. But finally, at about 3am, the rain suddenly stopped and the water in our garden drained back into the river. That was lucky, we thought!

By *Ellie*

**Who...**

1. ...got trapped on a road?
2. ...lives next to a river?
3. ...didn't feel like getting in another lift for a few weeks?
4. ...had to move their things upstairs?
5. ...got stuck in a lift?
6. ...got really cold in a car?

**Your turn!**

Write about something frightening that happened to you.

**News reports**

Read over the news reports. Then, write **T** (true) or **F** (false) next to each statement. Finally, see if you can find any expressions with the verb *to get*. What do the expressions mean?

**NEWS REPORTS**

**Landslide**

A landslide devastated parts of Hope Bay last night, causing substantial damage. The town's football stadium and park were the worst affected. Fortunately, both the park and stadium were empty at the time so there were no casualties. "I was just getting out of my car when I saw this mass of earth come crashing down. It was really frightening," explained Abbie Smith, who lives near the stadium.



**Train crash**

A train travelling at more than 100 miles per hour derailed near the town of Speckly last night. The train left the rails and crashed through a warehouse, causing substantial damage to the building. Six people were injured as a result of the crash. "I got out at the station before," said Henry Jones, who was on the train. "I was on my way to a meeting and I needed to get out in Willing – the town before Speckly. If I hadn't had that meeting to go to, I would have been on that train!" a visibly shaken Henry added.



**Earthquake**

An earthquake measuring 7 on the Richter scale damaged property near Bridgeport yesterday afternoon. "We'd been getting warnings all week about a possible earthquake, but we hadn't really paid much attention to them," said local resident Lydia Blake. "The last time there was an earthquake here was in the 17th century. But it seems that this time it was for real. Luckily, no one was hurt, but a few buildings came down," she added. A row of houses has been declared unsafe and some local residents have been moved out.



1. The landslide covered a number of residential houses.
2. Abbie Smith lives near the stadium.
3. The train that crashed was travelling at more than 100 miles per hour.
4. The train crashed through a warehouse.
5. The earthquake measured 6 on the Richter scale.
6. No buildings were damaged by the earthquake.

**Your turn!**

Write a news report about a disaster.

## The Disaster

### Activity type: a press conference

#### Task

You're going to give a report on a recent disaster (choose one from this unit). Decide what happened. Make notes on the events that led up to the disaster and what is being done right now to help those affected. When you're ready, present your information and explain what has happened. Afterwards, listen to any other reports and ask questions. Remember to answer these important questions:

- Where did it occur?
- When did it happen?
- Who was involved?
- How did it happen?
- Why did it happen?
- What is happening right now?
- What is being done to help the survivors?

#### Giving details of a disaster

- A number of people were injured after...
- Two people got trapped in...
- We're trying to get in touch with...
- Six people died after...
- They're trying to get emergency medical supplies to...
- They're hoping to get through to...
- The government have called on... to help deal with the disaster.

#### Asking about a disaster

- Did anyone get hurt in the explosion?
- What's the extent of the damage?
- What are they doing about...?
- Are they getting any help from...?
- What measures are being taken to ensure that... ?
- Have they been able to get to...?
- Did everyone manage to get out in time?
- Did anyone get trapped in...?



### Contrasting & comparing data

#### ▣ Presentation analysis

Read through the extract from the presentation and answer the questions.

1. When did the figures for tourism peak?
2. Which country accounts for 55% of spending?
3. Why do most people visit the UK?

#### Tourism figures

*[fades in]*

And now I'd like to look at the latest tourism figures based on information from the Office for National Statistics International Passenger Survey. As you can see from this slide, the number of visits peaked in 2007 at 32.8 million, which has been followed by a decline since then. There was a small increase in 2011, but the overall trend is down, and the average spend per visitor is a lot less than previous years, plus there are fewer stays in hotels.

When it comes to spending, the top ten markets account for 55% of all spending, with the USA worth almost twice as much as the next most valuable market, Germany. Interestingly, four out of the five markets which have grown most in value are markets in close proximity to the UK, namely Germany, France, Spain and Norway.

And finally, just to conclude, you can see that in 2011, nearly two in five visits to the UK were for a holiday (32%), while just over one in five (23%) were for business. However, the biggest share is accounted for by trips to visit friends or relatives (VFR). These trips also involve a longer than average length of stay.

Well, in today's talk, we've looked at the latest trends in tourism in the UK. I'd just like to thank you once again for listening. I'm Clarissa Jenkins and I've been speaking on behalf of Tourism UK. Thank you and goodbye.

*[clapping]*



#### ▣ Language identification

Read through the extract again and find language for...

1. ...making comparisons (find at least three examples).
2. ...summarising the presentation.
3. ...ending the presentation.
4. ...thanking the guests.

#### Useful expressions

##### Making comparisons

- Compared to figures from last year, those for this year were much higher.
- Prices have decreased by more than a third compared to...
- These countries account for the largest share (29%) of...
- Some of the biggest spenders were...
- These trips often involved a longer than average length of stay.
- This represents a far higher figure than...
- The majority of the tourists visiting here came from...
- Overall, house prices in the city are 55% lower than...
- The percentage has more than doubled since 1990.

##### Concluding

- So, in conclusion...
- Finally...
- To conclude...
- So, to conclude my presentation, I'd like to...
- On a final note, I'd just like to say...

##### Summarising

- In this talk, we looked at... / In today's talk, we've looked at...
- Just to remind you of the main points once again ...
- So, to summarise...
- So, as we've seen today...

##### Goodbye

- Thank you for listening and I hope to see you all again someday.
- Thank you, goodbye and I hope to see you again soon.
- I'd like to thank you for your time and cooperation.
- I'd like to thank you for your participation.

#### ▣ Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include some language for making comparisons and ending a presentation.

# UNIT 16 Job Hunt!

## Objectives

**Vocabulary:** Work & jobs

**Language structures:** Question tags / Adjectives + prepositions

**Useful skills:** Telephone English IV

### Job association

What do you associate with the following jobs? In two minutes, write as many words as you can next to each job.

#### Jobs & objects

- **Journalist:** camera, notebook...
- **Scientist:** test tube, white coat...
- **Doctor:** stethoscope, thermometer...
- **Fire-fighter:** hose, ladder...
- **Police officer:** baton, handcuffs...
- **Plumber:** spanner, screwdriver...
- **Film director:** actor, clapper board...
- **Driver:** vehicle, car...
- **DJ (a disc jockey):** microphone, turntable...
- **Painter:** paintbrush, canvas...
- **Chef:** pot, pan...
- **Cleaner:** mop, cloth...

#### Think about it!

Which job sounds the most interesting? Why? Which one do you think is the best-paid? Why? Which one is the worst-paid? Which job from this page would you like to do? Why? Which one/s have you done? What was it like? What are the pros and cons of some of these jobs?



**Vocabulary:** Work & jobs

**Job collocations**

Choose any jobs from the Box A and any adjectives from Box B to make four sentences.

**Box A**

journalist, designer, scientist, engineer, vet, fire-fighter, police officer, market research analyst, self-employed worker, business person, computer programmer, plumber, pilot, actor / actress, film director, sound engineer, bartender, driver, television presenter, DJ (a disc jockey), waiter / waitress, flight attendant, painter, chef, cleaner, politician, teacher, manager, newspaper editor  
Other?

**Box B**

outgoing, optimistic, persistent, reliable, aggressive, adaptable, well-informed, sincere, helpful, easy-going, tolerant, meticulous, grateful, self-centred, ambitious, tidy, practical, narrow-minded, hard-working, thoughtful, mature, clever, impartial, patient, generous, polite, warm, absent-minded, introverted, analytical, bold, theoretical, calm, relaxed  
Other?

For example: *A journalist needs to be persistent.*

**Job matching**

Write the name of a job or activity next to each of the prepositions.

- Stressful: *newspaper editor*
- Well-paid:
- Badly-paid:
- Dangerous:
- Boring:
- Glamorous:
- Rewarding:
- Challenging:

**Unusual jobs**

Read about the unusual jobs. Then, complete the table.

**Unusual Jobs**

*Jobs with a difference.*

■ **Ghost writer**

Ghost writers write books, articles, stories that are published under someone else's name.

■ **Furniture tester**

Furniture testers check to see whether the furniture is safe, comfortable and strong.

■ **Foley artist**

Foley artists mostly work for the film industry, creating sound effects that are used in movies.

