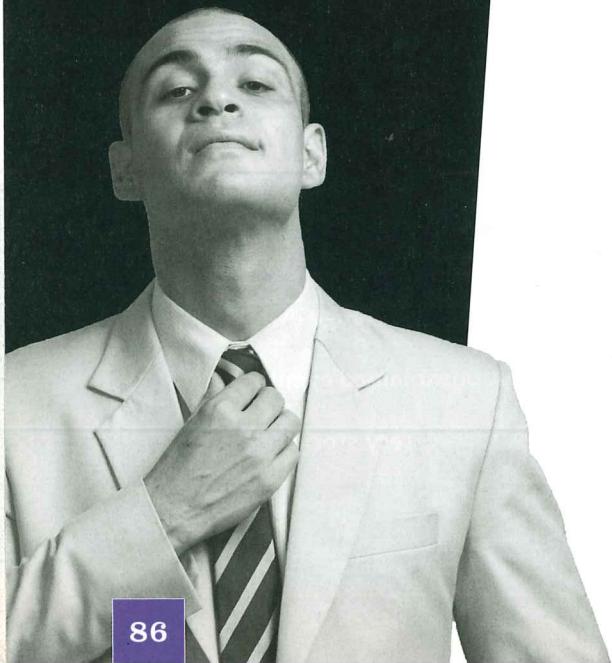


09

GETTING IT RIGHT

IN THIS UNIT

- Grammar: Use and non-use of articles; Different ways of giving emphasis
- Vocabulary: Phrasal verbs; *Right and wrong*
- Task: Collect and present tips



Reading and speaking

- 1 Work in groups. Do you think the quotation is true?

If you want to be successful in life, it is necessary to get yourself noticed.

- 2a Which of the actions below are likely to get you noticed?

- wearing clothes that are different to other people's
- making eye contact with people when you first meet them
- referring to important people that you know (or claim to know)
- listening carefully to what other people say
- saying publicly what you believe in, even if it's unpopular
- keeping your opinions to yourself and avoiding making a fuss

- b Read the article on page 87. Which ideas from exercise 2a are mentioned? What other ideas does the author mention?

- 3 Read the article again and answer the questions below.

- 1 Why should you look people in the eye when you make an entrance?
- 2 Why shouldn't you move your hands?
- 3 Why is it a good idea to hold your breath when entering a room?
- 4 Why can it be useful to mention the names of other experts?
- 5 How can language help you to sound like an expert?
- 6 When is it a bad idea to bluff?
- 7 In what ways was Rosa Parks a leader?
- 8 How are true leaders different from 'a lone voice in the wilderness'?
- 9 Why are narcissists bad leaders?

- 4 Work in pairs and discuss. How serious do you think this article is? Which piece of advice do you think is most/least useful?

HOW TO STAND OUT FROM THE CROWD

Do you want people to pay you more attention and show you more respect?
Read what the experts say and you'll never be overlooked again.

1 Make an entrance

You only get one chance to make a first impression, so here's how to stand out from the crowd when you walk into a room.

- **Make eye contact.** Look other people in the eye – it's the key to creating a connection with people.
- **Be a good actor.** If you don't feel confident, pretend you are. Before you walk in, think to yourself, 'I own the room.' Then, walk in holding your head high and smile. Soon, you will feel as confident as you look.
- **Raise your status.** In his book for actors, *Impro*, Keith Johnstone describes how we all play the status game, whether we know it or not. Our status is our social position compared to other people.

When you walk into a room, it's a good idea to 'raise your status' if you want to be noticed. That means holding yourself upright but relaxed, keeping your head and hands still, smiling and speaking slowly and clearly. People will pay more attention to you if you do these things (although they will find you aloof and unfriendly if you behave like this all the time).

- Hold your breath when you walk in. Steve Cohen, author of *Win the Crowd*, recommends this simple tip. Take a deep breath before you walk into a room and then hold it. It makes you 'more radiant and lively'. But remember not to hold it too long or you'll pass out!

2 Sound like an expert

Malcolm Gladwell, author of *Outliers*, says 10,000 hours of practice is necessary to really become an expert at anything. That's equivalent to about three hours a day for 10 years! If you haven't got that much time, here's how to fake it.

- Make a habit of name-dropping. Refer to famous experts as though they are your friends. For example, say 'Do you know Professor Russell Banks? He tends to agree with me on these matters.' It's hard to argue with experts and even harder to argue with people who aren't there.

- Use lots of abbreviations and acronyms. Someone who says 'I need to call HQ ASAP' sounds much more expert than someone who says 'I need to call headquarters as soon as possible.'
- Use words like *zeitgeist*, *paradigm* and *panacea*. Most people are familiar with words like this, but don't know exactly what they mean.
- Don't be afraid to make things up. If other people think you're an expert, they won't suspect you're making it up! However if you do meet a real expert, make your excuses and leave. They'll see through you immediately!

3 Act like a leader

Despite what you read in books and see in films, good leaders are not born that way, they learn to be that way. So if you don't feel like a leader, remember that you can become one. Here's how.

- Set goals. Present a vision and a path to achieve it. Let people know what you stand for.
- Stand up for what you believe in. In 1950s Alabama, black people were expected to give their seats on the bus to white people. One day in 1955, Rosa Parks, a black woman, refused to do this. 'I don't think I should have to stand up,' she said, and in doing so she sparked the American civil rights movement. All leaders at some point have to stand up for what they believe in.

