

ISPGAYA

instituto superior politécnico

COMUNICAÇÃO EM LÍNGUA INGLESÀ



ANO LETIVO 2023/2024

O dossiê de apoio que se apresenta será um instrumento de trabalho para utilizar no decorrer das aulas. Nele encontrará textos e exercícios relacionados com os conteúdos programáticos da unidade curricular de Comunicação em Língua Inglesa.

Contudo, este dossiê não deverá ser um substituto do professor nem das aulas, mas sim um complemento de trabalho. Se não puder assistir às aulas todas, siga a orientação do docente para um trabalho individual, programando sempre o seu estudo para o esclarecimento de dúvidas e definindo estratégias de remediação.

Os materiais que integram estes dossiês foram adaptados às necessidades que julgamos ser as dos alunos a quem se destinam. Para finalizar, esperamos que a aprendizagem da língua inglesa dê ao aluno um conhecimento mais vasto do mundo que o rodeia, tornando-o um cidadão mais interveniente e esclarecido.

Os docentes,

Carlos Figueiroa
cfigueiroa@ispgayapt

Ana Gil
amgil@ispgayapt

COMUNICAÇÃO EM LÍNGUA INGLESA

CONTEÚDO PROGRAMÁTICO | SYLLABUS

1. English Culture Around the World
2. Jobs and Education
3. Travel and Tourism
4. Science and Technology
5. Social and Environmental Issues

CRITÉRIOS DE AVALIAÇÃO CONTÍNUA | CONTINUOUS ASSESSMENT CRITERIA

- Dois testes escritos – 80% da nota final
- Apresentação oral – 20% da nota final

Transitam para regime por avaliação final por exame os alunos que

- faltarem a um momento de avaliação (teste ou apresentação) de forma injustificada;
- obtenham de uma classificação inferior a 7,5 valores num dos momentos de avaliação acima indicados;
- não estejam presentes em 80% das sessões letivas.

Instructions for oral presentation – English

- Groups of 3 or 4 students;
- Choose a city and present a tour guide of that city (contents of the presentation below);
- Presentations should last between 10 – 15 minutes;

Evaluation criteria

- Presentation: 30% (this includes the quality of the PowerPoint document as well as the group cooperation while the project is being done);
- Speaking: 70% (fluency, use of English, autonomy, pronunciation)

Contents of the presentation

- Technical information (country, area, population, etc.)
- Historical information;
- Cultural information:
 - Festivities, traditions...
 - Popular landmarks, places to visit...
 - Activities, things to do...
 - Anything else that may be unique in that city.
- Personal opinion about the city (why you chose it, what you learned with this project...)
- You should also include about how the area of your course (tourism, programming, networking, mechatronics, etc) is implemented in the city of your choice.

MODULE 1

ENGLISH AROUND THE WORLD

1. What things do you associate with the English language and its culture?
Write everything that you associate with it.
2. What are the differences between the British and the American? What do you associate with both peoples?
3. How much do you know about Britain and the USA? Answer these quizzes about both places.

1.



2



3



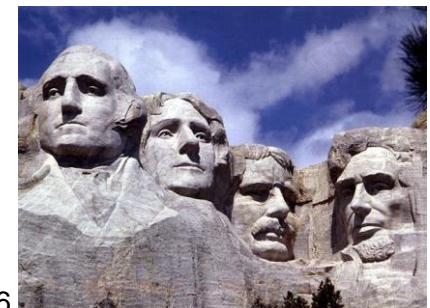
4



5



6



7



8



9



A – Mount Rushmore

B – One Trade Center

C – Gateway Arch

D – The Capitol

E – Lincoln Memorial

F – The Washington Monument

G – The Walk of Fame

H – Brooklyn Bridge

I – Chrysler Building



A – White Cliffs of Dover

B – Stonehenge

C – London Eye

D – Tower Bridge

E – Palace of Westminster

F – Piccadilly Circus

G – Loch Ness

H – Tower of London

I – Buckingham Palace



A UK QUIZ



Test your knowledge about the UK.

- | | | |
|---|---|--|
| 1. Which of these countries is not part of the UK? | 8. The Union Jack is the name of : | 15. The Prime Minister has his residence: |
| a) Northern Ireland
b) The Republic of Ireland
c) Wales | a) A football team
b) A political party
c) The British flag | a) In the White House
b) At 10 Downing Street, London
c) In the Houses of Parliament |
| 2. What is the capital of the UK? | 9. England is separated from France by: | 16. Today's British Prime Minister is: |
| a) Edinburgh
b) London
c) Belfast | a) The Brittany Channel
b) The Welsh Channel
c) The English Channel | a) Liz Truss
b) Boris Johnson
c) Rishi Sunak |
| 3. What is the capital of Wales? | 10. Stonehenge is: | 17. King Charles' eldest son is: |
| a) Edinburgh
b) Belfast
c) Cardiff | a) A famous building in London
b) A town in Scotland
c) A big stone circle in England | a) Prince William
b) Prince Harry
c) Prince Andrew |
| 4. What's the animal in the flag of Wales? | 11. J.K. Rowling is the author of: | 18. Ben Nevis is: |
| a) A lion
b) A dragon
c) A snake | a) The Lord of the Rings
b) Harry Potter
c) The Adventures of Tom Sawyer | a) A Welsh national hero
b) The inventor of the laser
c) The highest mountain in Britain |
| 5. The UK is made up of ... | 12. The national symbol of England is | 19. In England are situated: |
| a) England, Scotland, Wales
b) England, Scotland, Wales, Northern Ireland
c) England, Scotland, Wales, The Republic of Ireland. | a) A rose
b) A daffodil
c) A thistle | a) Cambridge, Birmingham, Glasgow
b) Manchester, Birmingham, Liverpool
c) Cardiff, Leeds, London |
| 6. Nessie is the name of ... | 13. You can see the Crown Jewels in: | 20. William Shakespeare wrote: |
| a) a river in the UK
b) a monster
c) a lake in Scotland | a) Big Ben
b) The Tower of London
c) St Paul's Cathedral | a) <i>Romeo and Juliet</i>
b) <i>A Christmas Carol</i>
c) <i>Alice in Wonderland</i> |
| 7. The British national anthem is | 14. The Prince of Wales is: | |
| a) God save the King
b) Brave Britain
c) You'll Never Walk Alone | a) Prince Andrew
b) Prince William
c) Prince Harry | |





Quiz about the USA

Circle the correct answers.

1. How many states are there?
 - a) 50 states
 - b) 48 states
 - c) 52 states
2. How many people live there?
 - a) 240 million
 - b) 324 million
 - c) 403 million
3. Which city has more inhabitants?
 - a) New York
 - b) Los Angeles
 - c) Washington DC ?
4. What does "DC" in Washington DC stand for?
 - a) District Capital
 - b) Democratic Capital
 - c) District of Columbia
5. What name is given to the American flag?
 - a) The Liberty Flag
 - b) Old Glory
 - c) The Old Banner
6. Who was the president of the USA before Barack Obama?
 - a) Donald Trump
 - b) Bill Clinton
 - c) George W. Bush
7. The American national flag has ...
 - a) 50 stars and thirteen stripes
 - b) 40 stars and thirteen stripes
 - c) 30 stars and eleven stars
8. The USA's national anthem is:
 - a) The Star-Spangled Banner
 - b) Born in the USA
 - c) Oh America!
9. The USA has borders with ...
 - a) Mexico
 - b) Brazil
 - c) Chile
10. How many American states do The Rocky Mountains cross?
 - a) 6
 - b) 7
 - c) 8
11. Which language – after English- is spoken most in the USA?
 - a) Spanish
 - b) French
 - c) German
12. Which is the longest river?
 - a) The Missouri
 - b) The Colorado
 - c) The Mississippi
13. Which is the national bird?
 - a) The canary
 - b) The bald eagle
 - c) The raven
14. Who was the first president of the USA?
 - a) George Washington
 - b) Abraham Lincoln
 - c) John Kennedy
15. What do Americans celebrate on July, 4th?
 - a) Columbus Day
 - b) Memorial Day
 - c) Independence Day
16. When did the USA declare its independence from Great Britain?
 - a) in 1492
 - b) In 1776
 - c) In 1789
17. Who was Martin Luther King?
 - a) a famous politician
 - b) a leader in the Civil Rights movement
 - c) a famous pop star
18. Which country gave the statue of Liberty to the USA as a gift?
 - a) France
 - b) England
 - c) Italy
19. Who was the first man to land on the moon?
 - a) John Davis
 - b) Adam Smith
 - c) Neil Armstrong
20. When is Thanksgiving celebrated?
 - a) in October
 - b) in November
 - c) In December

Read this text about some cultural differences between the USA and Britain.

Britain vs America

We take an insulting (and hopefully humorous) look at the differences between Americans and British people and probably manages to offend both of them!

Themselves

Americans aim to do three things in life: 1. 'Look after Number One', 2. Live forever and look beautiful and young for as long as possible, 3. Make lots of money and/or become famous.

They will do anything to achieve these three goals. The British are very different. They would like to be quite rich, but are happy to accept their lot if they're not. They would never dream of putting themselves before others (which is why they like to queue so much and allow people to go in front of them in races), even if their lives depended on it. They are proud of the class system that divides them.

Food and drink

The Americans love food, in large quantities and endless varieties. Many American meals often don't even fit on the plate. Americans like their food to be wrapped in clingfilm (or shrink-wrap as Americans call it – see what we mean about this language difference thing!) and ready for the microwave. This is true unless of course they are Californians in which case they eat 'raw energy food' known to the rest of the world as salad. The British only eat food to survive and would never dream of enjoying it. They prefer to cook their food for twice as long as necessary just to make sure it's done, and don't like to have too many choices on menus as they find it impossible to make up their minds.

Children

Both British and American parents are proud of their children, but here the similarity ends. American parents publicly admire their children and like to share their successes with everyone, assuming that everyone else is interested. They change their children if they don't like them the way they are, by, for example, straightening their teeth or



boosting their self-confidence by planning extra activities for them. British parents think that too much praise would make their children overconfident. British parents are happy to accept their children as nature intended, even if it means their teeth look terrible.

Weather

In America, 'hot and sunny' means that you should wear factor 20 suncream and you could cook eggs on the sidewalk (or 'pavement' as the Brits would say). In Britain, 'hot and sunny' means it isn't raining so you should expose any white skin in a public place until it goes pink, or it starts to rain.

Television

America has thousands of TV channels because most Americans have a very short attention span. TV and film companies won't film anyone who isn't blonde and beautiful, who is slightly overweight or who does not have perfect teeth, unless they are appearing on a talk show. Britain is well known for its comedy, drama and award-winning commercials (or 'advertisements' as those 'quaint' little Brits would say) and the fact that it has only 5 TV channels. However, as most British people would never want to appear on TV, they don't need more than 5 channels.

Houses

Americans spend thousands of dollars employing decorators to create a perfect home and lifestyle for themselves. They are particularly fond of gadgets, as well as things which are remote-controlled (garage doors and temperature controls), extremely large (fridges) or just for lazy people (ice cube dispensers). Britons are much less vulgar than the Americans. They really like patterned carpets and furniture (as many different patterns as possible in the same room) and are not concerned that they live in freezing conditions indoors as well as outdoors.

1. Using bullet points, complete the table according to the information from the text. Use your own words as far as possible.

	 American	 British
Themselves		
Food and drink		
Children		
Weather		
Television		
Houses		

2. Additional task. Choose one of these options and write the respective text using a minimum of 100 words.

- A. Imagine you are on holiday in Britain or in America. Write an email home describing your experiences based on the paragraphs of the article.
- B. Write additional paragraphs comparing Britain and America under the following headings: music, cinema, sports and geography.

98 American English

A British English and American English

People in Britain and America understand each other perfectly most of the time, but there are differences in grammar, vocabulary, spelling and pronunciation. With vocabulary, the same word may have a different meaning, e.g. British **chips** are American **french fries**; and American **chips** are British **crisps**. Sometimes there are completely different words for the same thing: a **lorry** in British English is called a **truck** in American English.

B Vocabulary

Here are some important differences. The British English word comes first in each case. Most of the words are explained in other units. Use the index to help you.

Roads and transport

taxi / cab/taxi
return (ticket) / round trip
petrol / gas (gasoline)
main road / highway
motorway/freeway
underground/subway
subway/underpass
pavement/sidewalk
lorry/truck
car park / parking lot

Education

secondary school / high school
term/semester (= periods in
a college year)

university/college

Time

autumn/fall
holiday/vacation
fortnight / two weeks

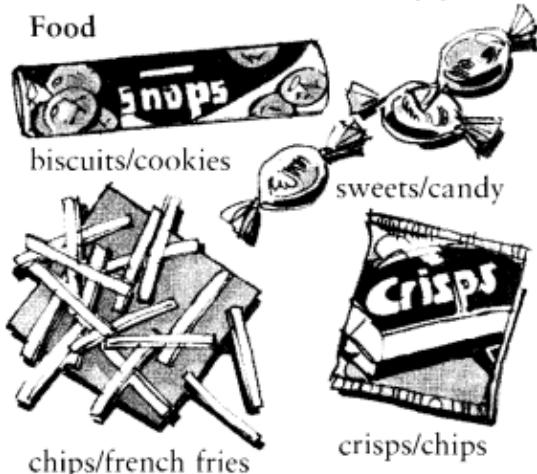
Homes

tap/faucet
rubbish / garbage/trash
dustbin/trashcan
toilet/bathroom
wardrobe/closet

Buildings

flat/apartment
ground floor / first floor
lift/elevator
toilet (gents/ladies) / bathroom (men's/ladies' room)

Food



Clothes



Note: Some American English words are now becoming more common in British English, e.g. movie (Br. = film); apartment (Br. = flat); semester (Br. = term). One special problem is that **guys** in American English can refer to men and/or women, but in British English it is only used to refer to men.

Exercises

98.1 Decide if the speaker is using British English or American English, and cross out the incorrect answer.

- 1 We've decided to take our vacation in the autumn/fall this year.
- 2 At my son's high school the new term/semester starts next week.
- 3 I never eat biscuits or sweets/candy.
- 4 Put that garbage in the dustbin/trashcan.
- 5 The trousers look nice with that waistcoat/vest.
- 6 The lorry/truck came past us on the highway.
- 7 My apartment is on the fourth floor but I'm afraid there's no lift/elevator.
- 8 The people next door are on holiday/vacation. They'll be away for a fortnight.
- 9 We left the car in the car park / parking lot and took the subway to the centre.
- 10 My trainers are in the wardrobe/closet.

98.2 Now complete this table.

<i>British English</i>	<i>American English</i>
.....	vacation
trousers
.....	apartment
trainers
.....	high school
biscuits
.....	garbage
fortnight	highway
.....
.....	subway

98.3 This text includes some words used in American English. Underline them and write the British English words on the right-hand side.

It was getting near lunchtime and I needed some gas, so I left the freeway and drove towards the nearest town. There was a gas station just outside the town and I decided to stop and have a look round. I put the car in a parking lot and took a cab to the centre. It was midday and very hot, so I stopped at a little cafe with tables on the sidewalk. I started talking to a truck driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a very nice break.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

98.4 Here are some more American English words that are explained in different parts of this book. What is the British English equivalent?

<i>American English</i>	<i>British English</i>
1 stand/wait in line	
2 drapes	
3 collect call	
4 attorney	
5 check (in a restaurant)	

34 American Culture

1 Write down three things you associate with America. Compare your list with a partner.

2  **22** Read the sentences below then listen to Stephen, Becky and Georgina talking about American culture. Find the false statements for each person.

Stephen

- a) The USA is very glamorous.
- b) British people like hearing American accents.
- c) It's rare that films are made in Britain.
- d) British people often have a snobby attitude towards Americans.

Becky

- e) All of the cool food, clothing and films come from the USA.
- f) British people use American entertainment to relax.
- g) The 'American dream' that you can have whatever you want is unrealistic.
- h) You often don't notice whether a TV programme is American or British.

Georgina

- i) American tourists always seem very loud.
- j) You don't usually hear strong American accents on TV.
- k) American accents in films are probably toned down for the British audience.

3 Match the American English words with the British English words.

American English

- 1 flashlight
- 2 check mark
- 3 sneakers
- 4 apartment
- 5 subway
- 6 wagon (for shopping)
- 7 bill
- 8 soccer
- 9 chips
- 10 traffic circle
- 11 trunk
- 12 vacation

British English

- a) flat
- b) crisps
- c) note
- d) torch
- e) holiday
- f) roundabout
- g) underground
- h) boot
- i) tick
- j) football
- k) trolley
- l) trainers



4 In the recording, Becky spoke about cool films, cool clothing and cool food. What words could be used instead of 'cool'? Write the words in the box in the correct column.

exciting fashionable delicious scrumptious dramatic stylish mouth-watering
brilliant trendy tasty designer gripping

films	clothing	food
exciting		

1. Complete the song *Empire State of Mind Part II* with the following words:

<i>lights</i>	<i>movie</i>	<i>melting pot</i>	<i>pocket</i>	<i>jungle</i>
<i>sirens</i>	<i>Harlem</i>	<i>new</i>	<i>dreams</i>	<i>Brooklyn</i>
	<i>anywhere</i>	<i>Broadway</i>		<i>hands</i>

Empire State of Mind part II

by Alicia Keys

Oooh oooh, New York

Grew up in a town,

That is famous as a place of (1)_____ scenes

Noise is always loud

There are (2)_____ all around

And the streets are mean

If I could make it here

I could make it (3)_____

That's what they say

Seeing my face in lights

Or my name in marquees found down on (4)_____

Even if it ain't all it seems

I got a (5)_____ full of dreams

Baby, I'm from

New York, concrete (6)_____ where (7)_____ are made of

There's nothing you can't do

Now you're in New York

These streets will make you feel brand (8)_____

Big (9)_____ will inspire you

Hear it for New York, New York, New York

On the avenue, there ain't never a curfew

Ladies work so hard

Such a (10)_____ on the corner selling rock

Preachers pray to God

Hail a gypsy cab

Takes me down from (11)_____ to the (12)_____

Bridge

Someone sleeps tonight with a hunger

For more than from an empty fridge

I'm going to make it by any means

I got a (13)_____ full of dreams

Baby, I'm from

New York, concrete (14)_____ where (15)_____

are made of

There's nothing you can't do

Now you're in New York

These streets will make you feel brand (16)_____

Big (17)_____ will inspire you

Hear it for New York, New York, New York

One hand in the air for the big city

Street (18)_____, big (19)_____, all looking pretty

No place in the world that can be compared

Put your (20)_____ in the air

Everybody say yeah, yeah yeah

New York, concrete (21)_____ where (22)_____

are made of

There's nothing you can't do

Now you're in New York

These streets will make you feel brand (23)_____

Big (24)_____ will inspire you

Hear it for New York



2. What famous symbols/places of New York are mentioned in the song?

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3. Watch the film *24 hours in New York City* and write down the places and times:

Time	Place
11:00 am	Moss - Green Street
2:30 pm	Mandarin Oriental Hotel - Columbus Circle

WRITING – DISCURSIVE COMPOSITION / ESSAY

DISCURSIVE COMPOSITION

(For work on giving opinions, etc. see pp. 126–127 and p. 158.)

1 Question

You have been doing a class project on young people and work around the world. Your teacher has asked you to write a **composition** giving your opinion on the following statement:

It is a good thing for students to have part-time jobs.

Write your **composition**. (You should write between **120** and **180** words.)

USEFUL PHRASES AND EXPRESSIONS

- ***It is often said that*** children watch too much television.
However, in my opinion, television can have an important educational role.
- ***Firstly,*** it has been clearly shown that passive smoking can seriously affect your health.
- ***Although a number of people think that*** capital punishment is an effective deterrent, ***it is also the case that*** a number of people have been sentenced for crimes they did not commit.
- ***From my point of view,*** we all need to take responsibility for the environment.
- ***While it is true that*** learning a foreign language can be hard work, ***on the other hand*** it might mean you can get a better job in the future.
- ***Finally, it is important to remember that*** you can often be delayed for several hours at the airport.
- ***On balance then I feel that*** boxing should be banned.

2 Model answer

DO restate the title in your first sentence. DON'T start by saying 'I agree with this'.

Many people think that it is good for students to have part-time jobs. Others believe that it is better for them not to work at all. In this composition I will discuss both points of view and express my opinion on the matter.

DO say what you are going to do in your composition.

DON'T have paragraphs with only one point.

Having a part-time job has a number of benefits. Firstly, it can provide extra income. This can be used to help pay for college fees or for renting accommodation. A second benefit is that students can gain work experience before they finish their studies. As a result they can get better permanent jobs later.

DO use linking words.

DO use phrases like this to introduce points.

However, there are also disadvantages. The most important of these is that most students do not have much time to spend working. Furthermore, many part-time jobs involve working at night or at weekends when they should be resting. Finally, it is worth stating that part-time jobs are sometimes badly paid.

In my opinion, the advantages outweigh the disadvantages. The benefits of part-time work can be long term but the disadvantages are only temporary. Students should find jobs if they can.

DON'T forget to express your opinion in the conclusion.

