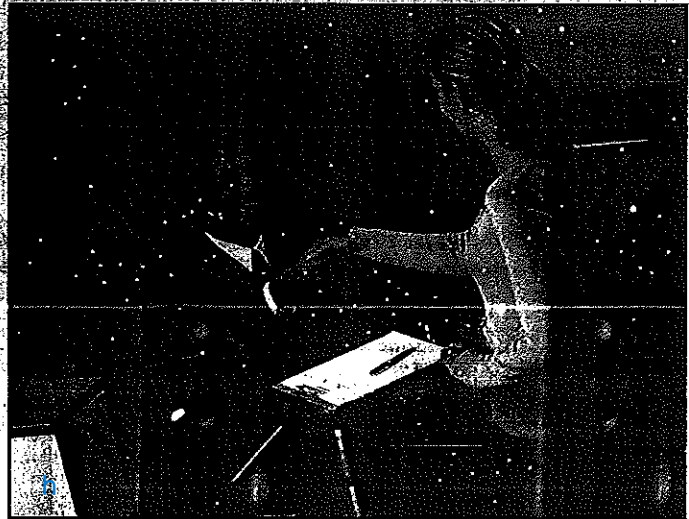


1

Vocabulary

1 Match the words to their definitions.

- 1. employee
- 2. employer
- 3. resume
- 4. receptionist
- 5. interviewer
- 6. application form
- 7. interviewee
- 8. salary
- 9. bonus
- 10. sales rep



- a. a written description of your education and previous jobs
- b. money you receive each pay period for the work you do
- c. a person or company who hires people to work
- d. the person asking questions during an interview
- e. money added to a person's pay, especially as a reward for good work
- f. the person answering the questions during an interview
- g. someone who is paid to work for a person or a company
- h. person who answers the phone and helps people when they arrive at an office
- i. person who travels around selling company products
- j. a written document with spaces to provide information

2 Match the clauses and phrases to form sentences.

- e 1. One day I would like to run
- h 2. Before I can get a new job, I need to prepare
- d 3. He didn't like the job, so he
- b 4. If I do this job well, I might
- a 5. As a doctor, I have to work
- i 6. My sister had an interview
- c 7. I have applied for a job
- g 8. His interview went well, and he was
- f 9. Are you going to take
- a. long hours.
- b. get promoted.
- c. as managing director.
- d. offered the job.
- e. my own company.
- f. the job?
- g. resigned.
- h. my resumé.
- i. for the job yesterday.

3 Circle the correct words to complete the stories.

A. Akane had many ____ (1.), but she worked as a(n) ____ (2.) in a chocolate ____ (3.). She was reliable and worked long hours. She was never sick. Her employer noticed her hard work and gave her a ____ (4.) at the end of the year. After five years with the ____ (5.), she became the managing director.

B. Manuel prepared his ____ (6.) and filled in the application form. He was applying for a job as sales rep for a computer software ____ (7.). He didn't have any ____ (8.), but he had some work ____ (9.) selling cell phones. When he went for the interview, he was asked to wait in the office. After three and a half hours, the ____ (10.) still hadn't arrived. Manuel went home.

1. a. interviewees **b. skills** c. employers
2. a. **employee** b. application c. experience
3. a. bonus **b. factory** c. director
4. a. salary b. qualification **c. bonus**
5. a. company **b. experience** c. employee
6. a. salary b. **resumé** c. experience
7. a. bonus b. director **c. company**
8. **a. qualifications** b. experience c. salary
9. a. employer b. interviewer c. **experience**
10. a. **interviewer** b. sales rep c. company

Communication

4a What do you think? Mark the sentences *GI* (good idea) or *BI* (bad idea).

When you write your resumé...

- GI** 1. write a minimum of three pages.
- GI** 2. check your spelling.
- GI** 3. use a computer.
- BI** 4. say you have lots of skills, even if you don't.
- BI** 5. give information about your high school and all your hobbies.

b Read the *Business Day* interview. Check your answers in Exercise 4a. Then circle the correct words.

Melanie: I read hundreds of resumé every week. Most of them are good. A few are excellent. And about 5 percent of them are terrible.

Interviewer: Really? What makes a bad resumé?

Melanie: There are a number of things. A resumé should be short. No more than two pages long. I recently read a resumé that was 20 pages long.

Interviewer: Unbelievable.

Melanie: But usually the problems are really simple.

Interviewer: What kinds of things?

Melanie: Spelling mistakes. People who write their resumé with a pen, not on computer. But the worst thing is that 25 percent of resumé are not true.

Interviewer: What do you mean?

Melanie: People tell lies. They say they have certain skills, and we find that they don't have them.

Interviewer: So what advice can you give for writing a resumé?