- Listen and learn. Leadership is about communication and building relationships. It's about finding out which ideas really unite people and then expressing those ideas clearly.
- Treat the people who follow you as equals. The only difference between a leader and a lone voice in the wilderness is that the leader has followers, so treat them well.
- And finally, remember this. If you really, really want to be a leader and if you need other people to look up to you, then you're probably not a leader at all. You're a narcissist. Leadership is not about other people serving you, it's about you serving other people.

Vocabulary Phrasal verbs

- 1 Find phrases 1–6 in the article and choose the correct meaning of the phrasal verbs.

- 1 **stand out from the crowd** means seem different from / the same as everyone else
- 2 **pass out** means stop breathing / become unconscious
- 3 **make something up** means invent / use other people's information
- 4 **see through someone** means know that someone is lying / ask someone questions
- 5 **stand up for something** means say publicly / try to decide what you believe
- 6 **look up to someone** means be jealous of / respect someone

- 2a Think of a famous person or someone you know who:

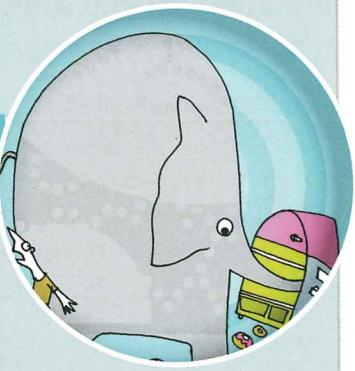
- stands out from the crowd
- has passed out in public
- stands up for what they believe in
- makes up a lot of what he/she says
- you look up to
- looks up to you.

- b Work in groups and compare your answers.

Weird interview questions

A

If you were a cartoon character, who would you be?



How would you get an elephant into a refrigerator?

Would the President of the United States make a good software engineer?

What is a normal person like?

How would you describe this company (Microsoft/Apple, etc.) to a visitor from Mars?

Why are manhole covers round?

If Hollywood made a movie about your life, which actor would you like to play the lead role?



B For many job seekers around ¹ ____ world, getting ² ____ job with ³ ____ top international company like ⁴ ____ Google is ⁵ ____ pinnacle of their ambition. But with so many talented applicants how does ⁶ ____ company find ⁷ ____ brightest and best candidates?

In ⁸ ____ last 15 years, there has been ⁹ ____ trend amongst top companies towards asking ¹⁰ ____ weird and wacky questions in ¹¹ ____ job interviews, like the ones above. ¹² ____ idea of these questions is to test ¹³ ____ creativity and quickness of a candidate, and to find out more about ¹⁴ ____ way that ¹⁵ ____ candidate thinks.

Most candidates are unlikely to give ¹⁶ ____ honest answer to ¹⁷ ____ stereotypical interview question like 'What is ¹⁸ ____ biggest failure in your life?' But in answering a question like 'What would I find in your refrigerator right now?' they may reveal more about ¹⁹ ____ kind of person that they are. So what are ²⁰ ____ correct answers to these sorts of questions? According to ²¹ ____ Professor Abdul Khalid, of ²² ____ London University, many of them do not have right or wrong answers: ²³ ____ most important thing is tackling ²⁴ ____ question intelligently. When it comes to weird interview questions, it seems ²⁵ ____ only wrong answer is 'I don't know.'

Language focus 1 Use and non-use of articles

1 Work in pairs and discuss. Have you ever been to a job interview? What questions did they ask you? What would you expect to be asked in a job interview?

2a Read the examples of weird interview questions asked at job interviews in part A on the left. Which could/couldn't you answer?

b Work in pairs. Discuss the questions below, then check your answers in part B.

- What kind of companies tend to use job interview questions like these?
- What do you think is the point of them?
- What is the best way to respond if you are asked questions like this in an interview?

3 9.1 Complete the article with *a/an*, *the* or *Ø* (no article). Then listen and check.

GRAMMAR

General rules for the use of articles

Look at the seven rules below. Find another example of each rule in the questions and article.

We use *a/an* when ...

1 the noun is 'one of many' and it hasn't been mentioned before.

For many job seekers, getting a job with a top company is their ambition ...

We use *the* when ...

2 the noun has been mentioned before.
... to find out more about the way that the candidate thinks

3 the noun is unique (or unique in that context).
For many job seekers around the world If Hollywood made a movie about your life who would play the lead role?

4 the noun is defined by a phrase or clause that follows (an of phrase, a relative clause, etc.).
the idea of these questions
the kind of person that they are

5 the adjective before the noun defines it, for example, *right, wrong, etc.*
the correct answer
the first /second time, etc.

There is no article when ...

6 a plural or uncountable noun is used to make a generalisation.

Why are the manhole covers round?

7 the noun is a singular proper name.
the Google the London University

► **Read Study 1, page 155**

PRACTICE

- 1a** Complete the questions below with the correct article (*a/an, the* or *ø*).

More weird interview questions

- 1 You're in ¹ rowing boat, which is in ² large tank filled with ³ water. You have ⁴ anchor on board which you throw overboard. ⁵ chain is long enough that ⁶ anchor rests completely on ⁷ bottom of ⁸ tank. Does ⁹ water level in ¹⁰ tank rise or fall?
- 2 How would you cure ¹¹ world hunger?
- 3 If you were shrunk to ¹² size of ¹³ pencil and put in ¹⁴ blender, how would you get out?
- 4 If someone wrote ¹⁵ biography of you, what do you think ¹⁶ title should be?
- 5 (At ¹⁷ interview with a famous sandwich chain) What's ¹⁸ most important part of ¹⁹ sandwich?