■ **Bounty hunter**

Bounty hunters capture fugitives (those who are on the run from the justice system). The bounty hunter receives a reward for putting the fugitive back into police custody.

■ **Golf ball diver**

Golf ball divers search for balls in water hazards on golf courses. As part of their job, they have to dive under the water to retrieve the balls.

The job involves...

Description	Job
1. ...creating sounds.	
2. ...testing furniture.	
3. ...catching people.	
4. ...finding lost balls.	
5. ...writing books.	

**Interview completion**

Complete the questions/sentences with the words below. Petra is talking about her job as a sound engineer in a film studio.

course training management overtime  
employed workshop challenging profession

Interviewer: So, Petra, why did you choose this (1) \_\_\_\_\_?

Petra: Well, it was something I always wanted to do.

Interviewer: Which three adjectives would you use to describe your job?

Petra: Interesting, (2) \_\_\_\_\_ and stressful... at times.

Interviewer: Do you ever have to do any (3) \_\_\_\_\_?

Petra: I often have to work until late at night and at the weekends, but it's just part of the job.

Interviewer: Do you get any in-house (4) \_\_\_\_\_?

Petra: Yes, we're often given training on how to use new software and things like that. Last year, I was sent away on a three-day (5) \_\_\_\_\_. Oh, and I'm attending a (6) \_\_\_\_\_ next week on some new software that's just come on the market.

Interviewer: Are there any opportunities for promotion?

Petra: Not really. If you want to move up into a (7) \_\_\_\_\_ position, you have to apply for the job separately. I'm just (8) \_\_\_\_\_ as a sound engineer.

Interviewer: Thank you very much.

Petra: My pleasure.

**Your turn!**

Write an interview in which someone is asking about another person's job.

**Think about it! Jobs**

What's the most interesting job you've ever had? What's the worst job you've ever had? What would your dream job be? What's the definition of the ideal co-worker? Of all your acquaintances, friends, family, etc. who has the most interesting job? What was your first job? How old were you when you had it? What are some of the most unusual jobs in your country? What's your idea of a nightmare job? Which jobs are the best/worst-paid in your country?

Language Structures: Question Tags

<b>To be</b>	This is the answer, isn't it?
<b>Present Simple / Present Simple Passive</b>	She lives in Paris, doesn't she? / The food is cooked here, isn't it?
<b>Present Continuous / Present Continuous Passive</b>	They're working, aren't they? / The rooms are being cleaned, aren't they?
<b>Past Simple / Past Simple Passive</b>	He took it home, didn't he? / They were paid, weren't they?
<b>Past Continuous / Past Continuous Passive</b>	She was working at home, wasn't she? / The computer was being fixed, wasn't it?
<b>Past Perfect / Past Perfect Passive</b>	They had seen it before, hadn't they? / The car had been repaired, hadn't it?
<b>Will / passive form</b>	You'll come later, won't you? / They will be given the timetable, won't they?
<b>Future with be + going to / passive form</b>	You're going to play, aren't you? / They're going to be told what to do, aren't they?
<b>Present Perfect Simple / Present Perfect Passive</b>	She's finished the work, hasn't she? / They have been shown the video, haven't they?
<b>Present Perfect Continuous</b>	They've been running, haven't they?

Question Tags are little questions at the end of statements. They can be formed with the same verb as the one in the main statement, or an auxiliary verb. For example, "They can take the next train, *can't they?*"

We often use Question Tags when we want to confirm information. If the main sentence is affirmative, the question tag is usually negative. For example, "This is yours, *isn't it?*"

If the main sentence is negative, then the Question Tag is usually affirmative. For example: "This isn't the answer, *is it?*"

Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

- You've been here before,
- She's one of your work colleagues,
- They won't have arrived yet,
- You won't be needing this,
- You'd seen it before,
- He's been working from home this week,

- hadn't you?
- will they?
- haven't you?
- hasn't he?
- will you?
- isn't she?

Sentence completion

Complete the sentences with the correct question tags.

- She will like it, \_\_\_\_\_?
- They went out last night, \_\_\_\_\_?
- He was working late last night, \_\_\_\_\_?
- They're going to talk to us, \_\_\_\_\_?
- She lives with her brother, \_\_\_\_\_?
- They haven't been playing football, \_\_\_\_\_?
- You won't tell them, \_\_\_\_\_?
- We'll be working on Saturday, \_\_\_\_\_?

Telephone conversation completion

Complete the telephone conversation with the correct question tags.

Ray: Hello.  
 Jodie: Hi, is that Ray?  
 Ray: Oh, hi, Jodie. How's it going?  
 Jodie: Fine thanks. I was just calling to ask about the party.  
 Ray: Right, great.  
 Jodie: So you wanted me to pick up the cake after work, (1) \_\_\_\_\_?  
 Ray: Yes, if you don't mind. You will have your car with you, (2) \_\_\_\_\_? It's just I'll be taking the train so it'd be easier if you could get the cake.  
 Jodie: No problem. I'll bring it over after work. Lucy won't be there, (3) \_\_\_\_\_?  
 Ray: No. She won't be getting home till after 8pm. You will be careful with the cake, (4) \_\_\_\_\_? We had it made especially. It turned out to be quite expensive getting that aeroplane on top.  
 Jodie: Don't worry. So, the others are bringing the food and drink, (5) \_\_\_\_\_?  
 Ray: Yes. They'll be getting there about 6.30 to get everything ready.  
 Jodie: OK. Great. She will like it, (6) \_\_\_\_\_? I mean, the surprise party.  
 Ray: I hope so.  
 Jodie: You don't think she'll be annoyed, (7) \_\_\_\_\_? It's just I don't think she'll be expecting it... especially as she doesn't know that you've got a spare set of her keys.  
 Ray: Oh, she won't mind.  
 Jodie: So, how did you get the copy?  
 Ray: It was easy. I waited till she went to lunch, then I took her keys and made a copy. She never knew.  
 Jodie: Well, you know what she's like – a bit up and down. She might want to get changed when she gets in. She'll be coming from the gym, (8) \_\_\_\_\_?  
 Ray: Yes, I think so. Well, she can always go upstairs and get changed there, (9) \_\_\_\_\_?  
 Jodie: I guess so.  
 Ray: Look, you can't have a surprise party without the "surprise element", (10) \_\_\_\_\_?  
 Jodie: I guess not.  
 Ray: It'll be fine. Lucy will love it. All her friends are going to be there, (11) \_\_\_\_\_?  
 Jodie: Yes.  
 Ray: And she'll love the present we got for her. She's been meaning to have flying lessons, (12) \_\_\_\_\_?  
 Jodie: Yes. So, what did you... [fades out]

**Your turn!**

Write a short dialogue in which one person is confirming information. Use question tags for this.

**Fluency practice**

Answer the questions. Give full answers.

- You've done a lot of travelling, haven't you?
- You've been to Italy, haven't you?
- You'll be at work tomorrow, won't you?
- You're going away for the weekend, aren't you?
- You weren't robbed last month, were you?
- You saw a good film last week, didn't you?
- You'll have finished all your work by Friday, won't you?
- You'll be going away for the summer holiday, won't you?

**Adjectives + prepositions**

Many adjectives are followed by a preposition: think about, pleased with, etc. For example:

- a) They're **thinking about** it.
- b) They were **pleased with** the changes.

Remember, verbs that follow the preposition are usually in the gerund. For example: "He's concerned **about leaving** it here."

**Top tip**

The best way to learn these expressions is through reading and general exposure to the language. Make a note of the expressions and write out example sentences to help you learn them.

**Word Choice**

Choose the correct words.

1. We're really fond **of / at** this place.
2. She's interested **to / in** modern history.
3. This place is famous **for / with** its top-class restaurants.
4. I'm sick **of / at** all this noise!
5. He was involved **by / in** the project from the start.
6. They were disappointed **to / with** the results.



**Sentence creation**

Create as many sentences as you can with the adjective + preposition combinations below in just two minutes.

*proud of, fond of, aware of, tired of, interested in, famous for, responsible for, different from, good at, surprised by, angry with, incapable of, sick of, typical of, similar to, be used to, get used to, pleased with, popular with, disappointed by, involved in, scared of, devoted to, concerned about*

**Instant messages**

Complete the instant messages with the correct prepositions.