Melanie: Read the ad carefully. Learn as much as possible about the job. Then write a new resumé specifically for this job. Write it on a computer and only write what is important for this job.

Interviewer: Are there any imaginative or interesting ideas that work?

Melanie: There was a woman from Korea who applied for a job in an office. She sent some Korean food with her resumé to remind us that she was from Korea. And she got the job.

1. Five percent of the resumé that Melanie reads are good/bad/OK.
2. She thinks a resumé should be more than two pages long/exactly two pages long/two pages long or less.
3. Twenty-five percent of resumé she receives contain lies/true information/love letters.
4. Melanie says that people lie about their hobbies/skills/contact details.
5. You should write a new resumé for each job/use the same resumé for every job/write a new resumé every month.
6. A Korean woman sent some Korean perfume/clothes/food with her resumé.
7. She was given the job/wasn't given the job/became a chef.

Grammar

- 1 Complete the sentences using *can*, *can't*, *could*, or *couldn't* and verbs from the box.

speak	understand	sleep	sing
finish	believe	hear	catch

- My grandmother was worldly. She _____ six languages fluently.
- I _____ why they haven't called us yet.
- They took us to the station so we _____ the train to Boston.
- I'm tired because I _____ last night.
- I can play the guitar, but I _____. My voice is terrible.
- That's impossible! I _____ that what you are telling me is true.
- When I turned the music off, I _____ someone knocking at the door.
- Tim is very fast at doing crossword puzzles. Usually, he _____ one in just three minutes.

- 2 Complete the sentences using *can*, *can't*, *could*, *couldn't*, or *be able to*.

- Can you speak up a little? I _____ hear you.
- Samantha _____ paint beautiful landscapes, but she can't paint people.
- I want to _____ speak English fluently.
- I _____ ski when I was younger, but now I'm not good at it.
- We won't _____ come to the wedding because we will be on vacation then.
- I _____ walk in these shoes. They're too big.
- He _____ understand why everyone was laughing. Then he saw his photo.
- _____ you come to the party tomorrow? I need to tell Marta.

Reading

- 3 Read the stories and write notes in the chart below.

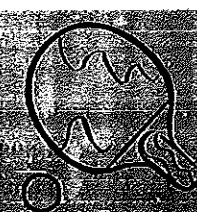
Abigail Sin, 10—Singapore

Abigail Sin could read when she was two, started playing the piano at five, and at age ten she could play so well that she played as a professional pianist in the Singapore Concert Hall. Her twin brother, Josiah, who doesn't like music, says he can't understand why she practices so much. "She plays the same things again and again."



Ai Fukuhara, 14—Japan

Then there is the Japanese "Serena Williams of Ping-pong," Ai Fukuhara, who started to play ping-pong when she was just three years old. She was so small that she couldn't see over the table. Two years later she could beat opponents who were three years older than her. So far Fukuhara has participated in two Olympics. She used to cry when she lost a game, but now she says she can control that.



Nguyen Ngoc Truong Son, 12—Vietnam

At three years old, Nguyen used to watch his mother and father play chess. He always asked them if he could play, too. Eventually, they let him play and he showed them that he knew how to move the pieces already. One month later he could beat his parents. When he was seven, he played in national tournaments and won. His father says, "He was born with a natural gift." Nguyen went on to become the youngest Vietnamese grandmaster ever.



Abigail			
Ai			
Nguyen			

- 4a** Read Lisa's diary entry. Then check (✓) the things Lisa can and can't do.

I think my Spanish is getting better, especially my reading. I can understand the readings in the book pretty well now. Sometimes I need to look up words in a dictionary or ask my teacher. She's taught us some phrases to use if we don't understand, so that's OK.

One problem I have is that I don't remember new words, the new vocabulary that we learn in the lessons. I'm going to write down all the new words in a small book so that I can learn them. I want to be able to speak more fluently, but I can't remember the words, so it is very difficult. I'm also going to practice speaking in Spanish with Angela, my classmate. We're going to meet before the lesson every week and spend half an hour talking in Spanish. I think that will really help me, too.

1. read Spanish pretty well		
2. use phrases to say she doesn't understand something		
3. remember new words		
4. speak Spanish fluently		

- b** Now complete the notes with the activities from the box.

speak more fluently
 write down new words in a book
 speak to Angela in Spanish every week

Setting goals — My Spanish

I want to be able to _____, (1.)

I'm going to _____. (2.)

and _____ . (3.)

Writing

- 5a** Write a journal entry about your goals for learning English. Tell about what you want to be able to do and steps that might help you reach those goals.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a dark, textured vertical strip, likely representing the binding or edge of a notebook. The paper appears slightly aged or off-white. There is no handwriting or printed text on the page.