Answer: ²⁰ smile that goes with it.

- b** Work in pairs and discuss. Which is the easiest/most difficult question to answer, in your opinion?

GRAMMAR

Specific rules for the use of articles

- 1 Complete rules 1–3 and find an example either from the article or the questions in exercise 1a above.
 - 1 With superlatives, we use *a/an, the, ø*. *the biggest failure in your life*
 - 2 With people's titles, we use *a/an, the, ø*.
 - 3 With institutions (universities, hospitals, etc.), we use *a/an, the, ø*.
- 2 Which places below use *the* before them? Check your answers in Study 9.1 on page 155.
 - 1 cities (Paris)
 - 2 continents (Asia)
 - 3 countries (Mexico)
 - 4 lakes (Victoria)
 - 5 mountain ranges (Andes)
 - 6 planets (Mars)
 - 7 rivers (Nile)
 - 8 seas and oceans (Atlantic)
- 3 Complete the time phrases below with *the, ø* or both.
 - 1 in _____ morning, afternoon, evening
 - 2 on _____ 5th March, 20th September, etc.
 - 3 on _____ Monday, Saturday, etc.
 - 4 in _____ summer, spring, etc.
 - 5 in _____ 1999, 2012, etc.
 - 6 in _____ 1970s, 1990s, etc.

- 2a** Add articles, where necessary, to complete the quiz below.

A You are taking ^{an} 11-hour flight from Heathrow Airport in London to LAX airport in Los Angeles. There is ^{an} eight-hour time difference between ^{the} two cities. If you leave at 2 o'clock in ^{the} afternoon, will you arrive ...

- ^{the} same day as you left, in afternoon?
- same day as you left but in morning?
- next day?
- previous day?

B What is a ladybird?

- female bird
- exotic plant
- red and black insect
- very small woman?

C If you went for a boat trip on River Vltava, went climbing in Šumava Mountains, and went sight-seeing in Prague, which country would you be in?

- Hungary
- Poland
- Czech Republic
- Bulgaria

D If you are 'discharged', what do you do?

- leave school
- leave prison
- leave hospital
- leave university

E Which of the following seas does not exist?

- Black Sea
- Blue Sea
- Red Sea
- Yellow Sea

F 149.6 million kilometres is ...

- distance from sun to Earth.
- distance from moon to Earth.
- distance from sun to nearest star.
- none of these.

- b** Work in pairs. Use your knowledge, logic or guesswork to answer the questions in the quiz.

- c** **9.2 Listen and check.**

> Unit 9, Study, Practice & Remember 1, page 155

Language focus 2

Different ways of giving emphasis

- 1a** Work in pairs and discuss. Have you ever given a presentation? If yes, how did you feel and how did it go? If not, would you like to?
- b** Read the conversation between Sophie and Paul. Why is Paul nervous? What advice does Sophie give?
- 2** **9.3** Listen and write the missing words (marked ^) in the conversation. You may need to change some other words. What effect do these words have?



- PAUL:** Thank you for coming. Before I start, I'd just like to say how wonderful you all look today ... oh dear.
- SOPHIE:** What are you doing?
- PAUL:** Oh, I have to give a presentation in class tomorrow. I'm ^ nervous!
- SOPHIE:** Why ^ are you nervous?
- PAUL:** Why? Because public speaking is ^ terrifying, of course.
- SOPHIE:** Don't be ^ a wimp. There are only nine students in your class.
- PAUL:** You're calling me a wimp? ^ you ^ cried in the toilet before your last job interview!
- SOPHIE:** That was an ^ important interview. It was different.
- PAUL:** ^ I need ^ sympathy right now, not criticism.
- SOPHIE:** You're right. I'm ^ sorry. I ^ sympathise. When I'm stressed, ^ helps ^ to take deep breaths and listen to some relaxing music.
- PAUL:** Oh, OK, thanks ... and then you go and cry in the toilet?
- SOPHIE:** Paul!

GRAMMAR

- 1 Look at the words you added to the conversation and answer the questions.
- 1 Which of the four words you added go in front of an adjective to make it stronger? Can you think of any other words which make adjectives stronger?
- 2 What is the difference between **so** and **such**?
- 3 Find an example of an 'extra' auxiliary verb that adds emphasis.
- 4 Find two more examples similar to the phrase in bold below.
What I need is sympathy right now.
- 5 Which words can be added to give emphasis to questions?

► **Read Study 2, page 156**

PRACTICE

- 1a** Match sentences 1–10 with replies a–j.

- 1 I'm exhausted. Let's stay in and watch a film.
2 I like living here because it's near the centre.
3 Thanks for everything, we've had a nice evening.
4 I suppose you want to see Liz.
5 Why are we inside on such a beautiful day?
6 Ouch! This tooth is painful.
7 What's all this broken glass! What have you been doing?
8 Your friend was lovely. I hope you'll invite him again.
9 Come on, let's go to that new club.
10 I think you ought to apologise to her.

- a Yes, I will. I think he enjoyed the evening as well.
b Well, you wanted to spend the day at a museum.
c Why should I apologise? I didn't start the trouble.
d You're welcome. Come again soon!
e You know you need to go to the dentist's.
f Look, I think it's time we went home. It's nearly three.
g Oh, you're boring these days. I want to go out.
h That's true, but it gets noisy at night.
i No, actually I wanted to see you.
j Don't blame me! I didn't break it!