**Nicole:** Worried (1) \_\_\_\_\_ the interview tomorrow?

**Matt:** You can say that again. I was really disappointed (2) \_\_\_\_\_ the first one. It's such a long process.

**Nicole:** Yeah, but they've asked you back. You've got a lot of experience (3) \_\_\_\_\_ this type of work, and you're quick (4) \_\_\_\_\_ picking things up. You should be pleased (5) \_\_\_\_\_ how things are going!

**Matt:** I'm good (6) \_\_\_\_\_ certain things, but I've got no experience with this type of work. It's different (7) \_\_\_\_\_ anything I've ever done before. I'm not sure if I'm suitable (8) \_\_\_\_\_ this kind of role – it might be a bit beyond me.

**Nicole:** Stop being so negative. You'll be perfect (9) \_\_\_\_\_ the job.

**Matt:** Yeah, you're right. I'm just so upset (10) \_\_\_\_\_ the way things went in that last interview.

**Nicole:** Oh, stop worrying (11) \_\_\_\_\_ it. What have you got to do tomorrow?

**Matt:** There's a psychometric test, then a group interview, then some practical tasks and then a one-on-one interview with the head manager.

**Nicole:** Good luck!

**Matt:** Thanks. I really want this job. I've always wanted to work in the fast food industry. And I'm really serious (12) \_\_\_\_\_ getting ahead in life. McDonald's is such a great place to work.

**Nicole:** And who knows – in a couple of years, they might even put you on the cash tills!

**Matt:** Fingers crossed!

Send

The Balloon Debate

**Activity type:** a debate

**Task**

You're going to have a debate. Imagine that you're travelling on a hot-air balloon with some other people. Unfortunately, the balloon is going to crash and some people have to be thrown off. First, choose a job or profession, or take on the role of a famous person (James Bond, Wonderwoman, etc.). Then, prepare a speech explaining why you shouldn't be thrown off the balloon. Think of lots of good reasons why you should be spared. At the same time, say why you think other people should be thrown off the balloon.

- Job title
- Job description
- Best thing about my job
- Type of person you need to be:
- Adjectives to describe my job
- Qualifications needed
- Pay structure
- Responsibilities
- Reasons why I should stay on the balloon

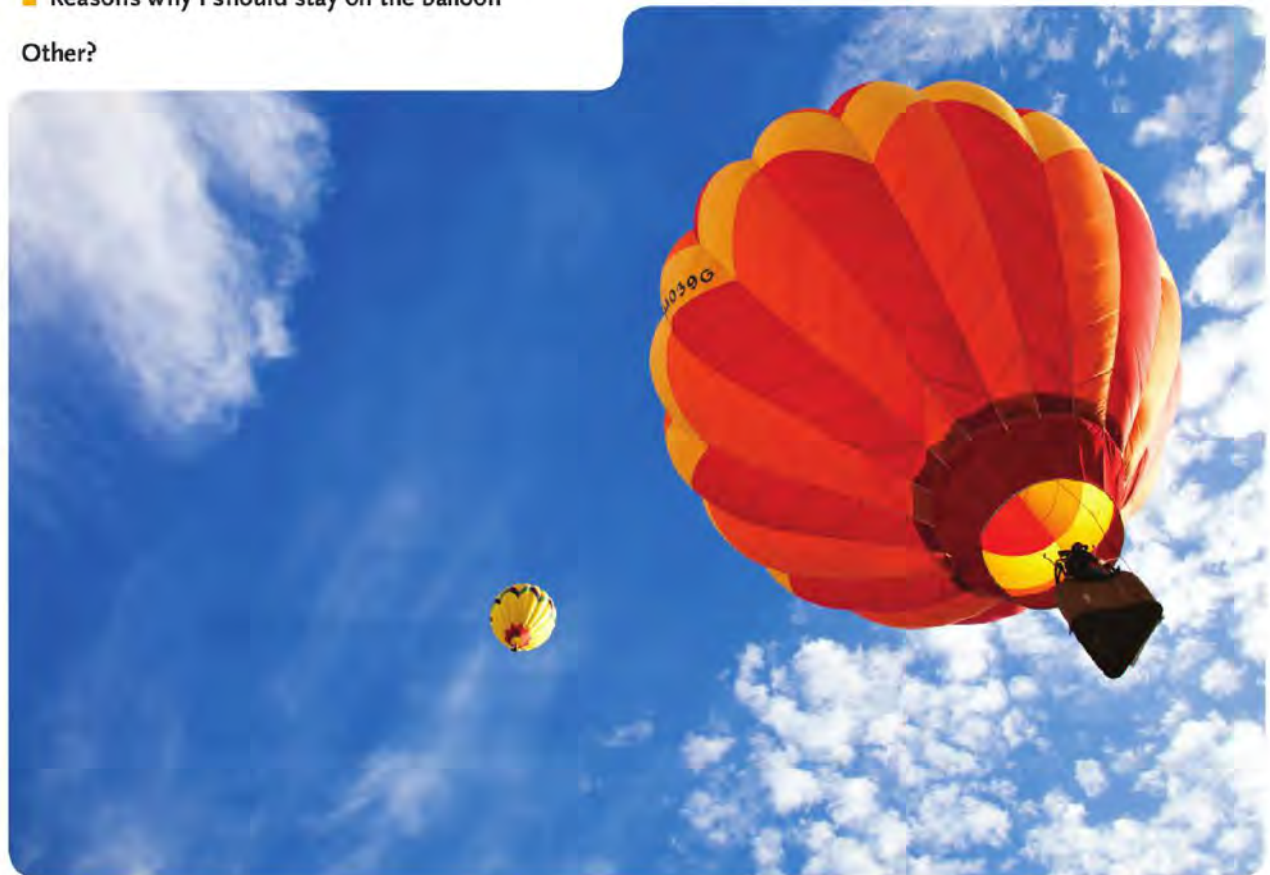
Other?

**Promoting yourself**

- Without me, you won't be able to X, will you?
- No one knows how to do X as well as I do, do they?
- If you get into a tricky situation, you'll need someone like me to... won't you?
- I've got the necessary skills and qualifications to...
- With me on board, you'll all be able to X, won't you?
- I've faced challenges like this before. For example, once...
- I'm the only one who is capable of...

**Questioning the importance of someone else**

- You don't have any experience with X, do you?
- You wouldn't know what to do if... would you?
- You don't know how to... do you?
- You've never done... before, have you?
- Would you know what to do if...
- If we found ourselves in... would you know what to do?
- I don't think you'd be much use if...



**Remember!**

You must do the *Reading* and *Listening* activities in *Hot English* magazine.



# USEFUL SKILLS Telephone English PART IV

## Questions / correcting information

### Telephone conversation analysis

Read through the conversation. Then, answer the questions.

1. Whose name are the rooms booked under?
2. What mistake is there with the types of rooms Charlotte wanted?
3. How many nights will they be staying at the hotel?

#### The Hotel

- Receptionist:** The Royal Hotel, how may I help you?  
**Guest:** Oh, hi. I'm just phoning up to confirm a booking I made a few weeks ago.  
**Receptionist:** Certainly. Could I have your name and surname, please?  
**Guest:** Yes, it's Charlotte Simmonds.  
**Receptionist:** Could you spell your last name, please?  
**Guest:** Yes, that's S I M M O N D S.  
**Receptionist:** We've got three rooms booked for the 24th under your name.  
**Guest:** Could you just confirm that it's two double rooms with twin beds and a single room.  
**Receptionist:** Erm, we've got two single rooms and a double room with a double bed.  
**Guest:** Oh, right, well, that needs changing. It's two double rooms with twin beds and a single room.  
**Receptionist:** OK, so, that's two double rooms with twin beds and a single room.  
**Guest:** Perfect. Could you confirm the dates too, please?  
**Receptionist:** Yes, the booking is for 24th March. Just the one night.  
**Guest:** Actually, we wanted to stay for three nights. From Monday 24th until Thursday 27th – we'll be leaving on the 27th.  
**Receptionist:** OK. So that's three nights – the 24th, 25th and 26th.  
**Guest:** Yes, that's right.  
**Receptionist:** Oh, I'm afraid we haven't got any single rooms available for the 26th.  
**Guest:** Oh, erm, could you give us three double rooms then – all with twin beds.  
**Receptionist:** Let me just check... yes, that's fine. So, you'll be checking out on Thursday morning, won't you?  
**Guest:** Yes, that's right. Does the price include breakfast?  
**Receptionist:** Yes, breakfast is included.  
**Guest:** Perfect. And what time is breakfast served?  
**Receptionist:** From 7am until 10am. Could I have a contact number, please?  
**Guest:** Yes, certainly, it's 919 007 6565.  
**Receptionist:** Thank you, that's all booked for you then.  
**Guest:** Great, Thanks. Goodbye.  
**Receptionist:** Bye!