97 Writing an essay

A The basis of a discursive essay*

In a discursive essay you have to express your own ideas and **point of view** [opinion]. It is also important to show that you understand **both sides of an argument** [reasons for something and reasons against something]. This means you need to understand and use different link words and phrases such as **in addition, however**, etc. (See Unit 93.)

* an essay that discusses a subject

B Expressing a point of view

Some people believe [Some people think] that no one should be sent to prison under the age of 18.

There is **an argument** [a reason to think] that everyone should have a university education.

Language help

You can express a personal point of view with phrases such as **I believe / think that ... or It seems to me that ...** but you can also use less personal and direct ways of expressing a point of view, as in the phrases on the left. Many people think it is better not to use *In my opinion* in written essays.

C Giving both sides of an argument

One of the advantages of being an only child is that you have more attention from your parents. **However**, it can be lonely without the company of brothers and sisters.

On the one hand, computers can do so many things faster than human beings. **On the other (hand)**, some people are becoming dependent on them, which is not a good thing.

D Comparing and contrasting*

We often **make comparisons** between groups of people, or between the past and the present.

Compared with / to my grandparents, I have had much more opportunity to travel abroad.

In the past people didn't have computers, **but nowadays** there is one in almost every home.

Most parts of the developed world have become richer in the last thirty years. **In contrast**, many countries in Africa have become much poorer.

* saying how two things are similar and how they are different

E Making generalisations

Sometimes a simple statement is not accurate, e.g. *Young people prefer to watch American films*.

This is not true for *all* young people, so we use certain words and phrases to show that we are **making a generalisation** [saying that something is true most of the time or in most situations].

In general, Japanese society is more focused on groups than individuals. (*syn on the whole*) Teenagers **tend to** have [usually have] more freedom than in the past.

F Cause and effect*

Poor diet and lack of exercise are the main **causes of obesity** [reasons for being very fat].

Obesity is often the **result of** a bad diet and not enough exercise.

People don't eat the right food or get enough exercise, and **consequently** [because of this; *syn as a result*] they put on weight.

Poor diet can cause obesity, and this can have a bad **effect on** people's health.

* how something happens, and then makes something else happen

Language help

Don't confuse the verb **affect** and the noun **effect**.

Pollution can affect people's breathing.

Pollution can have an effect on people's breathing.

Exercises

97.1 Match the definitions on the left with the examples on the right.

- | | | |
|--------------------------------------|-------------------------------------|--|
| 1 expressing a point of view | <input checked="" type="checkbox"/> | a Canada has a smaller population than the USA. |
| 2 making a comparison | <input type="checkbox"/> | b People tend to retire at a later age. |
| 3 describing the result of something | <input type="checkbox"/> | c Some people believe we should never go to war. |
| 4 showing both sides of an argument | <input type="checkbox"/> | d Animals die because we're cutting down the forest. |
| 5 making a generalisation | <input type="checkbox"/> | e Television can make children lazy. However, there are many programmes with real educational value. |

97.2 One word is missing in each sentence. What is it, and where should it go?

- 1 It seems ~~s~~ me that there is a problem. *to*
- 2 One of the advantages studying law is that it should lead to a good career.
- 3 It is important to give ~~sides~~ of the argument.
- 4 Too much time spent in front of a television can have a bad effect children.
- 5 People like to have freedom of choice. On the other, too much choice can be a bad thing.
- 6 Time tends go faster as you get older.

97.3 Choose the correct word to complete the sentences. Sometimes both are correct.

- 1 There is not enough food, and ~~consequently~~ / *on the other hand* people are dying.
- 2 Advertising is so powerful that it *causes* / *affects* people to buy things they don't want.
In addition / *However*, it can help them make the right choice when they buy things.
- 3 *In general* / *On the whole* people have more access to education than fifty years ago.
- 4 Supermarkets are very convenient because you can buy almost everything you want.
On the other side / *hand*, they are putting small shops out of business.
- 5 The north of the country is much richer compared *with* / *to* the south.

97.4 Complete part of this essay on the advantages and disadvantages of the Internet for children.

One of the¹ *advantages* of the Internet is that children have access to so much knowledge and information.² , many children can access this knowledge from their own homes; they don't have to go to libraries.³ , some of the information on the Internet is unreliable and out-of-date, and there are some websites we would not want our children to look at. ⁴ , we need to control the way that our children use the Internet, and there is certainly an ⁵ for much stricter controls on the websites that people are allowed to create. If we don't do this, the Internet could have a bad ⁶ on children.

97.5 Rewrite the sentences following the instructions in (brackets).

- 1 People who drink and drive should go to prison. (*Show that this is a personal opinion.*)
I believe that people who drink and drive should go to prison.
- 2 People are conservative. (*Make this statement a generalisation.*)
.....
- 3 Cars should not be allowed in town centres. (*Make this opinion less personal.*)
.....
- 4 Children played on their bikes. Children spend most of their time in front of a computer. (*Make this a comparison between the past and the present in one sentence.*)
.....
- 5 Many people work longer and longer hours. They don't have time for hobbies. (*Show the connection between these two statements in one sentence.*)
.....

MODULE 2

JOBs AND EDUCATION



1. Documents and personal details

1	Surname	Watt
2	First name	
3	Age	
4	Nationality	
5	Date and place of birth	
6	Address	
7	Telephone	
8	Marital status	
9	Job	
10	Place of work	
11	Interests	

- 1.1.** Complete this form about the person
1.2. How do you know the information in 1-11? Which documents helped you?

Example: *We know her birthday from her passport.*
We know her age from...

2. Listen for key information

- 2.1.** Listen to Caroline. Which pieces of information from exercise 2 do you hear? Tick them.
2.2. Listen again. Complete the information for Caroline. Compare with a partner.

	Caroline	me
get up at		
then	<i>have shower</i>	
and		
start work* at		
finish work* at		
evening	<i>play tennis</i>	
go to bed at		

- 2.3.** Complete the “Me” column and tell a partner about yourself.
2.4. Write a text about your daily routine.

Daily routines

A Sleep

“During the week I usually **wake up**¹ about 7.30 am. If I don’t, my mum **wakes me up**. I **get up**² a few minutes later. In the evenings I **go to bed** about 10.30 pm, and usually **go to sleep**³ **straight away**⁴. If I **have a late night**⁵ I try to **have a sleep**⁶ in the afternoon when I get home from college.”

¹ stop sleeping

⁴ immediately

² get out of bed

⁵ go to bed very late; opp **have an early night**

³ start sleeping; syn **fall asleep**

⁶ a short period of sleeping, e.g. half an hour

B Food

“I have coffee and **cereal** for breakfast, then **have a light lunch**¹, maybe a sandwich and an apple, and a **snack**² in the afternoon. We have our **main meal** in the evening. If Mum’s late home from work, she **doesn’t bother**³ to cook; we just get a **takeaway**⁴ instead. One of us has to **feed**⁵ the cat as well.”

¹ have a small meal

⁴ a meal you buy in a restaurant

² a small amount of food you eat between meals

but eat at home

³ doesn’t do something because there is no reason or because it is too much work

⁵ give food



cereal

C Bathroom routines

“I usually **have a shower** when I get home from college because my sister, Rosie, and my brother, Marcus, spend so much time in the bathroom in the morning. I only have time to **have a wash** and **clean my teeth** (syn **brush my teeth**), before Rosie comes in to **put on** a bit of **make-up**. In the winter I sometimes **have a bath instead of**¹ a shower. I like to lie in the bath and listen to music.”

¹ in place of (a shower)



Marcus having a shave



Rosie putting on make-up

D Housework*

“Fortunately¹ we’ve got a **cleaner**² who **does** a lot of the **housework**, and that includes **doing my washing**³. But I still have to **make my bed** and **do** some of my **ironing**, and I sometimes **do the shopping** with Mum.”

¹ the work of keeping a home clean and tidy

² a person who cleans

¹ happening because of good luck; syn **luckily**

³ washing my clothes



ironing

Language help

When we **do the shopping**, we buy food at the supermarket; when we **go shopping**, it is a leisure activity and we perhaps buy clothes, DVDs, books, etc.

E Spare time*

“On weekdays I usually **stay in**¹ and watch TV in the evening. At the weekend I **go out** quite a lot with my friends, either to the cinema or just to a café, and I **eat out**² **once a week**. Sometimes friends **come round**³ and we **chat**⁴ about clothes, music and college.”

¹ time when you are not working

³ visit me in my home

¹ stay at home

⁴ have an informal conversation

² eat in a restaurant; opp **eat in**

EXERCISES

16.1 Find seven more expressions with **have + [noun]** and **do + [noun]** from the opposite page.

have have have have
 do do do do

16.2 Match the words on the left with the words on the right.

- | | | |
|----------|---------------------------------------|------------|
| 1 get up | <input checked="" type="checkbox"/> 9 | a the dog |
| 2 fall | <input type="checkbox"/> | b my teeth |
| 3 make | <input type="checkbox"/> | c make-up |
| 4 put on | <input type="checkbox"/> | d a week |
| 5 go | <input type="checkbox"/> | e the bed |
| 6 clean | <input type="checkbox"/> | f to sleep |
| 7 feed | <input type="checkbox"/> | g early |
| 8 once | <input type="checkbox"/> | h asleep |

**16.3** One word is missing in each sentence. What is it and where does it go?

- 1 Does it cost much to have a cleaner ^V to the housework? *do*
- 2 My mother usually me up around 7:30, then I get up about 7:45.
- 3 If I have a in the afternoon, I usually eat fruit instead of chocolate.
- 4 I always go on Friday and Saturday, often to the cinema or a club.
- 5 Sometimes friends round to the flat and we play computer games.
- 6 I eat at the weekend, usually in a local Italian or French restaurant.
- 7 I don't with a full meal at lunchtime; I usually just have a light lunch, like a salad.
- 8 I often have for breakfast – usually cornflakes or something like that.
- 9 I don't like doing housework; I have a husband who does most of it.
- 10 When I get emails, I try to reply to them straight.

16.4 Complete the dialogue with a word or phrasal verb from the opposite page in each gap.

A: Don't ¹ bother to cook dinner tonight.

B: Why not?

A: We could go out ² of eating here.

B: Yeah. Where?

A: Well, I'd like to try that new Korean restaurant.

B: That's miles away. No, I think I'd rather ³ and have an ⁴ night.

A: But it's Friday.

B: Yes, I know, but I'm tired. Why don't we ask Ryan and Charlotte to ⁵ ?

You don't have to cook, we can order a ⁶ And we can have a nice ⁷ round the dining table; much better than a noisy restaurant.

16.5

Over to you

Find three facts from the opposite page that are similar in your routine, and three that are different. Complete the table.

similar different

1
 2
 3

Unit
121**at/on/in (time)****A**Compare **at**, **on** and **in**:

- They arrived **at 5 o'clock**.
- They arrived **on Friday**.
- They arrived **in June**. / They arrived **in 2012**.

We use:

at for the time of day**at five o'clock** **at 11.45** **at midnight** **at lunchtime** **at sunset** etc.**on** for days and dates**on Friday** / **on Fridays** **on 16 May 2012** **on New Year's Day** **on my birthday****in** for longer periods (months/years/seasons etc.)**in June** **in 2012** **in the 1990s** **in the 20th century** **in the past** **in winter****B**

We say:

at the moment / **at the minute** / **at present** / **at this time** (= now):

- Can we talk later? I'm busy **at the moment**.

at the same time

- Kate and I arrived **at the same time**.

at the weekends / **at weekends** (or **on the weekend** / **on weekends** in American English):

- Will you be here **at the weekend**? (or ...**on** the weekend)

at Christmas (but **on Christmas Day**)

- Do you give each other presents **at Christmas**?

at night (= during nights in general), **in the night** (= during a particular night):

- I don't like working **at night**. but I was woken up by a noise **in the night**.

C

We say:

in the morning(s)	but
in the afternoon(s)	
in the evening(s)	

- I'll see you **in the morning**.
- Do you work **in the evenings**?

on Friday morning(s)	
on Sunday afternoon(s)	
on Monday evening(s) etc.	

- I'll see you **on Friday morning**.
- Do you work **on Saturday evenings**?

DWe do not use **at/on/in** before **last/next/this/every**:

- I'll see you **next Friday**. (not on next Friday)
- They got married **last June**.

We often leave out **on** before days. So you can say:

- I'll see you **on Friday**. or I'll see you **Friday**.
- I don't work **on Monday mornings**. or I don't work **Monday mornings**.

EWe say that something will happen **in a few minutes** / **in six months** etc. :

- The train will be leaving **in a few minutes**. (= a few minutes from now)
- Andy has gone away. He'll be back **in a week**. (= a week from now)
- They'll be here **in a moment**. (= a moment from now, very soon)

We also use **in** ... to say how long it takes to do something:

- I learnt to drive **in four weeks**. (= it took me four weeks to learn)

121.1 Put in **at**, **on** or **in**.

- 1 Mozart was born in Salzburg in 1756.
- 2 I've been invited to a wedding on 14 February.
- 3 Amy's birthday is in May, but I don't know which date.
- 4 This park is popular and gets very busy on weekends.
- 5 I haven't seen Kate for a few days. I last saw her on Tuesday.
- 6 Jonathan is 63. He'll be retiring from his job in two years.
- 7 I'm busy right now. I'll be with you in a moment.
- 8 Sam isn't here at the moment, but he'll be here this afternoon.
- 9 There are usually a lot of parties on New Year's Eve.
- 10 I don't like the dark. I try to avoid going out at night.
- 11 It rained very hard in the night. Did you hear it?
- 12 My car is being repaired at the garage. It will be ready in two hours.
- 13 The bus station was busy. A lot of buses were leaving at the same time.
- 14 Helen and David always go out for dinner on their wedding anniversary.
- 15 It was a short book and easy to read. I read it in a day.
- 16 At midday, the sun is at its highest point in the sky.
- 17 This building is very old. It was built in the fifteenth century.
- 18 The office is closed on Wednesday afternoons.
- 19 In the UK many people go home to see their families on Christmas.
- 20 My flight arrives at 5 o'clock in the morning.
- 21 The course begins on 7 January and ends sometime in April.
- 22 I might not be at home on Tuesday morning, but I'll be there in the afternoon.

121.2 Complete the sentences. Use **at**, **on** or **in** + the following:

the evening	about 20 minutes	1756	the same time	the 1920s
the moment	21 July 1969	night	Saturdays	11 seconds

- 1 Mozart was born in 1756.
- 2 If the sky is clear, you can see the stars at night.
- 3 After working hard during the day, I like to relax in the evening.
- 4 Neil Armstrong was the first man to walk on the moon in 1969.
- 5 It's difficult to listen if everyone is speaking at the same time.
- 6 Jazz became popular in the United States in the 1920s.
- 7 I'm just going out to the shop. I'll be back in about 20 minutes.
- 8 I don't think we need an umbrella. It's not raining at the moment.
- 9 Ben is a very fast runner. He can run 100 metres in 11 seconds.
- 10 Lisa works from Monday to Friday. Sometimes she also works on Saturdays.

121.3 Which is correct: **a**, **b**, or **both** of them?

- | | | |
|--|--------------------------------------|-------------|
| 1 a I'll see you on Friday. | b I'll see you Friday. | both |
| 2 a I'll see you on next Friday. | b I'll see you next Friday. | b |
| 3 a Paul got married in April. | b Paul got married April. | |
| 4 a I play tennis on Sunday mornings. | b I play tennis Sunday mornings. | |
| 5 a We were ill at the same time. | b We were ill in the same time. | |
| 6 a What are you doing at the weekend? | b What are you doing on the weekend? | |
| 7 a Oliver was born at 10 May 1993. | b Oliver was born on 10 May 1993. | |
| 8 a He left school last June. | b He left school in last June. | |
| 9 a Will you be here on Tuesday? | b Will you be here Tuesday? | |
| 10 a I don't like driving in night. | b I don't like driving at night. | |

Unit
3Present continuous and present simple 1
(I am doing and I do)

A Compare:

present continuous (I am doing)

We use the continuous for things happening at or around the time of speaking.
The action is not complete.

I am doing

- | past | now | future |
|--|--|---|
| <input type="checkbox"/> The water is boiling . Be careful. | <input type="checkbox"/> Listen to those people. What language are they speaking? | <input type="checkbox"/> Let's go out. It isn't raining now. |
| <input type="checkbox"/> 'I'm busy.' 'What are you doing? ' | <input type="checkbox"/> I'm getting hungry. Let's go and eat. | <input type="checkbox"/> Kate wants to work in Italy, so she's learning Italian. |
| <input type="checkbox"/> The population of the world is increasing very fast. | | |

We use the continuous for *temporary situations* (things that continue for a short time):

- I'm **living** with some friends until I find a place of my own.
- A: You're **working** hard today.
B: Yes, I have a lot to do.

See Unit 1 for more information.

present simple (I do)

We use the simple for things in general or things that happen repeatedly.

I do

- | past | now | future |
|--|---|---|
| <input type="checkbox"/> Water boils at 100 degrees Celsius. | <input type="checkbox"/> Excuse me, do you speak English? | <input type="checkbox"/> It doesn't rain very much in summer. |
| <input type="checkbox"/> What do you usually do at weekends? | <input type="checkbox"/> I always get hungry in the afternoon. | <input type="checkbox"/> Most people learn to swim when they are children. |
| <input type="checkbox"/> Every day the population of the world increases by about 200,000 people. | | |

We use the simple for *permanent situations* (things that continue for a long time):

- My parents **live** in London. They have lived there all their lives.
- Joe isn't lazy. He **works** hard most of the time.

See Unit 2 for more information.

B I always do and I'm always doing

I **always do** something = I do it every time:

- I **always go** to work by car. (not I'm always going)

I'm **always doing** something = I do it too often or more often than normal.

For example:



I'm **always losing** them = I lose them too often, or more often than normal.

- Paul is never satisfied. He's **always complaining**. (=he complains too much)
- You're **always looking** at your phone. Don't you have anything else to do?

Exercises

3.1 Are the underlined verbs OK? Correct them where necessary.

- 1 Water boils at 100 degrees Celsius.
- 2 How often are you going to the cinema?
- 3 Ben tries to find a job, but he hasn't had any luck yet.
- 4 Martina is phoning her mother every day.
- 5 The moon goes round the earth in about 27 days.
- 6 Can you hear those people? What do they talk about?
- 7 What do you do in your spare time?
- 8 Sarah is a vegetarian. She doesn't eat meat.
- 9 I must go now. It gets late.
- 10 'Come on! It's time to leave.' 'OK, I come.'
- 11 Paul is never late. He's always starting work on time.
- 12 They don't get on well. They're always arguing.

OK
do you go
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

3.2 Put the verb into the correct form, present continuous or present simple.

- 1 a I usually get (I / usually / get) hungry in the afternoon.
 b I'm getting (I / get) hungry. Let's go and eat something.
- 2 a ' (you / listen) to the radio?' 'No, you can turn it off.'
 b ' (you / listen) to the radio a lot?' 'No, not very often.'
- 3 a The River Nile (flow) into the Mediterranean.
 b The river (flow) very fast today – much faster than usual.
- 4 a I'm not very active. (I / not / do) any sport.
 b What (you / usually / do) at weekends?
- 5 a Rachel is in New York right now. (She / stay) at the Park Hotel.
 b (She / always / stay) there when she's in New York.

3.3 Put the verb into the correct form, present continuous or present simple.

- 1 Why are all these people here? What's happening (What / happen)?
- 2 Julia is good at languages. (She / speak) four languages very well.
- 3 Are you ready yet? (Everybody / wait) for you.
- 4 I've never heard this word. How (you / pronounce) it?
- 5 Kate (not / work) this week. She's on holiday.
- 6 I think my English (improve) slowly. It's better than it was.
- 7 Nicola (live) in Manchester. She has never lived anywhere else.
- 8 Can we stop walking soon? (I / start) to get tired.
- 9 Sam and Tina are in Madrid right now. (They / visit) a friend of theirs.
- 10 'What (your father / do)?' 'He's an architect.'
- 11 It took me an hour to get to work this morning. Most days (it / not / take) so long.
- 12 I (I / learn) to drive. My driving test is next month. My father (teach) me.

3.4 Finish B's sentences. Use **always -ing**.

- 1 A: I've lost my keys again.
 B: Not again! You're always losing your keys
- 2 A: The car has broken down again.
 B: That car is useless. It
- 3 A: Look! You've made the same mistake again.
 B: Oh no, not again! I
- 4 A: Oh, I've left my phone at home again.
 B: Typical!

Tom's Diner**Suzanne Vega**

1. Listen to the song and complete the gaps with these verbs in the Present Simple or Continuous.

try	think	shake	wait	sit	turn
get	open	finish	look (2x)	feel	

I 1) _____ in the morning

At the diner on the corner

I 2) _____ at the counter

For the man to pour the coffee

And he fills it only halfway

And before I even argue

He 3) _____ out the window

At somebody coming in

"It is always nice to see you"

Says / Tells the man behind the counter

To the woman who has come in

She 4) _____ her umbrella

And I 5) _____ the other way

As they are **kissing / saying** their hellos

I'm pretending not to see them

Instead I pour the milk

I 6) _____ up the paper

There's a story of an actor

Who had died while he was drinking

It was no one I had heard of

And I'm 7) _____ to the horoscope

And looking for the funnies

When I 8) _____ someone watching me

And so I raise my head

There's a woman on the outside

Looking inside

Does she see me?