- b** **9.4** How can you give the phrases in bold more emphasis? Listen and compare your answers.

PRONUNCIATION

- 1 Sentence stress is important for giving emphasis. Listen again and mark the words that are especially stressed on audio script 9.4 on page 175.

*I'm absolutely exhausted. Let's stay in ...
Oh, you're so boring these days. I want to go out.*

- 2 Work in pairs and practise saying the conversations.

- 2 Work in pairs. Choose one of the conversations in exercise 1a and extend it to six or eight lines. Try to use different ways of giving emphasis.

► > Unit 9, Study & Practice 2, page 156

Listening and writing

Taking notes

- 1** Work in groups. Discuss the questions below.

- In what situations do you have to take notes?
- Do you write a lot of notes or just a few key points?
- What do you do with your notes afterwards?

- 2a** You are going to listen to the first part of a talk on how to give presentations. First, predict which words connected to presentations you might hear.

slides, projector ...

- b** **9.5** Listen and make two corrections to the notes below.

Rebecca Wade – How to Give Presentations

presenting = no. 1 fear!

important points

- don't read it out
- move around + talk fast
(esp at start)
- start & finish @ right time – 'be nice to them and they'll be nice to you'

- 3a** Find examples in the notes of the techniques below.

bullet point	underlining
highlighting	abbreviation
main heading	sub-heading

- b** Do you know any other useful techniques for making notes?

- 4a** **9.6** Listen to the second part of the talk and make notes on the topics below.

- planning
- delivery

- b** Work in pairs. Check that your notes are clear then show them to your partner. Can you understand each other's notes? Did either of you miss anything?

- 5** Work in pairs and discuss. Do you agree or disagree with any or all of the advice in the listening?



Wordspot

right and wrong

- 1** Look at expressions 1–10 with *right* and *wrong*. Then match the expressions with meanings a–j.

- I'll be right back.
- Everything's gone wrong.
- Right here, right now.
- That serves you right.
- There's something/nothing wrong with it.
- What's wrong?
- It looks about right.
- It's the wrong way round.
- You were completely right/wrong about her!
- That's all right by me!

- a What's the problem?
- b I'll return very soon.
- c It seems to be correct.
- d The front is at the back and the back is at the front.
- e Everything's failed or turned out badly.
- f Something is working/not working properly.
- g That's a good plan.
- h You judged someone fairly/unfairly.
- i In this place, immediately.
- j You deserved the bad thing that happened to you.

- 2** Study the expressions with *right* and *wrong* for a few minutes. Then rewrite the phrases in bold below using an expression with *right* or *wrong*.

- My new laptop **stopped working** just a few hours after I bought it.
- Move the picture a little bit this way ... There, that **seems correct now**.
- I know you hurt yourself but **it's your own fault** for playing with fire.
- I didn't listen to your opinions at the time but **your ideas about her were correct**.
- Pizza this evening? **That sounds like a good idea to me**.
- He looked like such an idiot wearing his baseball cap **with the back at the front**.
- The doctor said **I'm absolutely fine**. I'm so relieved!
- When do I want to start? **Immediately, where we are**.
- You seem very quiet. **Is there a problem?**
- Wait here for me. I'll **return in a short time**.

Task

Collect and present tips

Do it right!

[about us](#)

[contact us](#)



» How to prepare for a job interview

» How to choose the right career

» How to dress for success in the workplace

» How to learn a foreign language

» How to be successful in exams

» How to impress your colleagues and boss

» How to manage your time

» How to have a happy romantic relationship

» How to be a good friend

» How to improve your social life

» How to get fit and stay fit

» How to eat healthily and cheaply

Preparation Reading

- 1 Work in groups. Look at the website above and discuss the questions below.
 - What kind of website is it?
 - Do you ever look on websites for tips about things you need to do? If so, what have you looked up recently?
 - Which section(s) on this website would you find particularly useful? Why?
 - Try to think of one tip for each topic on the website.
- 2a Match the tips from the website on page 93 to the correct sections in the website.
- b Work in pairs and discuss. Do you think the tips give good advice?
- 3 Read the tips again and underline ten useful phrases for giving advice.

Task Speaking

- 1a Work in pairs. Choose a topic from the website that interests you or choose another topic that you both know about.
- b Brainstorm as many tips as you can for the topic. Ask your teacher for any words/phrases you need.
- c Mingle with the class. Take turns to talk about the topic and your tips. Make notes of any good ideas you hear.
- d Prepare a short talk, giving advice about your chosen topic. Review your tips and select the best ones. Decide how you will present your tips.

> Useful language a–c
- 2 Work in groups. Listen to each other's tips and make notes on what each student says. Vote on the most useful set of tips.

OUR TOP TIPS

- 1 Always be honest. A dishonest person has no chance of making true friends, because it is hard to rely on a person who doesn't behave in a consistent or trustworthy way.
- 2 Most experts agree that only hard work, planning and starting early will maximise success. The first and most basic point is to make a clear solid revision plan. Research shows that those who break tasks down into small manageable parts achieve the best results.
- 3 One classic mistake is to try and progress too quickly. This often results in injuries, and puts you back at square one. So try to be realistic.
- 4 Take every opportunity to let your partner know what it is that you like most about them: what you admire, what makes you proud and what their strengths are in your eyes.
- 5 Never be afraid to ask for help. If you don't know what you are doing in a particular situation, then don't pretend that you do. It's far better to admit your ignorance and ask for help from someone who knows what they are doing. This has two benefits. Firstly, you appear willing to learn. Secondly, you make the other person feel important, which never does any harm.
- 6 Always remember that most organisations have a dress code about things like jewellery, nails, etc. Until you know differently, it's best to assume that your prospective employer or client is fairly conservative about these things.
- 7 Aim to find out as much as you can in advance about what is required, and then think about how you can best match your skills to the job.