### Language identification

Read over the conversation again and identify any language used to...

1. ...state the nature of the call.
2. ...ask for someone's name.
3. ...ask someone to spell a name.
4. ...correct information.
5. ...ask to confirm a date.
6. ...ask for a contact number.

## Useful expressions

### Stating the nature of a call

- I was just calling up to find out...
- I was just phoning up to confirm...
- I was just wondering what time the shop is open from?
- I'm travelling to X and I need a room for the night.
- We're interested in spending a weekend there, and we'd like to know a bit about...

### Asking questions

- Do you know what time it closes?
- Do you know how much it costs to get in?
- Can I pay by credit card?
- Do I need to book in advance?
- Could you let me know how much it might cost, please?

### Correcting information

- No, sorry, I meant to say...
- I beg your pardon, but I wanted...
- I think you'll find that...
- Actually, I think it's...
- Actually, I was hoping for...

### Task

Write out a short telephone conversation. Include expressions used for stating the nature of a call, asking questions and correcting information.

# Revision Page

Congratulations! You have almost finished the course. You just need to do your final Progress Evaluation test. This is to check your understanding and to monitor your progress. The test will be based on units 9 to 16 of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

## Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening activity aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

## Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. We really enjoyed \_\_\_\_\_ (see) you at the party. (Gerunds and Infinitives)
2. He could \_\_\_\_\_ (not hear) it. (Perfect Modal Verbs)
3. You should \_\_\_\_\_ (tell) us about it. (Perfect Modal Verbs)
4. We might have \_\_\_\_\_ (leave) it in the cinema. (Perfect Modal Verbs)
5. They complained \_\_\_\_\_ it. (Prepositional verbs)
6. We \_\_\_\_\_ (finish) by this time next week. (Future Perfect)
7. The film \_\_\_\_\_ (show) tonight. (Future Passive with will)
8. The money \_\_\_\_\_ (pay) tomorrow afternoon. (Future Passive with be + going to)
9. She \_\_\_\_\_ (take) to the airport by 6 pm. (Future Perfect Passive)
10. I think she just made \_\_\_\_\_ that story. (Phrasal verbs)
11. We could go to the party \_\_\_\_\_ you've got a better idea. (Linking words)
12. They got \_\_\_\_\_ in a beautiful church last week and now they're husband and wife. (Expressions with the verb to get)
13. You were working from home, \_\_\_\_\_? (Question Tags)
14. We're really excited \_\_\_\_\_ it. (Adjectives + prepositions)

# Self-Assessment

Congratulations! You have finished the course. Now, please take some time to reflect on your learning and progress.

## ▣ My feelings at the end of the course are...

- a. Positive
- b. Negative
- c. OK

## ▣ What can I do?

Put ticks. Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent). I can use...

- a. ...Quantifiers.
- b. ...Modal Verbs.
- c. ...the Past Continuous.
- d. ...the future with *be + going to*.
- e. ...the Present Perfect.
- f. ...the Present Simple Passive.
- g. ...Zero and First Conditionals.

## ▣ New language

Complete these sentences with your own ideas.

- a. I really like these words: \_\_\_\_\_.
- b. These words are difficult to remember: \_\_\_\_\_.
- c. These words are easy to remember: \_\_\_\_\_.
- d. This grammar point is easy: \_\_\_\_\_.
- e. This grammar point is difficult: \_\_\_\_\_.

## ▣ What do you do to improve your English outside the class?

- a. I listen to songs in English.
  - b. I travel to English-speaking countries and practise English there.
  - c. I read books / magazines / newspapers / online news sites, etc. in English.
  - d. I watch films in English.
  - e. I listen to MP3s / CDs in English.
  - f. I speak to work colleagues in English.
- Other? \_\_\_\_\_

## ▣ Personal objectives

My new objectives for next year are to improve my...

- a. ...speaking skills.
- b. ...listening skills.
- c. ...reading skills.
- d. ...pronunciation.
- e. ...writing skills.

Very shortly, you will be sent an opinion form to fill out. However, if you have any additional comments to make, please send them to [classes@hotenglishmagazine.com](mailto:classes@hotenglishmagazine.com). We always appreciate your feedback! Thanks.

# RESOURCE SECTION

## Answers



### UNIT 1 Introduction unit

#### 1 Table completion

	Josh	Kelly
Name / surname	Bates	Smith
Location of office	9th floor	14th floor
Nationality	English	American
Brought up	Canada	Australia
Department	Marketing	Accounts

#### 2 Matching

1 d 2 h 3 e 4 a 5 f 6 b 7 g 8 c

#### 3 Telephone dialogue

1. yes; 2. no; 3. no; 4. yes; 5. yes

#### 4 Profile analysis

1b 2b 3a 4a 5b 6b

#### 5 Verb tenses

1. saw; 2. were playing; 3. had cooked; 4. has brought; 5. is turned; 6. were produced; 7. have been talking; 8. will watch; 9. are going to leave; 10. will have; 11. had; 12. will be shown

#### 6 Vocabulary

Student's own answers.

### UNIT 2 That's Entertainment!

#### 1 Free-time activities

Student's own answers.

#### 2 TV show posters

Student's own answers.

#### 3 TV show descriptions

1. House; 2. The Tudors; 3. The Mentalist; 4. Bones; 5. Lost; 6. Desperate Housewives; 7. The Sopranos

#### 4 TV show review

1. Lynette; 2. Gabrielle; 3. Bree; 4. Susan

#### 5 Ordering

1. The website is updated on an hourly basis.  
2. She spends a lot of her free time at her country house.  
3. He's being shown how the new system works.  
4. They're hoping to finish it by next Friday.  
5. It's being repaired at the moment.  
6. The samples are analysed in this laboratory.

#### 6 Word choice

1. planning; 2. being taken; 3. aren't given; 4. often leaves; 5. hoping; 6. being given

#### 7 TV Guide analysis

1. 7.30 till 9.00; 2. no; 3. yes, *Criminal Minds*;  
4. 8.00-9.00; 5. a debate; 6. *Friends*

#### 8 Joke analysis

1. tired; 2. middle-aged; 3. by credit card; 4. so his flatmate can't change channels at home

#### 9 TV series review

1. fifth; 2. New York in the 1960s; 3. *The Sopranos*; 4. 2000; 5. seven; 6. 3.5 million; 7. 72,000; 8. fifteen

### Useful skills: E-mail writing I

#### 1

1. Some new office furniture.  
2. Because Ms Baker said there might be a discount if they buy last year's stock.  
3. At least three months' notice.

#### 2 (wording will vary)

1. Thanks very much for...  
2. Could you also send...  
3. I've attached a...  
4. If you want, we could meet up sometime next week to...  
5. Best regards...

### UNIT 3 Legal Matters

#### 1 Legal words

1. guilty; 2. verdict; 3. judge; 4. witnesses; 5. court; 6. suspect; 7. jury; 8. appeal; 9. trial

#### 2 Matching

1. perjury; 2. homicide; 3. solicitor; 4. barrister;  
5. trial; 6. guilty; 7. libel; 8. alibi

#### 3 Parts of speech

1. criminal; 2. theft; 3. to rob; 4. mugger; 5. burglary; 6. fraudster; 7. murder; 8. arsonist; 9. smuggling; 10. to blackmail; 11. kidnapping; 12. drug trafficker; 13. to shoplift; 14. to embezzle

#### 4 Matching

1e 2d 3f 4b 5c 6a

#### 5 Sentence completion

1. was built; 2. were sent; 3. saw; 4. was watching; 5. had seen; 6. were looking; 7. was wearing; 8. ran

#### 6 Time line analysis

1. yes; 2. no; 3. yes; 4. yes; 5. no; 6. no

#### 7 - 8 Student's own answers.

#### 9 Robbery

1. arrived; 2. was having; 3. were posing; 4. told; 5. was forced; 6. returned; 7. managed; 8. was running; 9. was being treated; 10. had escaped

#### 10 - 11 Student's own answers.

### Useful skills: Meetings I

#### 1

1. Sales figures from last year and ways to improve on them.  
2. Bradley.

#### 2 Four.

#### 3 (wording will vary)

1. Good morning. First of all...  
2. In today's meeting, we'll be going over...  
3. (Bradley), I'd like you to...  
4. Firstly, ... Then, ... After that, ...  
5. Please keep any questions until the end... / ...and let's stick to the agenda...

