

# UNIT 1

## Language focus

### 1 Present Simple, Present Continuous, Past Simple, *will*

Read this interview with Dr Mae Jemison. Complete the sentences. Use the Present Simple, Present Continuous, Past Simple, or *will* form of the verbs in brackets.

INTERVIEWER

What is your vision for our space program? Do you think that we \_\_\_\_\_ <sup>1</sup> (be able to) colonize Mars?

MAE

I \_\_\_\_\_ <sup>2</sup> (believe) the space program should continue to be integrated with the rest of the international space community. This means that everyone in the world \_\_\_\_\_ <sup>3</sup> (benefit) from the resources of space.

INTERVIEWER

\_\_\_\_\_ <sup>4</sup> (plan) to go back into space?

MAE

Who knows? John Glenn \_\_\_\_\_ <sup>5</sup> (go).

INTERVIEWER

When \_\_\_\_\_ <sup>6</sup> (take) off in the space shuttle, what \_\_\_\_\_ <sup>7</sup> (it feel) like?

MAE

It takes about eight minutes to get from the Kennedy Space Center into orbit. During the last four minutes, you \_\_\_\_\_ <sup>8</sup> (feel) a lot of pressure across your chest. You feel like you \_\_\_\_\_ <sup>9</sup> (weigh) about three times what you weigh on Earth.

INTERVIEWER

Do the planets look different from the space shuttle than they do from here on Earth?

MAE

While we \_\_\_\_\_ <sup>10</sup> (orbit) Earth in the shuttle, the sky \_\_\_\_\_ <sup>11</sup> (look) exactly as it looks here on Earth, except that the stars are brighter.

INTERVIEWER

What tips can you give young girls about achieving their dreams?

MAE

First of all, I think people have to stop using the word dream, because it implies something you can't do. I like to say, 'What \_\_\_\_\_ <sup>12</sup> (you intend) to do?' So, the question becomes, 'How \_\_\_\_\_ <sup>13</sup> (you do) what you intend to do?' Sometimes other people \_\_\_\_\_ <sup>14</sup> (not have) the same vision of you that you have of yourself. Don't accept other people's limitations as being reality. Also, understand that you have as much right as anyone else to be in this world, and to be in any profession you want. That's the most important thing — you \_\_\_\_\_ <sup>15</sup> (not have) to wait for permission.



## 2 Present Simple, Present Continuous, Past Simple, will

Look at the sentences from emails and telephone conversations. Correct any mistakes in the tenses in bold.

Thanks for your help – I really **appreciate** [✓] it, and I see [*will see*] you next week.

- 1 OK. I **will** let you know as soon as I **will** hear anything.
- 2 We **thank** you in advance for your prompt answer.
- 3 We **are looking forward** to hearing from you soon. Yours sincerely, ...
- 4 Dear Helpdesk. I am a developer and I **try** to find a solution to a particular problem we **are having** at the moment (outlined below). Can you help?
- 5 Thanks for your enquiry. I **get** back to you later today with an answer.
- 6 We **understand** from Mr Weber of your marketing department that you **think** about coming to our offices next week.
- 7 I **am attaching** a skeleton outline of the presentation. I **send** you full details in due course.
- 8 The conference went really well. A lot of people **ask** about our new product.

## 3 Tense review

Read the statements about performance in exams. Decide if they are true or false.

- 1 Drinking coffee is a vital part of exam preparation.
- 2 If you watch a chat show before an exam, it will enhance your performance.
- 3 You should try to do last-minute revision if you want to do well.
- 4 Coffee will give you an edge, if you are about to make an important deal.

 1.1 Listen to this report and check your answers.



**Wordpower****1 Prefixes: opposites**

Write the opposites of the following adjectives and verbs, using the prefixes in the box.

aware	economic	efficient	fair	interesting
legible	likely	mature	regular	reliable
social	connect	construct	inform	manage
pack	value			

anti-    de-    dis-    il-    im-    in-    ir-    mis-    un-

**2 Performance**

Find fifteen words related to performance. Cover the wordlist below. You can find the words in all directions.

F A U L T A S S E S S  
P U E V A L U A T E H  
J E F E E D B A C K O  
Q U R O C M O B C X R  
J U R F O U T O H Q T  
Z W I A O N T O A K C  
R S S C J R O S L D O  
E A K H K Q M T L E M  
W W T I J F L A E F I  
A Y I E L D I B N E N  
R X Z V L L N X G C G  
D O O E D G E E E T E

achieve	assess	boost	bottom line
rate	defect	edge	evaluate
feedback	performance	yield	reward
risk	shortcoming	challenge	

**3 Making nouns from verbs**

Complete the sentences. Use words from the wordsearch. Make the nouns plural if necessary.