USEFUL LANGUAGE

a What to do

Start by ...-ing
It's always advisable to ...
Take every opportunity to ...
It's very useful/best/better to ...
(You should) aim to ...
Never/Don't be afraid to ...

b What not to do

The last thing you want to do is ... so ...
Avoid ...-ing
One classic mistake is to ...
Whatever you do, don't ...

c Both

Most experts agree that ...
Be careful (not) to ...
It's absolutely essential that you (don't) ...
Always remember ...
It's far better to ... than ...
Don't panic if ...

Follow up Writing

1 Choose a topic below.

- Imagine you are writing a blog, giving tips on one of the subjects you have discussed. Select the best tips, organise them into a logical order then write your blog post.
- Write five tips to go on different sections of a website. Show them to other students. Can they guess which section they belong in?

SHARE YOUR TASK

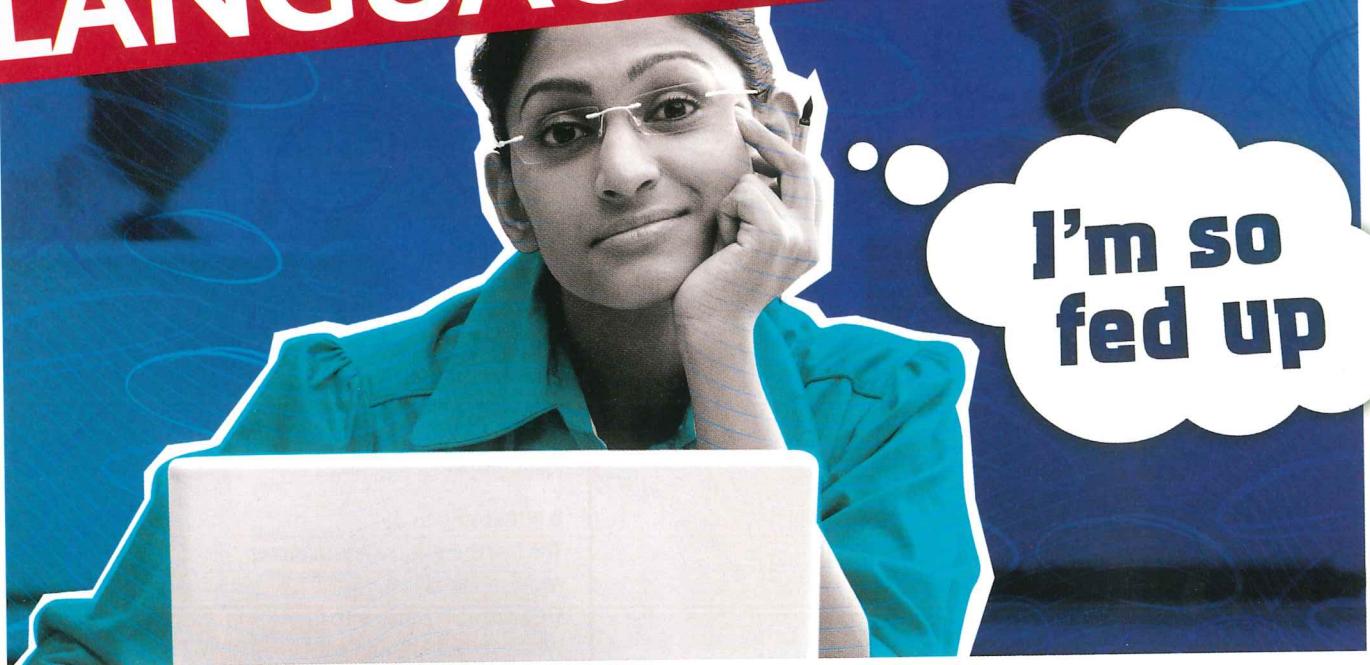
Practise the talk you gave to the class or think of tips for a different topic and prepare a talk, explaining them.

Practise giving the talk until you feel confident.

Film/Record yourself giving your talk.

Share your film/recording with other students.

LANGUAGE LIVE



Speaking Suggestions and advice

1 Work in pairs and discuss the questions.

- Do you know anyone who is fed up with their job? Why?
- What advice would you give them?

2a 9.7 Lisa is fed up with her job as a PA. Listen to her conversation with her friend Amy and choose the correct answers below.

- 1 Lisa wants a job that is **better-paid / more lively and interesting**.
- 2 **Lisa / Amy** comes up with the idea of becoming an estate agent.
- 3 Amy thinks Lisa has the **right personal qualities / the right qualifications** for the job.
- 4 Lisa is **unenthusiastic / interested** but a little unsure about the idea.
- 5 Amy suggests **applying for jobs online / contacting an acquaintance for advice**.

b 9.8 Now Listen to Lisa's conversation with Jenny, Alex's mum. Choose the correct answers below.

- 1 Jenny is **unwilling / happy** to advise Lisa.
- 2 She says that qualifications **are / are not** the most important thing.
- 3 She also mentions **interior design / computer skills**.
- 4 Her main suggestion is **doing a college course / getting some part-time experience**.