### UNIT 4 Advert Alert

#### 1 Advert matching

1. Heineken; 2. iPod Nano; 3. Lancome; 4. Big

Pilot's Watch; 5. Netflix; 6. McDonald's

#### 2 Useful expressions

1. for; 2. at; 3. of; 4. on; 5. for; 6. in; 7. on; 8. on / onto

#### 3 Article analysis

1. specific; 2. facial-recognition; 3. a BMW; 4. some trainers; 5. some clothes; 6. creepy

#### 4 Ordering

1. I've been listening to some music...  
2. They've been given a new assignment.  
3. He's already left and won't be back until tomorrow.  
4. She's been working here for about six months.  
5. I've never seen it before.  
6. We've left the work on your desk.

#### 5 Matching

1e 2a 3d 4f 5b 6c

#### 6 Sentence completion

1. has climbed; 2. has worked / has been working; 3. haven't visited; 4. has been completed; 5. have received / have been receiving; 6. have talked / have been talking; 7. has been given; 8. have already seen

#### 7 - 8 Student's own answers.

#### 9 E-mail analysis

1. a video ad; 2. where to film it; 3. the end of September; 4. at the Media Business Fair; 5. the advert for the Drawings Exercise Bike

### Useful skills: Presentations I

#### 1

1. They've fallen by 14%.  
2. They're down to 550.  
3. They've fallen by 4%

#### 2 (wording will vary)

1. Hi, I'm...  
2. In today's talk, we're going to be looking at...  
3. I'll be happy to take any questions at the end.  
4. As you can see... / Now, if you look at this slide, you'll see that... / Now, if you look at this chart, you'll see that...

### UNIT 5 Travel Time

#### 1 Holiday text messages (answers will vary)

1. Hi, dad. I have run out of money. Please send some urgently!  
2. I've been bitten by a snake. I need \$5,000 for hospital treatment.  
3. I'm in hospital with a broken leg. I need someone to accompany me home.  
4. I've just arrived. I can't find the hotel. Could you text me the address, please?  
5. It's raining a lot and I forgot to take a waterproof jacket and an umbrella.  
6. I'm sitting on the beach drinking a cocktail. Wish you were here!  
7. I left my passport at home. Please could you bring it to the airport URGENTLY! My flight leaves in two hours.

# RESOURCE SECTION

## Answers



8. I have been arrested. I'm at the police station. Nothing serious, I hope. What was in that package you gave me?

9. My flight has been delayed for 24 hours. I'm coming back to your house. Prepare dinner for two people, please.

### Conversation analysis

- At 9am.
- About three hours.
- Because there was a massive traffic jam.
- No.

5. The man sitting next to her had a panic attack.  
6. Her bag, passport, traveller's cheques and camera.

### Useful language

- nightmare; 2. set off; 3. due to; 4. traffic jam; 5. aisle seat; 6. report

### Matching

- 1b 2d 3a 4c

### Multiple choice

- 1b 2a 3b 4b 5a 6a

### Transformation

- They said that they were leaving the following day.
- She said that she had been running in the park.
- He told me that he would see Evie the following day.
- She said that they were playing in the park.
- She told us that she didn't really like it.
- He said that he had seen the film last week.

### E-mail update

- He said he'd schedule them for Monday and Tuesday.
- He said he had to.
- She said her last day would be on Friday 27th May.
- He said that Ms Taylor had to share her office with Sandra.
- Sandra asked to use Ms Taylor's chair.

### Story completion

1. was; 2. could; 3. wouldn't take; 4. were; 5. were travelling; 6. were; 7. was; 8. would have / had

### Useful skills: Telephone English I

- That afternoon.
- By 5pm.
- She suggests giving Nicole Eddington the caller's number.

- Marston Foods. How may I help you?
- I'll just put you through.
- Would you like to leave a message?
- Why don't I...?

### UNIT 8 Success!

#### Successful people

- presidential; 2. important; 3. successful; 4. discipline; 5. academically; 6. eventually; 7. organisation; 8. construction; 9. residential;

10. competitive; 11. architecturally; 12. bankrupt

### Multiple choice

- 1c 2b 3a 4c 5b 6a

### Word choice

1. turns; 2. tell; 3. found out; 4. will take; 5. is; 6. won't get

### Blog analysis

1. will come across; 2. would find out; 3. will appear; 4. would you choose; 5. smile; 6. ask; 7. will give

### Compound noun creation (answers may vary)

1. alarm clock; 2. heart attack; 3. tea bag; 4. bookshop; 5. pedestrian crossing; 6. youth club; 7. blood donor; 8. income tax; 9. pocket calculator; 10. fire alarm; 11. post office

### Matching

- 1c 2b 3f 4g 5a 6h 7e 8i 9j 10d

### Instructions analysis

1. flat tyre; 2. hazard lights; 3. handbrake; 4. manual car; 5. first gear; 6. back wheel; 7. spare tyre; 8. car jack; 9. hubcap; 10. lug nuts; 11. wheel bolts

### Useful skills: Writing e-mails I

- He wanted to withdraw some money.
  - It closed.
  - Because he was informed that there were no bank maintenance charges or penalties for going overdrawn.
- (wording will vary)
- I'd like to draw your attention...
  - I'd like to file an official complaint...
  - I'd be grateful if you could...
  - I look forward to hearing from you soon.
  - Yours faithfully.

### UNIT 9 Office Fun!

#### Interesting jobs

- 1b 2a 3d 4f 5h 6g 7e 8c

#### Job ads analysis

1. salesperson; 2. museum guide; 3. admin assistant; 4. store manager; 5. admin assistant; 6. salesperson

### Matching

- 1b 2a 3c 4d 5e 6f

### Multiple choice

- 1c 2b 3a 4b 5c 6a

### Article analysis

1. should; 2. can't; 3. should; 4. should / must; 5. should; 6. can't
- E-mail completion**
1. in; 2. with; 3. in; 4. with; 5. for / in; 6. with; 7. out; 8. under; 9. in; 10. in; 11. under; 12. in

### Useful skills: Meetings II

- Meeting I = P  
Meeting II = D  
Meeting III = P

Meeting IV = D

Meeting V = D

(wording will vary)

Polite interruptions: Apologies for jumping in

like this but... / I'm sorry to interrupt, but...

Direct interruptions: I must just say that... /

You've got to be joking / I'm sorry but...

### UNIT 7 Film Fantastic

#### Useful expressions

- 1c 2d 3a 4b 5e

#### Film review

- Pirates of the Caribbean: On Stranger Tides*
- The Fountain of Youth
- British actor Ian McShane
- A 1987 novel called *On Stranger Tides* by Tim Powers
- ...to appear in the film

### Sentence completion

1. would have worked; 2. would have had; 3. wouldn't have arrived; 4. would have gone; 5. would have seen

### Word choice

1. had won; 2. hadn't been; 3. hadn't stayed; 4. had told; 5. had gone

### E-mail analysis

- ...walnut oil on the salad.
- ...doves (not gloves)...
- ...balloons (not baboons).
- ...made quite so many mistakes.

### Twitter messages completion

1. takes; 2. take; 3. made; 4. take; 5. keep

### Film review

1. hadn't spent; 2. would have been; 3. would have realised; 4. had stayed

### Useful skills: Presentations II

- They went up.
  - Because of foreign investors, a lack of available properties and low interest rates.
  - They remained steady
- (wording will vary)

- Fall
- Go up
- Shoot up
- Remain steady

### UNIT 8 In the News!

#### Mini-stories analysis

1. sue; 2. council; 3. printer; 4. injure; 5. employee; 6. trapped; 7. witness

#### Useful language

- 1b 2a 3a 4b 5a 6b 7b

#### Online news stories (wording may vary)

- in a New York subway station; 2. last week;
- a student next to him; 4. help the student; 5. he fell onto the tracks; 6. he jumped down to rescue him; 7. the train passed over their heads

### Matching

- 1d 2c 3b 4a

# RESOURCE SECTION

## Answers



### Ordering

1. The document was being printed.
2. It has been sent by post.
3. The food is being packed.
4. The photo had already been taken.
5. The meeting will be held on Monday.