- b** Take notes on your goals.

Setting goals — My English

1. I want to be able to

a.

b. _____

c. _____

2. I'm going to

a. _____

b. _____

C. _____

Vocabulary

1 Use words from the box to describe the events in the pictures. Use the correct form of the verbs.

judge thief jury police officer innocent
arrest fine steal jail sentence punishment

1. The _____
gave the criminal a five-
year _____.



2. The _____
_____ a
bicycle and had to pay a
\$100 _____ as
his _____.



3. The _____
_____ the
woman.



4. The _____
decided that the woman
was _____.



2 Match the verbs to the definitions.

- _____ 1. thief
- _____ 2. police officer
- _____ 3. innocent
- _____ 4. judge
- _____ 5. jury
- _____ 6. criminal

- a. people who decide if someone is guilty or innocent
- b. someone who arrests criminals
- c. someone who has done something illegal
- d. someone who steals things
- e. someone who can decide what punishment to give a criminal
- f. not having done anything wrong

Grammar

3 Circle the correct choice to complete each sentence.

- _____ 1. The thief arrested / was arrested.
- _____ 2. The shoplifter was given / gave a fine.
- _____ 3. My wallet was taken / took by a pickpocket.
- _____ 4. The bank rob / was robbed. They took / was taken \$100,000.
- _____ 5. The jury decided / was decided that he was guilty.
- _____ 6. My computer stole / was stolen from the library.

4 Complete the sentences with the passive voice in the past.

- 1. I _____ (ask) by my manager to give a presentation about my work.
- 2. José _____ (buy) some new CDs with the money he _____ (give) for his birthday.
- 3. I _____ (leave) my purse in the restaurant, and it _____ (steal).
- 4. The two men _____ (take) our suitcases from the car.
- 5. _____ you _____ (invite) to the wedding?
- 6. The car _____ (drive) by a man wearing a black hat.

- 5 Read the article. Then complete the questions using the active or passive voice.

Miami, Sept. 24, 2011: Local police say that an Incan vase stolen on June 15, 2009 has been returned. The vase was taken from the Las Americas Museum last summer around noon while employees went out to lunch. Museum officials reported the theft to police and offered a \$10,000 reward. Yesterday, a woman identified as Ms. G brought the vase to the police. She said she bought the vase last week at a second-hand store on Orange Avenue. Police say the investigation continues.

1. When was the vase stolen (steal)?
2. What time (steal)?
3. Where (steal) from?
4. Who (report) it?
5. How much reward (offer)?
6. Where (find)?
7. When was it (return)?

Reading

- 6a Read the article and answer the questions.

Better luck next time

David Morris was an unsuccessful robber. He walked into a store with a note that read, "I have a gun in my pocket. I will shoot you if you don't give me the money."

First, he went into a drugstore. The sales clerk took the note, but she didn't read it, she just threw it in the trash. The thief left with nothing. He tried the Italian restaurant next door. The owner took the note, looked at it, and shook his head. "I'm sorry, sir," he replied, "but I can't read English."

The man tried one last time. He went to a Chinese take-out restaurant. The manager there took the note, said that he didn't have his glasses and had to go into the back room to find them. While he was there, he called the police, who arrived shortly afterwards and arrested the failed robber.

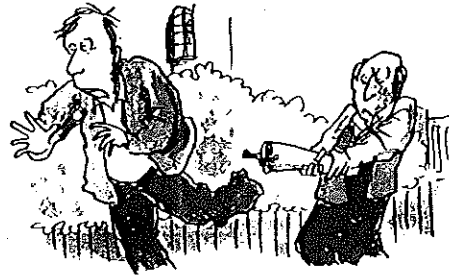
1. What was David Morris trying to steal?
2. Where did he go?

3. How many times did he try?
4. Was he successful?
5. Where did the drugstore sales clerk put his note?
6. Where did he go next?
7. Why didn't the owner of the Italian restaurant read the note?
8. Why did the manager of the Chinese restaurant go into the back room?
9. Who called the police?
10. What did the police do?

- b Label the events *Introduction*, *Story*, or *Conclusion*.

Writing

- 7 Put the sentences in order to make a story.
One-legged thief is caught



1. During the fight, Jin pulled off Gardener's false leg by mistake, but then the robber escaped by hopping into a taxi.
2. A store owner helped to catch a robber who only had one leg.
3. Mr. Jin said, "It was a real shock when his leg came off in my hands."
4. An Jin, who is 56, fought with Eric Gardener, after Gardener tried to rob Jin in the street.
5. However, later he tried to order a new leg, and the police arrested him. Gardener, 41, was jailed for three years after he said he was guilty.