3a Try to complete the sentences below from the conversations. Then listen again and check.

Conversation 1

- 1 Any _____?
- 2 This might sound a bit strange, but have you _____ becoming an estate agent?
- 3 You ought to _____, you know.
- 4 Yeah, _____.
- 5 You _____ look online, I _____.
- 6 Or why _____ into an estate agent's and just ask?
- 7 I know what you _____.
- 8 Why _____ have a chat with her?

Conversation 2

- 1 I'd like _____ about careers.
- 2 I just wondered if you've got _____ about _____ do?
- 3 You should _____ look into that.
- 4 To be honest, _____ is personality.
- 5 Obviously, _____ to have good computer skills.
- 6 I would recommend _____.
- 7 You know what I would advise? _____ that you try to get a weekend job with a local estate agent's.
- 8 That's a really good idea, _____ of that.
- 9 If I were you I _____ to all the estate agents in the area.
- 10 That's great, thank you, _____ your advice.

b 9.9 Match the sentences in exercise 3a to the categories below. Then listen and check.

- asking for advice and suggestions
 - giving advice and suggestions
 - responding to advice and suggestions
- c Practise saying the sentences. Do any phrases sound particularly formal or informal?
- 4 Work in A/B pairs. Turn to page 129 and act out one of the situations.

Writing

A speculative covering letter

- 1 Read Lisa's letter to a local estate agent's and answer the questions below.
 - 1 What does she say about herself?
 - 2 What does she say about the company?
 - 3 What else does she enclose?

- 2 Which phrases underlined in the letter can be replaced by the phrases below?
 - 1 this position or any similar vacancies *g*
 - 2 I am a dynamic, creative person with lots of initiative
 - 3 I am currently in the final year of a degree in Business Studies and am hoping to pursue a career in Marketing.
 - 4 Please get in touch if you require any further information.
 - 5 With ten years of top-level experience, New Skills Training
 - 6 to enquire whether you have any internships or opportunities for work experience available
 - 7 Dear Sir/Madam, ... Yours faithfully,
 - 8 I have completed a two-month work placement with *Smart* publishers
 - 9 in reply to your advertisement for a trainee editor in *Publishing Weekly*
 - 10 I am fluent in both spoken and written English, and also speak French

- 3a Choose one of the options below and write a letter similar to Lisa's. You can either be yourself, or invent a persona.
 - 1 Write to *Quest*, a chain of fashionable clothes shops in London, to see if they have any vacancies for sales staff.
 - 2 Write to *Car* magazine, to see if they have any internships or opportunities for work experience in journalism.
 - 3 Write a reply to the advertisement on page 127.
b Think about the ideas below. Then write a first draft of your letter.
 - the qualities, skills, interests and experience to emphasise for this particular job
 - something positive to say about the company that you are writing to
 - phrases from Lisa's letter and exercise 2 to use in your letter
c Swap your letter with a partner and check each other's letters. Then write a final draft of your letter.

¹8 Dean Court,
Hill Road,
Leeds,
LS2 1PD
01130 786543
²15th May 2013

³The Manager,
Dexters Ltd.,
6–8 Railton Rd,
Leeds,
⁴LS1 6DY

^aDear Mr Hunt,

My name is Lisa Allen, and I am writing ^bto enquire whether you have any positions available for a Saturday or part-time salesperson.

^cI am currently working as a PA at Melton Sanjeev Solicitors, but I am hoping to make a new career as an estate agent. ^dWith its excellent local reputation, Dexters is exactly the type of company that I would like to work for.

^eI am an outgoing, enthusiastic person with good people skills and lots of drive. ^fI have good IT skills and can rapidly learn how to use new software.

My CV is enclosed and I would be grateful if you would consider me for ^gany current or future vacancies that might arise with your company. ^hI can attend an interview at any time that suits you.

I look forward to hearing from you soon,

^aYours sincerely,

Lisa Allen

AFTER UNIT 9 YOU CAN ...

Give emphasis to what you say in a range of different ways.

Take notes on a lecture.

Give tips, advice and suggestions.

Write a speculative covering letter to apply for a job.

STUDY 1**Use and non-use of articles****1 Basic rules****Indefinite articles**

We use *a/an* when 'we don't know which one' because the thing:

- is one of many. *He's an artist.* (= there are many artists)
- is not unique. *I've just bought a Ferrari.*
- has not been mentioned before. *There was a new student in class.*

Definite articles

We use *the* when 'we know which one' because the thing or person:

- is unique (or unique in that context).

The Australian prime minister. (= there is only one)

I looked inside – the engine was in a terrible state. (= there is only one engine, in this case)

- has been mentioned before.

The man gave me a ticket. I saw that the ticket was a single.

- is defined by the phrase which follows it.

What's the new student's name?

No articles

We do not use an article when we talk about things in general:

- using plural or uncountable nouns. *Do you like sport?*
- with the names of people or places, but there are many exceptions (see section 3). *a book by Professor Jones*

Fixed phrases

There are many fixed phrases with and without articles. It is best to learn these individually. These include the following.

*a few at home at work at the beginning at the end
go to bed go to the cinema/shops/station in the world
once a week 60 kilometres an hour the other day the same*

2 Areas that often cause problems**Jobs**

If there are many people doing a particular job, we use *a/an*.

My husband is an architect. (= there are many architects)

But if a job is specific to one person, we use *the*.