### Word choice

1. have been informed; 2. weren't told; 3. will be monitored; 4. are going to be cleaned; 5. are being framed; 6. aren't manufactured; 7. will have been paid

### Sentence completion

1. completed; 2. sold; 3. fixed; 4. paid; 5. sent

### "How to" article analysis

1. taken; 2. noted; 3. chosen; 4. done; 5. stitched; 6. made; 7. designed / made

### News story analysis

- 1T 2F 3F 4F 5F 6T

### Useful skills: Telephone English II

1. She's got a meeting.
2. He's got an appointment with a client.
3. Tuesday afternoon at 4pm.

(wording may vary)

1. Hello?
2. Are you free on Thursday?
3. Could we meet up sometime next week?
4. I haven't got anything pencilled in.
5. I can probably reschedule it.

### Revision page (units 1 to 3)

1. spends; 2. is manufactured; 3. aren't watching; 4. being painted; 5. were changed; 6. had been shown; 7. was working; 8. has been prepared; 9. have been jogging; 10. would finish it; 11. paid; 12. jack; 13. be able to; 14. in; 15. would have arrived; 16. take; 17. being cleaned

### UNIT 1 Let's get Creative!

#### Company logos

1. Shell; 2. Toyota; 3. BP (British Petroleum); 4. AT&T; 5. Apple; 6. Volkswagen; 7. Amazon; 8. Nike; 9. Calvin Klein; 10. Reebok; 11. Texaco; 12. Microsoft Windows; 13. Dunkin' Donuts; 14. Warner Bros; 15. PlayStation; 16. Adidas

#### Company matching

1. Starbucks; 2. Siemens; 3. Pixar; 4. McDonald's; 5. Google; 6. Adobe

#### Vocabulary

- 1c 2e 3a 4g 5f 6b 7d

#### Sentence completion

1. budget; 2. invest; 3. cash; 4. costs / overheads; 5. overheads / costs; 6. profitability

#### Word choice

1. crying; 2. meeting; 3. to bring; 4. to close; 5. to talk; 6. discussing

#### Matching

- 1d 2c 3f 4e 5b 6a

#### Sentence completion

1. watching; 2. not to go; 3. sharing; 4. trying; 5.

to like; 6. to thank

#### Gap fill

1. being; 2. to find; 3. to do; 4. starting; 5. to get; 6. to need; 7. to meet up; 8. to prepare

#### Business opportunities

1. to keep / keep; 2. be; 3. be; 4. to rotate; 5. mixing; 6. occurring; 7. to recognise; 8. satisfying; 9. to offer; 10. converting; 11. to make; 12. download

### Useful skills: E-mail writing III

(1)

1. She thinks it sounds extremely interesting.
2. Next Monday 3rd March.
3. Brighton.

(2)

1. I think the best thing would be to meet up...
2. I was wondering whether you'd be available for...
3. We could have lunch together and then...
4. Please let me know whether this would suit you.
5. I was hoping to travel down to...
6. If there's anything I can do, please don't hesitate to let me know.

### UNIT 2 Bad Day!

#### Mistakes on TV

- 1F 2T 3T 4F 5T 6F

#### Matching

- 1d 2b 3a 4c

#### Ordering

1. That noise might have been the cat.
2. You should have told me about it before.
3. I shouldn't have slept for so long.
4. She might have put it on the table.
5. He could have won the game.
6. They should have left a lot earlier.

#### Gap fill

1. have received; 2. have gone; 3. have eaten; 4. have left; 5. have taken

#### Conversation gap fill

1. taken; 2. talked; 3. told; 4. made / written; 5. done; 6. gone; 7. done; 8. shown

#### Word choice

1. for; 2. to; 3. for; 4. to; 5. for; 6. to; 7. to; 8. for

#### E-mail gap fill

1. for; 2. to; 3. to; 4. to; 5. for; 6. off; 7. for; 8. for

### Useful skills: Meetings III

(1)

Meeting I = A

Meeting II = NA

Meeting III = A

Meeting IV = NA

Meeting V = NA

(wording may vary)

Accepting the interruption = Oh, right, yes, I think you're right. / Yes, good point.

Not accepting the interruption = If I may just finish what I was saying. / If you don't mind, just let me finish... / Would you mind waiting for your turn to speak, please?

### UNIT 3 Social Splash

#### Speech bubbles

1. coming; 2. welcome; 3. address; 4. join; 5. card; 6. from; 7. in

#### Collocations

1. go; 2. invite; 3. exchange; 4. get / keep; 5. have / organise / go (to); 6. have / play; 7. arrange; 8. get; 9. discuss

#### Word choice

1. rings; 2. familiar; 3. know; 4. met; 5. up; 6. nice; 7. get; 8. touch

#### Conversation analysis

1. This Saturday.
2. Jody's.
3. Because she's moved house. It's a housewarming party.
4. Because he might have to help his dad at the pub.
5. Saturday afternoon.
6. Nothing.
7. 19 Hedgegrove Avenue.

#### Sentence completion (answers will vary)

1. actually; 2. as a matter of fact; 3. to tell you the; 4. anyway; 5. by the

#### Word choice

1. did; 2. neither; 3. either; 4. either / have

#### Conversation analysis

1. at Luke's wedding; 2. in the country; 3. visiting her family; 4. no; 5. to a café in Canal Street

### Useful skills: Presentations III

(1)

1. Less than 15%.

2. 2%.

3. Nearly 50%.

(wording may vary)

1. On top of that...
2. Despite the fact that...
3. The really worrying thing is that...

### UNIT 4 Construction Capers

#### Picture matching

- 1e 2j 3d 4i 5f 6a 7g 8b 9h 10c

#### Useful expressions

1. of; 2. in; 3. on / onto; 4. above; 5. in; 6. on / onto; 7. in; 8. through; 9. to

#### Structure analysis

1. 6th May 1994; 2. three; 3. 35 minutes; 4. 24; 5. \$11.4 billion

#### Brochure analysis

1. in; 2. from; 3. to; 4. with; 5. in; 6. with; 7. for; 8. at

#### Word choice

1. finished; 2. completed; 3. reading; 4. changed; 5. lying; 6. started

#### Gap fill

1. written; 2. working; 3. found; 4. moved; 5. living; 6. discussing

# RESOURCE SECTION

## Answers



### 1 Message analysis

1. She will be preparing the presentation.
2. She will have reached a decision by Tuesday evening.
3. The reports will have been completed by Wednesday afternoon.
4. She will be travelling to Strasbourg and then attending talks.
5. She will be talking to Freyda Santos.

### 2 Facebook update

1. up; 2. down; 3. for; 4. across; 5. through; 6. in; 7. off; 8. in; 9. onto; 10. up; 11. on; 12. up; 13. out; 14. down

### Useful skills: Telephone English III

1. Because she was driving through a tunnel.  
2. A memory card.  
3. Yes.  
4. (wording may vary)  
1. Cameras Galore. How may I help you?  
2. Could you repeat that, please?  
3. I'm sorry but I can't hear you very well.  
4. Hold the line, please.

### UNIT 10 Techno Fun!

#### 1 Text messages

1. Have you got the keys to the office?
2. What time will you be back from work?
3. Do you want to go to a restaurant tonight?
4. Could you tell them I'll be late. I am still at the office.
5. I can't make it for lunch. I'm too busy. I will call you back later.
6. Did you tell Josh about the party at my place tonight?
7. Will you be able to take me to the station?
8. Your appointment at 6pm has been cancelled.

#### 2 App analysis

1. Dog whistler; 2. WebMD; 3. AroundMe; 4. Word Lens; 5. Sound Hound

#### 3 Definitions & exercise

1. in; 2. out; 3. down; 4. on; 5. down; 6. off; 7. up; 8. on

#### 4 Definitions & word choice

1. on; 2. on; 3. up; 4. up; 5. in; 6. up; 7. on; 8. down

#### 5 Instant messages completion

1. over; 2. up; 3. off; 4. on; 5. up; 6. out; 7. up; 8. up

#### 6 Smartphone user review

- 1T 2F 3T 4T 5F

### Useful skills: E-mail writing IV

1. They were sent to the wrong addresses.  
2. Some time on Tuesday evening.  
3. Six.  
4. (wording may vary)  
1. We're just writing to apologise for...