No she does not really see me

Cause she sees her own reflection

And I 9) _____ not to notice

That she's hitching up her skirt

And while she's straightening her stockings

Her hair 10) _____ wet

Oh, this rain it will continue

Through the morning as I'm **listening / hearing**

To the bells of the cathedral

I 11) _____ of your voice...

And of the midnight picnic

Once upon a time

Before the rain began...

I 12) _____ up my coffee

It's time to catch the train

1. What do you remember about your school days? Can you remember:

- 1.1. How old were you when you first went to school?
- 1.2. The names of your friends?
- 1.3. The name of your first teacher?
- 1.4. How did you feel about going to school?

2. Who do you think Bernadette is? Read the text.

Bernadette



20 years ago

The things I remember most about my first school are the smell of boiled vegetables in the canteen, the noise of games and fights in the playground, and Bernadette. Bernadette used to sit at the front of the class, and she was perfect. She was the teacher's pet, and she always got the correct answers. She was top of the class and got A grades in all her subjects. I used to love her, secretly.

Bernadette was good at everything. She used to sing well in assembly. She played the clarinet and never made mistakes. She was the captain of the hockey team. She ran around the playing field faster than anyone and she didn't use to get tired or sweat like the rest of us. She was too good to be true. I used to smile at her. I stood by doors and waited for her to pass. I wanted her to see me, but she never even looked. Was I invisible? Did she think she was too good for me? That's what I thought at the time. But now I know I was completely wrong. I was looking on the Internet a couple of weeks ago and I typed in Bernadette's name, just out of interest. Eventually, I found her email address and I wrote a message to

her. I didn't get a reply immediately and I thought that was the end of the story. However, a couple of days later, Bernadette made contact. After exchanging a couple of emails, we decided to meet for coffee. I was really curious to know what she was like now, this girl of my childhood dreams. But when we finally met, she looked completely different from how I remembered. I couldn't believe that I used to fancy her.

We talked a little about what we'd done since leaving school and our lives now. She's married with two kids and has a part-time job in a supermarket. Then we started talking about school, and we laughed together over our memories of those days. I was enjoying the conversation and I confessed that I used to love her. I thought she would laugh, but instead, she said something which

completely changed the way I see my schooldays. She said, 'I used to love you too, but I didn't say anything because I was too shy.'

GLOSSARY

canteen *n* school dining room
playground *n* play area outside school building
assembly *n* meeting of students and teachers at start of school day
shy *adj* nervous or embarrassed about meeting people



Now

3. Answer these questions about the text:

- 3.1. What places in the school does the writer mention?
- 3.2. What was Bernadette good at?
- 3.3. How did Bernadette treat the writer?
- 3.4. Does the author still love Bernadette?
- 3.5. How did she surprise him?

PAST SIMPLE

4. Complete the table of irregular verbs in the Past Simple as far as you know.

Infinitive	Past Simple	Past Participle
	was / were	
		become
to begin		
	broke	
		brought
to buy		
	caught	
		chosen
to come		
	cut	
		drunk
to drive		
	ate	
		fallen
to feel		
	fought	
		flown
	got	
to give		
	went	
		had
to hurt		
	kept	
		known
to learn		
	left	

COMUNICAÇÃO EM LÍNGUA INGLESA

		lost
to make		
	met	
		paid
to put		
	read	
		ridden
to rise		
	ran	
		said
to sell		
	shone	
		shut
to sit		
	slept	
		spoken
to spend		
	stood	
		stolen
to swim		
	took	
		taught
to tell		
	thought	
		thrown
to understand		
	wore	
		won
to write		

Unit
5

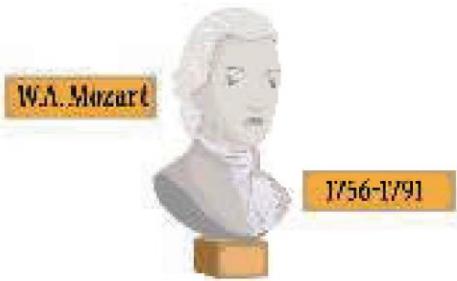
Past simple (I did)

A

Study this example:

Wolfgang Amadeus Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791. He **started** composing at the age of five and **wrote** more than 600 pieces of music. He **was** only 35 years old when he **died**.

lived/started/wrote/was/died are all *past simple*



B

Very often the past simple ends in **-ed** (*regular verbs*):

- I work in a travel agency now. Before that I **worked** in a department store.
- They **invited** us to their party, but we **decided** not to go.
- The police **stopped** me on my way home last night.
- Laura **passed** her exam because she **studied** very hard.

For spelling (**stopped**, **studied** etc.), see Appendix 6.

But many verbs are *irregular*. The past simple does *not* end in **-ed**. For example:

- | | |
|----------------------|---|
| write → wrote | <input type="checkbox"/> Mozart wrote more than 600 pieces of music. |
| see → saw | <input type="checkbox"/> We saw Alice in town a few days ago. |
| go → went | <input type="checkbox"/> I went to the cinema three times last week. |
| shut → shut | <input type="checkbox"/> It was cold, so I shut the window. |

For a list of irregular verbs, see Appendix 1.

C

In questions and negative sentences we use **did/didn't + infinitive** (**enjoy/see/go** etc.):

I she they	enjoyed saw went	did	you she they	enjoy? see? go?	I she they	didn't	enjoy see go
------------------	---	------------	--------------------	--	------------------	---------------	---

- I enjoyed the party a lot. **Did** you **enjoy** it?
- How many people **did** they **invite** to the wedding?
- I **didn't buy** anything because I **didn't have** any money.
- 'Did you **go** out?' 'No, I **didn't**'

Sometimes **do** is the main verb in the sentence (**did you do?**, **I didn't do**):

- What **did** you **do** at the weekend? (*not* What did you at the weekend?)
- I **didn't do** anything. (*not* I didn't anything)

D

The past of **be** (**am/is/are**) is **was/were**:

I/he/she/it	was/wasn't	was	I/he/she/it?
we/you/they	were/weren't	were	we/you/they?

- I **was** annoyed because **they were** late.
- Was** the **weather** good when **you were** on holiday?
- They weren't** able to come because **they were** so busy.
- I **wasn't** hungry, so I didn't eat anything.
- Did you go out last night or **were you** too tired?

Exercises

5.1 Read what Laura says about a typical working day:



I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

LAURA

Yesterday was a typical working day for Laura. Write what she did or didn't do yesterday.

- | | | | |
|------------------------------|---------------|----------|---------------------------|
| 1 She got up | at 7 o'clock. | 7 | at 5 o'clock. |
| 2 She a big breakfast. | | 8 | tired when home. |
| 3 She | | 9 | a meal yesterday evening. |
| 4 It to get to work. | | 10 | out yesterday evening. |
| 5 at 8.45. | | 11 | at 11 o'clock. |
| 6 lunch. | | 12 | well last night. |

5.2 Complete the sentences using the following verbs in the correct form:

buy catch cost fall hurt sell spend teach throw -write

- 1 Mozart wrote more than 600 pieces of music.
- 2 'How did you learn to drive?' 'My father me.'
- 3 We couldn't afford to keep our car, so we it.
- 4 Dave down the stairs this morning and his leg.
- 5 Joe the ball to Sue, who it.
- 6 Kate a lot of money yesterday. She a dress which £100.

5.3 You ask James about his holiday in the US. Write your questions.

- 1 YOU: Where did you go ?
JAMES: To the US. We went on a trip from San Francisco to Denver.
- 2 YOU: How ? By car?
JAMES: Yes, we hired a car in San Francisco.
- 3 YOU: It's a long way to drive. How long ?
JAMES: Two weeks. We stopped at a lot of places along the way.
- 4 YOU: Where ? In hotels?
JAMES: Yes, small hotels or motels.
- 5 YOU: good?
JAMES: Yes, but it was very hot – sometimes too hot.
- 6 YOU: the Grand Canyon?
JAMES: Of course. It was wonderful.

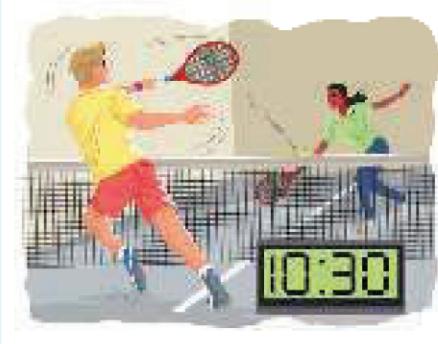
5.4 Complete the sentences. Put the verb into the correct form, positive or negative.

- 1 It was warm, so I took off my coat. (take)
- 2 The film wasn't very good. I didn't enjoy it much. (enjoy)
- 3 I knew Sarah was busy, so I her. (disturb)
- 4 We were very tired, so we the party early. (leave)
- 5 It was hard carrying the bags. They really heavy. (be)
- 6 The bed was very uncomfortable. I well. (sleep)
- 7 This watch wasn't expensive. It much. (cost)
- 8 The window was open and a bird into the room. (fly)
- 9 I was in a hurry, so I time to call you. (have)
- 10 I didn't like the hotel. The room very clean. (be)

Unit
6

Past continuous (I was doing)

A Study this example situation:



Yesterday Karen and Joe played tennis. They started at 10 o'clock and finished at 11.30.

So, at 10.30 they **were playing** tennis.

they **were playing** =

they were in the middle of playing, they had not finished

was/were + -ing is the past continuous:

he/she/it	was	playing
we/you/they	were	doing working etc.

B I **was doing** something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:



- This time last year I **was living** in Hong Kong.
- What **were** you **doing** at 10 o'clock last night?
- I waved to Helen, but she **wasn't looking**.

C Compare I **was doing** (*past continuous*) and I **did** (*past simple*):

I was doing (= in the middle of an action)

- We **were walking** home when I met Dan. (in the middle of walking home)
- Kate **was watching** TV when we arrived.

I did (= complete action)

- We **walked** home after the party last night. (= all the way, completely)
- Kate **watched** TV a lot when she was ill last year.

D You can say that something **happened** (*past simple*) in the middle of something else (*past continuous*):

- Matt **phoned** while we **were having** dinner.
- It **was raining** when I **got up**.
- I **saw** you in the park yesterday. You **were sitting** on the grass and **reading** a book.
- I **hurt** my back while I **was working** in the garden.

But we use the past simple to say that one thing happened *after* another:

- I **was walking** along the road when I **saw** Dan. So I **stopped**, and we **talked** for a while.

Compare:

- When Karen arrived, we **were having** dinner. (= we had already started before she arrived)

- When Karen arrived, we **had** dinner. (= Karen arrived, and then we had dinner)

E Some verbs (for example, **know** and **want**) are not normally used in continuous forms (**is + -ing**, **was + -ing** etc.). See Unit 4A for a list of these verbs.

- We were good friends. We **knew** each other well. (not we were knowing)
- I was enjoying the party, but Chris **wanted** to go home. (not was wanting)

Exercises

6.1 Complete the sentences. Choose from:

was looking was wearing wasn't listening weren't looking
was snowing was working were sitting were you going

- 1 Today Helen is wearing a skirt. Yesterday she ... **was wearing** ... trousers.
- 2 'What did he say?' 'I don't know. I'
- 3 We at the back of the theatre. We couldn't hear very well.
- 4 This time last year Steve on a farm.
- 5 They didn't see me. They in my direction.
- 6 The weather was bad. It was very cold and it
- 7 I saw you in your car. Where
- 8 I saw Kate a few minutes ago. She for you.

6.2 Which goes with which?

- 1 When I got to the cafe
- 2 We fell asleep
- 3 Amy learnt Italian
- 4 Tom didn't come out with us
- 5 The car began to make a strange noise
- 6 The TV was on
- 7 When I first met Jessica

- a when she was living in Rome.
- b she was working in a clothes shop.
- c when I was driving home.
- d but nobody was watching it.
- e while we were watching a film.
- f ~~my friends were waiting for me~~
- g because he wasn't feeling well.

- 1 f
- 2
- 3
- 4
- 5
- 6
- 7

6.3 Put the verb into the correct form, past continuous or past simple.



I **saw** (see) Sue in town yesterday, but she (not/see) me. She (look) the other way.



I (cycle) home yesterday when a man (step) out into the road in front of me. I (go) quite fast, but luckily I (manage) to stop in time, and I (not/hit) him.

6.4 Put the verb into the correct form, past continuous or past simple.

- 1 Jenny **was waiting** (wait) for me when I **arrived** (arrive).
- 2 'What (you / do) at this time yesterday?' 'I was asleep.'
- 3 ' (you / go) out last night?' 'No, I was too tired.'
- 4 How fast (you / drive) when the accident (happen)?
- 5 Sam (take) a picture of me while I (not / look).
- 6 We were in a very difficult position. We (not / know) what to do, so we (do) nothing.
- 7 I haven't seen Alan for ages. When I last (see) him, he (try) to find a job.
- 8 I (walk) along the street when suddenly I (hear) something behind me. Somebody (follow) me. I was scared and I (start) to run.
- 9 When I was young, I (want) to be a pilot. Later I (change) my mind.
- 10 Last night I (drop) a plate when I (do) the washing up. Fortunately it (not / break).

1. Look at the photos in *World's oldest primary pupil...* Guess what the article is about.

Dictionary entries

achieve /ə'tʃiːv/ **verb** [T] to complete sth by hard work and skill: *He has worked hard and achieved a lot this year.*

achievement /ə'tʃiːvmənt/ **noun** [C, U] sth good you have completed successfully through hard work and skill: *Winning the first prize was one of her greatest achievements.*

fail /feɪl/ **verb** [I, T] not to be successful in sth e.g. a test or exam: *I've failed my driving test three times.*

give up sth to stop trying to do sth, perhaps because it is too difficult: *He started flute lessons but it was too difficult so he gave up in the end.*

keep doing sth to continue doing sth or repeat an action many times: *If you keep trying, you will succeed in the end.*

manage /'maenɪdʒ/ **verb** [I, T] to do sth successfully or deal with sth difficult: *Did you manage to reach the top of the mountain?*

pass /pa:s/ **verb** [I, T] to get the necessary result in an exam or test: *She passed her Maths exam with a grade A.*

succeed /sək'si:d/ **verb** [I] to achieve what you want to do: *He's finally succeeded in completing the puzzle.*

success /sək'ses/ **noun** [U] the fact that you have achieved what you wanted to do: *The project was a great success.*

successful /sək'sesfl/ **adj** having achieved what you wanted to do: *The diet was successful and I lost five kilos.*

World's oldest primary pupil arrives in New York

Kimani Ng'ang'a from Kenya, aged 85, is the world's oldest primary school pupil. He has arrived in New York this week to speak at the United Nations about the importance of free primary education.

Kimani started at primary school last year, when the Kenyan government introduced free primary education. He didn't go to school as a child because his family couldn't pay the fees.

A successful student

Kimani is a successful student. He is only in the second year but he has achieved a lot since he started. He has managed to become head boy of the school this year. He gives help and advice to the teachers and other pupils in the school. The head teacher is very pleased with Kimani's achievements – 'When Kimani started school, he couldn't hold a pen. Now he has learnt to write a few words in Swahili.'

The Swahili and Kikuyu languages, and Maths are Kimani's



Kimani's classmates are the same age as his great-grandchildren.

favourite subjects, and he also enjoys Science. He says English is very difficult but he will keep trying. He says he has learnt a lot from the other pupils. 'They teach me games,' he says, 'and I tell them stories of the colonial days.'

It's never too late ...

Kenya used to be a British colony, and in the 1950s, Kimani fought for independence with the Mau Mau rebels. He wants to learn Maths to count his compensation money, he says. He also wants to learn to read the bible. 'You are never too old to learn,' he told reporters.

It's a record!

Recently, Kimani has achieved a place in the Guinness Book of Records as the world's oldest primary school pupil. He has 30 great-grandchildren. Two of them are in the same school as him, but they are in higher years.

Kimani waited a long time for his first day at school, but he never gave up and finally he succeeded. He wants to tell world leaders that all children should be able to go to school. 'To me, freedom means going to school and learning,' he told reporters. But he has other plans for his visit to New York, too. 'I would also like to marry a rich American woman,' he said. We wish him every success.



Kimani says, 'To me, freedom means going to school and learning.'

GLOSSARY
rebel n a person who fights against the government of their country
compensation n money given to pay for damage or suffering

READING COMPREHENSION**2. Read the article again. Write *true or false*.**

- 2.1. Kimani's parents wanted him to go to school.
- 2.2. Kimani couldn't write before he started school.
- 2.3. Kimani teaches the children games.
- 2.4. He has learnt to read the bible.
- 2.5. There are no primary school students in the world older than Kimani.
- 2.6. He has married a rich woman.

3. Answer these questions about the text.

- 3.1. Why was Kimani invited to speak in New York?
- 3.2. Why is Kimani's teacher pleased with his achievements?
- 3.3. Why is free primary education important to Kimani?

GRAMMAR – PRESENT PERFECT AND PAST SIMPLE**4. Write the missing words in the grammar box.**

past simple	present perfect
Kimani arrived in New York yesterday.	Kimani has arrived in New York today.
I _____ study much last week.	I haven't studied much this week.
Did you achieve much last year?	_____ you achieved much this year?
I _____ Kenya in 2002.	I've visited Kenya once in my life.
She phoned a few minutes ago.	_____ phoned three times in the last few minutes.
What _____ you learn when you started?	What _____ you learnt since you started?

5. Look at the time expressions in the previous exercise. Do they refer to a finished or unfinished time?**Underline the correct words in the rules.****Rules:** Use the past simple/present perfect for **past actions which happened in a finished time**.Use the past simple/present perfect for **past actions which happened in an unfinished time**.

I have done (present perfect) and I did (past)

A

With a **finished time** (**yesterday / last week** etc.), we use the past (**arrived/saw/was** etc.):

past + finished time

We **arrived**

yesterday.
last week.
at 3 o'clock.
in 2002.
six months ago.

yesterday
last week
six months ago
finished time

past

now

Do not use the present perfect (**have arrived / have done / have been** etc.) with a finished time:

- I **saw** Paula **yesterday**.
(not I have seen)
- Where **were** you **on Sunday afternoon**?
(not Where have you been)
- We **didn't have** a holiday **last year**.
(not We haven't had)
- 'What **did** you **do last night**?' 'I **stayed** at home.'
- William Shakespeare **lived from 1564 to 1616**. He **was** a writer. He **wrote** many plays and poems.

Use the past to ask **When ... ?** or **What time ... ?**:

- When did** you **buy** your computer? (not When have you bought)
- What time did** Andy **go** out? (not What time has Andy gone out)

B

Compare:

present perfect

- I **have lost** my key.
(= I can't find it now)
- Ben **has gone** home.
(= he isn't here now)
- Have you **seen** Kate?
(= where is she now?)

time until now

past

now

- Have you **ever been** to Spain?
(= in your life, until now)
- My friend is a writer. He **has written** many books.
- Sam **hasn't phoned** me yet.
- We've **lived** in Singapore for six years.
(= we live there now)

past

- I **lost** my key **last week**.

- Ben **went** home **ten minutes ago**.

- Did you **see** Kate **on Saturday**?

finished time

past

now

- Did you **go** to Spain **last year**?

- Shakespeare **wrote** many plays and poems.

- Sam **didn't phone** me yesterday.

- We **lived** in Glasgow for six years, but now we live in Singapore.

20.1 Complete the answers to the questions.

- 1 Have you seen Kate?
- 2 Have you started your new job?
- 3 Have your friends arrived?
- 4 Has Sarah gone away?
- 5 Have you worn your new suit?

Yes, I saw her five minutes ago.
 Yes, I last week.
 Yes, they at 5 o'clock.
 Yes, on Friday.
 Yes, yesterday.

20.2 Are these sentences OK? Correct the verbs that are wrong. (The verbs are underlined.)

- 1 I've lost my key. I can't find it.
- 2 Have you seen Kate yesterday?
- 3 I've finished my work at 2 o'clock.
- 4 I'm ready now. I've finished my work.
- 5 What time have you finished your work?
- 6 Sue isn't here. She's gone out.
- 7 Steve's grandmother has died two years ago.
- 8 Where have you been last night?

OK

Did you see

20.3 Put the verb in the present perfect or past.

- 1 My friend is a writer. He has written (write) many books.
- 2 We didn't have (not/have) a holiday last year.
- 3 I (play) tennis yesterday afternoon.
- 4 What time (you/go) to bed last night?
- 5 (you ever meet) a famous person?
- 6 The weather (not/be) very good yesterday.
- 7 Kathy travels a lot. She (visit) many countries.
- 8 I (switch) off the light before going out this morning.
- 9 I live in New York now, but I (live) in Mexico for many years.
- 10 'What's Canada like? Is it beautiful?' 'I don't know. I (not/be) there.'