He is having talks with the French minister. (= there is only one)

Superlative

We use *the* with superlative adjectives. *She's the best person for the job.*

Last and next

These adjectives can be used with or without *the* but there is a change of meaning.

I saw James last night. (= the one before this one)

It's the last night of our holiday. (= a time defined by the context)

I'll see you next week. (= the one after this one)

The next time I see you, I'll be 40. (= a time defined by the context)

Institutions: school, prison, university, church, hospital

With words like *prison, university, church, etc.*, we use no article when we are thinking about the institution, and the normal purpose we use it for.

My sister had to stay in hospital overnight.

However, if we are thinking about the building, we use *the*.

Our flat is opposite the hospital.

3 Use and non-use of definite article with phrases of time and place**Phrases of time**

Some time phrases take *the*.

- dates: *the 25th of December/December the 25th*
- parts of the day: *in the afternoon, in the evening, in the morning* (but *at night, at lunchtime*)
- decades/centuries: *the 1980s, the 21st century*

Other time phrases take no article.

- years/seasons: *in 2002*
- months/days: *in August, on Friday, see you tomorrow*
- seasons can take *the*, or no article: *In the summer/In summer*

Place names

- The names of most planets, countries, continents, islands, states, provinces, towns and cities do not take an article.

in Asia, to Sydney, from Texas, in Turkey

Exceptions: *the Czech Republic, the Netherlands, the UK, the Arab World, the USA*

- If we talk about a region, we do not use an article.

North-west India, Northern Europe

But: *in the east of the country, in the south of Italy, on the coast*

- Most roads, streets, parks, bridges, shops and restaurants do not take an article. *Central Park, Harrods, Oxford Street, Tower Bridge*
- The names of theatres, cinemas, hotels, galleries and museums take *the*. *the Hermitage, the National Theatre, the Odeon, the Ritz*
- The names of particular mountains and lakes do not take an article. *Lake Victoria, Mount Everest*
- Mountain ranges, rivers, seas and canals take *the*. *the Atlantic, the (River) Danube, the Himalayas, the Panama Canal*

PRACTICE 1**1 Complete the text with *a/an* or *the*.****Chewing gum**

Teachers have always tried to ban it, but ¹ new study has revealed that people can actually benefit from chewing gum: ² author of ³ study, Dr Andrew Scholey, claims that there is ⁴ link between chewing and memory. ⁵ link may be connected with ⁶ production of oxygen in ⁷ brain.

For ⁸ study, ⁹ group of volunteers at Northumbria University performed ¹⁰ number of tests designed to test their memory and concentration. ¹¹ first group were allowed to chew gum: ¹² second only pretended to chew, while ¹³ third did not chew at all. There was no difference between ¹⁴ three groups in terms of concentration, but in memory tests, there was ¹⁵ big difference: ¹⁶ group who had been allowed to chew performed 35 percent better than ¹⁷ other groups.

2 Complete the text with *a/an*, *the* or no article (*Ø*).

The UK's hardest working man?

1 hardest-working man in 2 UK has decided to take life 3 little easier. James McSporran has retired as 4 only police officer on 5 tiny island of Gigha in 6 north-west Scotland. However, he will continue to serve Gigha's 200 inhabitants in 7 number of other roles, for he is also 8 only postman, 9 ambulance man, 10 shopkeeper and 11 taxi driver for 12 island. 13 police job wasn't demanding, he told 14 Times. 15 people on the island are all either 16 relatives or 17 friends, so 18 crime is unknown!

3 Add *a* or *the* to the sentences below, where necessary.

- 1 My brother works as travel representative in Canada.
- 2 President of USA has resigned!
- 3 Sahara is largest desert in Africa.
- 4 He was last person to see victim alive.
- 5 I'll see you next week.
- 6 Weather is better in south of country.
- 7 I live near hospital.
- 8 He'll be here in morning.
- 9 Can I have two tickets for 9 p.m. film?
- 10 My dream is to retire to tropical island somewhere.

STUDY 2

Different ways of giving emphasis

1 Intensifiers

Absolutely, completely, really, so

We use these words to add emphasis to adjectives.

Her new book is absolutely brilliant.

It's so annoying.

Absolutely and *completely* are usually used only with ungradable adjectives (for example *fantastic, awful*, etc.) which already describe an extreme or absolute quality.

The weather was absolutely perfect. (NOT *absolutely good*)

The second half of the match was completely awful.

(NOT *completely bad*)

FAR

Far is used for emphasis with *too + adjective* or *too much/many + noun*.

It's far too much trouble.

We also use *far* with comparative adjectives.

You're far taller than I'd expected.

2 So and such

So is used before adjectives to intensify them. *You were so lucky!*

Such is used before an adjective + noun.

We're having such beautiful weather!

A/An are used after *such*. *It was such a long journey!*

Notice that with *much/many + noun*, we use *so*.

We've had so many problems!

It takes so much time!

3 Use of auxiliary verbs

We often add an auxiliary verb in the positive for emphasis.

Your father does make me laugh.

We also use auxiliary verbs in the positive to emphasise a contrast.

Donna is a vegetarian, but she does eat fish.

Adding *really* before the auxiliary also adds emphasis.

I really do apologise for what happened.

4 Cleft sentences

The usual word order for a sentence in English is subject + verb + object + (adverbial phrase). *I like your sense of humour (most of all).*

However, if we want to emphasise that we like his sense of humour (more than anything else about him), we can use a cleft sentence that begins with a *what* clause and the verb *be*.