- 1 The company aims to \_\_\_\_\_ earnings by 18%.
- 2 This technology gives us an \_\_\_\_\_ over our competitors.
- 3 The \_\_\_\_\_ is that we have to make a decision today.
- 4 They offered free product samples in return for customer \_\_\_\_\_.
- 5 His success is the \_\_\_\_\_ for years of hard work.
- 6 There is widespread dissatisfaction with the government's economic \_\_\_\_\_.
- 7 Engineers found several \_\_\_\_\_ in the design of the vehicle.
- 8 This will give a \_\_\_\_\_ of 10% on your investment.

## 1 Formality

Match the formal verbs with their informal equivalents.

formal	informal	formal	informal
ascertain	carry out	advise	buy
consider	find out	assist	fix
contact	get back to	commence	get
examine	get in touch	dispatch	help
increase	give back	emphasize	let
perform	go up	endeavour	send
prepare	look at	permit	start
reply	put together	purchase	stress
resolve	sort out	receive	tell
return	think about	rectify	try

## 2 Emails

A survey of typical 'mistakes' made in emails revealed that the following were most common. Which of them do you think:


a you make?

b only non-native speakers are likely to make?

c are the most serious?

- ☐ 1 not putting a meaningful subject
- ☐ 2 not making it clear who you are and why you are writing
- ☐ 3 mixing levels of formality within the same email
- ☐ 4 not answering all the points raised by the sender
- ☐ 5 not making it clear which part of the sender's mail you are responding to
- ☐ 6 writing too much or with sentences that are too long
- ☐ 7 not correcting spelling mistakes
- ☐ 8 not telling the reader what you expect them to do and how you will proceed

## 3 Common email mistakes

 1.2 James and Nicola, the International Express language experts, are talking about the common email mistakes in exercise 2.

- 1 Which three points do they think are the most serious? \_\_\_\_
- 2 Which two points do they not discuss in any detail? \_\_\_\_
- 3 Which mistake would a native speaker probably not make? \_\_\_\_
- 4 What is the best way to ensure a reply to all the points you raise in an email?
- 5 Why might incorrect spelling be a serious mistake?




#### 4 Sentence transformation

Complete the second sentence so that it means the same as the first (1–3 formal to informal, 4–6 informal to formal).

- 1 I am writing to inform you that ...  
Just to \_\_\_\_\_ that ...
- 2 Should you need any further clarification, do not hesitate to contact me.  
Feel free \_\_\_\_\_ need any further clarification.
- 3 I look forward to hearing from you in the near future.  
Hope to \_\_\_\_\_ soon.
- 4 Say 'hi' to ...  
Please send \_\_\_\_\_ to ...
- 5 Attached is my CV.  
Please \_\_\_\_\_ vitae.
- 6 Pls confirm by tomorrow.  
I would appreciate \_\_\_\_\_ confirm by tomorrow.

#### Focus on functions

#### 1 First contact

 1.3 Complete the conversation with appropriate words and phrases. Then listen and check your answers.

- S Good morning. Meta4. Susanna \_\_\_\_\_<sup>1</sup>. How can \_\_\_\_\_<sup>2</sup>?
- M Good morning. \_\_\_\_\_<sup>3</sup> Manfred Eicher from the Munich Office.
- S Oh, good morning, Mr Eicher.
- M Oh, please call me Manfred. I don't think we've \_\_\_\_\_<sup>4</sup> before.
- S No, I don't think we have. I met Siegfried when he was over here last year, but I think we've just emailed. \_\_\_\_\_<sup>5</sup> to you at last.
- M So the reason \_\_\_\_\_<sup>6</sup> is because Siegfried and I have been working on a project that we wanted to discuss with you ...  
... you might be interested. Well, look, \_\_\_\_\_<sup>7</sup> going, I don't want to keep you too long.
- S Don't worry, that's fine.
- M Please could you send \_\_\_\_\_<sup>8</sup> to the team?
- S Certainly, and it was nice to \_\_\_\_\_<sup>9</sup>.
- M And you. Goodbye.
- S Bye.

## 2 Suggestions and responses

Match these phrases with their functions.

- a asking for a response
- b giving a negative response
- c giving a positive response
- d introducing a response
- e putting forward and explaining a proposal
- f small talk

- 1 We are planning to ...
- 2 It sounds like a great idea.
- 3 The aim is ...
- 4 Here are my thoughts on your specific points.
- 5 I would really welcome your input.
- 6 Any thoughts?
- 7 I hope you're well and that you had a good holiday.
- 8 I'm afraid I think ...
- 9 What's your view on ...?
- 10 I agree entirely about ...
- 11 I really think it's a fantastic idea.

- 3 You would like to make the following changes to the English lessons. Write an email to your teacher and the other members of the class, explaining your proposal. Begin with some small talk.

- lessons at 8.00 am
- more hours per week
- less time on reading, more on listening