20.4 Put the verb in the present perfect or past.

- 1 A: Have you ever been. (you/ever/be) to Florida?
 B: Yes, we went (go) there on holiday two years ago.
 A: (you/have) a good time?
 B: Yes, it (be) great.
- 2 A: Where's Alan? (you/see) him?
 B: Yes, he (go) out a few minutes ago.
 A: And Rachel?
 B: I don't know. I (not/see) her.
- 3 Rose works in a factory. She (work) there for six months.
 Before that she (be) a waitress in a restaurant. She (work) there for two years, but she (not/enjoy) it very much.
- 4 A: Do you know Mark's sister?
 B: I (see) her a few times, but I (never/speak) to her. (you/ever/speak) to her?
 A: Yes. I (meet) her at a party last week. She's very nice.

1. What do you plan to do after university?
2. How do students apply to university in the USA?
What are the difficulties?
Is it very different from Portugal?
3. Read the text about Ben, who is applying to university and answer these questions.

Ben on ... Applying to College																			
<p>1. Vocabulary Match the following words or phrases with their definitions.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1. indiscernible</td><td>a) difficult to do and causes a lot of worry to the person doing it</td></tr> <tr> <td>2. Ivy League</td><td>b) friend, mate (informal)</td></tr> <tr> <td>3. rumor (US spelling)</td><td>c) thought about a lot</td></tr> <tr> <td>4. buddy</td><td>d) group of universities in the east of the USA that are very prestigious</td></tr> <tr> <td>5. to hang out (with someone)</td><td>e) wanting only the best</td></tr> <tr> <td>6. selective</td><td>f) finally</td></tr> <tr> <td>7. ultimately</td><td>g) story passed from one person to another which is often inaccurate</td></tr> <tr> <td>8. nerve-racking</td><td>h) to generally socialise with a person or group of people</td></tr> <tr> <td>9. pondered</td><td>i) impossible to see or understand</td></tr> </table>	1. indiscernible	a) difficult to do and causes a lot of worry to the person doing it	2. Ivy League	b) friend, mate (informal)	3. rumor (US spelling)	c) thought about a lot	4. buddy	d) group of universities in the east of the USA that are very prestigious	5. to hang out (with someone)	e) wanting only the best	6. selective	f) finally	7. ultimately	g) story passed from one person to another which is often inaccurate	8. nerve-racking	h) to generally socialise with a person or group of people	9. pondered	i) impossible to see or understand	<p>2. Gap fill Use the words from the vocabulary exercise to fill the gaps in the text.</p>
1. indiscernible	a) difficult to do and causes a lot of worry to the person doing it																		
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9. pondered	i) impossible to see or understand																		
	<p>3. Comprehension</p> <ol style="list-style-type: none"> 1. Why do most senior year students apply to college? 2. Why doesn't Ben want to go to a junior college? 3. What does the process of applying to a college involve? 4. Why do people find writing the essay difficult? 5. What advantage do the students of California have when applying to college? 6. Which are the most difficult universities to get into? 																		

Ben on ... Applying to College

Californian teenager Ben Roome (centre) profiles an aspect of his daily life.

These days a university education is necessary in California if you plan to live decently and do something useful with yourself. So nearly everyone leaving my high school is on his or her way to some sort of higher education. But most of the effort put forth in school to maintain good grades is because they don't want to go to junior college, which is widely regarded as a high school with ashtrays. The people that attend the local junior college, Foothill, still live with their parents and 1 with the same people they hung out with in high school. I personally don't think I could stand another year of that. I like my life here but I'm just really ready to do something different. In order to get away and go somewhere else there is a long and belabored process of asking very nicely if a university will accept you. On average, people apply to about six universities for acceptance in their senior year of high school. The process is 2 because it requires finding old report cards and test scores and awards, and writing them down.

The Essay

After filling in four pages of plain, clean statistics the applicant is asked to write an essay about some subject or other. The essay is a much 3 aspect of the application because no one can ever decide what tone or subject the essay should have. Some people write heartfelt essays about family tragedies and others write about taking walks in the park and why they enjoy it. The world will never know which type of essay is more smiled upon by the people who



4 decide your fate. Or maybe they don't read them at all. One never knows. The admissions officers are an odd gang of people because they are concerned with comparing people between whom, on paper at least, the difference is nearly 5 Stanford University, just a few miles from my house, gets thousands of applications from all over the country. There is a funny 6 that they drop all the applicants' files from the top of the staircase and send acceptance letters to those whose files fall the farthest. Whether this is true or not, the results come back as if the decision was as clear as fresh mountain spring water. Students in California have the pleasant advantage of being preferred applicants to the University of California (or UC, as it is commonly known.) It is the best state-controlled university in the country and its Berkeley campus rivals some 7

schools. People in the top 30% of their class will most likely apply to one UC campus or another because they know they can get into at least one of them. The very top universities, on the other hand, like Harvard, Yale, Brown and Stanford are so 8 that a person with a 4.0 grade point average and a 1600 on the standardized aptitude test (SAT) isn't sure to be accepted. Then if one is accepted, it means going 3,000 miles from home, which is a long way even if you can't wait to get away from your parents and friends. Senior year is spent writing essays and then rewriting them, then waiting for mail from the college. A big fat envelope usually means you got in because with your letter of acceptance comes a load of information that you will now need. If you haven't been accepted they only need to send one piece of paper whose message basically says, "Sorry 9 , maybe next lifetime."

University education

A Subjects

You can **do/study** these subjects at university but not always at school.

medicine (to become a doctor)
engineering (to become an engineer)
economics (to become an **economist**)
business studies (to become a **businessman/woman** and **go into business**)

law (to become a lawyer)
architecture (to become an **architect**)
psychology (to become a **psychologist**)

B Studying at university

Some students go to university because they enjoy studying, others just want a **qualification**¹. First, however, you have to get good **grades** in your final school exams to **get a place** at many universities. You can then **study for / do a degree**². If you complete the course **successfully**, you get your **degree**³ and receive a **certificate**⁴. In the UK, most degree courses **last**⁵ three years, although some take longer, e.g. medicine or law.

Teachers at university are usually called **lecturers**, and most of the **teaching** is done through **lectures**⁶. The most senior lecturers have the title **Professor**. Students doing **arts** subjects, e.g. English or history, will spend time working in the **library** and writing **essays**⁷. Students doing **science** degrees, e.g. physics or chemistry, will probably spend a lot of their time working in a **laboratory** (*informal lab*).



library



laboratory (lab)

¹ something that you get when you are successful in an exam

² do a course at university

³ (also the word for) a university qualification

⁴ a document that shows you have completed a course successfully

⁵ continue for

⁶ the lecturer talks and the students listen

⁷ short pieces of writing on a particular subject

Language help

noun	verb	adjective
qualification	qualify	qualified
success	succeed (in sth / in doing sth)	(un)successful

C Postgraduate degrees

When students are doing their first degree, they are called **undergraduates**. When they complete their degree, they are **graduates**. Some graduates **go on to do** [do something in the future] a Master's, e.g. in the UK an MA (Master of Arts) or MSc (Master of Science). These are called **postgraduate degrees**. The longest one is a PhD (Doctor of Philosophy) where students **do research** [make a detailed study of one particular subject] for at least three years.

34.1 Complete the sentences.

- 1 To become a psychologist you need to study *psychology*.....
- 2 To become an engineer you need to study
- 3 To become a doctor you need to study
- 4 To become an economist you need to study
- 5 To become a lawyer you need to study
- 6 To become an architect you need to study

34.2 Put the sentences in the correct order.

- I did a degree course.
 I passed with good grades.
 I got a Master's.
 I did a postgraduate course.
 I did my final exams at school.
 I became an undergraduate.
 I got a place at university.
 I got a degree in business studies.

**34.3 Are the sentences about English universities true or false? If a sentence is false, correct it.**

- 1 The teachers are all called professors. *False. Most teachers are called lecturers.*.....
- 2 Anyone can go to university if they want to.
- 3 Some students go to university just to get a qualification.
- 4 Most university degree courses in the UK last two years.
- 5 Students go to lectures at university.
- 6 If you are unsuccessful, you get a degree.
- 7 Students studying for their first degree are called graduates.

- 8 Science students have to write a lot of essays.

- 9 A PhD is a postgraduate degree.
- 10 If you study arts subjects, you work in a laboratory.

34.4 Complete the text.

Stephen got very good ¹*grades* in his final school exams, and he went to university and got a ² in economics. He then ³ to do an MSc. The course ⁴ a year, and at the end of it, he had an offer to go ⁵ business with a friend. After two years though, he decided to go back to university to do ⁶ for a PhD. He knows it will be three years' work without much money, but he loves studying, and never went to university just for a ⁷ that would get him a good job earning a lot of money.

34.5 Over to you

Answer the questions. If possible, compare your answers with someone else.

- 1 Do you need to pass exams before you can go to university in your country?
- 2 How long do most degree courses last?
- 3 In England the first degree is called a BA or BSc. What are they called in your country?
- 4 Do you have similar postgraduate degrees in your country?
- 5 Do you get a certificate when you finish your degree?

21 A man's job?

One of the great sights of Venice is the gondolas taking tourists down the canals of the city. But if you look carefully, you will notice that all the gondoliers are men. This article is about a German woman called Alexandra Hai who wanted to become the first female gondolier in history.

1

Before you read, discuss the following.

What do you think happened when she applied for the job?

What problems do you think she may have faced?

Gondoliers sink hopes of first woman driver

From Martin Penner
in Rome

A 35-YEAR-OLD German woman has given up her eight-year battle to enter one of the most exclusive all-male cliques in the world and become Venice's first female gondolier.

Alexandra Hai, from Hamburg, did not pass the basic gondoliering exam for the third time at the weekend, failing to impress a six-person panel. "I gave it my best shot but it's no good. Venice's first female gondolier isn't going to be me," she said disconsolately, abandoning a dream that she had nurtured since moving to the city a decade ago.

Frau Hai works on Venice's water buses and has spent years practising gondoliering.

Gondoliers must steer and row with a single oar from the stern. This requires strength, agility and years of training.

For her exam, Frau Hai was asked to steer a gondola about 800 metres up and down the narrow Rio del Vin. She bumped into another gondola during a previous attempt to pass the 20-minute test,

and admitted her performance this time was not faultless.

"There was a bit, under the Ponte dei Greci bridge, when we met a police launch coming the other way and there I didn't manage to hold the boat quite right," she said.

Nevertheless, she believed that she had performed well enough to pass and suggested that she may have been the victim of a desire to keep a foreign woman out of a close-knit masculine world.

She noted that she had to take the test in an area that she did not know very well. "It was always clear that to pass the test I was going to need an absolutely perfect performance, but they always manage to make things difficult for me," she said.

In 1996, after her first attempt, Frau Hai won an appeal on the grounds that there were no women in the examining commission. For both subsequent attempts there have been two.

Franco Vianello Moro, head of Venice's gondola authority,

dismissed the suggestion that Frau Hai had been treated with excessive rigour. "Sexism had nothing to do with it," Signor Moro said. "The two women on the commission, both rowing experts, agreed with the judgement that the candidate lacked the necessary ability in a gondola." He said that the strict tests and the limit of 425 on the number of gondoliers were needed to safeguard a unique tradition.



Glossary

- 1 gondolier: the driver of a gondola, a typical boat from Venice
- 2 the stern: the back of a boat (the bow is the front)
- 3 a launch: a motor boat
- 4 sexism: discrimination based on gender

2 As you read, answer the questions to find the meaning of these words.

- a If you *give up* your dream, do you abandon it or achieve it?
- b Does a *clique* welcome outsiders, or reject them?
- c If you *give something your best shot*, do you give up easily or try your hardest?
- d Is a *decade* ten years or a hundred years?
- e Would you *steer* a boat with an *oar* or a *straw*?
- f If you *bump* into something, do you hit it or manage to avoid it?
- g If a family or community is *close-knit*, do they get on well or badly?
- h If you *dismiss* a suggestion, do you reject or accept it?
- i Is a *strict* test easy or difficult?
- j Does *safeguard* mean to protect or to threaten?

3 Now circle T (True) or F (False).

- | | |
|---|-------|
| a There are now several female gondoliers in Venice. | T / F |
| b Alexandra will keep on taking the test until she passes it. | T / F |
| c For her third test, the panel was made up of three men and two women. | T / F |
| d She has now taken the test four times in all. | T / F |
| e Alexandra has lived in Venice for the past ten years. | T / F |
| f Gondoliers stand on the bow of the boat. | T / F |
| g In one of her previous tests, she hit another gondola. | T / F |
| h The driving test lasts about an hour. | T / F |
| i Alexandra took her third test in an area she was very familiar with. | T / F |
| j The gondola authority admit they are being sexist. | T / F |
| k It is not easy for anybody to be a gondolier. | T / F |

4 Read and discuss the following.

Use this useful language.

- *It's a fact of life that ...*
- *It's ridiculous that women should be ...*
- *How can you justify (+ noun or verb + -ing)*
- *to be biased against/to discriminate against (=to be prejudiced or unfair)*
- *a closed shop (=a clique that restricts entry to a profession or union)*
- *to hit the glass ceiling (=the idea that women are prevented from getting to the very top of an organisation by an invisible 'ceiling')*

- a Are there some jobs that women should never do?
- b Are there some jobs that men should never do?
- c Some people say that 'A woman's place is in the home'. Do you agree or disagree?
- d Is there a 'glass ceiling' that makes life difficult for women?
- e Should we all just accept that men and women are different and should lead different kinds of lives?

5 Your group have been asked to take part in a radio debate on the topic *It's easier to be a man than a woman*.

- a Think of five reasons in favour of this suggestion and five reasons against. Then share your ideas with the rest of the class.

Life is easier for men because ...

-
-
-
-
-

Life is easier for women because ...

-
-
-
-
-

- b Now take a class vote to decide if the statement is 'true' or 'false'.

Talking about your work

A What do you do?

People can ask what job you do in different ways; you can answer in different ways.



A: **What do you do?**



B: I **work in** sales / marketing / a bank, etc.



A: **What do you do for a living?**



B: I'm a doctor / hairdresser, etc.



A: **What's your job?**



B: I **work for** Union Bank / Fiat / Sony, etc.

B What does that involve?*

James and Emma are business **consultants** [people who help others in a particular area]. They **advise** people who want to **set up** [start] a business, especially in health and fitness. James **deals with** the marketing [does the work in marketing; *syn handle*], while Emma is **responsible for** [in control of; *syn in charge of*] **products** [things that people make/**produce**] such as towels, equipment, beauty products, etc.

Common mistakes

I have a lot of work to do. (NOT I have a lot of **works** to do.)

She **advises** me. (NOT She **advice**s me.) BUT She gives me **advice**. (NOT She gives me **advise**.)

My job involves a lot of travel. OR My job involves travelling. (NOT My job involves **to travel**.)

Amy is a manager in a veterinary surgery. She **runs** [organises or controls] the **day-to-day** [happening every day] business of the surgery and is in charge of a small team: three receptionists, an accounts manager and a secretary. Her work involves a lot of **admin** [short for administration] such as buying food, medicine and equipment; she also handles any **complaints** that customers make. [when customers **complain** / say that something is wrong or is not satisfactory]

* What do you have to do exactly?

C Pay

Most workers **are paid** [receive money] every month; this is called a **salary**. Your **income** is the total amount of money you receive in a year. This might be money from one job; it might be money from two jobs. We can express this in different ways:

My **income** is about £25,000. OR I **earn/make** about £25,000 **a year** [every year].

Some of that income you can keep, but some goes to the government; in the UK this is called **income tax**, e.g. *I lose 20% of my income in income tax*.

Language help

A **salary** is money paid to professional people, e.g. doctors or teachers, and to office workers for the work they do, and is usually paid into a person's bank account every month. **Wages** are usually paid for each hour/day/week of work to people who do more physical jobs, e.g. building or cleaning.

D Conditions*

Most people work **fixed** hours [always the same], e.g. 9 am to 5.30 pm. We often call this a **nine-to-five** job. Other people have to **do/work overtime** [work extra hours]. Some people get paid for overtime; others don't. Some people have good working conditions, e.g. nice offices, paid holidays, extra time **off** [not at work] for a new mother and father when a baby is born, etc. There is also a **minimum wage** [an amount of money workers receive, and employers cannot pay less than this].

* the situation in which people work or live

36.1 Tick (✓) the words which are directly connected with money.

pay ✓	earn	handle	wages
salary	income	consult	product

36.2 Match the words on the left with the words on the right.

- | | | |
|-------------|----------------------------|-------------------------|
| 1 set up | <input type="checkbox"/> b | a clients |
| 2 in charge | <input type="checkbox"/> | b a company |
| 3 deal | <input type="checkbox"/> | c overtime |
| 4 earn | <input type="checkbox"/> | d with complaints |
| 5 do | <input type="checkbox"/> | e of a small department |
| 6 advise | <input type="checkbox"/> | f money |

36.3 Rewrite the sentences on the left starting with the words given. Keep a similar meaning.

- | | |
|---|--------------------------|
| 1 What do you do? | What's <i>your job</i> ? |
| 2 I'm a marketing assistant. | I work |
| 3 I'm employed by the government. | I work |
| 4 I earn £34,000 a year from my two jobs. | My |
| 5 What do you have to do exactly? | What does your job |
| 6 I'm responsible for the reception area. | I'm in |
| 7 What's your job? | What do you do for |
| 8 I have to read government reports. | My job involves |
| 9 I advise clients. | I give |
| 10 I complained about the service. | I made |

36.4 Complete the texts. Put one word in each gap.

Alexander Carpenter works ¹ *in* sales, and he's a regional manager. He ² the north-west region and he's ³ for a small team of five other sales people. His job ⁴ a lot of travelling within the region, and he's in contact with his team on a day-to- ⁵ basis. It's not a nine-to- ⁶ job: Alexander has to do a lot of ⁷ Fortunately he can ⁸ a lot more money by doing this, and his working ⁹ are quite good. After income ¹⁰ he makes £60,000 ¹¹ year. Recently his wife had a baby, but the company gave him extra time ¹² to be with her after the birth.

Kelly Bradbury is a financial adviser for a bank. She specialises in mortgages, which means that she ¹³ people who want to buy a flat or a house. At the moment Kelly spends a lot of her time ¹⁴ with young people who are trying to buy a property for the first time, which is not easy. She works ¹⁵ hours – 9 am to 5 pm – and she doesn't have to ¹⁶ overtime.

36.5**Over to you**

Answer the questions about working conditions in your country. If possible, compare your answers with someone else.

- 1 What are normal working hours for most office jobs in your country?
- 2 How much income tax do most people pay? (e.g. 10% or 20% of what they earn)
- 3 Do male and female workers normally get time off if they have a baby? If so, how much?
- 4 Is there a minimum wage? If so, do you know what it is?

39 Careers

1 Read the profiles of these students. Which careers would you suggest for them?

ANDY: artistic, good at maths and geography, interested in the environment, doesn't enjoy languages

PAULA: interested in sport, good at science, not a fan of history, likes helping people

SHONA: interested in fashion, good at English, likes art, doesn't enjoy science

MARCUS: enjoys debating, not keen on maths, good at languages, likes being with people

2  Listen to Becky, Georgina and Stephen talking about careers, then fill in the gaps in the summaries.

Becky

Becky would like to be a performer. She wants a job where she can use her **a)** , perhaps working on the radio or telling **b)** on tape. Her dad is **c)** and has to take work as it comes, but Becky wants to have a **d)** income. If she found a job where she was happy and valued by others, she wouldn't mind that she hadn't achieved the ideal of her **e)**

Georgina

Georgina would also like to be a performer, but she knows this career is difficult because her dad is an **f)** It's hard for him to make plans or **g)** a holiday. There are some terrible **h)** ; 97% of actors only earn £4,000 a year through performing. Although she realises she might not be successful, she's going to **i)** this career as far as she can. But for now, she's following the advice that adults have always given her – get your **j)** first.

Stephen

Stephen would like to be a film director or producer. He doesn't want a job with lots of **k)** where people won't notice him. He wants a job that everyone will **l)** him by.

3 Ask and answer questions with the following.

What are you interested in?

Are you fond of classical music?

interested in

fed up with

fond of

bored by

keen on

excited about

good at

annoyed with

bad at

impressed by

4 Work in pairs. Write your own profile. Give it to your partner.

Write suggestions of what your partner could do as a career. Give reasons for your choice.

Making a career

A Getting a job*

“When I left school, I **applied for**¹ jobs in different companies, and finally, after sending out lots of **CVs**² and having some **interviews**³, a small company **employed** me⁴. I didn’t earn a lot, but the company gave me some **training**⁵, which was good.”

* finding a job

¹ wrote a letter of **application** for

² a document which describes your education and the jobs you have done

³ a meeting where someone asks you questions to see if you are suitable for a job

⁴ gave me a job

⁵ help and advice to learn how to do a job or activity

Common mistakes

I had **some training**. (NOT I had a **training**.) You can also **go on / do a training course** [a period of organised help and advice, often in a different place] (NOT **formation** or **stage**).