2. We're doing our utmost to...
3. I'd just like to take this opportunity to remind you that...
4. There are still six bills pending payment.
5. I look forward to hearing from you soon.
6. Your sincerely,

### UNIT 11 Let's Complain!

#### 1 Complaints matching

- 1b 2d 3f 4e 5a 6c

#### 2 Work complaints

1. the boss; 2. perks; 3. salary; 4. workload; 5. promotions; 6. meetings; 7. commuting

#### 3 Matching

- 1f 2d 3e 4a 5c 6b

#### 4 Word choice

1. even though; 2. although; 3. unless; 4. but; 5. as long as; 6. although

#### 5 Conversation analysis

1. although; 2. and on top of that; 3. but; 4. plus; 5. however; 6. although; 7. even though; 8. although

#### 6 E-mail gap fill

1. a few days later; 2. however; 3. despite; 4. although; 5. despite the fact that; 6. unless

### Useful skills: Meetings IV

#### 1

1. Ellis.
2. Nigella.
3. Laura.
4. Barbara.

#### 2 (wording may vary)

Asking for opinions: Tell us what you think about this / what's your opinion of this? / Any thoughts? / What do you think about this?

Giving opinions: The way I see it... / to be honest... / it seems to me that... / in my opinion...

### UNIT 12 Disaster Time!

#### 1 Famous disasters

1. The Exxon Valdez Oil Spill
2. The Union Carbide Gas Leak
3. The European BSE Crisis
4. The 1952 London Smog Disaster
5. The Chernobyl Nuclear Power Plant Explosion
6. The Three Mile Island Nuclear Disaster

#### 2 Matching

- 1f 2e 3d/c 4a 5b 6c

#### 3 Word choice

1. across; 2. along; 3. at; 4. back; 5. down; 6. down; 7. together

#### 4 Story analysis

1. Gordon; 2. Ellie; 3. Beth; 4. Ellie; 5. Beth; 6. Gordon

#### 5 News reports

- 1F 2T 3T 4T 5F 6F

### Useful skills: Presentations IV

#### 1

1. In 2007.
2. The USA.
3. To visit friends or relatives.

#### 2 (wording may vary)

1. with the USA worth almost twice as much as... / the biggest share is accounted for by... / These trips also involve a longer than average length of stay...
2. In today's talk, we've looked at...
3. And finally, to conclude...
4. Thank you and goodbye.

### UNIT 13 Job Hunt!

#### 1 Unusual jobs

1. foley artist; 2. furniture tester; 3. bounty hunter; 4. golf ball diver; 5. ghost writer

#### 2 Interview completion

1. profession; 2. challenging; 3. overtime; 4. training; 5. course; 6. workshop; 7. management; 8. employed

#### 3 Matching

- 1c 2f 3b 4e 5a 6d

#### 4 Sentence completion

1. won't she; 2. didn't they; 3. wasn't he; 4. aren't they; 5. doesn't she; 6. have they; 7. will you; 8. won't we

#### 5 Telephone conversation completion

1. didn't you; 2. won't you; 3. will she; 4. won't you; 5. aren't they; 6. won't she; 7. do you; 8. won't she; 9. can't she; 10. can you; 11. aren't they; 12. hasn't she

#### 6 Word choice

1. of; 2. in; 3. for; 4. of; 5. in; 6. with

#### 7 Instant messages

1. about; 2. with; 3. with; 4. at; 5. with; 6. at; 7. from; 8. for; 9. for; 10. about; 11. about; 12. about

### Useful skills: Telephone English IV

#### 1

1. Charlotte Simmonds' name.
2. Instead of two double rooms with twin beds and a single bed, it's two single rooms and a double room with a double bed.
3. Three nights.

#### 2 (wording may vary)

1. I'm just phoning up to confirm...
2. Could I have your name and surname, please?
3. Could you spell your last name, please?
4. Actually, we wanted to stay for three nights.
5. Could you confirm the dates too, please?
6. Could I have a contact number, please?

### Revision page (units 1 to 13)

1. seeing; 2. not have heard; 3. have told; 4. left; 5. about; 6. will have finished; 7. will be shown; 8. is going to be paid; 9. will have been taken; 10. up; 11. unless; 12. married; 13. weren't you; 14. about

# RESOURCE SECTION

## Wordsearches



### UNIT 1 That's Entertainment!

Find the words in the wordsearch.

*documentary, news, series, chat show, cartoon, reality show, game show, soap opera, sitcom, comedy, drama, host, guest, presenter, star, remote control, television, broadcast, channel, censor*

N T M I T N L C N C N T L Z  
C H H U G C H A T S H O W E  
S D O C U M E N T A R Y J Z  
J R S S E W O S R T E D S G  
R A T T S O A E N E A H C M  
K M Q A T C P O R L L K O G  
K A Q R D O C E E E I C M A  
M W A A P E T N S V T E E M  
F C O A T N N E J I Y N D E  
K R O O E A I P S S S S Y S  
B S M S H R I W D I H O X H  
P E E C E B E O G O O R M O  
R R A S B N G W P N W P Y W  
P C O N M Z W E V F G U J D

### UNIT 2 Let's Get Creative!

Use a dictionary to help you define these words. Then, find the words in the wordsearch. Make your own quotes about success.

*reward, motivation, motivated, skill, communication, tactics, productive, consequences, punishment, performance, incentive, deadline, team, challenge, effort, goal, strategy, objective, outcome, aim*

Z A I M O T I V A T I O N V  
U C H A L L E N G E U O M Y  
G P D T C S T T V T I X P W  
G Q E A O H P I C T P E U P  
S V A C N H T O A E R O N B  
T T D T S N M C M F O B I G  
R R L I E E I A O F D J S L  
A X I C Q N E R T O U E H O  
T Z N S U T M E I R C C M B  
E I E M E A X W V T T T E A  
G S M W N Z S A A P I I N L  
Y O D C C P M R T Q V V T M  
C X E A E U I D E N E E M M  
C A V N S Z A C D S K I L L

### UNIT 3 Travel Time

Find the "aeroplane travel" words in the wordsearch.

*baggage, passport, trolley, ticket, airline, tray, pilot, aeroplane, runway, airport, cockpit, steward, flight, oxygen mask, control tower, passenger, sick bag, locker, hand luggage*

L O C K E R T X E S X C M H  
O R F G S T K O R A M O A V  
J P L J A E R O P L A N E Y  
E A I R P L A N E L D T S K  
B A G G A G E Q V L E R T W  
H C H T S A R A U K C O E M  
N U T K S S E G C P S L W F  
H T W W E E G I T A I T A K  
G R X S N A T R R S C O R P  
N O X Y G E N M A S K W D I  
I L O E E Z K D Y P B E N L  
X L A I R L I N E O A R M O  
B E R U N W A Y P R G D I T  
W Y E C O C K P I T A F Z O

### UNIT 4 Let's Complain!

Find the "hotel" words in the wordsearch. What do they mean?

*bellhop, concierge, guest, manager, security guard, waiter, inspector, maid, valet, keycard, reservation, room service, single bed, vacancy, view, swimming pool, gym, cot, sauna, jacuzzi*

X I Q O C Y P E Q C D U S V  
G S M C O N C I E R G E V W  
Y Q K I T I N S P E C T O R  
X B Q T N B J A C U Z Z I M  
S D R O O M S E R V I C E P  
I K S W I M M I N G P O O L  
N I A M Y V T M V P K H Y W  
G G U G D Y A O M E L C V Y  
L D N I G N G J Y L N A R B  
E S A U A U V C E A L E I B  
B M A G E I A B C E T L E A  
E R E S E R V A T I O N D C  
D R T W D Q V K A B S U F C  
W U W P Y Q A W D Y V K S D



## Phonetic Table



iː	Tree	ɪ	Fish	ʊ	Book	uː	Shoe	iə	Ear	eɪ	Face	əʊ	Coat
e	Egg	ə	Sofa / Gorilla	ɜː	Bird	ɔː	Door	ʊə	Cure (medicine)	ɔɪ	Boy	aʊ	Cow
æ	Cat	ʌ	Duck	ɑː	Car	ɒ	Dog	eə	Hair	aɪ	Fly	g	Get
p	Pen	b	Back	t	Tea	d	Day	dʒ	Judge	k	Key	ʒ	Pleasure
f	Five	v	Very	θ	Think	ð	Those	s	Six	ʃ	Short	j	Yes
m	More	n	Nice	ŋ	Ring	h	Hot	l	Live	w	Window	r	Right