What I like most (about you) is your sense of humour.

Similarly, if we want to emphasise a particular person (more than anyone else), we use a cleft sentence with *it + be + who*.

Both my children like fashion, but it's my son who spends most of his money on clothes.

If a pronoun is used, the object pronoun is more usual than the subject pronoun, though some consider this incorrect.

It was me who found it.

5 Emphatic questions

Informally, we can use the phrase *on earth* after a *wh-* question word to emphasise surprise, annoyance, or the fact that we do not know the answer to a question.

You're over two hours late – where on earth have you been?

PRACTICE 2

1 Choose the correct words.

- 1 That TV programme was *absolutely / completely / so* funny.
- 2 Believe me, I *really / did / have* try to phone you.
- 3 *That / What / Which* I liked about the film was the acting.
- 4 *He / It / What*'s my son who's the expert on computers.
- 5 What *at / in / on* earth do you mean by asking me that?
- 6 It was *so / such / very* an uncomfortable journey that we couldn't sleep at all.
- 7 Your new girlfriend is *completely / really / absolutely* nice.
- 8 It's *far / so / such* more difficult than you think to get a good job these days.
- 9 That new exhibition is *very / such / absolutely* incredible.
- 10 I *do / so / far* believe you. You don't have to repeat yourself.

2 Complete the conversation, adding emphasis to B's replies.

- 1 A: I love camping.
B: Me too. What I like _____ is living outdoors.
- 2 A: Is that flat expensive?
B: Yes, it's _____ too expensive for us.
- 3 A: Why did you buy that painting?
B: Because it's _____ incredible. I love it.
- 4 A: You're not interested in what I'm saying.
B: I _____ want to know about your day, but I need to work.
- 5 A: I hate waiting for buses.
B: Me too. It's _____ a waste of time.
- 6 A: Jorge threw a rock at Pedro today.
B: What _____ did he do that for?

REMEMBER THESE WORDS

GETTING NOTICED

acronyms	to make eye contact
ASAP	name-dropping
to attract attention (to yourself)	a narcissist
status	to pretend
to get noticed	to set goals
to hold your head high	status
to make an entrance	

PHRASAL VERBS

to look up to someone	to stand for (an idea)
to make something up	to stand out (from the crowd)
to pass out	to stand up for what you believe in
to see through someone	

JOB INTERVIEWS

an applicant	(to have) lots of drive
better-paid	personal qualities
a candidate	(the right) qualifications
enthusiastic	outgoing
a job seeker	talented
good people/IT skills	a weekend job

TAKING NOTES

abbreviation	main heading
bullet point	subheading
highlighting	underlining

PHRASES WITH RIGHT AND WRONG

Everything's gone wrong.	That's all right by me!
I'll be right back.	There's something/nothing wrong with it.
It looks about right.	What's wrong?
It's the wrong way round.	You were completely right/wrong about her!
Right here, right now.	
That serves you right.	

OTHER

criticism	take deep breaths
sympathy	What on earth ...?
to sympathise	a wimp

PRACTICE

1 Choose the correct meaning for the phrasal verbs in bold.

- 1 I'm not talking to her. We still haven't **made up**.
 - a become friends again after an argument
 - b told a story which is not true
- 2 If you don't know the meaning, **look it up**.
 - a ask someone you respect
 - b find it in a dictionary
- 3 ASAP **stands** for 'as soon as possible'.
 - a is the short form of
 - b believes in
- 4 Sit down and be quiet. I won't **stand for** this behaviour.
 - a get out of my seat
 - b accept

2 Complete the sentences below with a verb from A and noun from B. There may be more than one possible answer.

A make an make hold get set take

B head high deep breaths noticed entrance eye contact goals

- 1 Before you start your presentation, _____ a few _____ and try to calm down.
- 2 I know you lost your job but it wasn't your fault. You can still _____ your _____ and be proud.
- 3 When she comes in the room, everyone stops talking. She knows how to _____ a great _____.
- 4 The best way to be successful is to _____ and then work hard to achieve them.
- 5 Never _____ with an angry dog. They take it as a sign of aggression.

3 Complete the reply using a phrase with *right* or *wrong*.

- 1 A: I lost a lot of money on that horse.
B: That serves ... ***you right***.
- 2 A: I bought pizza for dinner. B: That's all ...
- 3 A: Why are you upset.
B: Oh, it's such a pain. Everything's ...
- 4 A: Where are you going? B: Don't worry. I'll be ...
- 5 A: It's broken. B: No, it isn't. There's nothing ...
- 6 A: Does this look strange to you? B: Yes, it's the ...

4 Replace the underlined phrases with words from the box.

right qualifications better paid
good IT skills job candidate outgoing

- 1 Let's talk to the person who wants the job.
- 2 Would you describe yourself as lively and easy to talk to?
- 3 You need to have the ability to use a computer well.
- 4 This job is better in terms of money than my last one.
- 5 I've got the correct education and training for the job.

STUDY TIPS

English outside the classroom (2)

1 Read the ways below that you can engage with English outside the classroom. Which do you do frequently, occasionally or never?

- watch films in English (with or without subtitles)
- read books in English (in the original form or graded, e.g. Penguin Readers)
- listen to songs in English
- read English magazines (choose a subject that you are interested in)
- listen to English radio stations
- make friends with English-speaking people
- play computer games in English
- meet up with classmates and talk in English

2 Which ways might you try in the future?