B Promotion

“I worked hard and soon I was **promoted** [given a better job with more responsibility]. They also gave me a good **pay rise** [more money]. It was really good **experience** [knowledge you get from doing something such as a job], and when my boss left the company a few years later, they gave me an important **promotion** [a move to a higher job in the company].”

C Resignation*

“By my mid-twenties, I was getting a bit bored, and decided I wanted to work **abroad** [in another country]. So, I **quit my job** [told the company I was leaving; syn **resign**] and started looking for jobs in the UK. After a couple of months I got a job in London. At first I liked it, but ...”

* when you say officially you are leaving a job

D Unemployment*

“After six months, I got fed up with the job – and I think I was enjoying myself too much to work very hard. Finally, the company **sacked** me [told me to leave the company; syn **gave me the sack**], and after that I was **unemployed** [without a job; syn **out of work**] for two months. Finally I got a **part-time** job [working only part of the day or week; opp **full-time** job] in the kitchen of a restaurant.”

* when people do not have a job

Common mistakes

Claudio didn’t **have a job**. (NOT He didn’t have a **work**.)

E Success and retirement*



Claudio

“I loved the restaurant. I learned how to cook, and two years later I became manager. Three years after that I opened my **own** restaurant. [belonging to me / it was my restaurant] It was very **successful** [it did well and made money], and twenty years later, I **owned** five restaurants, and I was the **owner** of two hotels. I believe anyone can **succeed** [be successful] if they work hard enough – and have a little bit of luck. Last year, aged sixty, I **retired** and went back to Italy.”

* the time when people stop work, often at 60 or 65

37.1 Match the answers on the right with the questions on the left.

- | | | |
|---------------------------------|-------------------------------------|---|
| 1 Why did they sack him? | <input checked="" type="checkbox"/> | a Because he was 65. |
| 2 Why did they promote him? | <input type="checkbox"/> | b Because he needed more training. |
| 3 Why did he apply for the job? | <input type="checkbox"/> | c Because he was late for work every day. |
| 4 Why did he retire? | <input type="checkbox"/> | d Because he was out of work. |
| 5 Why did he quit his job? | <input type="checkbox"/> | e Because he was the best person in the department. |
| 6 Why did he go on the course? | <input type="checkbox"/> | f Because he didn't like his boss. |

37.2 Complete the table.

verb	noun	adjective
employ	(un)employment	
promote		
retire		
resign		
	success	
own		

37.3 Complete the sentences.

- 1 Lucy is hoping to get a job in a travel agency when she leaves school.
- 2 I decided to work to see what life was like in another country.
- 3 I don't want a full-time job. I'd prefer to work
- 4 She her job when her boss refused to give her a pay
- 5 I didn't earn much money in the job, but it was still good because the company sent me on several training
- 6 After they sacked me, I was out of for six months.
- 7 It's not easy to in business; you need ability and luck.
- 8 I think you should definitely for that job.
- 9 Ivan was terrible as a tour guide; that's why they gave him the
- 10 I've worked for other people most of my life, but I'd really like to run my company.
- 11 I used to a company but it wasn't a ; I lost a lot of money.
- 12 If she's interested in that job, she'll have to write a letter of

37.4**Over to you**

If you have a job, answer the questions. If possible, ask someone else the same questions.

- 1 Have you been promoted since you started working at your present company?
- 2 Do you normally get a good pay rise at the end of each year?
- 3 Have you been on many training courses since you started work?
- 4 Would you like to go on more training courses in the future?
- 5 Have you ever resigned from a job, or been given the sack?

1. Do you know what an au-pair girl does?

Read this section of a letter written by an au-pair. All the vowels are missing. Fill them in and find out what she does.

I w_rk tw_n_ty-f_v_ h__rs _ w__k _ nd
b_bys_t tw_ n_ghts _ w__k. I h_ve t_ l__k
_ft_r th_ ch_ldr_n, cl__n th_ h__s_, d_ th_
w_sh_ng _nd _r_n_ng _nd s_m_t_m_s d_ s_m_
c__k_ng. I d_n't p_y f_r my r__m _r _ny
f__d _nd th_ f_m_ly p_ys m_ f_fty p_ nds
_ w__k. I _ls_ g_ t_ _ngl_sh cl_ss_s.

2. Listen to a conversation between Tania, an au-pair, and Mr. Palin, who is looking for an au-pair.

Answer the following questions.

- 2.1. What day of the week is Tania going to see the Palin family?
- 2.2. What time is she going to see the family?
- 2.3. How old are the Palins' children?
- 2.4. What time do the kids need to be at school?
- 2.5. What time do they need to be collected from school?
- 2.6. Until what time does Tania need to look after the kids?
- 2.7. How many nights does Tania have to babysit?
- 2.8. Would Tania have her own room? What's its size?
- 2.9. What is the Palins' address?
- 2.10. What is the nearest station to the Palins?

3. Take a look at these job advertisements.

Read through them and choose one you like.

Write an email applying to the one you chose. Check the appendix for further information about formal emails and letters/emails of application.

Job Advertisements

1

Wanted Telephone sales staff

for a company selling holiday apartments on the Mediterranean coast

- Attractive salary plus commission
- Flexible working hours
- Excellent opportunity

Call 071 882 7720 for interview

2

Native Spanish & Italian teachers

wanted for city centre language school

- Evening classes
- 2 years' experience
- £10/hr
- 1-year contract

Fax CV to 071 883 2765 or email paul@newlang.com

3

POWER GYM

We are looking for fitness instructors

Must be fit and friendly
Evenings and weekends
Competitive salary

info@powergym.com
Contact Rob on 071 882 6653

4

Age Care

WANTED

Experienced, qualified nurses to visit old people in their homes

- Car provided
- Must have a valid driving licence
- Salary £1,000 /month

CALL 071 637 4463

5

Drivers wanted

for a luxury limousine company to meet VIPs at airport, etc.

- Clean driving licence
- Must have good appearance
- Uniform provided
- Flexible hours
- Good salary

Contact Stewart on 071 539 6209

6

ZedBeds

We are looking for bed testers

- No experience necessary
- Must enjoy sleeping
- Pyjamas provided
- Work hours: nights

Call 071 558 3865
for interview

7

Want to travel, have fun, and get paid for it?

We are looking for entertainers to work on cruise ships – musicians, actors, magicians, comedians

- Must be fun, friendly, and work well in a team
- 2 weeks on, 2 weeks off
- Attractive pay
- All expenses paid

Call 081 773 6635 for interview

96 Completing forms and CVs

A Types of form

- a **registration form** where you enter your name on an official list, e.g. at a school or college (also called an **enrolment form** when you are applying to do a course of study)
- an **entry form** if you want to enter for an exam, e.g. Cambridge English: First
- a **landing card** for people from some countries when they enter the UK
- a **visa application form** when you make an official request to enter or leave some countries

B Language of forms

When you **fill in** [complete] a form, you will see that they often have more formal expressions. In spoken English, ideas may be expressed differently.

written	spoken
date of birth	= When were you born?
place of birth	= Where were you born?
country of origin	= Where do you come from?
marital status	= Are you single or married?
date of arrival	= When did you arrive?
date of departure	= When are you leaving? OR When did you leave?
signed	= Write your signature [the special way you have of writing your own name]

C Curriculum vitae

If you **apply for** a job, you need to send a letter and a **CV (curriculum vitae or résumé in American English)**, which should give:

- **personal details** [information about you such as your name, address, email address, etc.]
- details about your **education** and **qualifications**, e.g. university degree, teaching certificate, etc.
- your **work experience** [the jobs you have done]
- your **interests** [what you enjoy doing]
- **skills** [abilities you have learned and practised, e.g. ability to speak a foreign language]
- **career aims** [what you want to do in your future working life]
- names of people who will give you a **reference** [a letter written by someone who knows you which says if you are suitable for a particular job]

If you **apply to** university, they **require** [need; fml] a **personal statement** in which you must explain why you want to go to this university; why you want to follow this particular course; details of your educational background; your skills; your interests.

D Tips for writing a CV or personal statement

A **tip** is a useful piece of advice. Here are some tips for writing a CV or personal statement.

- A CV should be no longer than two pages; a personal statement no more than 45 lines of text.
- **Type** your CV or personal statement (**handwriting** is not suitable).
- Keep it simple. Don't make it **complicated** [difficult to understand].
- Check there are no mistakes.
- Make sure the information you give is **relevant** [connected to and useful for the particular job]. For example, if you are going to be working **on your own** [without others], don't say that you are good at working **in a team** [with a group of people].

96.1 What forms do you have to complete in these situations?

- 1 You are just arriving in Britain and you come from a country outside the European Union. A landing card
- 2 You are applying to do an English course at a school in Britain.
- 3 You are going to do a Cambridge exam.
- 4 You want to travel to the United States this summer.

96.2 Write these sentences in more informal English.

- 1 What was your date of arrival? When did you arrive/get here?
- 2 What's your date of birth?
- 3 What's your country of origin?
- 4 What's your marital status?
- 5 What's your date of departure?

96.3 Match the words on the left with the information on the right.

- | | | |
|--------------------|-------------------------------------|---|
| 1 personal details | <input checked="" type="checkbox"/> | a I would like to become a radio producer. |
| 2 education | <input type="checkbox"/> | b Trainee at Northern Radio Station, Jan–June 2007 |
| 3 qualifications | <input type="checkbox"/> | c Leona Phillips, 18 Mansion Road, Beckington BE2 3RJ |
| 4 work experience | <input type="checkbox"/> | d I direct plays for a theatre group, and help with a children's charity. |
| 5 career aims | <input type="checkbox"/> | e letter from Mr J. Tobin BA, MA (University tutor) |
| 6 interests | <input type="checkbox"/> | f BA Honours degree in Media Studies |
| 7 references | <input type="checkbox"/> | g Kent University 2007–2010, Ainslie Grammar School 1999–2006 |

96.4 Answer correct or incorrect.

- 1 It's OK to make one or two mistakes in my CV. incorrect
- 2 I need to type my CV.
- 3 It's OK if my CV is three pages long.
- 4 My CV should be complicated.
- 5 For an admin job, it is relevant to say I have computer skills.
- 6 I can put down a driving licence as one of my skills.
- 7 I can put down travelling abroad as a career aim.

96.5 Replace the underlined words with a word or phrase that has a similar meaning.

- 1 Do I have to complete this form? fill in
- 2 Monica gave me a useful piece of advice about shopping in America.
- 3 I shall be alone most of the time.
- 4 They sent the form back to me because I didn't write my signature at the bottom.
- 5 Please contact us if you need any more help.
- 6 I think I'm good at working as part of a group of people.

96.6 Over to you

Answer the questions. If possible, ask someone else the same questions.

- 1 Have you ever written a CV? If so, what information did it include?
- 2 Have you had to write a personal statement? If so, why?
- 3 On a CV, what would you put as your interests, your skills, and your career aims?

98 Formal letters and emails

A A formal letter

10 Baldwyn Gardens
Ealing
London W5 8PR
8 August

Dear Sir or Madam¹

I am writing² in response to³ your advertisement about job opportunities for graduates⁴. I have just completed a degree in Economics at Durham University, and I would be grateful if you could⁵ send me further details⁶ of the graduate training schemes you mention. I am available⁷ for interview at any time.

I look forward to hearing from you.⁸

Yours faithfully⁹

Nicole Drew¹⁰

Nicole Drew

¹ use this beginning if you don't know the person's name

² This is a common way to start a letter.

³ in reply to

⁴ people with a university degree

⁵ this is slightly more polite/formal than **Please could you ...**

⁶ information about something (plural noun)

⁷ free

⁸ This sentence is often used to close a letter when you expect a reply.

⁹ Use this ending if you don't know the name of the person you are writing to. If you know the name, end the letter with **Yours sincerely**, or **Kind regards**.

¹⁰ Writing your name like this in a particular way is a **signature**. It is normal at the end of a formal letter to **sign** your name first [write your signature], and then print it, e.g. Nicole Drew.

B Useful words and phrases

Thank you for your letter **regarding** [about] the damage to your vehicle.

I regret to inform you [I am sorry to say] that your **application** [official request for something] has not been successful.

I am pleased to inform you that your application has been successful. [I am happy to say]

I am writing to **enquire about** English courses at your school. [ask about]

You will need to **confirm** the booking **in writing** [write to say that the booking is certain].

We would like to **thank you for** offering your **support** [say thank you for offering your help].

We would like to **apologise for** [say sorry for] the **delay** [when something arrives later than expected]. OR **Please accept our apologies for** the delay.

I enclose a cheque for £100. [I am sending a cheque for £ 100 in the same envelope as this letter.]

98.1 Correct seven more mistakes in the email.

From Michael Ridley 7:03 AM (3 hours ago)

Sir
Dear sir or Madame

I write with response to your advertisement for trainees in yesterday's newspaper, and I would be greatful if you could send me further detail.

I look forward to hear from you.

Kind regards,

Michael Ridley

98.2 Finish the sentences.

- 1 If you don't know the person you are writing to, you start *Dear Sir or Madam*
- 2 If you would like more information, you ask for further
- 3 A common way of closing a letter is *I look forward*
- 4 If you don't know the person you are writing to, you end *Yours*
- 5 If you know the name of the person, you can end *Yours*
- 6 Another way of ending a letter is *Kind*
- 7 At the end of the letter you also write your

98.3 Rewrite the phrases and sentences in more formal English, starting with the words given.**Keep a similar meaning.**

- 1 Thanks for the letter about the fire.
- 2 I'm sorry to tell you ...
- 3 I'm happy to tell you ...
- 4 Are you free on Wednesday?
- 5 I want to ask about the dates of the course.
- 6 We want to say sorry for the delay.
- 7 Please send me the details.
- 8 Could you say that's definite in a letter?
- 9 I'm sending a copy of my CV.

- Thank you for your letter *regarding the fire*
- I
- I am
- Are you
- I would like to
- Please accept
- I would be
- Could you
- I

98.4 Complete the letter.

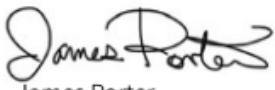
¹ Dear Mr Wilkinson,

I am ² in ³ to your letter of 10 February
⁴ the delivery of the Maxwell dining table and four chairs that you ordered.

In the middle of January there was a fire at the factory and it had to close down for almost a week. The recent heavy snow has caused further problems, and coming so soon after the busy Christmas period, we ⁵ to inform you that there are ⁶ of up to four weeks on most orders.

We promise to do everything we can to speed up deliveries, but in the meantime we would like to ⁷ for the obvious inconvenience this has caused.

Yours ⁸


James Porter
Customer services manager

MODULE 3

TRAVELLING

1. You will hear a radio interview about voluntourism. For items 1.1. to 1.7., choose the correct option (A, B or C).
- 1.1. How many Americans would consider being short-term volunteers?
- (A) 13%
(B) 14%
(C) 40%
- 1.2. The rise in the popularity of voluntourism has led to the creation of
- (A) online tourism agencies.
(B) countless unethical companies.
(C) a new market in tourism.
- 1.3. Dr Copley thinks future voluntourists should be
- (A) careful.
(B) industrious.
(C) determined.
- 1.4. Dr Copley thinks it is better to work with organisations that have
- (A) local programmes.
(B) worldwide impact.
(C) a charitable status.
- 1.5. Why should projects last at least three months?
- (A) Because voluntourists need time to develop their skills.
(B) Because they are more beneficial to the communities.
(C) Because voluntourism organisations require it.
- 1.6. Why does Dr Copley say some voluntourists may damage communities?
- (A) Because they take local people's jobs.
(B) Because they overestimate their own abilities.
(C) Because they neglect their responsibilities.
- 1.7. Dr Copley's last words, "Act like a worker and not a tourist", convey
- (A) a recommendation.
(B) a warning.
(C) an order.

How a Mexican resort invented ecotourism

Long before governments met in Paris to try to thrash out a deal for a sustainable planet, every year since 1990, in the tropical rainforest of the Yucatan, they have been quietly 5 celebrating their own sustainability anniversary.

I stumbled upon the plans for that jungle party while on a recent family holiday to the Yucatan, unaware that we were at the birthplace of “sustainable tourism”. The very idea of 10 ecotourism was planted among the trees of Mexico in the early 1970s by a pioneering American academic who organised what he called “eco-tours” to the Yucatan for adventurous travellers. But it was not until December 1990 that Xcaret Park opened its gates for the first time.

15 In the 80s, most holidaymakers coming to this part of Mexico went to Cancun. But it wasn’t everyone’s cup of tea. More daring holidaymakers travelled along the coast, going wherever the wind blew them, down into the less developed southern part of the Yucatan, looking for mysterious and exotic landscapes. As this part was relatively isolated from the rest of Mexico, it had developed a unique culture which, along with beautiful natural wonders, was a powerful draw for those less impressed with the busy social life of Cancun.

20 Meanwhile, exploring the rainforest was a Mexican architect, Miguel Pali, who was searching for a piece of land to build his dream home. He fell in love with a strip of coastal land for sale where the sun rose **over** the hills. In fact, he was so enchanted by the location he concluded it was “too beautiful for the few.” Miguel teamed up with some local businessmen to create a travel destination in the jungle that would celebrate the luxurious beauty of his country.

From the very beginning, the project was to be an environmental attraction rather than a tourist attraction. 25 They didn’t realise it at the time, but they were pioneers of sustainable tourism. As the new owners explored the thick jungle, they discovered ancient Mayan sites and the remains of pyramids. The area had an ecological and archaeological importance, but would it be enough to woo modern-day travellers?

In the early days, Xcaret was an undeveloped place for tourists to stop for a swim and a meal on their way somewhere else. Miguel was ambitious, though. The tourist area was renamed “Riviera Maya”, and, much to the fury of 30 the big city hoteliers further north, the park marketed itself with “When you visit Xcaret, don’t forget to visit Cancun!” It was soon attracting large crowds from all **over**.

Not every environmentalist was convinced by the Xcaret model. It was a commercial enterprise, inevitably accused of turning virgin rainforest into a Disney-style theme park. For **some**, there was a clear contradiction between mass tourism and environmental protection. But there were other ecologists who recognised the global travel market 35 was expanding very rapidly and, unless they worked with it, the tourist industry would continue to build unattractive and damaging resorts along the coast.

Sustainable tourism operators know that reputation is key. For almost 20 years, Xcaret park has had a breeding programme for endangered species. It also has a sea turtle conservation programme, which has seen almost 100,000 reared and released into the ocean; **some** now return to the local beach to breed.



40

Each year, **over** a million people visit Xcaret Park. Critics complain that the ideals of ecotourism have got lost in the jungle and **some** still wish the Yucatan rainforest had been left untouched and worry over its sustainability. But few will dispute the fact that the global tourist industry now finds itself held responsible for its impact on the natural environment and cultural heritage in a way that would have been unthinkable 27 years ago.

<http://www.bbc.com> (accessed 04.09.2017) (abridged and adapted).

2. Match the ideas in column A with the corresponding paragraph in column B. Two of the paragraphs do not apply.

COLUMN A	COLUMN B
(a) Diverging opinions _____	Paragraph 1
(b) An idea is born _____	Paragraph 4
(c) Competing destinations _____	Paragraph 6 Paragraph 7 Paragraph 8

3. Choose the correct option (A, B, C or D) to complete the sentences according to the text.

3.1. In the first paragraph, the writer's purpose is to

- (A) explain current sustainability initiatives throughout the world.
- (B) highlight that for some people sustainable initiatives are already familiar.
- (C) suggest a deal for a sustainable planet similar to the Yucatan's.
- (D) criticise the meeting in Paris while sustainability is real in other places.

3.2. The term "eco-tours" (l. 13) first surfaced in the early 1970s as a result of

- (A) increased demand.
- (B) a quite novel idea.
- (C) academic research.
- (D) an environmental concern.

3.3. In the 80s, the southern part of the Yucatan

- (A) was becoming a symbol of ecological holidays.
- (B) offered unusual cultural events for holidaymakers.
- (C) attracted those who preferred less organised holidays.
- (D) was trying to attract all kinds of foreign holidaymakers.

3.4. According to paragraph 5, there were doubts as to whether Miguel's project could

- (A) become an example of ecological tourism.
- (B) protect archaeological sites from tourists.
- (C) develop updated facilities like those in Cancun.
- (D) appeal to the tastes of holidaymakers.

3.5. What do we learn about the tourist industry in the last paragraph?

- (A) It needs to balance ecology, culture and interests.
- (B) It has now become more environmentally friendly.
- (C) It has become accountable for its effect on nature and culture.
- (D) It needs to go back to the initial principles of ecotourism.

4. Match the words in column A with the word they refer to in column B. Two of the options do not apply. (3)

COLUMN A	COLUMN B
(a) some (l. 33) _____	(1) ideals
(b) some (l. 39) _____	(2) critics
(c) some (l. 41) _____	(3) environmentalists
	(4) turtles
	(5) species

5. Match each word in column A with the word or expression in column B that can replace it in the text. Two of the options do not apply.