# RESOURCE SECTION

## Irregular Verbs



### Irregular verb list with participles

Infinitive	Past tense	Past participle	Example
Be	was, were	been	<i>She was at home.</i>
Beat	beat	beaten	<i>We beat them.</i>
Become	became	become	<i>She became a lawyer.</i>
Begin	began	begun	<i>It began last night.</i>
Bite	bit	bitten	<i>The dog bit me.</i>
Break	broke	broken	<i>He broke the window.</i>
Bring	brought	brought	<i>We brought some sandwiches.</i>
Build	built	built	<i>They built a house.</i>
Burn	burnt, burned	burnt, burned	<i>The fire burnt all night.</i>
Buy	bought	bought	<i>He bought some food.</i>
Catch	caught	caught	<i>The cat caught the mouse.</i>
Choose	chose	chosen	<i>We chose the red one.</i>
Come	came	come	<i>They came at 6pm.</i>
Cost	cost	cost	<i>It cost a lot.</i>
Cut	cut	cut	<i>She cut the piece of paper.</i>
Dig	dug	dug	<i>We dug a hole.</i>
Do	did	done	<i>We did some exercise.</i>
Draw	drew	drawn	<i>They drew a picture.</i>
Dream	dreamt, dreamed	dreamt, dreamed	<i>I dreamt about you.</i>
Drink	drank	drunk	<i>She drank the tea.</i>
Drive	drove	driven	<i>I drove home.</i>
Eat	ate	eaten	<i>We ate at home.</i>
Fall	fell	fallen	<i>They fell down.</i>
Feed	fed	fed	<i>She fed the cat.</i>
Feel	felt	felt	<i>We felt good.</i>
Fight	fought	fought	<i>They fought in the garden.</i>
Find	found	found	<i>I found the shoe.</i>
Fly	flew	flown	<i>She flew to Chicago.</i>
Forget	forgot	forgotten	<i>They forgot to bring it.</i>
Get	got	got, gotten	<i>We got a present.</i>
Give	gave	given	<i>We gave her the money.</i>
Go	went	gone	<i>They went to Brighton.</i>
Grow	grew	grown	<i>He grew some plants.</i>
Hang	hung, hanged	hung, hanged	<i>We hung up the washing.</i>
Have	had	had	<i>We had lunch at 1pm.</i>
Hear	heard	heard	<i>I heard the song.</i>
Hide	hid	hidden	<i>She hid the present.</i>
Hit	hit	hit	<i>I hit the ball.</i>
Hold	held	held	<i>We held the rope.</i>
Hurt	hurt	hurt	<i>It hurt me.</i>
Keep	kept	kept	<i>We kept it at home.</i>
Know	knew	known	<i>I knew the answer.</i>
Learn	learnt, learned	learnt, learned	<i>She learnt how to do it.</i>
Leave	left	left	<i>They left at 9pm.</i>
Lend	lent	lent	<i>We lent them the money.</i>
Let	let	let	<i>They let us stay there.</i>
Lie	lay	lain	<i>We lay down.</i>
Light	lit, lighted	lit, lighted	<i>They lit the fire.</i>

# RESOURCE SECTION

## Irregular Verbs



Infinitive	Past tense	Past participle	Example
Lose	lost	lost	<i>I lost my money.</i>
Make	made	made	<i>He made a cake.</i>
Mean	meant	meant	<i>What does it mean?</i>
Meet	met	met	<i>I met her at a party.</i>
Pay	paid	paid	<i>They paid us.</i>
Put	put	put	<i>She put it on the table.</i>
Read [ri:d]	read [red]	read [red]	<i>I read the book.</i>
Ride	rode	ridden	<i>She rode the horse.</i>
Ring	rang	rung	<i>The phone rang.</i>
Run	ran	run	<i>We ran home.</i>
Say	said	said	<i>I said I was happy.</i>
See	saw	seen	<i>I saw the film.</i>
Sell	sold	sold	<i>She sold the car.</i>
Send	sent	sent	<i>They sent the e-mail.</i>
Shake	shook	shaken	<i>I shook hands with her.</i>
Shoot	shot	shot	<i>They shot at the target.</i>
Show	showed	shown, showed	<i>I showed her the picture.</i>
Shut	shut	shut	<i>I shut the door.</i>
Sing	sang	sung	<i>We sang the song.</i>
Sink	sank	sunk	<i>The boat sank.</i>
Sit	sat	sat	<i>I sat down.</i>
Sleep	slept	slept	<i>She slept well.</i>
Smell	smelt, smelled	smelt, smelled	<i>It smelt good.</i>
Speak	spoke	spoken	<i>We spoke to them.</i>
Spell	spelt, spelled	spelt, spelled	<i>I spelt it for him.</i>
Spend	spent	spent	<i>I spent all my money.</i>
Spoil	spoilt, spoiled	spoilt, spoiled	<i>We spoiled it.</i>
Spread	spread	spread	<i>They spread the news.</i>
Stand	stood	stood	<i>I stood up.</i>
Steal	stole	stolen	<i>They stole the money.</i>
Stick	stuck	stuck	<i>She stuck it in the book.</i>
Take	took	taken	<i>We took the car.</i>
Teach	taught	taught	<i>They taught us a lot.</i>
Tell	told	told	<i>I told her the truth.</i>
Think	thought	thought	<i>We thought about it.</i>
Throw	threw	thrown	<i>They threw the rubbish away.</i>
Understand	understood	understood	<i>We understood the problem.</i>
Wake	woke	woken	<i>I woke up early.</i>
Wear	wore	worn	<i>He wore some new clothes.</i>
Win	won	won	<i>She won the game.</i>
Write	wrote	written	<i>They wrote the letter.</i>

# RESOURCE SECTION

## Punctuation



### Punctuation Revision

#### 1 (.) Full stop ("period" in US English)

We use the full stop at the end of a sentence. For example: **She is lucky.**

For website and e-mail addresses we say "dot". For example: **www.ebdj.com = www dot ebdj dot com**

#### 2 (,) Comma

We use the comma for pauses in sentences, or for lists of things. For example:

- a) I went to the shops, and then I went to the swimming pool.
- b) I bought a computer, two televisions and a pencil.

We also use the comma in non-defining relative clauses. For example:

- a) My sister Joan, who lives in Paris, is a pharmacist.
- b) My aunt, who likes to spend her weekends in the country, is a dentist.

We also use the comma before quoting someone. For example:

- a) She said, "I never go there!"
- b) He added, "And I would like to leave now."

#### 3 (;) Semicolon

This is used to mark a pause between two ideas that are connected. For example:

- a) You must come to the show; you'll love it.
- b) There are some things that I like; and there are others that I hate.

#### 4 (:) Colon

We use the colon to start a list of

something. For example:

- a) I got everything ready: the tickets, traveller's cheques and my passport.
- b) There are two reasons: firstly, I don't like it; and secondly, I don't have the time.

#### 5 (?) Question mark

We use this at the end of a question.

#### 6 (!) Exclamation mark

We use this to show surprise/anger, etc.

#### 7 (') Apostrophe

We use the apostrophe with contractions and the genitive. For example: **I'm, you're, don't, I've, John's, Mary's, etc.**

#### 8 ("") inverted commas (also known as "speech marks" or "quotation marks")

We often use these for quotes. For example: **"To be, or not to be. That is the question."** Some people use single speech marks, which are like this: **'To be, or not to be. That is the question.'**

#### 9 (–) Dash

We often use the dash in informal styles to add a bit of extra information at the end of a sentence. She wasn't too happy about it – but that doesn't matter.

#### 10 (-) Hyphen

This is similar to a dash but much shorter. It is used to join two words together. For example: **co-worker, eating-time, etc** Hyphens are often used in website or e-mail addresses.

For example:

**john-smith@ace.com = john hyphen smith at ace dot com**

#### 11 ( ) Brackets ("parentheses" in US English)

We use brackets to add additional information inside a sentence. For example:

**Mary (Jane's sister) is coming tonight.**

When dictating, we can say:

- a) "open brackets": (
- b) "close brackets": )

These are known as "square brackets" = [ ]

#### 12 (/) Slash

This is often used in internet addresses. There are two types: forward slash (/), and back slash (\).

#### 13 ( \_ ) Underscore

This is also used in e-mail and website addresses. For example: **alan@hedo\_now.com = alan at hedo underscore now dot com**

#### 14 Capitals

Capital letters (or "upper-case letters") look like this: **WHAT IS THE TIME?**

And lower case letters look like this: **what is the time?**

#### 15 E-mail and website addresses

"www" is pronounced "double u, double u, double u".

And "@" is pronounced "at". For example:

**My web address is www.sure.com (double u, double u, double u dot sure dot com). My e-mail address is sure@hotmail.com (sure at hotmail dot com)**

# hot english GROUP



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