COLUMN A	COLUMN B
(a) over (l. 21) _____	(1) above
(b) over (l. 31) _____	(2) around
(c) over (l. 40) _____	(3) greater than
	(4) more than
	(5) up

6. Read the following paragraph. Three sentences have been removed from it. From the sentences 1) to 5), choose the one which fits each gap a) to c). Two of the sentences do not apply.

My Eco Diver programme was a memorable experience. a) _____ My objectives during this volunteer programme were to learn and contribute to coral conservation work and to get better at scuba diving. b) _____ I really had a wonderful time and learnt so much about coral reefs and tropical fish. c) _____ It was absolutely incredible and a really rewarding experience which gave me a fresh perspective on life.

- 1) That's exactly what I accomplished during this amazing holiday.
- 2) What's more, I gained confidence and made lots of good friends.
- 3) Maybe this was because it was my first volunteer job abroad in coral conservation.
- 4) There you can visit various dive sites, each with its own unique qualities.
- 5) However, I was also worried about what I could find in the reef.

Travel bookings

A Types of holidays



adventure holiday



skiing holiday



family holiday



beach holiday



go on a cruise



city break

B Online booking

Many people book their holiday **accommodation**¹ on the Internet. To **book online**², you need to search for your **destination**³ and the dates when you plan to travel. You can look for hotels or **B&Bs**⁴. Often websites have low prices, especially in winter. It is helpful to read the online **reviews**⁵ before you book the accommodation. A popular option for a **weekend break**⁶ is to rent an apartment in an interesting city. But if you want to make life easy, you might like a **package holiday**, which includes the flight, hotel room and sometimes meals.

¹ a place where you stay² to make a reservation using the Internet³ a place where you plan to travel⁴ bed and breakfast: a small hotel where breakfast is included in the price⁵ a description of a hotel, restaurant, etc, written by people who've been there⁶ a short holiday during a weekend

C Renting a private apartment

To Irene Sanders X
From Oliver Weiss X
Subject Re: Apartment with mountain view
Reply Forward CC BCC 11:02 AM (2 hours ago)

Dear Irene,

We have arrived at your apartment. We **picked up**¹ the keys from the neighbours without any problems. We like the apartment a lot, but we have a few questions. We can't find the **wi-fi password**². Could you send it to us? Also, the **listing**³ said that there was an **iron**⁴ in the kitchen, but we can't see it. Can you let us know where it is? Finally, it's very cold and we can't find the instructions for the **central heating**⁵. Where do we **switch it on**⁶?

Where's the **nearest** supermarket? And can you **recommend**⁷ a **nearby**⁸ restaurant for dinner? Somewhere cheap would be great!

All the best,
Oliver and Jo

¹ collect² a secret group of letters and numbers, for connecting to wireless Internet³ written description of something to buy or rent⁴ a small machine that makes clothes smooth and flat⁵ a system that keeps a building warm⁶ make it start working⁷ say something is good⁸ not far

EXERCISES**46.1 Match the holiday types on the left with their descriptions on the right.**

- | | | |
|---------------------|-------------------------------------|--|
| 1 a cruise | <input checked="" type="checkbox"/> | a a holiday where there are activities for children as well as adults |
| 2 beach holiday | <input type="checkbox"/> | b a winter holiday in the mountains |
| 3 skiing holiday | <input type="checkbox"/> | c a holiday where you sleep on a boat and travel from one place to another |
| 4 adventure holiday | <input type="checkbox"/> | d a short holiday where you visit a city |
| 5 family holiday | <input type="checkbox"/> | e a holiday where you stay near the sea |
| 6 city break | <input type="checkbox"/> | f an unusual, exciting holiday, possibly with some danger, e.g. rock climbing or walking in the jungle |

46.2 Complete the dialogues with words from B.

RUTH: Shall we book somewhere for our ¹weekend break?

HARRY: What about this hotel? It has great ²..... online. Five stars!

RUTH: I'd prefer somewhere a bit smaller, with breakfast included.

HARRY: OK, here's a nice ³..... in the countryside.

HANS: Have you found any ⁴..... yet?

PAULA: Yes, I've booked a four-star hotel in the city centre.

HANS: Was it very expensive?

PAULA: No, it was part of a ⁵....., so the hotel was included in the price.

46.3 Circle the words from B and C to complete each sentence.

- 1 Many travellers prefer to book / take their holiday online, rather than on the phone.
- 2 Spain is a popular holiday accommodation / destination among British holiday-makers.
- 3 If you book a package holiday / weekend break, you don't have to book flights separately.
- 4 The apartment listing / password doesn't say if it has wi-fi or not. We'll have to email them.
- 5 The central heating / iron is broken and Sara's clothes are all creased.
- 6 The house has listing / central heating, so it is warm all through the winter months.

46.4 Look at C opposite. Correct the mistakes.

- 1 When you arrive, you can pick out the keys from the reception desk. "p.....
- 2 I recommence renting a car, as public transport is not very good.
- 3 The nearer train station is a five minute walk away.
- 4 The wi-fi passport is written on a piece of paper next to the computer.
- 5 I like staying in this area. There are quite a few nice cafés nearly.
- 6 To switch out the air conditioning, press this button.

46.5 Over to you

Answer these questions. If possible, compare your answers with someone else.

- 1 What type of holiday from A do you prefer?
- 2 Do you read hotel reviews before you book online?
- 3 Where do you like to stay when you travel: in a hotel, in a B&B or in a private apartment?

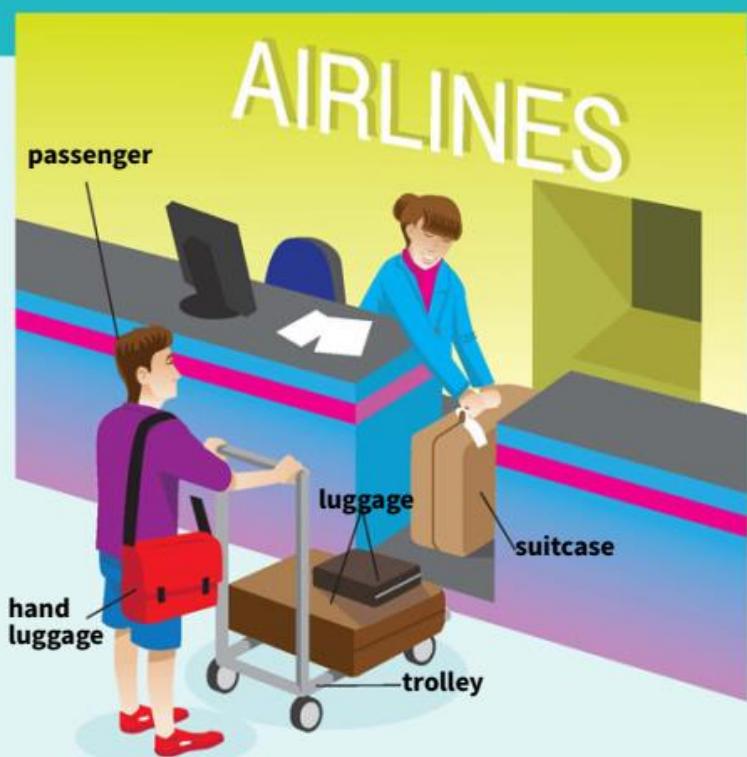
Air travel

A Departure*

When you arrive at an airport, the **departures board** will show you the **flight numbers** (e.g. BA735), departure times (e.g. 08.40), and **destinations**¹.

At **check-in / the check-in desk**, someone will check your ticket and **weigh**² your luggage. If it is more than, for example, 20 kilograms, you will have to **pay excess baggage**³. You can take your hand luggage with you on the **aircraft**⁴. You also get your **boarding card**⁵ and then you can go through **passport control**, where someone **checks your passport**⁶, and into the departure lounge, where you can buy things in the **duty-free** shop, e.g. cigarettes and perfume.

Shortly before **take-off**⁷, you go to the place where you get on the plane, e.g. **Gate 3** or **Gate 5**. When you **board the plane**⁸, you can put your hand luggage in a small cupboard above your seat called an **overhead locker**. You then have to **fasten your seat belt**. If there are no **delays**⁹, the plane moves slowly to the **runway**¹⁰, then it takes off.



* when you leave a place, at the start of a journey

¹ where the flights are going to

² see how heavy something is

³ pay extra for your luggage

⁴ plane

⁵ a piece of paper you must show to get on the plane

⁶ looks at your passport carefully

⁷ when the plane takes off / leaves the ground

⁸ get on the plane

⁹ when you have to wait longer than expected

¹⁰ the large road that planes use for take-offs and **landings**

Common mistakes

My **flight** number is BA640. (NOT My **fly** number is BA640.) I slept the whole **flight**. (NOT I slept the whole **fly**.)

B Arrival*

When the plane **lands**¹, there is always an **announcement**² from a member of the **cabin crew**³ telling passengers to wait until the plane completely stops before they stand up. Then you get off the plane and walk through the **terminal building**⁴ to passport control. When you've got your luggage from **baggage reclaim**⁵, you **go through customs**⁶ and leave the airport.

* when someone or something arrives

¹ arrives on the ground

² spoken information to a group of people

³ the people on the aircraft who look after the passengers

⁴ the airport building

⁵ the place where you collect your luggage

⁶ go through the area where your luggage may be checked to make sure you don't have anything illegal.

EXERCISES**47.1** Complete the words or phrases using words from the box.

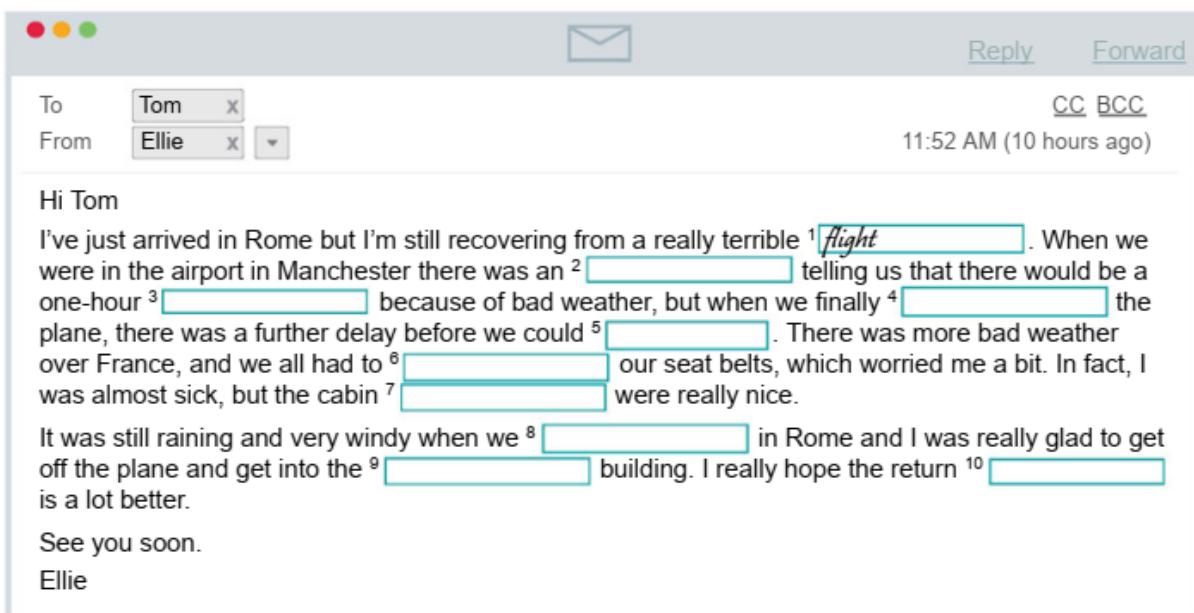
board	number	crew	card	control	luggage
reclaim	free	baggage	building	desk	locker

- | | |
|---------------------------------|-------------------|
| 1 departures <i>board</i> | 7 flight |
| 2 excess | 8 overhead |
| 3 check-in | 9 boarding |
| 4 hand | 10 cabin |
| 5 terminal | 11 baggage |
| 6 duty | 12 passport |

47.2 Answer the questions.

- What's the place where the airline staff check your ticket? *the check-in desk*
- Who are the people that travel on a plane?
- What do airline staff weigh at the check-in desk?
- What's the piece of paper they give you at the check-in desk?
- What do we call the place you're travelling to?
- What do airport staff do at passport control?
- What do we call the place where you get on the plane?
- What do you call the bags that you can take on the plane with you?
- What's the part of the airport where the plane takes off and lands?

47.3 Complete the email.

A screenshot of an email application window. The header shows 'To: Tom' and 'From: Ellie'. The subject line is partially visible. The body of the email starts with 'Hi Tom' and continues with a narrative about a flight delay and arrival in Rome. There are several red boxes highlighting words for completion. The message ends with 'See you soon.' and 'Ellie'.

Hi Tom

I've just arrived in Rome but I'm still recovering from a really terrible ¹*flight*. When we were in the airport in Manchester there was an ²*delay* telling us that there would be a one-hour ³*delay* because of bad weather, but when we finally ⁴*boarded* the plane, there was a further delay before we could ⁵*get off*. There was more bad weather over France, and we all had to ⁶*fasten* our seat belts, which worried me a bit. In fact, I was almost sick, but the cabin ⁷*staff* were really nice.

It was still raining and very windy when we ⁸*arrived* in Rome and I was really glad to get off the plane and get into the ⁹*terminal* building. I really hope the return ¹⁰*flight* is a lot better.

See you soon.
Ellie

47.4**Over to you**

Answer the questions. If you don't fly very much, ask someone else.

- What is the best part and the worst part of the flight?
- When do you often have delays, and why?
- What do you usually do on the aircraft during the flight?
- What's the first thing you do on arrival?
- Do you ever have anything to declare when you go through customs?

32 Americans Abroad

1 Work in pairs. Do you agree with the following saying? What evidence can you give to support your opinion?

Travel broadens the mind

2 **(20)** Listen to Nancy, an American girl, talking about her time abroad and answer the questions.

1 What had Nancy been doing in Europe?

a) working

b) staying with friends

c) studying

2 Before she travelled abroad, what did Nancy assume about the 'American way of life'?

3 What phrase does Nancy use to mean 'keep up with modern progress'?

4 Nancy uses an idiom with part of the body in it to describe how she was viewed in Europe. Which body part is it?

a) a bad head

b) a red finger

c) a wooden leg

d) a sore thumb

e) a blue nose

5 How often did foreigners try to adjust and adapt their attitudes to Nancy and her American friend?

a) not very often

b) often

c) too often

d) not often enough

6 What were 'easy accommodations'?

a) having things translated into English

b) having people talk English

c) being able to speak to people in English

7 How did people react to Nancy's poor attempts at communicating with them?

a) They were hostile.

b) They laughed.

c) They welcomed them.

8 Why did Nancy feel she did not communicate with people as much as she wanted?

a) There was a lack of language.

b) There was a lack of time.

c) There was a lack of opportunity.

9 Where did Nancy spend most of her time?

a) by the sea

b) in the countryside

c) in large cities

10 What two words does Nancy use to mean having a high opinion of oneself and not really thinking about other people?

a) b)

11 What does Nancy think people ought to do at an early age?

- | | | | |
|-----------------|--------------------------|--------------------|--------------------------|
| a) travel | <input type="checkbox"/> | d) learn languages | <input type="checkbox"/> |
| b) communicate | <input type="checkbox"/> | e) study | <input type="checkbox"/> |
| c) make friends | <input type="checkbox"/> | | |

12 What is the American word for 'autumn' which is mentioned?

.....

13 What is Nancy planning to do for the next two years?

- | | |
|----------------------|--------------------------|
| a) travel | <input type="checkbox"/> |
| b) study | <input type="checkbox"/> |
| c) work as a teacher | <input type="checkbox"/> |

14 What are the four things she wants to 'get deep into'?

a) c)
b) d)

15 What does Nancy think people should get out of?

- | | | | |
|-----------------|--------------------------|-----------------|--------------------------|
| a) their bottle | <input type="checkbox"/> | c) their battle | <input type="checkbox"/> |
| b) their bubble | <input type="checkbox"/> | d) their bundle | <input type="checkbox"/> |

16 Which phrasal verb does Nancy use to describe being involved?

Choose prepositions from this list:

out in off up with to

caught

17 What three things does Nancy think you learn more about when you travel?

- | | | | |
|---------------|--------------------------|---------------|--------------------------|
| a) dreams | <input type="checkbox"/> | f) friends | <input type="checkbox"/> |
| b) boundaries | <input type="checkbox"/> | g) strengths | <input type="checkbox"/> |
| c) hopes | <input type="checkbox"/> | h) adventures | <input type="checkbox"/> |
| d) weaknesses | <input type="checkbox"/> | i) advantages | <input type="checkbox"/> |
| e) troubles | <input type="checkbox"/> | | |

3 Nancy uses the idiom 'to stick out like a sore thumb'. It means to stand out because of something strange. Look at these other idioms with parts of the body and match them to their meanings.

- | | |
|---|--|
| 1 He didn't bat an eyelid. | a) He heard what you said but it didn't make any impression. |
| 2 He played it by ear. | b) He said it before I had chance to say it. |
| 3 It went in one ear and out the other. | c) He was unfriendly. |
| 4 He's got a big mouth. | d) He made a mistake when he was speaking. It was because of carelessness. |
| 5 He took the words out of my mouth. | e) He criticised him and shouted at him for a very small mistake. |
| 6 He's got a sweet tooth. | f) He showed no concern or feeling. |
| 7 It was just a slip of the tongue. | g) He is extremely disrespectful. |
| 8 He jumped down his son's throat. | h) He boasts and he speaks a lot, loudly! |
| 9 He has a cheek. | i) He likes cakes, chocolate, ice cream etc. |
| 10 He was very off-hand today. | j) He used his intuition and he improvised. |

Unit
123**in/at/on** (position) 1**A** in

in a room
in a building
in a box
etc.



in a garden
in a town
in the city centre
etc.



in a pool
in the sea
in a river
etc.

- There's no-one **in the room / in the building / in the garden**.
- What do you have **in your hand / in your mouth**?
- When we were **in Italy**, we spent a few days **in Venice**.
- I have a friend who lives **in a small village in the mountains**.
- There were some people swimming **in the pool / in the sea / in the river**.

B at

at the bus stop



at the door



at the roundabout

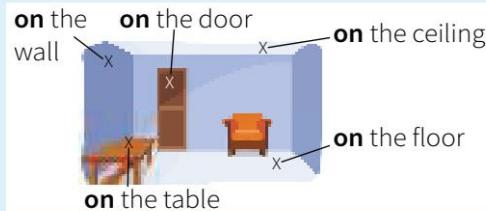


at her desk

- Who is that man standing **at the bus stop / at the door / at the window**?
- Turn left **at the traffic lights / at the next junction / at the roundabout / at the church**.
- We have to get off the bus **at the next stop**.
- When you leave the hotel, please leave your key **at reception**. (=at the reception desk)

Compare **in** and **at**:

- There were a lot of people **in the shop**. It was crowded.
Go along this road, then turn left **at the shop**.
- I'll meet you **in the hotel lobby**. (=in the building)
I'll meet you **at the entrance to the hotel**. (=outside the building)

C on

on her nose



- I sat **on the floor / on the ground / on the grass / on the beach / on a chair**.
- There's a dirty mark **on the ceiling / on your nose / on your shirt**.
- Did you see the notice **on the wall / on the door**?
- You'll find details of TV programmes **on page seven** of the newspaper.
- The hotel is **on a small island** in the middle of a lake.

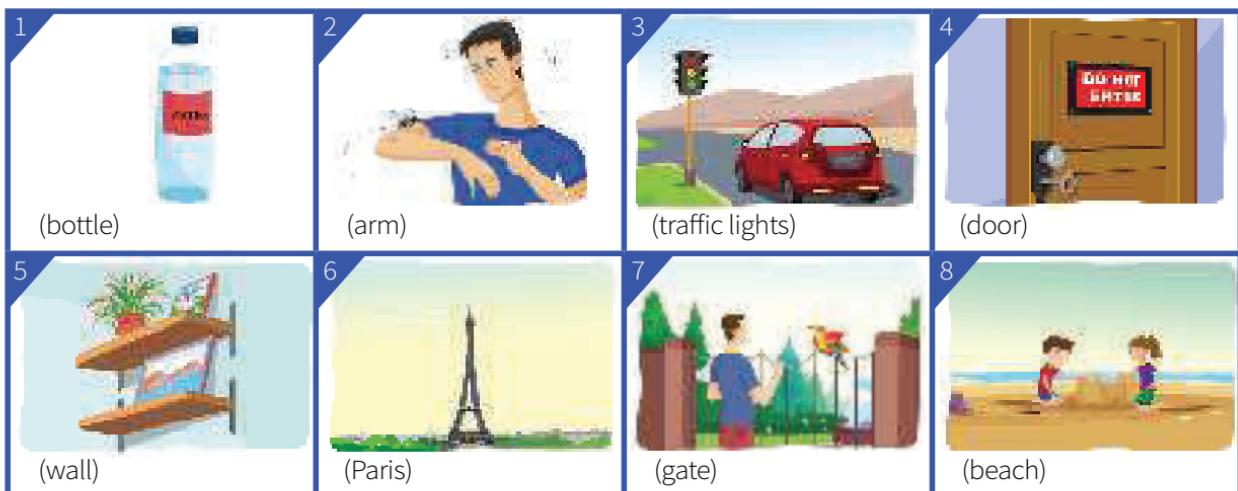
Compare **in** and **on**:

- There is some water **in the bottle**.
There is a label **on the bottle**.



Compare **at** and **on**:

- There is somebody **at the door**. Shall I go and see who it is?
There is a notice **on the door**. It says 'Do not disturb'.

123.1 Answer the questions about the pictures. Use **in**, **at** or **on** with the words below the pictures.

- 1 Where's the label? **On the bottle.**
- 2 Where's the fly?
- 3 Where's the car waiting?
- 4 Where's the notice? Where's the key?
- 5 Where are the shelves?
- 6 Where's the Eiffel Tower?
- 7 Where's the man standing? Where's the bird?
- 8 Where are the children playing?

123.2 Complete the sentences. Use **in**, **at** or **on** + the following:

the window	his hand	the mountains	that tree
my guitar	the river	the island	junction 14

- 1 There were some people swimming **in the river**.
- 2 One of the strings is broken.
- 3 Leave the motorway and then turn left.
- 4 He was holding something , but I couldn't see what it was.
- 5 The leaves are a beautiful colour.
- 6 You can go skiing near here. There's plenty of snow.
- 7 There's nobody living It's uninhabited.
- 8 He spends most of the day sitting and looking outside.

123.3 Complete the sentences with **in**, **at** or **on**.

- 1 There was a long queue of people **at** the bus stop.
- 2 Nicola was wearing a silver ring her little finger.
- 3 There was a security guard standing the entrance to the building.
- 4 I wasn't sure whether I had come to the right office. There was no name the door.
- 5 There are plenty of shops and restaurants the town centre.
- 6 You'll find the weather forecast the back page of the newspaper.
- 7 The headquarters of the company are California.
- 8 I wouldn't like an office job. I couldn't spend the whole day sitting a desk.
- 9 The man the police are looking for has a scar his right cheek.
- 10 If you come here by bus, get off the stop after the traffic lights.
- 11 Have you ever been camping? Have you ever slept a tent?
- 12 Emily was sitting the balcony reading a book.
- 13 My brother lives a small village the south-west of England.
- 14 I like that picture hanging the wall the kitchen.

other prepositions of place

above against behind between by in front of near opposite under



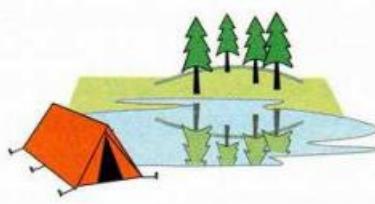
Julia Ann Eric



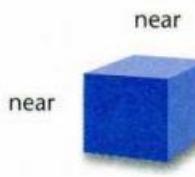
*Ann is sitting **between** Eric and Julia.*



*Come and sit **by** me.*



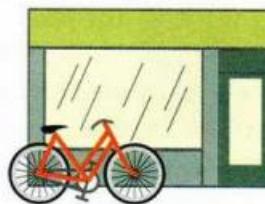
*We camped **by** the lake.*



near



*Montreal is in eastern Canada, **near** Ottawa.*



*I left my bicycle **against** the shop window.*

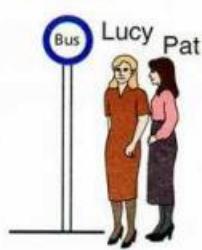
behind the
green arrow

in front of the
blue arrow

opposite the
green arrow



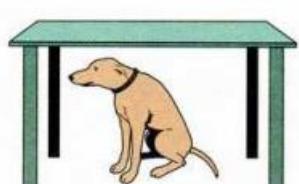
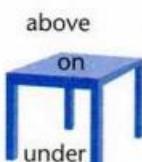
*Joe's car is parked **in front of** our house.
There's a bus stop **opposite** our house.*



*Lucy is **in front of** Pat.
Pat is **behind** Lucy.*



*Andy is **opposite** Mike.*



*The dog is hiding **under** the table.*



*The plane is flying **above** the clouds.*

1 Choose the correct prepositions.

- I usually sit *by* a window in class, so I can look out if I get bored. (*behind, by, in front of*)
 1 There was a big bird flying high up the trees. (*above, against, opposite*)
 2 They live in a beautiful old house a river. (*above, by, under*)
 3 There's a big clock the door of the station. (*above, against, between*)
 4 I sat down Mary and looked into her eyes. (*above, behind, by*)
 5 You can park your car the house. (*against, behind, between*)
 6 I'll meet you at the station the clock. (*against, between, under*)
 7 The door wouldn't stay shut, so I put a chair it. (*above, against, near*)

2 Put in the correct prepositions.

- 1 She put the money at the bottom of her suitcase, her clothes.
 2 Our house is a bank and a supermarket, and just the police station.
 3 Please don't put your bicycle our wall.
 4 Sorry we're late – we were driving a slow bus all the way.
 5 I work in a small town Birmingham.
 6 In the theatre I couldn't see anything because there was a very tall man me.
 7 We usually have lunch in a little café the school, about five minutes' walk away.

3 Look at the picture and put in the prepositions.

- *above* the travel agent's. 5 the two women.
 1 the supermarket. 6 the window.
 2 the banks. 7 the car.
 3 the National Bank. 8 the travel agent's.
 4 the travel agent's. 9 the man.



prepositions of movement

across	along	down	into	off	over
out of	past	round	through	under	up

1 Write the expressions under the correct photos. Use a dictionary if necessary.

across the river along the yellow line down the mountain into the water
 off the bike over the fence out of the shop past the café
 round the corner through the gate under the bridge up the steps



1



2



3



4



5



6



7



8



9



10



11



12

MODULE 4

SCIENCE & TECHNOLOGY

Before reading this text, take a look at the picture. What do you see? How does it look? Why?

High-tech dreams or nightmares?

Nov 28: Moved in at last. Finally, we live in the smartest house in the neighbourhood. Everything is networked: the cable TV is connected to our phone, which is connected to my personal computer, which is connected to the power lines, all the appliances and the security system. Everything runs off a universal remote.

Nov 30: Hot stuff! Programmed my video recorder from the office, turned up the thermostat and switched on the lights with the car phone. Everything nice and cozy when I arrived.

Dec 3: Yesterday the kitchen CRASHED. As I opened the refrigerator door, the light bulb blew. Immediately, all the electrical appliances were shut down by the computer. So the software company runs some remote tele-diagnostic tests via my house processor. Turns out the problem was that the network had never seen a refrigerator bulb failure while the door was open. The burned out bulb was interpreted as a power surge and THE ENTIRE KITCHEN WAS SHUT DOWN.



Dec 7: The Police are not happy. Our house keeps calling them for help. We discover that whenever we play the TV or stereo above 25 decibels, it creates vibrations which are amplified when they hit the window. The police computer concludes that someone is trying to break in.

Dec 10: Another glitch: the universal remote won't let me change the channels on my TV. That means I actually have to get up off the couch and change the channels by hand. The software and the utility people say this flaw will be fixed in the next upgrade – SmartHouse 2.1.

Dec 12: This is a nightmare. There's a virus in the house. My personal computer caught it while browsing on the public access network. I come home and the living room is a sauna, the bedroom windows are covered with ice, the refrigerator has been defrosted, the basement has been flooded by the washing machine, the garage door is going up and down and the TV is stuck on the home shopping channel.

Dec 18: They think they've disinfected the house, but the place is a shambles. Pipes have burst and we're not completely sure we've got the part of the virus that attacks the toilets.

Dec 19: Apparently our house isn't insured for viruses. We call our lawyer. He laughs. He's excited!

Dec 21: I get a call from a SmartHouse sales rep. As a special holiday offer, we get the free opportunity to become a site for the company's new SmartHouse 2.1 upgrade. He says I'll be able to meet the programmers personally. 'Sure', I tell him.

Glossary

Appliances (line 7): pieces of equipment used in people's homes

Hot stuff (line 10): something attractive and exciting

Cozy (AmEng) (line 14): a comfortable and warm place

Light bulb (line 16): the glass object inside a lamp that produces light

Power surge (line 19): a brief but sudden increase in line voltage, often destructive

Glitch (line 25): when a machine or piece of equipment doesn't work properly

Shambles (line 35): very disorganized and with a lot of confusion

- 1. Find out at least four things which went wrong in the writer's home.**
- 2. Are these statements true or false?**
 - 2.1.** On December 3, the computer damaged all the electrical appliances.
 - 2.2.** The software company tested the system from a distance.
 - 2.3.** Vibrations on the window set off the security alarm and called the police.
 - 2.4.** On December 12, the computer caught a virus from inside the home system.
 - 2.5.** On December 21, the programmers upgraded the system.
- 3. Answer the following questions about the text. Use your own words as far as possible.**
 - 3.1.** How does the writer feel about his home at first?
 - 3.2.** Why does the system keep calling the police?
 - 3.3.** Why weren't the police happy?
 - 3.4.** How does the writer react about meeting the programmers?

4. Match the words below with the definition.

<i>hacker</i>	<i>virus</i>	<i>database</i>	<i>online</i>	<i>hard drive</i>	<i>download</i>
<i>laptop</i>	<i>software</i>	<i>modem</i>	<i>keyboard</i>	<i>interface</i>	<i>hardware</i>

- 4.1.** an amateur computer enthusiast who keys into computer for fun or harm.
- 4.2.** a portable computer.
- 4.3.** a collection of information accessible by computer.
- 4.4.** a device which connects computers to the internet line.
- 4.5.** an undesirable computer program.
- 4.6.** get information through a computer modem system.

5. Write additional definitions for the missing words in exercise 4.

Remember When**A Poem About Technology**

A a)_____ was something on TV
From a sci fi show of note.

A b)_____ was something you hated to
clean
And ram was the cousin of goat.

An application was for employment.

A c)_____ was a TV show.

A curser used profanity.

A d)_____ was a piano.

e)_____ was something that you lost with
age.

A f)_____ was a bank account.

And if you had a 3 1/2" floppy
You hoped nobody found out.

Compress was something you did to the garbage
Not something you did to a g)_____.
And if you unzipped anything in public
You'd be in jail for a while.

Cut you did with a pocket knife.

h)_____ you did with glue.

A web was a spider's home.

And a i)_____ was the flu

I guess I'll stick to my pad and paper
And the memory in my head.

I hear nobody's been killed in a computer

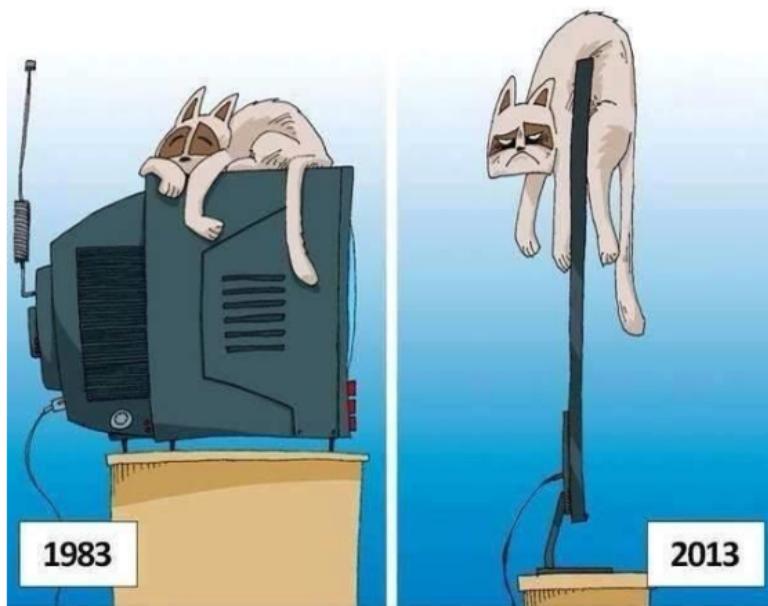
j)_____

But when it happens they wish they were dead.

2. Complete the table with the meaning of the words in the poem and their meaning nowadays.

WORDS	MEANING IN THE POEM	MEANING NOWADAYS
keyboard		
memory		
CD		
paste		
program		
virus		

3. What is the poem about?
4. How does the author feel about this new world?



You are going to listen to a presentation about the car of the future. Before you listen, which features do you think it should have?

Now listen to the recording and complete with the correct information.

Slide 1

FUTURE **DT

Our job is to predict market trends before they happen.

Today's presentation:

The development of the
in the term

Slide 2

AFVs

- propane
- power
- natural gas (since the)
- oil!

Slide 3

EVs

Past problems

- a limited range
- few points

Present benefits

- can match conventional petrol engines in and
- are (zero emissions)
- have a power source
(use no valuable resources)

Slide 4

Fuel cell

- simply a contained in the vehicle chassis
- far more in the car

Slide 5

Communications

- cars will have their own linked to GPS satellites
- remaining controls will be
- will receive music, movies via an link

Slide 6

The car of the future

In perfect safety!

..... and radar

72**

Unit
19Present tenses (**I am doing / I do**) for the future

A

Present continuous (**I am doing**) with a future meaning



This is Ben's diary for next week.

He **is playing** tennis on Monday afternoon.
He **is going** to the dentist on Tuesday morning.
He **is meeting** Kate on Friday.

In all these examples, Ben has already decided and arranged to do these things.

I'm doing something (tomorrow etc.) = I have already decided and arranged to do it:

- A: What **are** you **doing** on Saturday evening? (*not* What do you do)
B: **I'm going** to the cinema. (*not* I go)
- A: What time **is** Katherine **arriving** tomorrow?
B: Half past ten. We're **meeting** her at the station.
- I'm not working** tomorrow, so we can go out somewhere.
- Steve **isn't playing** football next Saturday. He's hurt his leg.

We do not normally use **will** to talk about what we have arranged to do:

- What **are** you **doing** tonight? (*not* What will you do)
- Alex **is getting** married next month. (*not* will get)

We also use the present continuous for an action *just before you start to do it*. This happens especially with verbs of movement (**go/come/leave** etc.):

- I'm tired. **I'm going** to bed now. Goodnight. (*not* I go to bed now)
- 'Tina, are you ready yet?' 'Yes, I'm **coming**' (*not* I come)

B

Present simple (**I do**) with a future meaning

We use the present simple when we talk about timetables and programmes (for example, transport or cinema times):

- I have to go. My train **leaves** at 11.30.
- What time **does** the film **start** tonight?
- The meeting **is** at nine o'clock tomorrow.

You can use the present simple to talk about people if their plans are fixed like a timetable:

- I **start** my new job on Monday.
- What time **do** you **finish** work tomorrow?

But the continuous is more usual for other personal arrangements:

- What time **are** you **meeting** Kate tomorrow? (*not* do you meet)

Compare:

Present continuous

- What time **are** you **arriving**?
- I'm going** to the cinema this evening.

Present simple

- What time **does** the train **arrive**?
- The film **starts** at 8.15.

When you talk about appointments, lessons, exams etc., you can use **I have** or **I've got**:

- I have** an exam next week. *or* **I've got** an exam next week.



ANNA

19.1 Ask Anna about her holiday plans.

- 1 (where / go?) **Where are you going?**
- 2 (how long / go for?)
- 3 (when / leave?)
- 4 (go / alone?)
- 5 (travel / by car?)
- 6 (where / stay?)

Scotland.
Ten days.
Next Friday.
No, with a friend.
No, by train.
In a hotel.

19.2 Complete the sentences.

- 1 Steve **isn't playing** (not / play) football on Saturday. He's hurt his leg.
- 2 (We / have) a party next week. We've invited all our friends.
- 3 (I / not / work) tomorrow. It's a public holiday.
- 4 (I / leave) now. I've come to say goodbye.
- 5 'What time (you / go) out this evening?' 'Seven o'clock.'
- 6 (Laura / not / come) to the party tomorrow. She isn't well.
- 7 I love New York. (I / go) there soon.
- 8 Ben can't meet us on Monday. (He / work) late.

19.3 Have you arranged to do anything at these times? Write sentences about yourself.

- 1 (this evening) **I'm not doing anything this evening.**.....
- 2 (tomorrow morning) I
- 3 (tomorrow evening) I
- 4 (next Sunday) I
- 5 (another day or time)

19.4 Complete the sentences. Use the present continuous or present simple.

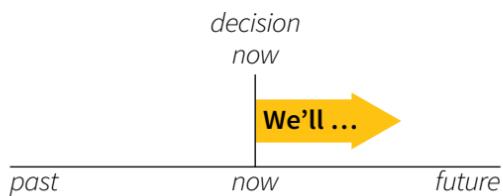
- 1 A: Tina, are you ready yet?
B: Yes, **I'm coming** (I / come).
- 2 A: (you / go) to Sam's party on Saturday?
B: No, I haven't been invited.
- 3 A: Has Jack moved into his new apartment yet?
B: Not yet, but (he / move) soon – probably at the end of the month.
- 4 A: (I / go) to a concert tonight.
B: That's nice. What time (it / start)?
- 5 A: Have you seen Chris recently?
B: No, but (we / meet) for lunch next week.
- 6 A: (you / do) anything tomorrow morning?
B: No, I'm free. Why?
- 7 A: When (this term / end)?
B: Next Friday. And next term (start) four weeks after that.
- 8 A: (We / go) to a wedding at the weekend.
B: Really? (Who / get) married?
- 9 A: There's football on TV later tonight. (you / watch) it?
B: No, I'm not interested.
- 10 A: What time is your train tomorrow?
B: It (leave) at 9.35 and (arrive) at 12.47.
- 11 A: I'd like to go and see the exhibition at the museum. How long is it on for?
B: (It / finish) next week.
- 12 A: Do you need the car this evening?
B: No, you can have it. (I / not / use) it.

Unit
23

I will and I'm going to

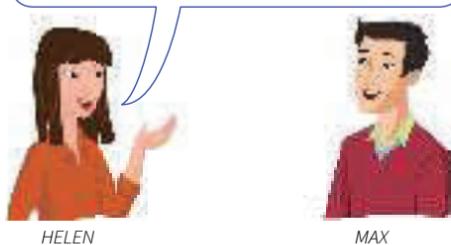
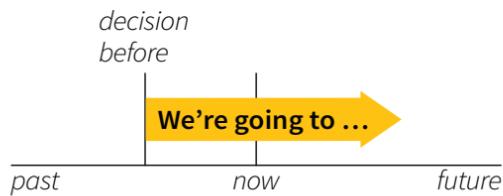
A Future actionsCompare **will** and **(be) going to**:

Sarah is talking to Helen:

**will (We'll invite ...)**We use **will** (We'll invite ...) to announce a new decision. The party is a new idea.

Later that day, Helen meets Max:

Sarah and I have decided to have a party.
We're going to invite lots of people.

**(be) going to (We're going to invite ...)**We use **(be) going to** when we have *already decided* to do something. Helen had already decided to invite lots of people before she spoke to Max.

Compare:

- 'Gary has been trying to contact you.' 'Has he? OK, I'll call him.'
'Gary has been trying to contact you.' 'Yes, I know. I'm going to call him.'
- 'Anna is in hospital.' 'Really? I didn't know. I'll go and visit her.'
'Anna is in hospital.' 'Yes, I know. I'm going to visit her this evening.'

B Future happenings and situations (predicting the future)We use both **will** and **going to** for future happenings and situations. So you can say:

- I think the weather **will be** nice later. or
I think the weather **is going to be** nice later.
- Those shoes are well-made. They'll **last** a long time. or
Those shoes are well-made. They're **going to last** a long time.

When we say something **is going to** happen, we believe this because of the situation *now*. What is happening *now* shows that something **is going to** happen in the future. For example:

- Look at those black clouds. It's **going to rain**. (*not* it will rain)
(we can see that it **is going to rain** – the black clouds are in the sky *now*)

Compare:

- We're **going to be** late. The meeting starts in five minutes and it takes 15 minutes to get there.
(it is clear *now* that we don't have enough time to get there)
- Jane **will be** late for the meeting. She's always late.
(I believe this because I know what Jane is like)

23.1 Complete the sentences using will ('ll) or (be) going to.

- 1 A: Why are you turning on the TV?
B: ... I'm going to watch ... the news. (I / watch)
- 2 A: I forgot my wallet. I don't have any money.
B: Not to worry. you some. (I / lend)
- 3 A: Why are you filling that bucket with water?
B: the car. (I / wash)
- 4 A: I don't know how to use the washing machine.
B: It's easy. you. (I / show)
- 5 A: I've decided to paint this room.
B: That's nice. What colour it? (you / paint)
- 6 A: Where are you going? Are you going shopping?
B: Yes, some things for dinner tonight. (I / buy)
- 7 A: What would you like to eat?
B: a pizza, please. (I / have)
- 8 A: This food doesn't taste very good, does it?
B: No, it's horrible. it. (I / not / finish)
- 9 A: Tom is starting an evening class next month.
B: Is he? What ? (he / study)
- 10 A: Did you call Lisa?
B: Oh, no. I completely forgot. her now. (I / call)
- 11 A: Has Dan decided what to do when he leaves school?
B: Yes. Everything is planned.
First a holiday for a few weeks. (he / have)
Then a management training course. (he / do)

23.2 Read the situations and complete the sentences using will ('ll) or (be) going to.

- 1 You want some coffee. You go to the kitchen to make some.
You say (to your friend): ... I'm going to make ... some coffee. Would you like some?
- 2 You're speaking to a friend and arranging to meet. You suggest a time and place.
You say: you at 10.30 in the hotel lobby, OK? (I/see)
- 3 You have decided to sell your car. You tell a friend of yours.
You say: I don't need my car any more. it. (I/sell)
- 4 Your friend is worried because she has lost her driving licence.
You say: Don't worry. I'm sure it. (you/find)
- 5a You have an old camera that is broken. You have decided to throw it away. You tell your friend.
You say: This camera is broken. it away. (I/throw)
- 5b Your friend loves and collects old cameras. He doesn't want you to throw it away.
He says: Don't throw it away! it. (I/have)
- 6a Joe has to go to the airport tomorrow. He doesn't know how to get there. Amy offers to take him.
Amy says: Don't worry about getting to the airport, Joe. you. (I/take)
- 6b Later that day, Paul offers to take Joe to the airport. Joe tells him that it's not necessary.
Joe says: Thanks, Paul, but me. (Amy/take)

23.3 Which goes with which?

- 1 Why don't you come to the party with us?
- 2 That ceiling looks dangerous.
- 3 He's looking very tired.
- 4 This table is too big.
- 5 The weather forecast is good.
- 6 Jack is very determined.
- 7 They are building a new skyscraper here.
- 8 I haven't seen Ben for ages.

- | | |
|---|---|
| a | He'll get what he wants. |
| b | He probably won't remember me. |
| c | It's going to be a nice day. |
| d | It looks as if it's going to fall down. |
| e | It's going to be 200 metres high. |
| f | You'll enjoy it. |
| g | I don't think it will fit in the room. |
| h | I think he's going to fall asleep. |

- 1 f
- 2
- 3
- 4
- 5
- 6
- 7
- 8

APPENDIXES

(A) GLOSSARY

(B) IRREGULAR VERBS

(C) MODAL VERBS

(D) RULES TO WRITE FORMAL LETTERS

(E) LINKING WORDS / EXPRESSIONS

(F) WRITING BANK

- a. Opinion article
- b. Curriculum Vitae
- c. Covering letter
- d. Letter of complaint
- e. Formal letter
- f. E-mail

A. GLOSSARY

These are some websites you can check in order to find some specific language related to your course.

ACCOUNTING

[Accounting Terminology Guide - Over 1,000 Accounting and Finance Terms \(nysscpa.org\)](#)

[Introduction to Accounting vocabulary sheet \(english4accounting.com\)](#)

BUSINESS AND MANAGEMENT

[Business Dictionary – BusinessBalls.com](#)

INFORMATION TECHNOLOGY (IT)

[Information Technology \(IT\) Glossary - Essential Information Technology \(IT\) Terms & Definitions | Gartner](#)

DIGITAL MARKETING

[Glossary of Digital Marketing Terms - Marketing Terms](#)

[Digital Marketing Terms & Definitions - Your Ultimate Guide to What it all Means \(uhurunetwork.com\)](#)

RENEWABLE ENERGIES

[The glossary of sustainable energy | Enel Green Power](#)

MECHATRONICS

[Glossary | Rampf Group \(rampf-group.com\)](#)

TOURISM MANAGEMENT

[Tourism Management - Terminology \(tutorialspoint.com\)](#)

B. IRREGULAR VERBS

B							
be	was/were	been	– ser ou estar	flee	fled	fled	– fugir
beat	beat	beat	– bater, derrotar	fly	flew	flown	– voar
become	became	become	– tornar-se	forbid	forbade	forbidden	– proibir
begin	began	begun	– começar	forget	forgot	forgotten	– esquecer
bend	bent	bent	– curvar-se, inclinar-se	forgive	forgave	forgiven	– perdoar
bet	bet	bet	– apostar	freeze	froze	frozen	– congelar/ gelar
bite	bit	bitten	– morder	G			
blow	blew	blown	– soprar	get	got	got	– adquirir, apanhar, chegar a..., conseguir, ir buscar, receber, obter
break	broke	broken	– partir, quebrar				
bring	brought	brought	– trazer				
build	built	built	– construir	give	gave	given	– dar
burn	burnt	burnt	– queimar	go	went	gone	– ir
burst	burst	burst	– rebentar, explodir	grow	grew	grown	– crescer
buy	bought	bought	– comprar	H			
C				hang	hung	hung	– pendurar ¹
can	could	–	– poder, ser capaz de	have	had	had	– ter
catch	caught	caught	– apanhar (transporte), agarrar (alguém)	hear	heard	heard	– ouvir
choose	chose	chosen	– escolher	hide	hid	hidden	– esconder
come	came	come	– vir	hit	hit	hit	– bater em..., chocar com, ferir
cost	cost	cost	– custar	hold	held	held	– segurar, pegar, aguentar
cut	cut	cut	– cortar	hurt	hurt	hurt	– ferir
D				K			
deal	dealt	dealt	– lidar com, negociar	keep	kept	kept	– manter, guardar
dig	dug	dug	– cavar	know	knew	known	– conhecer, saber
do	did	done	– fazer	L			
draw	drew	drawn	– desenhar	lay	laid	laid	– colocar, pôr (em superfície horizontal)
dream	dreamt	dreamt	– sonhar	lead	led	led	– conduzir alguém, levar a..., liderar
(pode usar-se como verbo regular, com ed)				learn	learnt	learnt	– aprender
drink	drank	drunk	– beber	(pode usar-se como verbo regular, com ed)			
drive	drove	driven	– conduzir	leave	left	left	– sair, deixar, abandonar
E				lend	lent	lent	– emprestar
eat	ate	eaten	– comer	let	let	let	– deixar/autorizar
F				lie	lay	lain	– estar deitado ²
fall	fell	fallen	– cair	light	lit	lit	– iluminar
feed	fed	fed	– alimentar	lose	lost	lost	– perder
feel	felt	felt	– sentir				
fight	fought	fought	– lutar				
find	found	found	– encontrar (coisas), achar				

¹ o verbo regular hang, hanged, hanged significa enforcar

² o verbo regular lie, lied, lied significa mentir

COMUNICAÇÃO EM LÍNGUA INGLESA

M							
make	made	made	– fazer	sit	sat	sat	– estar sentado (sit down = sentar-se)
mean	meant	meant	– significar, querer dizer	sleep	slept	slept	– dormir
meet	met	met	– encontrar/conhecer (pessoas)	smell	smelt	smelt	– cheirar (pode usar-se como verbo regular, com ed)
must (passa para had to) –				speak	spoke	spoken	– falar
				spend	spent	spent	– gastar (dinheiro/tempo), passar (férias)
P							
pay	paid	paid	– pagar	spill	spilt	spilt	– derramar
put	put	put	– pôr, colocar				(pode usar-se como verbo regular, com ed)
R				split	split	split	– dividir, rachar, repartir
read	read	read	– ler	spread	spread	spread	– barrar, espalhar, expandir
ride	rode	ridden	– andar a cavalo ou de bicicleta	spring	sprang	sprung	– saltar, brotar
ring	rang	rung	– tocar à porta, ligar a alguém	stand	stood	stood	– estar de pé (stand up = levantar)
rise	rose	risen	– erguer-se, levantar-se	steal	stole	stolen	– roubar
run	ran	run	– correr	stick	stuck	stuck	– colar, prender
S				swear	swore	sworn	– jurar
say	said	said	– dizer	sweep	swept	swept	– varrer
see	saw	seen	– ver	swim	swam	swum	– nadar
seek	sought	sought	– procurar, buscar, tentar conseguir	swing	swung	swung	– balançar, gingar
sell	sold	sold	– vender	T			
send	sent	sent	– enviar	take	took	taken	– tomar, levar, pegar
set	set	set	– pôr (sol), pôr em funcionamento, colocar	teach	taught	taught	– ensinar
sew	sewed	sewn	– coser	tear	tore	torn	– torcer, rasgar
			(pode usar-se como verbo regular, com ed)	tell	told	told	– contar, dizer
shake	shook	shaken	– abanar, agitar, tremer	think	thought	thought	– pensar
shine	shone	shown	– brilhar	throw	threw	thrown	– atirar, lançar
shoot	shot	shot	– disparar, matar a tiro				
show	Showed	shown	– mostrar	U			
			(pode usar-se como verbo regular, com ed)	understand	understood	understood	– compreender
shrink	shrank	shrunk	– encolher				
shut	shut	shut	– fechar (shut up = calar)	W			
				wake	woke	woken	– acordar
sing	sang	sung	– cantar	wear	wore	worn	– vestir, usar
sink	sank	sunk	– afundar, descer	weep	wept	wept	– chorar
				wet	wet	wet	– molhar
							(pode usar-se como verbo regular, com ed)
				win	won	won	– ganhar
				write	wrote	written	– escrever

C. MODAL VERBS

Forma interrogativa			
Função	Verbo modal	Significado	Exemplos
Oferecer-se para	SHALL I...?	Queres que eu...?	Shall I fetch it for you? Shall I open the window?
Convidar	SHALL we...? WOULD you like...?	Vamos...? Gostarias de...?	Shall we go out? Would you like to go out?
Pedir favores	WILL you...? WOULD you...? CAN you...? COULD you...?	Farás isso? Farias isso? Poderia(s)? Poderás? / Podes?	Will you do that for me? (ou Would/ Can/Could) Can you pass me the salt, please? Could you pass me the salt, please?
Exprimir zanga	How dare you...	Como te atreves?	How dare you lie to me!
Forma afirmativa			
Prometer	SHALL (+ get, be...)	garanto / prometo	You shall get a nice reward. You shall get an ice-cream if you do me one favour.
Exprimir capacidade no presente	CAN	sei, sou capaz, posso, consigo	I'm old, but I can still drive very well. I can play the violin. I can do it.
Exprimir capacidade no passado	COULD	sabia, era capaz	I could play the violin, but that was many, many years ago.
Fazer sugestões	COULD	podíamos	We could go upstairs together. We could go on holiday to Scotland.
Dar permissão	CAN MAY	podes, tens licença	Please, sit down. You can sit here. You may smoke at the window.
Exprimir certeza Exprimir intenção	MUST WILL	de certeza que irei	He must be at home. I will go there.
Forma negativa			
Proibição	MUSTN'T CAN'T	não podes, é proibido	You mustn't smoke here. You can't park here.
Ausência de necessidade	NEEDN'T	não precisas	You needn't go there. I can go.
Certeza de que não	CAN'T	é impossível que	He can't be at home, the lights are off.

D. FORMAL LETTERS

Rules for Writing Formal Letters in English

In English there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

1) Your Address

The return address should be written in the top right-hand corner of the letter.

2) The Address of the person you are writing to

The inside address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

Opening Paragraph

Briefly identify yourself and the position you are applying for. Add how you found out about the vacancy.

Paragraph 2

Give the reasons why you are interested in working for the company and why you wish to be considered for that particular post. State your relevant qualifications and experience, as well as your personal qualities that make you a suitable candidate.

Paragraph 3

Inform them that you have enclosed your current CV and add any further information that you think could help your case.

Closing Paragraph

Give your availability for interview, thank them for their consideration, restate your interest and close the letter.

1) Yours faithfully

If you do not know the name of the person, end the letter this way.

2) Yours sincerely

If you know the name of the person, end the letter this way.

3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

E. LINKING WORDS AND EXPRESSIONS

Linking words

Linking words help you to connect ideas and sentences, so that people can follow your ideas.

Giving examples

For example	There are two problems, namely/for example/for instance , the expense and the time.
For instance	
Namely	

Adding information

And	We discussed training, education and the budget.
In addition	In addition , crime is an important issue.
As well as	As well as the costs, we are concerned by the competition.
	We are interested in costs as well as the competition."
Also	We also spoke about marketing.
Too	They were concerned too .
	I, too , was concerned.
Furthermore	Marketing plans give us an idea of the potential market. Moreover/Furthermore , they tell us about the competition.
Moreover	
Apart from	Apart from Rover, we are the largest sports car manufacturer.
Besides	Besides Rover, we are the largest sports car manufacturer.

Summarising

We normally use these words at the beginning of the sentence to give a summary of what we have said or written.

In short	In short / in summary / to conclude / in conclusion , I
In summary	
To conclude	
In conclusion	

Sequencing ideas

Firstly, secondly, finally	Firstly , people often don't know when to stop;
Lastly	secondly , it can become an addiction; lastly / finally , we often buy unnecessary things.

Giving a reason

Due to / due to the fact that	Due to the fact that oil prices have risen, the inflation rate has gone up by 1%.
Because	Because it was raining, the match was postponed.
Since	Since (=Because) the company is expanding, we need to hire more staff.
As	As (=Because) the company is expanding, we need to hire more staff.

Giving a result

Therefore	The company are expanding.
So	
Consequently	
This means that	
As a result	Therefore / So / Consequently / As a result , they are taking on extra staff.

Contrasting ideas

But	He works hard, but he doesn't earn much.
However	He works hard. However , he doesn't earn much.
Although / even though	Although/Even though .
In spite of	In spite of the cold, she went out in shorts.
Despite / despite the fact that	Despite the cold, she went out in shorts.
Nevertheless	Despite the fact that it was cold, she went out in shorts.
While	The sea was cold, but he went swimming nevertheless .
Unlike	While my sister has blue eyes, mine are brown.
In theory... in practice...	Unlike in the UK, the USA has cheap petrol. In theory , teachers should prepare for lessons, but in practice , they often don't have enough time.

F. WRITING BANK

Curriculum vitae (CV)

- 1 Use wide margins and leave lots of white space. It makes your CV easier to read.
- 2 Use a clear, easy-to-read typeface. Don't use *italics* or a small type size. Be consistent with the typefaces you use.
- 3 Make the section headings clear and leave a clear space between sections.
- 4 Separate each part of your work experience and education clearly.
- 5 Don't assume the reader will know what some abbreviations and acronyms mean. If in doubt, use the full name.
- 6 Don't exaggerate your talents but don't underestimate them either. Remember to sell yourself by using positive adjectives.
- 7 Watch out for grammar and spelling mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone else to check it for you.

Heading

Begin your CV with **personal details** including your name, address, telephone, email address and date of birth. Some people also include their place of birth, nationality and identity number. Your CV can also include an **objective**, describing the type of work you are hoping to do.

Body

The middle section of your CV gives details of your **work experience** and **education**. List your training, qualifications and work experience in reverse chronological order. It's difficult to know what to write early in your career. If you don't have a lot of work experience, concentrate on your relevant free-time activities or unpaid experience.

Conclusion

End with other **relevant information** and your **references**. For example your special skills, free-time activities, any experience in voluntary organisations or participation in sports. Offer references, although it is optional to give names and addresses. People often write *References available on request*.

Curriculum Vitae

Carla Hennessy

Personal details

131 Nelson Court, London W16, UK.
Telephone: +44 (0) 20 7946 0002
Email: clhennessy@mhp.uk
Date of birth: 13/3/1982
Place of birth: Hammersmith, London.

Nationality: British**Objective**

To obtain a full-time position as waiter on a cruise liner that offers experience in a high standard of customer care.

Education and qualifications

1998: GNVQ Leisure and Tourism Diploma, Acton Tertiary College, London.
1996: 4 GCSEs – English, French, maths and biology, Acton Comprehensive School.

Employment history

1999 to present date: cocktail waiter, Magpie Hotel, Ealing, London.
1998: aerobics instructor, Acton Vale Youth Club, London.
1996 to 1998: shoe shop assistant (Saturdays only), Beta Shoes, Ealing, London.

Additional information

Active member of an amateur theatre group. Excellent computing skills.

References

Available on request.

Covering letter

- 1 In a personal letter you can put your name, address, telephone number and email on the right-hand or left-hand side of the letter.
- 2 There are different ways of writing dates: 15 April 2002, April 15th 2002, or 15/4/2002 but in US English the month comes first, e.g. 4/15/2002.
- 3 If you don't know the name of the person you are writing to, start with *Dear Sir / Madam*.
- 4 Write in short paragraphs so that the letter is well organised and easy to read.
- 5 When you don't know the name of the person you are writing to, close with *Yours faithfully*, followed by a comma.
- 6 Remember to write your full name clearly after your signature.

Charles Piper¹
41, Sefton Road
Manchester
M19 8RU
chazpiper@hotmail.com
15th April, 2002²

Dear Sir / Madam³

I am writing in reply to your advertisement in the *Manchester Evening Times* on Wednesday 12 April. I would like to apply for the position of Assistant Purser with Royal Mediterranean International.

I am an outgoing and motivated person and I also have strong communication and organisational skills. I have not worked on board a cruise ship before but I have experience as a hotel receptionist and I have the GNVQ Diploma in Leisure and Tourism.⁴

Please find enclosed a copy of my CV. I am available for interview at any time. I look forward to hearing from you.

Yours faithfully,⁵

Charles Piper

Charles Piper⁶

LETTER OF COMPLAINT

5 High View
Newborough
NB1 3RS

22 August 2007

Mr R T Black
Customer Services Department
Sunny Holidays
PO Box 4
Brampton
BR4 3JH

Dear Mr Black

Holiday Reference Number: CT2118M

Following our telephone conversation earlier today, I am writing to give details of my dissatisfaction with my holiday at the New Hotel, Los Christianos, Tenerife (10 to 18 August 2005) that I booked with your company for myself and my family.

My central complaint is that the hotel fell far short of the description in the brochure. We had booked two double en-suite rooms (numbers 213 and 214); although said to be four-star accommodation, the bedrooms were very cramped and the furnishings worn and dirty. In addition to this, the toilet was blocked in room 214 and the shower wasn't working in room 213. The hotel's grounds, described in the brochure as 'pleasant, tranquil, and spacious' were in fact bordered on two sides by a very busy main road, while the swimming pool was closed the entire week for repairs.

When we spoke to your representative (Tracey Mills), she promised to try to get the shower and toilet fixed but this took an unacceptably long time to happen – 3 days from when we first complained. I asked her to fill out a holiday report form detailing these issues and enclose a copy for your information, together with photos of the bedrooms and the hotel grounds.

As stated in my telephone call, I feel that we are due a full refund for this holiday as it failed to meet the description in the brochure, together with compensation to make up for the fact our holiday was ruined. I look forward to hearing from you within the next fortnight.

Yours sincerely

Maria Johnson (Mrs)

Formal letter

- 1 Use headed paper with the phone number, email address, etc. when writing on behalf of your hotel or company.
- 2 Remember to include the date. This is very important when filing correspondence.
- 3 You can include the address of the recipient on the left hand side of the letter.
- 4 You can include a reference number, code or title at the top of the letter.
- 5 When you know the name of the person, start with *Dear* and the correct title and name of the person followed by a comma.
- 6 Always make sure your letter is formal and polite. Use words like *please*, *thank you*, etc.
- 7 Organise your letter in short paragraphs.
- 8 When you know the name of the person, close with *Yours sincerely*.
- 9 Write your job position after your signature and name.

Sea View Hotel¹
39 Beech Grove
Brighton BN2 3PD
Tel: 00 44 1265 8695925
Fax: 00 44 1265 8695926
email: seaview@brightonhotels.co.uk

20th November 2003²

Dr Nicola Talbot
Flat A, 87 Monmouth Drive³
Oxford
OX5 2CG

Ref: guest questionnaire⁴

Dear Dr Nicola Talbot,⁵

Thank you for completing our questionnaire during your stay at our hotel last month.

We always appreciate hearing from our guests. Your comments are vital for us to continue improving our accommodation. We would like to apologise for the problems that you mentioned. The service you experienced is unusual and not the standard of our hotel. Please find enclosed a complimentary voucher for a night in one of our luxury hotels as compensation.⁶

Once again, we are sorry for any inconvenience caused during your stay and we hope that you will give us another chance to serve you.⁷

Yours sincerely,⁸

Andrew Millar

Andrew Millar
Hotel Manager⁹

Email

- 1 Emails are often shorter and less formal than letters and faxes. However, it is perfectly acceptable to write very formal emails to people you do not know.
- 2 cc means a copy of this message was sent to this person.
- 3 Remember to check all times, dates and numbers before sending an email. It is easy to make a mistake.
- 4 *Regards*, or *Best regards*, can be used as the closing expression on a formal email.



Other useful expressions

Making reference

With reference to your email of 7 February ...

Thank you for your email of 7 February ...

Explaining the reason for writing

I am writing to confirm / inform you that / apologise for / enquire about ...

Apologising

I am sorry for any inconvenience caused by the delay on your recent flight ...

I regret to tell you that we are fully booked for the dates ...

Requesting

Please quote this reference number ...

I would be grateful if you could confirm ...

Offering

I am pleased to offer you ...

Referring to future contact

I look forward to hearing from you.

We look forward to your stay at the ... hotel in the future.

Please do not hesitate to contact us if you require any further information.

Referring to enclosed documents

I have enclosed / attached the timetable / your tickets / our brochure.